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GROUP ACTIVITIES APPROPRIATE FOR
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GROUP ACTIVITIES APPROPRIATE FOR ELEMENTARY SCHOOL
GUIDANCE AS SHOWN BY A CONTENT ANALYSIS
OF SELECTED TEXTBOOKS

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degree of
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LAZELLE LAUGHLIN DUNN
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GROUP ACTIVITIES APPROPRIATE FOR ELEMENTARY SCHOOL
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OF SELECTED TEXTBOOKS

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GROUP ACTIVITIES APPROPRIATE FOR ELEMENTARY SCHOOL
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CHAPTER I

INTRODUCTION

With the current trends toward urbanization, our culture has taken on a mass orientation. During the last twenty-five years, a shift has been made from rural to urban modes of living with approximately three-fourths of American children living in urban areas.¹ Because of the massing of people together, an impersonalization has developed in the contacts made among people, and automation has added fuel to the flame.

The gradual change in the status of women has caused a shift in the types of adjustment children need to make. A recent U. S. Department of Labor bulletin had this to say:

In March 1966 there were nearly 72 million women fourteen years of age and over in the population. Of these, almost 28 million had children over eighteen years of age. More than

¹Harry Camp, "The Case for Guidance Services in the Elementary School," Guidance in the Elementary School, ed. Herman J. Peters, Anthony C. Riccio, and Joseph J. Quaranta (New York: Macmillan Co., 1963), p. 4.

one-third (9.9 million) of those mothers were in the labor force. They constituted 37 percent of all women workers.²

It has been estimated that by 1975, fifty percent of the women over fourteen years of age will be gainfully employed. For the child, this means that his mother will probably be working away from home. His need for a stabilizing force becomes apparent when it is noted that the divorce rate continues to soar. Not only may the child's home be lacking in a mother's influence for a major portion of the day, but it is also likely that his relationship with his father will lack a strong tie. Added to this is the likelihood that the child will move often. These statements from the United States Census Bureau were noted by Cremin:

About 25.5 million, or 20.0 percent of the 177.4 million persons one year old and over who were living in the United States in March in 1961 had moved at least once since March 1960.³

Not being able to put down roots tills the fertile ground of maladjustment. Frequent moving deprives children of that feeling of stability which comes when roots can grow in one place. Crowding in industrial neighborhoods tends to destroy the child's sense of individuality and to lessen self-sufficiency.⁴

²Working Mothers and the Need for Child Care Services, U. S. Department of Labor, (Washington, D. C.: Women's Bureau, May, 1967), p. 4.

³Lawrence A. Cremin, "The Progressive Heritage of the Guidance Movement," Guidance, an Examination, ed. Ralph L. Mosher, Richard F. Carle and Chris D. Kehas, (New York: Harcourt, Brace and World, 1965), p. 9.

⁴Camp, op. cit., p. 5.

In spite of situations in which children find themselves, most of them adjust and do well in school. However, there are many who need help in adjustment. The Mid-Century White House Conference on Children and Youth (1950) stated that one-fourth of all elementary school children need some kind of special treatment for social-emotional adjustments.⁵ Recognizing the child's need for special concern, the Federal Government in the NDEA programs of 1958 and 1963 put an emphasis on guidance. A clear understanding of the need for guidance was stated by Traxler:

Psychologically, a need for guidance is found whenever the environment is sufficiently complex to permit a variety of responses and whenever individuals are not equipped to react instinctively or habitually to the stimuli of the environment.⁶

The need for guidance in the public schools was recognized, and some programs were implemented. However, with the rise in school enrollment in the highly populated centers, some administrators thought it inefficient to think in terms of using only face-to-face counseling methods of getting at problems encountered by children. A child will not be likely to meet problems in isolation, it was argued. A child will be a member of a group. Therefore, he must be provided with experiences to help him become self-directing in facing his problems and adjusting to group living. Traxler verified this practical approach as his first reason in answer to the question, Why group guidance?:

⁵Ibid., p. 7.

⁶Arthur Traxler and Robert D. North, Techniques of Guidance. (New York: Harper and Row Publishers, 1966), p. 1.

An important reason why there is so much attention to group work in guidance is, of course, that it saves time in dealing with matters that are common to the pupils.⁷

Willey reaffirmed this position but went one step further and showed that group guidance has purposes beyond the practical one:

The purpose of guidance in groups is not entirely an economical one to be substituted for individual guidance. It has purposes in its own right. The first to be considered is that of helping the pupil to achieve self-direction through cooperation with the group. This, in essence, is guiding the pupil toward socialization.⁸

Group guidance methods are not to be thought of merely as a means of discipline, however. Guidance in the elementary school had its beginning with the mental health movement and the child development movement early in the century. The function was carried on by the classroom teacher as an incidental part of the instructional duties while guidance programs were being developed and expanded at the secondary level. It was not until 1954 when the National Elementary School Principal devoted the Thirty-Third Yearbook to elementary guidance, that guidance in the elementary school attained a degree of acceptance. With the publication of this volume, it became "safe to say that guidance had been accepted as an integral part of the educational program at all levels."⁹

As a result, many institutions of higher education developed courses to meet the need for counselors in this area. Textbooks began

⁷Ibid., p. 320.

⁸Roy DeVerl Willey, Guidance in Elementary Education (New York: Harper and Brothers, Publishers, 1960), p. 263.

⁹Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), p. 4.

to appear for use in these courses. However, textbooks written for use in such courses showed a variety of approaches. Because elementary guidance is in its infancy, no agreement has been reached as to the set of principles to be followed. Influences can be seen from the areas of mental health, personality development, psychology, sociology and the world of work. One of the two emphases on which the authors of all books on elementary guidance might agree is the importance of the "total" child. The other point of agreement is that the teacher plays the central role in the guidance program at the elementary school level.

While authorities have not yet come to an agreement on the philosophy for elementary school guidance, there is a strong indication that many people believe that it should be predominantly preventive in nature. In order to provide such a program, the guidance should begin early. A strong claim for early guidance at the elementary level was made by Knapp who stated:

A sound guidance program cannot be developed in a given school system unless it has its roots embedded in the Kindergarten--or first grade--whichever is the entering group for a child. Guidance provided within the elementary school may well serve as the taproot for programs organized on the junior and senior high school levels. Using guidance principles and practices in teaching elementary school children would prevent many problems from appearing in the adolescent.¹⁰

Besides its preventive function, other measures were recommended in the developmental, remedial and therapeutic realms. Wartens claimed for group guidance activities the methods necessary to fulfill these goals:

¹⁰Robert H. Knapp, Guidance in the Elementary School (Boston: Allyn and Bacon, Inc., 1959), p. 5.

Much mental illness stems from unsatisfactory relations with groups, and often the personality damage is best repaired in an especially planned setting. Group work has both the therapeutic and developmental values. Especially important are its preventive values--its value for preventing maladjustment by helping normal people to stay normal.¹¹

Another facet of this problem was recognized by Gowan who quoted from the National Education Association Conference on the Academically Talented Student:

Guidance in the broadest and deepest sense of the term is essential for the adequate development of the academically talented.¹²

As a result of this apparent concern for the elementary school child and his functioning as a member of a group, the need became obvious for identifying the basic group guidance techniques advocated in the courses designed to prepare prospective elementary school counselors. Since the authors of textbooks often differ in their underlying concepts, certain processes are given different emphases. Because the textbook holds a unique place in the training of counselors and because of the lack of comprehensive work which incorporated recommended group guidance activities, this study was undertaken in the hope that it may be a helpful guide to the adequate preparation of elementary school counselors.

Background of the Study

An extensive amount of literature has appeared as a result of research in the field of group processes. In general, the interest in

¹¹Jane Warters, Group Guidance Principles and Practices (New York: McGraw-Hill Book Company, Inc., 1960), p. 5.

¹²J. C. Gowan, "Organization of Guidance for Gifted Children," Personnel and Guidance Journal (December, 1960), p. 277.

the topic has stemmed from two general sources: (1) The work in group dynamics by Lewin and his students, and (2) The development of sociometry and psychodrama from the work of Moreno.¹³ Group dynamics applies to the group atmosphere generated by the interaction of the members of the group. According to Cartwright, a pupil of Lewin, use of group dynamics depends to a great extent on the training of the leader:

The researcher who seeks to learn how to make groups more effective media for changing attitudes, behavior or personal adjustment may pay special attention to group cohesiveness, social pressures generating conformity, and the emotional atmosphere created by trainers or therapists.¹⁴

The other important branch of group study had its background in early techniques developed by J. L. Moreno. His use of psychodrama was basically for the purpose of counseling and psychotherapy, but it has been incorporated into group work in non-medical settings. Attributed to Moreno was a phase of group work well suited for guidance. It dealt with sociometry. Recent experiments carried out and reported by Fred E. Fielder stated that:

Only where an individual is accepted by his group as its leader (as may be indicated by the sociometric preference ratings) can we expect that he will have sufficient power to influence his group's behavior.¹⁵

An off-shoot of these two group processes applied to guidance is a technique developed by Clifford Froelich and used extensively by Helen I. Driver. Multi-counseling, or group counseling as it is called

¹³Carroll H. Miller, Guidance Services (New York: Harper and Row, Publishers, 1965), p. 118.

¹⁴Dorwin Cartwright and Alvin Zander, Group Dynamics (Evanston, Illinois: Row, Peterson and Co., 1960), p. 42.

¹⁵Fred E. Fielder, "The Leader's Psychological Distance and Group Effectiveness," Cartwright, Ibid., p. 605.

by many guidance workers, bases its technique on the interaction of the members of the group who have similar problems. Pointing out that this process demands careful planning on the part of the leader, Driver said:

The success of a group project depends upon the leader's ability to adapt group activities and individual counseling to the needs of the individual in the group so that each will learn what he wants and needs to learn.¹⁶

In the area of guidance for elementary school, recent studies have been made at the University of Oregon and Ohio State University. However, no studies specifically concerned with group guidance or group processes for guidance have appeared. More specifically in the area of research using content analysis, only one such study was discovered.

In 1952, Jerome Louis Fritsche wrote a Master's thesis, A Study of Trends and Emphasis in Guidance in Education as Reflected in Guidance Textbooks.¹⁷ This study was done at the University of Washington under the direction of John A. Barr, Ph.D. The research involved the analysis of selected topics appearing most frequently in forty books on guidance. The books covered the general field of guidance in education. Books which were aimed at specific aspects of guidance only, such as vocational guidance or testing, were not included. Of the total number of books examined by Fritsche, only one book was devoted exclusively to elementary guidance. Four others had some application for elementary school.

Based on the number of pages devoted to each topic by each author, Fritsche found that the topic of group guidance ranked fourth

¹⁶Helen I. Driver, Counseling and Learning through Small Group Discussion (Madison, Wisconsin: Monona Publications, 1958), p. 62.

¹⁷Jerome L. Fritsche, A Study of Trends and Emphasis in Guidance in Education as Reflected in Guidance Textbooks (Seattle, Washington: University of Washington, 1952).

among the selected topics. It may be concluded from this study that as far back as 1952, group activities for guidance purposes had an important place in the guidance programs as evidenced by textbooks treating guidance in general.

Statement of the Problem

The problem of this study was the identification of activities for group guidance through a systematic examination of selected textbooks concerned with elementary school guidance. Identification was also made of the guidance objectives to be served by the group activities advocated by the authors of the textbooks.

Purpose of the Study

The primary purpose of this study was to determine the kinds of group activities appropriate for attaining objectives in elementary guidance. A second purpose was to establish the number and scope of these activities in relation to the guidance objectives for which they were proposed as shown by the consideration given to the activities. Level of consideration was determined by the amount of space devoted to each activity in each text. The evidence established by this study should be useful in the following ways: (1) Provide an organized resume of group guidance activities as a quick and helpful aid to guidance personnel, (2) Furnish for the institutions with counselor training programs, statistical evidence of the emphasis placed on group activities by the textbook authors, (3) Indicate the types of skills needed by elementary counselors in conducting group guidance activities.

Limitations of the Study

The limitations set on this study included the following:

(1) Only selected textbooks on guidance published since 1954 were examined, (2) The textbooks were limited to those devoted to guidance at the elementary level, (3) The textbooks were further limited to those which were designated as texts in elementary counselor training at two or more of the institutions which participated in the survey, (4) Only group activities proposed for use in elementary school were considered in the process of analyzing the textbooks.

Need for the Study

Educators have long been concerned with group processes.

Recent emphasis on group guidance has raised the question of when a group activity is guidance and when it is instruction. Confusion has reigned on what objectives of guidance should be served by group activities and how these activities should be conducted. Concepts have influenced research, and, in turn, have been influenced by the results of research. An area of concern with group dynamics was identified by Glanz who warned:

The assumption that anything taking place in groups may be classified as group guidance has damaged the concept of groups in guidance.¹⁸

In the first place, different meanings have become attached to the term, "group guidance." Other terms which have been used almost as synonyms are: group processes, group procedures, group study, and group therapy. One broad definition of group guidance was given by Bennett:

¹⁸Edward C. Glanz, Groups in Guidance (Boston: Allyn and Bacon, Inc., 1962), p. 28.

Group guidance is any phase of a guidance personnel program carried on with groups of individuals rather than between counselor and counselee or clinician and client in the face-to-face interview.¹⁹

A more rigid definition of group guidance was set down by Garry:

Thirty children in a classroom do not constitute a group but rather an aggregate of subgroups and individuals with diverse interests, needs and goals . . . A primary characteristic of groups is interaction between members -- interaction for purposes of communication, for expression of feeling, for identification of goals, and for achievement of common purpose.²⁰

To add to the confusion, Cottingham distinguished all group work from guidance by eliminating the activities employed for instructional purposes:

. . . if knowledge, skill, and concepts rather than personal problems serve as objectives, the procedure can hardly be classified as guidance. Guidance has as its purpose the aiding of pupils with problems relating to personal values, social skills, or educational decisions--needs not always met through the more formal classroom instructional devices.²¹

Willey, on the other hand, said, "Guidance in the school is an integral part of the learning process."²² Johnson tried to include everyone and every activity when he said:

Group activities are an integral part of the total pupil personnel program extending from pre-kindergarten throughout the entire school system and into the adult education program.

¹⁹Margaret E. Bennett, Guidance and Counseling in Groups (New York: McGraw-Hill Book Co., Inc., 1963), p. 5.

²⁰Ralph Garry, Guidance Techniques for Elementary Teachers (New York: Charles E. Merrill Books, Inc., 1963), p. 425.

²¹Harold P. Cottingham, Guidance in Elementary Schools (Bloomington, Indiana: McKnight and McKnight Publishing Company, 1956), p. 130.

²²Willey, op. cit., p. 6.

Guidance activities and instructional activities are so intermingled and often so closely integrated that they may be difficult to distinguish.²³

A need for a concise guide to the possibilities for group guidance was recently noted in Oklahoma. Following the first Area Elementary Guidance Conference, held in April, 1967, the Guidance News reported:

A need was expressed for suggestions for more group guidance activities.²⁴

From a survey of the professional literature on group guidance, it appeared that no common core of activities had been compiled which was recognized as being applicable to the objectives in the areas of guidance at the elementary school level. No study was found which attempted to determine whether authors addressing their guidance textbooks primarily to the elementary school level differed in their opinions with respect to the uses of group guidance activities. No analysis of current textbooks dealing with elementary guidance and indirectly with group guidance was available. Nor was there an analysis of current textbooks dealing with group guidance specifically for the elementary school. Because of the absence of research in these areas, this study was undertaken. The findings should be of interest to counselor-educators, counselor-trainees, school and college teachers, the school administrators, writers of textbooks and others involved with groups of elementary school children.

²³Walter F. Johnson, Buford Steffle and Roy A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill Book Company, Inc., 1961), p. 317.

²⁴The Guidance News, Division of Guidance, (Oklahoma City: Oklahoma Department of Education, Vol. 7, No. 2, May 1967), p. 5.

Definition of Terms

A major problem faced by workers and writers in the field of guidance has been the lack of generally-accepted definitions of terms. Barry and Wolf, writing in 1957, commented on the problem posed by the tangle of terminology. They pointed out:

Professional jargon can be a useful tool: its purpose is to facilitate communication among the members of a particular group. The language of guidance-personnel work, however, has not facilitated communication. Rather, jargon has served to make differences of opinion.²⁵

This confusion of terms was confirmed by Traxler:

As is often true of a field experiencing growing pains, there is lack of clarity in the terminology applied to different kinds of group work in guidance.²⁶

Consistency in use of terminology which has been precisely defined is imperative in research. For the purpose of clear and concise communication, the following definitions of terms were accepted for use in this study:

Adjustment--"The process of modifying the demands and the behaviors of persons interacting with each other so that they can achieve and maintain a certain desirable relationship."²⁷

Categorizing--"Classifying the content of qualitative communication materials into appropriate divisions so that it can be described in an orderly way."²⁸

²⁵Ruth Barry and Beverly Wolf, Modern Issues in Guidance-Personnel Work (New York: Columbia University, 1957), p. 64.

²⁶Traxler, op. cit., p. 382.

²⁷Horace B. English and Ave Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longman, Green and Co., 1958), p. 14.

²⁸Bernard Berelson, Content Analysis (Glencoe, Illinois: The Free Press, 1952), pp. 135-136.

Category--"A division or group of data based on qualitative rather than quantitative differences."²⁹

Context Unit--"The largest body of content that may be examined in characterizing a recording unit."³⁰

Developmental--"That which seeks to establish ways of thinking and acting which will help each individual to develop optimally."³¹

Educational--"That which applies to things related to process of bringing about desirable changes in a person as a result of teaching and study."³²

Emotional--"Any one of the states designated as fear, anger, distrust, grief, joy, yearning, etc."³³

Enrichment--"The educational process of stimulating intellectually gifted children."³⁴

Group Guidance--"Any phase of a guidance or personnel program carried on with groups of individuals rather than between counselor and counselee or clinician and client in the face-to-face interview. It may include instruction in the classroom where the content is related

²⁹English, op. cit., p. 77.

³⁰Berelson, op. cit., p. 135.

³¹Donald Mortensen and Allen M. Schmuller, Guidance in Today's Schools, second ed. (New York: John Wiley and Sons, Inc., 1966), p. 11.

³²C. Galton Kemp, Perspectives on the Group Process (Boston: Houghton Mifflin Company, 1964), p. 25.

³³Webster's New Collegiate Dictionary (Springfield, Mass: G. and C. Merriman Co., Publishers, 1960), p. 269.

³⁴Robert DeHaan and Jack Kough, Helping Children with Special Needs, Vol. II (Chicago: Science Research Associates, Inc., 1956), p. 12.

to problems of self-appraisal, educational or vocational guidance, personal adjustment, and inter-personal relationships."³⁵

Group Guidance Activities--Those activities entered into in a group situation with two or more children or with two or more people concerned with the welfare of a child, which directly affects the elementary child in his understanding of himself, his relationship with others, his educational needs, his vocational potentialities, or his health.

Growth--A dynamic process in which one develops or acquires ability to use knowledge or skills in effectively improving his "ways of meeting life's crises."³⁶

Guidance--"Assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own activities, develop his own points of view, make his own decisions."³⁷

Indicator--"A reference to a content element. The definition of indicator follows as closely as possible the definition of categories . . . as closely as the actual content will allow."³⁸

Instructional--"That which is conducive to the systematic imparting of knowledge including remedial instruction."³⁹

³⁵Bennett, op. cit., p. 5.

³⁶Merle Ohlsen, Guidance Services in the Modern School (New York: Harcourt, Brace & World, Inc., 1964), p. 5.

³⁷Bennett, op. cit., p. 14.

³⁸Berelson, op. cit., p. 135.

³⁹English, op. cit., p. 266.

Measurement of Reliability--"The average level of all the decisions in the category expressed as a percent of the maximum level."⁴⁰

Motivational--That which develops a desire to attain.

Objective--"A goal, purpose or aim."⁴¹

Orientation--"The process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation."⁴²

Personal--"That phase of guidance which aims to assist an individual in respect to personal habits, attitudes, and intimate personal problems."⁴³

Preventive--"That which seems to avoid impairment or breakdown of the individual by providing healthy influences."⁴⁴

Psychodrama--"Enactment of a life situation which holds emotional meaning and conflict for the central character."⁴⁵

Quantitative Content Analysis--"A statistical technique for obtaining descriptive data on content variables. It is concerned with frequency of occurrence of given content characteristics."⁴⁶

⁴⁰Harold Lasswell and Nathan Leites, Language of Politics (New York: George W. Stewart, Publishers, Inc., 1949), p. 86.

⁴¹English, op. cit., p. 352.

⁴²Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Company, Inc., 1945), p. 283.

⁴³Ibid., p. 194.

⁴⁴Mortensen, op. cit., second ed., op. cit., p. 11.

⁴⁵Driver, op. cit., p. 109.

⁴⁶Alexander L. George "Quantitative and Qualitative Approaches to Content Analysis," Trends in Content Analysis, ed., Ithiel de Sola Pool, (Urbana, Illinois: University of Illinois Press, 1959), pp. 6-8.

Recording Unit--"The smallest body of content in which the appearance of a reference is counted."⁴⁷

Remedial--"That which is designed to remove, where possible, specific causes of lack or deficiency."⁴⁸

Role-Playing--"Any kind of action in which a person attempts to portray the attitudes, feelings or actions of another person."⁴⁹

Self-Awareness--"The knowledge of one's own traits or qualities; insights into, and understanding of one's own behavior and motives."⁵⁰

Social--"That which relates to the interaction of two or more persons or to the influence of one upon the other."⁵¹

Sociodrama--"The enactment of a life situation which holds a conflict, controversy or problem applicable to a number of individuals, a group or groups. Thus, the conflict situation deals with a problem which is common to a number of individuals rather than characteristics of one individual alone."⁵²

Therapeutic--"That which is intended to alleviate a disordered condition so that normal functioning is brought about."⁵³

⁴⁷Berelson, op. cit., p. 135.

⁴⁸English, op. cit., p. 456.

⁴⁹Driver, op. cit., p. 109.

⁵⁰English, op. cit., p. 486.

⁵¹Ibid., p. 506.

⁵²Driver, op. cit., p. 109.

⁵³English, op. cit., p. 509.

Unit of Classification--"The basis on which the content of communication is analyzed and classified."⁵⁴

Unit of Enumeration--"The basis on which the content of communication is tabulated."⁵⁵

Vocational--"That which centers about the problems of selecting and preparing for a vocation."⁵⁶

Organization of the Study

The first chapter of the study contains an introduction, background of the study, statement of the problem, purpose of the study, limitations of the study, need for the study, definition of terms and an organizational arrangement of the study. Chapter Two is devoted to the collection and presentation of data. Chapter Three is an interpretation of the data. Chapter Four contains a summary, findings, conclusions and recommendations.

⁵⁴Berelson, op. cit., pp. 135-136.

⁵⁵Ibid., p. 135.

⁵⁶English, op. cit., p. 586.

CHAPTER II

COLLECTION AND PRESENTATION OF DATA

The primary aim of this study was to identify the group activities which may be appropriately used for group guidance at the elementary school level. This was accomplished through a systematic examination of selected textbooks used in educational institutions concerned with training the guidance counselor. A secondary aspect of the study was to identify the objectives for which group activities are proposed for guidance with elementary children and the relative importance attached to each activity by the authors of the textbooks.

Procedure Used in the Study

A quantitative content analysis was made of eighteen textbooks on guidance in the elementary school. Titles of textbooks were first obtained from the Cumulative Index, Books in Print, bibliographies, and other reference sources from university and college departments of guidance. Of the fifteen books listed under Personnel Services in the Elementary School in the Books in Print from 1962-1966, eleven books met the requirements of being suitable for college courses in elementary guidance. These eleven books made up the initial list.

To this initial list was added another book, Guidance Techniques for Elementary Teachers,¹ because the subject matter content seemed to

¹This book, by Ralph Garry, may be found in Appendix A.

categorize it with the group of books on elementary guidance. This list of twelve books was known as the "basic list." This list of basic texts may be found, together with their authors and publishers, in Appendix A.

Research conducted in 1964 by the Center for Educational Research at Ohio State University, Athens, Ohio, figured in the method for choosing additional books to be analyzed. The report of this Ohio study² included the results of a survey which was made to ascertain which of the colleges and universities in the United States offer programs of preparation in elementary school guidance. Of the 247 institutions which offer a Master's degree, only forty-five of them indicated that a program of preparation in elementary school guidance is offered. The study accepted the statement of the department answering the questionnaire that its program was significantly different from the preparation program in secondary school guidance. Of the forty-five institutions which answered the questionnaire in the affirmative, forty-one furnished information on their programs.

These forty-one institutions were contacted in this study. To each of the schools was sent a letter, along with a sheet containing the list of the twelve books obtained earlier and known as the basic list. The chairman of each department of guidance was asked to indicate on the sheet the name of the book or books used at his institution in the courses which were specifically designated for the preparing of elementary school counselors. Space was provided for the listing of additional books which

²Dale F. Nitzschke and George E. Hill, The Elementary School Counselor: Preparations and Functions (Athens, Ohio: Center for Educational Research and Service, 1964), p. 21.

were used by the institution as supplementary texts.

Of the forty-one requests for information, replies were received from thirty-two institutions. A list of the participating institutions may be found in Appendix B. A total of fifty-six books were indicated to supplement the basic list. However, only nine of these additional books were listed more than once. This list of nine books is included in Appendix C. Of this group of nine books, six met the demands of the limitation of this study. These six books, which made up the "supplementary list" of textbooks, were included in the study. This made a total of eighteen textbooks on elementary guidance acceptable for this study. These were then analyzed for group activities through a quantitative content analysis based on frequency of occurrence.³

Occurrence of the Term "Group Guidance Activity"

The preliminary reading of each book in the basic list brought to light the lack of concensus on the terminology used. The multiplicity of terms and the lack of clarity and consistency in their use emphasized the need for research in this area. The meaning attached to the terms used by the authors seemed to indicate less difference in concept than in choice of terms. When avoiding the term, "group guidance activity," the authors gave few clear-cut definitions of the terms actually employed to describe the activity presented. The evidence accumulated during the preliminary reading showed clearly the lack

³George, op. cit., pp. 9-11.

of consistency among the authors in the application of the term, "group guidance." An approach to group activities appropriate to elementary school guidance was suggested by Cottingham in writing of the importance of group procedures in overcoming problems:

This category includes not only work with adult groups but group work with pupils, often as part of classroom instruction. Adult group work including parents and teachers, as well as parents and pupils or faculty discussions, are sometimes employed. Pupil group work includes many techniques, such as grouping of students on one or more bases, role playing, activity groups, field trips, and class discussions on behavior problems.⁴

Cottingham's approach which included group procedures as potentials in serving the guidance function was adopted for this study. Therefore, the criteria used for the purpose of guidance in groups were not made contingent upon the author's use of the term.

Determination of Specific Categories

Since the ultimate objective of the analysis was to determine the activities for achieving guidance objectives using group procedures, a student of elementary guidance may appropriately ask the question: What group activities serve the needs of children for guidance? An enumeration of activities with their proposed function was attempted. From the selected group of twelve basic elementary guidance textbooks, a systematic examination was made in order to identify in each book the group activities proposed. In examining the books which had more than one author, the investigator assumed that the authors were in agreement with respect to the content of the book.

⁴Cottingham, op. cit., p. 5.

The books were read systematically and notes were taken in an effort to identify every activity suggested for group guidance. Those activities which were considered to be appropriate for use at the elementary level were tabulated. This preliminary reading of the twelve basic texts resulted in eighty-five distinct activities. A reading of the six supplementary books added no more activities to the list. The eighty-five activities are listed in alphabetical order in Table 1 and are shown on page 24. From these eighty-five activities were formed the specific categories. Of this rationale, Berelson says:

The general rationale is that categories can be represented by a universe of items and that the indicators are a selection or a sample of such items.⁵

A closer look at the eighty-five activities revealed that certain cases were mentioned seldom, if at all, by certain of the authors. It was then possible to follow Berelson's plan of "definition and redefinition not only of the indicators but also of the categories."⁶ The original eighty-five activities were combined into a set of thirty-seven appropriate categories. The rubrics for the classification of these categories may be found in Appendix D. They are listed, under their eventual broad category titles, in Table 2 on page 25.

Determination of Broad Categories

Working with thirty-seven specific categories proved much too unwieldy a process. Consequently, the thirty-seven group activity

⁵ Berelson, op. cit., p. 163.

⁶ Ibid., p. 164.

TABLE 1

SPECIFIC CATEGORIES OF GROUP ACTIVITIES FOR GUIDANCE
AS DETERMINED BY AN ANALYSIS OF TWELVE BASIC TEXTS

1) Ability Tests	43) Panels
2) Achievement Tests	44) Parent Study Groups
3) Assemblies	45) Parties
4) Book Reports	46) Picnics
5) Bulletin Boards	47) Plays
6) Buzz Groups	48) Play Therapy
7) Camps	49) Pre-School Clinics
8) Cartoons	50) Puppets
9) Case Conferences	51) Questionnaires
10) Charts	52) Radio
11) Checklists	53) Rating Scales
12) Clay	54) Records
13) Clubs	55) Replicas
14) Committees	56) Reporting
15) Craftwork	57) Role Playing
16) Creative Drama	58) Scrapbooks
17) Dancing	59) Sentence Completion
18) Dialogues	60) Shadow Plays
19) Discussion	61) Sharing
20) Dramatizations	62) Silhouettes
21) Drawing	63) Skits
22) Dramatic Play	64) Sociodrama
23) Exploring	65) Sociometry
24) Films	66) Speakers
25) Filmstrips	67) Speaking
26) Finger Painting	68) Special Classes
27) Free Play	69) Speech Choir
28) Games	70) Spontaneous Drama
29) Health Classes	71) Stories & Poems
30) Hobbies	72) Student Council
31) Instrumental Music	73) Surveys
32) Inventories	74) Tapes
33) Library Work	75) Tape Recording
34) Listening	76) Task Planning
35) Models	77) Teacher Talks
36) Multi-Counseling	78) Television
37) Musical Composition	79) Test Interpretation
38) Neighborhood Social Hour	80) Trips
39) Newspapers	81) Unfinished Stories
40) Organizations	82) Visits
41) Pageants	83) Vocal Music
42) Painting	84) Word Completion Test
	85) Writing

TABLE 2

BROAD CATEGORIES WITH SPECIFIC CATEGORY SUBSUMPTIONS

AUDIO-VISUAL	FINE ARTS
Class Projects Films Recordings Scrapbooks	Craftwork Drawing Painting Creative Drama Dramatizations Formal Drama Dramatic Play Puppetry Role Playing Instrumental Music Vocal Music
COMMUNICATIONS	INFORMATION
Committees Discussion Literary Oral Reporting Multi-Counseling Reading Task Planning Writing	Case Conferences Diagnostic Techniques Self-Assessment Sociometric Techniques Ability Tests Achievement Tests Teacher Talks
EXPLORATORY	
Assemblies Clubs Special Classes Visits	
EXTRA-CURRICULAR	
Organizations Parent Groups Social Groups	

categories were subsumed into six broad categories suggested by an approach to group guidance made by Mortensen and Schmuller.⁷ These category titles were: (1) Audio-Visual, (2) Communications,⁸ (3) Exploratory, (4) Extra-Curricular, (5) Creative Arts,⁹ and (6) Information Gathering and Giving. The broad categories with the final workable set of thirty-seven specific activity categories made up Table 2, and they are shown on page 25.

Determination of the Guidance Areas

The student of guidance who plans to prepare for practice in the elementary school is entitled to ask a continuing question: What are the areas in which group guidance should function at the elementary level? The guidance counselor in practice will be expected to be competent in the skills necessary to group work. The fundamental areas of guidance in the elementary school must be considered in any delineation of group activities at this level.

With this in mind, an investigation was conducted of the statements made by the authors of the Basic texts concerning the areas in which an elementary guidance program should function. These areas, expressed by the authors of the twelve Basic texts, appear in Table 3, which follows on page 27.

⁷Mortensen, op. cit., p. 289.

⁸The Mortensen and Schmuller book called this category, "Discussion." However, the broader term used here was adopted as a more inclusive term.

⁹Designates a category suggested by Dorothy G. Peterson, and Velma D. Hayden, Teaching and Learning in the Elementary School (New York: Appleton-Century-Crofts, Inc., 1961), p. 354.

TABLE 3

THE AREAS OF GUIDANCE FOR ELEMENTARY SCHOOL STATED BY AUTHORS OF
THE TWELVE BASIC TEXTBOOKS USED IN THE STUDY

Guidance Areas	Authors												Totals
	Bernard	Cotttingham	Martinson	Barr	Knapp	Kowitz	Rosecrance	Willey	Hatch	Detjen	Garry	Peters	
Academic Learning						x							1
Educational		x	x							x	x		4
Emotional	x	x		x		x	x	x	x				6
Health				x									1
Intellectual					x								1
Mental	x						x						2
Mental Health								x			x		2
Personal		x	x		x							x	4
Personal Adjustment										x			1
Personality								x					1
Physical	x				x	x				x	x		5
Physical Health									x				1
Social	x	x	x	x	x	x	x			x		x	9
Social Relationship											x		1
Vocational				x	x	x						x	4
Totals	4	3	2	5	5	4	4	3	2	4	3	4	43

Semantics was not the concern of this study. However, in attempting to determine the broad guidance areas for elementary school, it became evident that the authors whose textbooks were being analyzed were not in agreement on the terms used to designate the areas of guidance. A total of fifteen different terms were used by the twelve Basic Texts. To have employed all fifteen would have meant using terms which were redundant. It was necessary to find acceptable terminology which would include the meanings as stated by the authors in designating the areas of guidance for elementary school. It was therefore decided, on the basis of a similarity of meanings, to eliminate similar terms combining them into ones of equivalent designation and meaning. The process of elimination of terms is shown in Table 4 below.

TABLE 4

AREAS OF GUIDANCE WHEN TERMS WERE COMBINED TO DESIGNATE
THE AREAS OF GUIDANCE FOR ELEMENTARY SCHOOL

<u>Educational Area</u>	<u>No.</u>	<u>Emotional*</u>	<u>No.</u>
Educational	4	Emotional	6
Academic Learning	1	Mental Health	<u>2</u>
Intellectual	1	Total	8
Mental	<u>3</u>		
Total	8	<u>Personal Area*</u>	
		Personal	4
<u>Social Area</u>		Personal Adjustment	1
Social Relationship	1	Personality	<u>1</u>
Social	<u>9</u>	Total	6
Total	10	<u>Physical Area*</u>	
<u>Vocational Area</u>	4	Physical	5
		Physical Health	1
		Health	<u>1</u>
		Total	7

*These three were combined into Personal-Emotional Area.

In combining terms, it was decided that the terms used by most of the authors would be adopted as the terms used in this study. It may be noted that while the Physical Area was included as a guidance area by seven authors, it was found that only eight group activities were proposed to be used for achieving objectives in the area of guidance for physical development. Since there were so few proposals in the Physical Area for group activities, and since in most instances the physical aspect of the activity included mental health as well, it was decided to combine the Physical Area of guidance with the Personal Area. This combination may be noted in Table 4.

Further, it was discovered that those authors who employed the use of the terms, "personal" and "emotional" tended to use them interchangeably. With this in mind, these two categories were combined into Personal-Emotional. Osgood spoke of this problem in using the contingency method of content analysis:

If one were to code two close synonyms as separate categories, he would probably come to the surprising conclusion that these things are significantly dissociated in the thinking of the source; being semantic alternatives, the source tends to use one in one location and the other in another location. If such closely synonymous alternates are treated as a single category, the problem does not arise.¹⁰

The Educational Area was established by combining the terms Educational, Academic Learning, Intellectual and Mental. Since the term Educational was used with greater consistency than any other term, the term, Educational Area, was adopted to designate those group activities concerned with purely educational matters.

¹⁰Charles E. Osgood, "The Representation Model," Trends in Content Analysis, ed. Ithiel de Sola Pool, op. cit., p. 62.

The Social Area was established by combining the terms, Social and Social Relationship. Since the simpler term, Social was used by a majority of the authors, it was adopted as the term used in this study to designate activities in the Social domain.

The textbooks on elementary guidance used in this study made no mention of activities in the Vocational Area except for the purpose of providing vocational information. However, the four authors who proposed activities in this area called the area simply Vocational. Therefore, the term Vocational Area was accepted.

The Personal-Emotional Area was established by the combining of the three areas of Personal, Emotional and Physical as explained earlier in this chapter.

By a process of combining the terms, four guidance areas were determined. The terms finally arrived at to designate these four areas were: Educational, Personal-Emotional, Social, and Vocational. The decision for the eventual choice of titles for the broad guidance areas was supported by Misner. It is generally conceded that a guidance program must have the support of the school administration. School administrators with a guidance point of view must have an understanding of the areas in which guidance can best function in their schools.

Misner, Superintendent of Schools in Glencoe, Illinois, gave a clear-cut picture of the need for guidance and its function at the elementary level:

Society all around us gives evidence of the need for guidance in personal, social, educational and vocational areas. Statistics reveal that juvenile delinquency is on the increase; diseases caused by tension incapacitate or even kill many persons; there is a heavy demand for psychological and psychiatric services; there

is a waste of ability. All of these factors emphasize the need for increased formalized guidance services during a child's formative years as he progresses through elementary school.¹¹

Determination of Guidance Objectives

In order to identify the more specifically delineated objectives for each activity, the investigator made the divisions from those found stated by the authors of the texts used in the study. This was accomplished by writing on separate cards the objectives listed for each activity proposed. These cards were sorted by organizing them into groups of similar objectives using rigidly defined psychological terms to classify the categories. The Guidance Area categories, together with the Guidance Objectives categories, are shown in Table 5 below.

TABLE 5

AREAS OF GUIDANCE WITH CATEGORIES OF OBJECTIVES

<u>Educational</u>	<u>Social</u>
Instructional	Adjustment
Motivational	Orientation
	Growth
<u>Personal-Emotional</u>	<u>Vocational</u>
Preventive	Information
Developmental	
Therapeutic	

¹¹Paul J. Misner, Frederick W. Schneider and Lowell G. Keith, Elementary School Administration (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 248.

Tabulation of Data

Berelson's major units concept of content analysis was followed in the tabulation of the data. The technical distinctions made by Berelson which are relevant to this study included: (1) the classification unit, (2) the recording unit, (3) the context unit, and (4) the enumeration unit. For this study, the classification unit was the entire textbook which dealt with elementary school guidance.

The recording unit was the proposed group activity. The context unit was the line. Each group activity proposed for guidance purposes was noted in relation to one line of print within the paragraph in which it appeared in order to assure its being understood in context.

The enumeration unit was determined by a coding system in an attempt to indicate the level of consideration with which each author viewed each group activity. This coding system was designed after the investigator had done the preliminary reading in the twelve basic texts. The enumeration unit included this coding: From one line to less than a half page was designated as "Mentioned" and given the code letter of "M." From one-half page to one full page was coded as "Suggested" and designated with an "S." For more than one page to two pages was coded as "Recommended" and given the rating code of "R." An activity which was given two pages or more by an author was regarded as "Emphasized" and was coded "E."

Before preparing tabulation sheets for each book, the card prepared for each incidence of a group activity named was examined. The card included the objective assigned to the activity by the author, the

name of that author and the amount of space devoted to the presentation of the idea in the text being analyzed. The objective for each activity as expressed by the author was then categorized by the investigator and entered on the tabulation sheet.

In tabulating activities which were given several potential objectives, a strict regulation was adhered to. When an activity was proposed with more than one objective, it was tabulated only once unless the objectives fell into different areas of guidance or different objectives within the same area. In such a case, the value was divided among the objectives and the activity tabulation duplicated. For example, Bernard suggested role-playing as a good way to allow children "to release tensions."¹² In another place he stated that role-playing is an activity which can be used to "promote good habits in health and manners."¹³ In the case of the first entry, role-playing was tabulated as therapeutic under the guidance area of Personal-Emotional. In the second instance, the activity of role-playing was designated as a social skill which was tabulated under the Social Area of guidance and more specifically in the objective of Growth. In this discussion, Bernard's text devoted more than four pages to role-playing. Consequently, both objectives for role-playing were tabulated, each with a rating of E, since in this case, dividing the value gave more than two pages to each one.

¹²Harold W. Bernard, C. Evan James and Franklin R. Zeran, Guidance Services in Elementary Schools (New York: Chartwell House, Inc., 1954), p. 172.

¹³Ibid., p. 180.

Analysis of Textbooks for Group Activities

Before the analysis was begun, a set of check sheets was made for each textbook to be analyzed. The group activities previously identified by the preliminary reading of the twelve basic books were listed on the check sheets. As each book was read, a notation was made of the group activity proposed for guidance use with elementary school children. Also noted was the amount of space devoted to it in the book. A notation was made on the basis of number of lines; by paragraph, if less than half a page; by one-half page; by full page; by number of pages totaling more than one full page.

Recorded as a part of this check sheet was the objective for which the particular group activity was proposed. Also included on the check sheet was a column for the recording of the page number in the book where the specific activity was mentioned in order to facilitate future references to any specific activity.

A methodic procedure was followed throughout the study. Each of the basic textbooks was examined for the occurrence of the content indicators (group activities). Each activity proposed was examined in context. When this tabulation was completed, the books added to the study by the supplementary list were subsequently examined by the same systematic method. New check sheets were devised according to the Mortensen and Schmuller approach to group guidance mentioned earlier.

No deletions of categories were found necessary on the basis of any author's obvious disagreement with the use of any of the activities proposed by the other authors. However, disparity was found in the frequency of occurrence of references to the activities. References to

activities totaled 425. The thirty-seven specific activity categories ranged in frequency from two to thirty. Table 6 was constructed to show the ranked order of the specific activity categories. Discussion as a group activity ranked at the top, while Teacher Talks ranked at the bottom.

Throughout the study, Parents Groups received a total of eleven Emphasis ratings, the largest number for any specific category. Worthy of note also was the importance attached to Achievement Tests and Ability Tests. Each received a total of ten proposals but the Emphasis ratings received were seven and eight, respectively.

When the individual group activities had been assigned to specific activity categories under one of the six broad categories, a set of figures was obtained which included frequency of occurrence of references to group activities within each broad category and the Level of Consideration accorded each reference to an activity. In order to graphically describe the results of the investigation, several charts were developed from the data obtained from each book. These charts present the data to show three things. Chart I shows the Level of Consideration given to each specific activity category by each of the eighteen textbooks; Chart II shows the Level of Consideration given to the activities for the nine guidance objectives by each of the eighteen texts; Chart III shows Level of Consideration and total frequency of occurrence of references to activities and their objectives. These charts may be found in Appendix E.

The data from these charts were organized by broad categories to show each specific activity category and Level of Consideration.

TABLE 6

SPECIFIC CATEGORIES OF GROUP ACTIVITIES FOR GUIDANCE RANKED
 ACCORDING TO FREQUENCY OF OCCURRENCE AND PERCENTAGES
 WITH FREQUENCY OF EMPHASIS RATINGS AS FOUND
 IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	Frequency	Percent	Emphasis Ratings
Discussion	31	7.2	4
Parent Groups	26	6.1	11
Films	24	5.6	2
Role Playing	23	5.4	8
Social Groups	21	4.9	1
Oral Reporting	19	4.4	1
Sociometry	18	4.2	9
Writing	17	4.0	2
Task Planning	17	4.0	5
Creative Drama	14	3.2	2
Recordings	13	3.0	1
Case Conferences	11	2.5	4
Visits	11	2.5	1
Drawing	11	2.5	2
Self-Assessment	11	2.5	5
Reading	10	2.3	3
Class Projects	10	2.3	1
Craftwork	10	2.3	2
Dramatic Play	10	2.3	2
Ability Tests	10	2.3	7
Achievement Tests	10	2.3	8
Literary	9	2.1	0
Assemblies	9	2.1	0
Special Classes	9	2.1	6
Painting	8	1.9	1
Committees	7	1.6	4
Organizations	7	1.6	0
Scrapbooks	6	1.5	0
Dramatizations	6	1.5	0
Instrumental Music	6	1.6	0
Vocal Music	5	1.1	0
Multi-Counseling	5	1.1	2
Hobbies	5	1.1	0
Puppets	5	1.1	0
Diagnostic Techniques	5	1.1	3
Formal Drama	4	.9	0
Teacher Talks	2	.47	0

Percentages of activities concerned with specific categories pertinent to the broad category provided a basis for examining the importance accorded to each activity. The obtained data are presented in Tables 7 through 12.

In examining the tables dealing with Level of Consideration, the coding system should be kept in mind. The legend may be referred to when checking the figures in any one of these tables. (See page 32 for explanation.)

Totals within each activity category have percentages based on the totals within that broad category. The broad category percentages are based on the total of the 425 references to group activities.

The percentages of activities which dealt with the use of Audio-Visuals in group situations are shown in Table 7. The highest Level of Consideration was given to Films with a percentage of 45.2.

TABLE 7

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL FREQUENCY OF REFERENCE TO SPECIFIC GROUP ACTIVITY CATEGORIES IN THE BROAD CATEGORY OF AUDIO-VISUALS AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	Levels of Consideration*				Total Frequency	Percent
	M	S	R	E		
Class Projects	7	2	0	1	10	18.8
Films	16	4	2	2	24	45.2
Recordings	3	7	2	1	13	24.5
Scrapbooks	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>1.1</u>
Totals	32	13	4	4	53	12.4

*M = Mentioned, S = Suggested, R = Recommended, E = Emphasized. These same levels are used in Tables 7 through 12.

This percentage figure was based on the total of 53 references to group activities involving the use of audio-visual materials. The lowest concern was with the category of Scrapbooks which was referred to a total of six times with a percentage of 1.1.

It should be noted that the 12.4 percent, which was the total Audio-Visual percentage figure, was based on the percentage of the 425 total references to group activities identified in the study.

The broad category of Communications which held eight specific categories included the largest total of references to group activities. Percentages calculated for this broad category are presented in Table 8.

TABLE 8

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL FREQUENCY OF REFERENCES TO GROUP ACTIVITY CATEGORIES IN THE BROAD CATEGORY OF COMMUNICATIONS AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	<u>Levels of Consideration*</u>				Total Frequency	Percent
	M	S	R	E		
Committees	2	0	1	4	7	6.0
Discussion	14	8	4	5	31	26.8
Literary	5	3	1	0	9	7.8
Oral Reporting	11	5	2	1	19	13.9
Multi-Counseling	1	2	0	2	5	4.3
Reading	6	1	0	3	10	8.6
Task Planning	8	4	0	5	17	14.8
Writing	<u>11</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>17</u>	<u>14.7</u>
Totals	58	26	9	22	115	27.0

*See footnote on Table 7.

The major concern in this category centered around Discussion. Of equal importance were the three categories of Task Planning, Writing and Oral Reporting. The fewest proposals were made for Multi-Counseling.

In the broad category of Communications, the only specific activity category to receive no E rating was Literary. Multi-Counseling, with a total of only five, received two ratings of E in the Level of Consideration.

The activities under the broad category of Exploratory included four specific categories which accounted for the lowest percentage in total references to group activities. These are shown in Table 9 below.

TABLE 9

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL FREQUENCY OF REFERENCES TO SPECIFIC GROUP ACTIVITIES IN THE BROAD CATEGORY OF EXPLORATORY AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	Levels of Consideration				Total Frequency	Percent
	M	S	R	E		
Assemblies	5	2	2	0	9	26.5
Hobbies	4	0	1	0	5	14.5
Special Classes	2	1	0	6	9	26.5
Visits	<u>10</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>11</u>	<u>32.3</u>
Totals	21	3	3	7	34	8.0

Visits claimed the largest percentage of the Exploratory group activities (32.2), while the category of Special Classes claimed a notable number of E ratings (6) in the Level of Consideration.

Data concerned with the broad category of Extra-Curricular activities are presented in Table 10. This broad category held the fewest specific activity categories. Yet the total of fifty-four references to three group activity categories accounted for 12.7 percent of the total references to the thirty-seven group guidance activity categories. Parent Groups claimed the greatest number of E ratings in the entire study, and ranked second in total number of references to group activities for guidance. (Refer to Table 6, page 36). Organizations were included a total of seven times, but were never rated with an E rating.

TABLE 10

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL FREQUENCY OF REFERENCES TO GROUP ACTIVITY CATEGORIES IN THE BROAD CATEGORY OF EXTRA-CURRICULAR AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	<u>Level of Considerations</u>				Total Frequency	Percent
	M	S	R	E		
Organizations	5	2	0	0	7	12.9
Parent Groups	8	6	1	11	26	42.5
Social Groups	13	5	2	1	21	38.8
	—	—	—	—	—	—
Totals	26	13	3	12	54	12.7

Social Groups received the largest number of Mentioned ratings in the Level of Consideration. While this category received only one rating of Emphasis, it made up a large percent (38.8) of the total reference in the broad category of Extra-Curricular activities.

The percentages of activities in the broad category of Creative Arts are listed in Table 11. Three categories were concerned with art activities; two with musical activities. The remaining six categories represented distinct types of dramatic activities. None of the art activities claimed a percentage rating above 10.7 percent. The musical

TABLE 11

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL FREQUENCY OF REFERENCES TO GROUP ACTIVITIES IN THE BROAD CATEGORY OF CREATIVE ARTS AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	<u>Levels of Consideration</u>				Total Frequency	Percent
	M	S	R	E		
Craftwork	7	1	0	2	10	9.9
Drawing	7	1	1	2	11	10.7
Painting	6	1	0	1	8	7.9
Creative Drama	8	4	0	2	14	13.7
Dramatizations	5	0	1	0	6	5.8
Dramatic Play	7	1	0	2	10	9.9
Formal Drama	2	2	0	0	4	3.9
Puppets	2	2	1	0	5	4.9
Role Playing	11	2	2	8	23	22.5
Instrumental Music	5	1	0	0	6	5.8
Vocal Music	5	0	0	0	5	4.9
Totals	65	15	5	17	102	24.0

categories were within 0.9 of each other in percentage points. The strongest drama activity was Role-playing which polled 22.5 percent of all the references to activities in the Creative Arts category.

The broad category of Information Gathering and Giving was the only one in which the majority of the specific categories rated more E's than M's in the Level of Consideration. It also claimed the specific category with the fewest total references to activities in the study. Teacher Talks were included only twice as an activity involving a group. Data for this category are depicted in Table 12.

TABLE 12

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL REFERENCES TO GROUP ACTIVITIES IN THE BROAD CATEGORY OF INFORMATION GATHERING AND GIVING AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Specific Category	<u>Levels of Consideration</u>				Total Frequency	Percent
	M	S	R	E		
Case Conferences	3	1	3	4	11	16.4
Diagnostic	2	0	0	3	5	7.4
Self-Assessment	1	3	2	5	11	16.4
Sociometry	5	2	2	9	18	26.6
Ability Tests	3	0	0	7	10	14.8
Achievement Tests	2	0	0	8	10	14.8
Teacher Talks	1	0	1	0	2	2.9
	—	—	—	—	—	—
Totals	17	6	8	36	67	15.7

When the final tabulation was completed, and the elements of each category were examined in the light of the objectives for which the group activities were proposed, the concentration of the activities within certain guidances areas was noted. To show this relationship, Tables 13 and 14 were constructed.

In order to show the relationship between the number of activities proposed in each broad activity category with the objectives in the areas of guidance, Table 13 was constructed.

Table 13 shows that in three of the six broad activity categories, references were most often made to activities for Developmental objectives. The two broad activity categories which showed the highest number of references to activities for Developmental objectives were Communication and Information Gathering and Giving. Two categories, Audio-Visual and Communication, showed the largest number of activities proposed for Vocational Information objectives. The activities for Therapeutic objectives were heavily concentrated in the category of Creative Arts, while the highest total of activity references for Adjustive objectives was in Communications. The categories of Communication and Creative Arts showed the largest totals in the Instructional and Motivational objectives.

In Table 14 is shown the total number of references to activities for the objectives in the four broad areas of guidance. Totals have been converted to percentages. These percentages were obtained by basing total frequency of occurrence within each of the broad areas on total number of references to activities within that broad area. The totals of each broad area were converted into percentages by basing total

TABLE 13

FREQUENCY OF REFERENCES TO GROUP ACTIVITIES CATEGORIZED BY GUIDANCE OBJECTIVES
IN RELATION TO THE BROAD ACTIVITY CATEGORIES WITH TOTALS REPORTED
IN PERCENTAGES

Broad Category of Activities	Educational		Personal-Emotional			Social			Voc.	Totals	Per Cent
	Instruc- tional	Motiva- tional	Preven- tive	Develop- mental	Thera- peutic	Adjust- ment	Orien- tation	Growth	Voc. Infor.		
Audio-Visuals	4	7	4	11	1	8	4	2	12	53	12.4
Communications	10	8	4	22	11	29	8	8	15	115	27.0
Exploratory	3	2	2	6	1	4	8	1	7	34	8.0
Extra-Curricular	1	7	6	15	0	4	12	5	4	54	12.7
Creative Arts	11	8	2	16	30	20	0	10	5	102	24.0
Information G & G	7	2	0	40	2	13	3	0	0	67	15.7
Totals	36	34	18	110	45	78	35	26	43	425	99.8
Percent	8.4	8.0	4.2	25.8	10.5	18.2	8.2	6.1	10.5		99.9

TABLE 14

LEVELS OF CONSIDERATION AND PERCENTAGES OF TOTAL FREQUENCY OF REFERENCES
TO GROUP ACTIVITY OBJECTIVES IN THE BROAD AREAS OF GUIDANCE
AS FOUND IN EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Areas and Objectives	<u>Levels of Consideration</u>				Total Frequency	Percent
	M	S	R	E		
<u>Educational</u>						
Instructional	22	7	2	5	36	51.4
Motivational	19	9	1	5	34	48.5
Totals	41	16	3	10	70	
Percent	58.5	22.8	4.2	14.2		16.6
<u>Personal-Emotional</u>						
Preventive	16	1	0	1	18	10.4
Developmental	48	18	9	35	110	63.8
Therapeutic	24	6	5	10	45	26.0
Totals	88	25	14	46	173	
Percent	50.8	14.4	7.5	26.5		40.7
<u>Social</u>						
Adjustment	36	15	3	24	78	56.1
Orientation	15	7	2	11	35	25.1
Growth	9	4	6	7	26	18.7
Totals	60	26	11	42	139	
Percent	43.1	18.6	7.9	30.2		32.4
<u>Vocational</u>						
Information	30	9	4	0	43	
Totals	30	9	4	0	43	
Percent	69.8	20.9	9.3	0.0		10.1
<u>Grand Totals</u>	219	76	32	98	425	
<u>Percent</u>	51.7	17.8	7.5	23.0		100.0

frequency of occurrence on total number of references to activities in all categories.

A look at the Level of Consideration in Table 14 shows that in every instance, more activities were Mentioned than were Emphasized. In the area of guidance identified as Educational with Instructional and Motivational objectives, the activities which were merely mentioned made up 58.5 percent of the total frequency of the category, while the total which received Emphasis made up only 14.2 percent. A similar pattern was noted through the other guidance areas.

For clarification, it should be noted in Table 14 that 63.8 percent of the references to activities for objectives in the Personal-Emotional area were in the Developmental category. However, the total activity references within the guidance area of Personal-Emotional rated a percentage of 40.7 when compared to the total of 435 references to group activities.

The charts and tables were constructed to show the careful distinction made in the Level of Consideration of all activities proposed by the authors of the eighteen elementary guidance textbooks. Special attention was given to the totals within the specific activity category, to the broad activity categories, and to the objectives for which the activities were proposed. The Mentioned and Suggested levels took into consideration activities which were accorded up to one page of textual material. The Recommended and Emphasized included those activities to which the authors devoted at least one page or more.

In Tables 15 and 16, these ratings have been combined and are

presented to show the percentage of activities with combined R and E ratings in the Level of Consideration compared to the total frequency of the references to activities and to objectives.

Table 15 shows that 30.5 percent of all activities were either Recommended or Emphasized. The broad activity category which received the largest combined R and E rating was Information with 65.5 percent. The broad activity category least stressed was Audio-Visuals with only 15.0 percent of the activities receiving R and E ratings in the level of Consideration.

TABLE 15

COMBINED MENTIONED AND SUGGESTED RATINGS COMPARED TO COMBINED RECOMMENDED AND EMPHASIZED RATINGS WITH PERCENTAGE TOTALS OF COMBINED R AND E RATINGS IN THE BROAD ACTIVITY CATEGORIES

Activity Category	<u>Ratings Combined*</u>		Frequency Total	Percent R's & E's
	M & S	R & E		
Audio-Visual	45	8	53	15.0
Communications	84	31	115	26.9
Exploratory	24	10	34	29.4
Extra-Curricular	39	15	54	27.7
Creative Arts	80	22	102	27.5
Information	23	44	67	65.6
Totals	295	130	425	30.5

*

Mentioned = M: From one line to less than a half page
 Suggested = S: From one half page to one full page
 Recommended = R: From more than one page to two pages
 Emphasized = E: For two pages or more.

Although varying considerably in total frequency, the combined ratio of R and E ratings when figured in percentages were very close in the broad categories of Communications, Exploratory, Extra-Curricular and Creative Arts.

Table 16 shows that when the Level of Consideration ratings were combined, Developmental objectives lagged behind Social Growth objectives in the matter of stress as represented in the combination of Recommended and Emphasized ratings. Preventive objectives received the least concern as shown by less than one percent of the total references to activities being Recommended and Emphasized.

The objectives which received the greatest stress were Social Growth and Personal Development. Those objectives which were of least concern to the authors of the eighteen textbooks were Preventive and Vocational Information.

No effort was made in this study to evaluate the elementary guidance textbooks. Nor was there any attempt made at comparison of the authors' concern with group activities with any other guidance practice or technique. The books represent a cross-section of the concepts of elementary guidance as it has developed since 1954. This study purports only to record the references made to group activities which were proposed as being appropriate for guidance. In this context, the investigator devised the following three tables. The raw data for these, and all other tables in this study, may be found in the charts in Appendix E.

In order to provide a concise resume of the frequency of

TABLE 16

COMBINED MENTIONED AND SUGGESTED RATINGS COMPARED TO COMBINE RECOMMENDED RATINGS AND EMPHASIZED RATINGS WITH PERCENTAGE TOTALS OF COMBINED R AND E RATINGS IN THE NINE GUIDANCE OBJECTIVES

Activity Category	Ratings Combined		Frequency Total	Percent R's & E's
	M & S	R & E		
Instructional	29	7	36	19.4
Motivational	28	6	34	17.6
Preventive	17	1	18	0.55
Developmental	66	44	110	40.0
Therapeutic	30	15	45	33.3
Adjustment	51	27	78	34.7
Orientation	22	13	35	37.1
Growth	13	13	26	50.0
Vocational	39	4	43	9.3
Totals	295	130	425	30.5

references to group activities made by the guidance textbooks used in the study, Tables 17, 18, and 19 were developed. Table 17 shows by author the frequency of references to activities in the broad activity categories. Table 18 was developed to show the authors' references to group activities in relation to the objectives for which they were proposed. Table 19 was constructed to show the Level of Consideration

given by the authors to group guidance activities.

The authors whose books included proposals for group guidance in the broad activity categories are shown in Table 17 on the following page.

The largest number of references made by any one book in any one broad category was made by Peters et al. This book which was a book of readings included eighteen references to activities in Communications. In the same broad category was a total of seventeen activity references made by Detjen. Creative Arts contained the next two largest totals of activity references: Peters et al made fifteen proposals for Creative Arts activities, and Bernard made thirteen proposals for activities in the broad category of Creative Arts.

Table 18, page 53, should be consulted along with Table 17 in order to ascertain the group objectives for which the activity references were made.

Table 18 shows that Developmental objectives claimed the greatest attention of eight of the authors; two authors stressed Vocational information more often than they did any other objective. Four other authors expressed their main concern for one each of Preventive, Instructional, Orientation and Motivational.

Table 19 shows separately the Level of Consideration assigned to the references to group activities proposed for guidance tabulated by author. Percentages were worked out on the basis of the 425 identified references to group guidance activities.

Seventeen of the eighteen authors, in referring to group

TABLE 17

FREQUENCY OF REFERENCES TO GROUP ACTIVITIES IN BROAD ACTIVITY CATEGORIES
BY AUTHORS OF EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Authors	Audio-Visuals	Communications	Exploratory	Extra-Curricular	Creative Arts	Information Gathering & Giving	Totals
Bernard ^b	3	6	1	2	13	4	29
Kough	0	2	0	0	5	0	7
DeHaan	2	9	0	0	7	0	18
Cottingham ^b	4	9	2	8	3	6	32
Dreikurs	0	8	0	0	2	0	10
Barr ^b	6	7	3	6	8	7	37
Martinson ^b	2	4	3	1	1	7	18
Kowitz ^b	2	7	1	1	7	2	20
Knapp ^b	7	4	3	5	7	5	31
Los Angeles	1	5	2	3	5	5	21
Rosecrance ^b	2	3	1	2	2	5	15
Willey ^b	1	4	3	0	6	5	19
Hatch ^b	2	4	3	5	4	3	21
Detjen ^b	7	17	2	7	8	3	44
Garry ^b	2	4	2	1	6	1	16
Peters et al	5	18	4	5	15	8	55
Peters ^b	5	4	3	1	3	2	18
Grams	2	0	1	7	0	4	14
Totals	53	115	34	54	102	67	425

^bIndicates authors of Basic texts.

activities gave Emphasis ratings to at least one group activity. Four authors, Bernard, Martinson, Willey and Peters et al, gave Emphasis ratings to ten or more activities. Proposals for group activities which totaled more than forty or a percentage rating of ten percent or above were made by only two textbook authors. These two authors were Detjen and Peters et al. Four others, Bernard, Cottingham, Barr and Knapp, included proposals which showed a percentage of five percent or above.

In eight instances, authors proposed more activities with Mentioned ratings than the combined total of their other ratings in the Level of Consideration. Cottingham was the only author to give more Recommended ratings than he gave Emphasized ratings.

While the twelve Basic texts provided two-thirds of the total number of books analyzed in the study, the textbooks in the Basic list proposed 70.5 percent of the total activities for group guidance. In every broad activity category, the Basic texts surpassed the Supplementary texts in frequency of activity references. However, on the basis of percentages, the Supplementary texts showed larger totals in Communications and Creative Arts. Totals and percentages for each broad activity category and each guidance objective are shown in Table 20. It should be noted that the percentages were based on the respective sets of books, i.e., the percentage totals for the Basic texts in each category of objectives was figured on the basis of three-hundred group activity references. The percentage totals for the Supplementary set of books were figured on the basis of 125 references to group activities.

Table 20 was devised to compare the total references to group activities made by the Basic texts with those proposed by the

TABLE 18

FREQUENCY OF REFERENCES TO GROUP ACTIVITIES FOR NINE GUIDANCE
OBJECTIVES BY AUTHORS OF EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Authors	Guidance Objectives	Edu- cational		Personal- Emotional			Social			Voca- tional	Totals
		Instructional	Motivational	Preventive	Developmental	Therapeutic	Adjustment	Orientation	Growth	Vocational Information	
Bernard	5	0	2	6	5	8	1	2	0		29
Kough	0	0	0	0	7	0	0	0	0		7
DeHaan	7	5	0	1	3	1	0	1	0		18
Cottingham	0	3	4	9	2	7	3	3	1		32
Dreikurs	1	0	0	2	3	4	0	0	0		10
Barr	1	12	1	10	0	8	2	2	1		37
Martinson	2	3	0	6	1	5	0	1	0		18
Kowitz	2	2	0	1	6	3	2	0	4		20
Knapp	3	1	3	5	2	0	7	0	10		31
Los Angeles	0	2	0	9	2	3	1	4	0		21
Rosecrance	0	0	0	7	1	1	2	0	4		15
Willey	3	0	0	5	5	2	2	2	0		19
Hatch	1	2	0	5	0	4	4	2	3		21
Detjen	3	1	2	9	8	10	7	4	0		44
Garry	0	1	5	3	0	4	0	3	0		16
Peters et al	6	0	0	15	6	13	1	1	13		55
Peters	0	1	1	5	0	3	1	0	7		18
Grams	2	2	0	6	0	1	2	1	0		14
Totals	36	34	18	110	45	78	35	26	43		425

TABLE 19

LEVELS OF CONSIDERATION OF TOTAL REFERENCES TO GROUP ACTIVITIES
BY AUTHORS OF EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Authors	Levels of Consideration*				Totals	Percent
	M	S	R	E		
Bernard	11	6	0	12	29	6.8
Kough	0	5	0	2	7	1.6
DeHaan	13	4	1	0	18	4.2
Cottingham	12	11	5	4	32	7.5
Dreikurs	0	3	1	6	10	2.3
Barr	17	9	2	9	37	8.7
Martinson	5	0	2	11	18	4.2
Kowitz	12	5	2	1	20	4.7
Knapp	25	1	2	3	31	7.2
Los Angeles	9	5	0	7	21	4.4
Rosecrance	4	7	1	3	15	3.5
Wiley	2	0	5	12	19	4.4
Hatch	16	0	0	5	21	4.9
Detjen	27	4	5	8	44	10.3
Garry	14	0	1	1	16	3.7
Peters et al	35	9	0	11	55	12.9
Peters	10	2	5	1	18	4.2
Grams	7	5	0	2	14	3.2
Totals	219	76	32	98	425	

* M - Mentioned: From one line to less than a half page.

S - Suggested: From one half page to one full page.

R - Recommended: From more than one page to two pages.

E - Emphasized: For two pages or more.

Supplementary texts. Percentages were calculated on the basis of total frequency within each broad activity category and within each guidance objective.

Table 20 shows a comparison between the two sets of books in total frequency of references to activities for the nine guidance objectives and for the six broad group activity categories. The six

Supplementary texts made up one-third of the eighteen books analyzed in the study, but the 125 references to group activities represented less than one-third (29.4%) of the total frequencies of references to group activities. However, in two of the broad activity categories and in two of the guidance objectives, the Supplementary texts showed frequency greater than one-third. These two broad activity categories which showed a total of one-third or more were Communications (36.5%), and Creative Arts (33.3%).

The guidance objectives which showed a total greater than one-third were: Instructional (44.4%), and Developmental (36.3%).

In order to determine the significance of these differences, percentages were calculated for the broad activity categories and the guidance objectives in both sets of books used in the study. Then the Standard Error of percentage differences and the critical ratio (t score) were obtained for both sets of books. Tables 21 and 22 were constructed to show the data for the purpose of comparison. Percentages were based on the total frequency of references to activities in each set of books.

The broad activity categories, presented in Table 21, showed a significance in percentage differences in only one category. Communications was significant at the 0.05 level. None of the other activity categories was found to have a percentage difference that was significant.

As shown in Table 22, the significance in the percentage differences, as calculated for the two sets of guidance textbooks,

TABLE 20

COMPARISON OF BASIC TEXTBOOKS WITH SUPPLEMENTARY TEXTBOOKS IN FREQUENCY OF REFERENCES TO GROUP ACTIVITIES CATEGORIZED BY THE SIX BROAD ACTIVITY CATEGORIES AND THE NINE GUIDANCE OBJECTIVES

Objectives		Broad Activity Categories						Totals	Percent
		Audio-Visuals	Communications	Exploratory	Extra-Curricular	Creative Arts	Information		
<u>Instructional</u>	B*	11	5	3	1	6	4	20	55.5
	S**	3	5	0	0	5	3	16	44.4
<u>Motivational</u>	B	5	4	2	5	7	2	25	73.5
	S	2	4	0	2	1	0	9	26.4
<u>Preventive</u>	B	4	4	2	6	2	0	18	100.0
	S	0	0	0	0	0	0	0	0.0
<u>Developmental</u>	B	7	13	5	9	8	28	70	63.6
	S	4	9	1	6	8	12	40	36.3
<u>Therapeutic</u>	B	1	7	0	0	21	2	31	68.8
	S	0	4	1	0	9	0	14	31.1
<u>Adjustment</u>	B	8	17	3	4	13	11	56	71.7
	S	0	12	1	0	7	2	22	28.2
<u>Orientation</u>	B	4	8	8	8	0	3	21	88.5
	S	0	0	0	4	0	0	4	11.4
<u>Growth</u>	B	2	6	0	3	8	0	19	73.0
	S	0	2	1	2	2	0	7	26.9
<u>Vocational Information</u>	B	11	9	4	3	3	0	30	68.7
	S	1	6	3	1	2	0	13	30.2
Totals	B	43	73	27	39	68	50	300	
Percents		81.1	63.4	79.4	72.2	66.6	74.6		70.5
Totals	S	10	42	7	15	34	17	125	
Percents		18.3	36.5	20.5	27.7	33.3	25.3		29.4

* B - Basic Texts; ** S - Supplementary Texts.

TABLE 21

TOTAL FREQUENCY AND PERCENTAGE OF REFERENCES TO BROAD GROUP ACTIVITY
CATEGORIES IN SELECTED BASIC AND SUPPLEMENTARY GUIDANCE TEXTBOOKS
WITH PERCENTAGE OF DIFFERENCES AND t VALUES

Categories	Texts				Diff %	S.E. Diff %	t Score
	Basic		Supplementary				
	N	%	N	%			
Audio-Visual	43	13.6	10	8.0	5.6	3.16	1.53
Communications	73	24.3	42	33.3	9.0	4.58	2.00*
Exploratory	27	8.0	7	5.6	3.4	2.7	1.25
Extra-Curricular	39	13.0	15	12.0	1.0	3.4	0.28
Creative Arts	68	22.6	27	27.2	4.6	4.3	1.06
Information	50	16.6	17	13.6	3.3	3.3	0.9

* Significant at or beyond 0.05 level.

was found in only four objectives. Instructional, Developmental and Orientation objectives were all significant at the 0.05 level, while Preventive objectives, with a t score of 3.0, was significant at the 0.01 level.

Of interest in Table 22 is the slight percentage difference in the objectives which showed no significance in the percentage differences. Motivational, Therapeutic, Adjustment, Growth and Vocational Information showed a difference in percentage of 1.0% or less when the Basic texts and the Supplementary texts were compared.

TABLE 22

TOTAL FREQUENCY AND PERCENTAGE OF REFERENCES TO GROUP GUIDANCE OBJECTIVES
IN SELECTED BASIC AND SUPPLEMENTARY GUIDANCE TEXTBOOKS
WITH PERCENTAGE DIFFERENCES AND t VALUES

Objectives	Texts				Diff %	S.E. Diff %	t Score
	Basic		Supplementary				
	N	%	N	%			
Instructional	20	6.6	16	12.8	6.2	2.8	2.21*
Motivational	25	8.3	9	7.3	1.0	2.8	.36
Preventive	18	6.0	0	0.0	6.0	2.0	3.00**
Developmental	70	23.3	40	32.0	8.7	4.2	2.00**
Therapeutic	31	10.3	14	11.2	.9	2.8	.32
Adjustment	56	18.6	22	17.6	1.0	4.0	.25
Orientation	31	10.3	4	3.2	7.1	2.8	2.53*
Growth	19	6.3	7	5.6	.7	2.4	.29
Vocational	30	10.0	13	10.4	.4	3.3	.13

* Significant at or beyond the .05 level.

** Significant at or beyond the .01 level.

Measure of Reliability

As a method of classifying the 425 references made to the group activities by the authors of the eighteen guidance textbooks, it was necessary to establish specific and broad categories. From the eighty-five separate group activities was evolved a set of thirty-seven specific activity categories. All the group activity references were classified under this system of categories. In order to gauge the extent of the reliability of the categories themselves, an individual reliability

measure was used. Lasswell referred to this type of reliability of the categories used in classification:

Individual reliability is measured by averaging the levels of the decisions in which the individual concurred.¹⁴

The levels of decisions represent the number of analysts (including the investigator) who concurred in the classification of the activities.

In order to make this reliability measure, a suggestion made by Lasswell was followed. Four individuals engaged in some phase of professional guidance were chosen to serve as a panel of analysts. Each analyst was furnished with a copy of five identical excerpts taken from an elementary guidance textbook. Selection of the panel of analysts was based on three criteria: (1) current, active participation in the field of guidance, (2) recent experience as a teacher or as an administrator in a public elementary school, (3) an advanced degree in Guidance and Counseling. Qualifications of the members of this panel are shown in Appendix G.

The general plan of the study was explained and the rubrics for classification were provided for the analysts who worked independently in categorizing the five group activities which were found within a two-page segment of one textbook.

The reliability measure revealed consistently high agreement among the five analysts on the five excerpts examined. Despite the fact that the panel members were offered a small number of excerpts to be

¹⁴Harold D. Lasswell, Language of Politics (New York: George W. Stewart, Publisher, Inc., 1949), p. 86.

analyzed, a relatively high individual reliability was found for the activities categorized by the investigator.

After averaging the levels of the decisions, an agreement of 80.0% was found between the panel members and the investigator in the specific categories. For the broad activity categories, the agreement was 100%. In this study, then, the individual reliability was 90%.

Summary

The study was made for the purpose of identifying the group activities for guidance from a careful examination of eighteen elementary guidance textbooks. A further concern of the study was to determine the guidance objectives for which the activities were proposed and the level of consideration given to each activity and its objective by the authors of the texts.

Each textbook was scrutinized in an attempt to make a quantitative content analysis of all group activity information. A total of eighty-five group activities were identified and classified under thirty-seven specific activity categories. These thirty-seven categories were combined under six broad group activity categories.

The objectives to be served by the application of group activities for guidance were nine in number. These nine objectives made up the components of the four broad areas of guidance. Collection of data was made by the recording of frequency of occurrence of references to group activities on three master charts. Categorizing of the activities as to the guidance objectives was made by first checking the purpose as stated by the textbook authors. The activities were assigned to one of

the nine objectives, the terms for which had been carefully delineated by explicit definitions.

A measure of reliability was made by submitting the specific and broad categories together with five excerpts from a textbook, used in the analysis, to a panel of four experts for independent categorization. Tabulation of the results indicated an individual reliability of 90%.

CHAPTER III

INTERPRETATION OF THE DATA

Introduction

An analysis of the eighteen selected textbooks for the elementary school revealed a total of eighty-five distinct group activities which were proposed to fulfill objectives in the areas of guidance. From a careful reading of the twelve basic texts, the eighty-five group activities were identified and subsequently combined into thirty-seven specific activity categories. The six supplementary texts were likewise read and analyzed. A look at the total tabulation revealed that not any one activity appeared to have been proposed by every author, nor did any one author propose activities for all nine of the objectives in the four areas of guidance. However, only four authors failed to propose activities in all four areas of guidance.

A total of 425 references to activities were counted. The group activity which ranked first in frequency of occurrence was Discussion with a total of thirty-one (7.2%); Parents Groups with twenty-six ranked second (6.1%); Films with twenty-four ranked third (5.6%); Role-playing with twenty-three ranked fourth (5.4%); and Social Groups with twenty-one ranked fifth (4.9%). Four of the broad activity

categories were represented by the five top-ranking activities. These four broad categories were: Audio-Visuals, Communications, Extra-Curricular and Creative Arts. The fewest activity references went to the specific category of Teacher Talks which claimed only two activity references (Table 6, page 36). Parent Groups received eleven Emphasis ratings, the largest number in the study. Of the thirty-seven specific activity categories, eleven received no Emphasis ratings.

Of the thirty-seven specific categories, six were rated as Emphasized more often than they were rated in all of the other three Levels of Consideration combined. These six categories were: Committees, Special Classes, Sociometry, Achievement Tests, Ability Tests and Diagnostic Techniques.

The objectives to be served by Parent Groups were more concentrated than any of the other activities. Nine references to Parent Groups were found in Developmental objectives; ten were concentrated in Orientation. Parent Groups was a strong choice for group guidance activities because an "advantage in elementary guidance is the closeness of association among the parent, child and teacher."¹

The most versatile of the activities were Discussion, Films and Creative Drama. Each of these activities was proposed in eight of the nine categories of objectives.

Something of an irony appeared in the rating of the activities according to the Level of Consideration given them as evidence by the space devoted to each activity in each textbook. Of the five top-ranking activities, Discussion, Parent Groups, Films, Role-playing and Social

¹Ruth Martinson and Harry Smallenburg, Guidance in the Elementary School (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. xiv.

Groups, each claiming twenty or more references, three of them received fewer than five Emphasis ratings. These three activities were: Films, Discussion and Social Groups.

In the total picture of the frequency of references to activities in the broad categories, Communications led with 115 of the total 425 references. This figure represents 27% of the total 425 references to activities made by the authors of the eighteen textbooks. The fact that much of guidance is verbal activity might explain the large percentage of the proposed activities in this category.

Analysis of Broad Categories of Group Activities for Guidance

Audio-Visuals

The broad category of Audio-Visuals included four specific types of activities which proposed using audio-visual materials (See Table 7, page 37.) Films far exceeded all others with twenty-four of the total references to activities in the Audio-Visual category. Since schools generally have placed stress on use of films in all areas of instruction, it was to be expected that films would be adapted for guidance use. No less interesting was the importance given to the use of recordings for promotion of guidance. While radio and television are not so easily controlled as film, and equipment of this nature is not in such general use, it is of vital importance to note that the total number of references to Recordings was thirteen which was 24.5 percent of the Audio-Visual activities. This was almost half the total references to Films and almost twice the combined total for Class Projects and Scrapbooks. Although Audio-Visuals made up only 12.4 percent

of the total group activities, sixteen of the eighteen authors included proposals for their use. (See Table 17, page 51.)

Every one of the nine guidance objectives was included for activities proposed in the Audio-Visual category. The objective which claimed more audio-visual activity references than any other was Vocational Information with a total of twelve. While elementary guidance is yet a comparative infant, it is already apparent that importance has been attached to acquainting elementary school children with the world of work. The textbooks reflected this concern by advocating use of modern audio-visual aids to implement the dissemination of occupational information. (See Table 13, page 44.)

Social Adjustment stood second and Personal Development stood third in the rank of objectives for which audio-visual activities were advocated for use. The authors of textbooks advocated using techniques with which the children are already familiar in providing guidance to help them meet social pressures and personal problems.

Communications

The broad category of Communications held a position of great importance in the group guidance endeavor. (See Table 8, page 38.) The first-ranking specific activity category was Discussion with thirty-one references. The impact of the communicative process is one which was recognized by the authors of elementary guidance texts. (See Table 17, page 51.) With a total of 115, Communications received the largest number of activity references.

Every author, except one, proposed activities in the category

of Communications. In Communications appeared the largest single frequency by any one author. Peters et al advocated the use of communication activities in eighteen instances. (See Table 18, page 53).

The objectives served by Communication activities fell mainly in Adjustment and Development (Table 13, page 44). Adjustment included such objectives as "to learn sportsmanship" and "for free and open examination through verbal communication of common problems." Developmental included such objectives as, "to foster understanding of bullies" and "to aid children in evaluation of beliefs and standards."²

Communications was the only broad activity category which showed a significant difference in percentage of references to group activities in the Basic and Supplementary texts. While the difference was significant at the .05 level, it must be remembered that Communications received the largest percentages in both sets of books. The Basic texts gave Communications 24.3 percent of the 300 references to group activities while the Supplementary texts showed 33.3 percent of the 125 total for references to group activities in the Communications category.

Apparently the authors of the Basic texts considered Communications to be of prime importance. This conclusion, reinforced by the Supplementary texts, makes an effort to implement the theory of Piaget whose research pointed to the importance of recognizing children's inter-personal problems.³

²See Appendix F for Excerpts.

³Don Dinkmeyer, "Developmental Counseling in the Elementary School," Personnel and Guidance Journal, Vol. 45, Nov. 1966, p. 262.

With the strength of the Communications category in this study, one may conclude that one of the main purposes of group guidance is "to provide opportunities for the students to discuss problems and issues related to their educational, occupational plans and choices and to their personal and social lives."⁴

Exploratory

While the activities in the broad Exploratory category received fewer references, not one of the guidance objectives was neglected by the authors. (See Charts in Appendix F). Activities in this category were directed mainly to fulfill the objectives of Orientation. (See Table 13, page 44.) Of the thirty-four references to group activities in this activity category, seven received Emphasis ratings in the Level of Consideration (Table 9, page 39). Activities in this realm included pre-kindergarten orientation visits as well as articulation procedures and orientation visits to junior high schools.

The specific category of Visits, was most often proposed by the authors of the textbooks. Special Classes was emphasized six times which was the largest number of activities to receive Emphasis ratings in this category.

Only three of the authors failed to include proposals of activities in the broad category of Exploratory activities. All authors of Basic texts included exploratory activities (Table 17, page 51). Since the Exploratory category received the smallest number of references

⁴Earl A. Koile, "Group Guidance - A Fringe Activity," The School Review, December 1955, p. 483.

to activities for a total of 8.0 percent of all group activity references, nothing unusual in the way of numbers of references to certain activities came to light. However, it may be noted that the category of Exploratory activities received a total rating of seven activity references with Emphasis ratings. Six of these seven activities were in the specific category of Special Classes. Here group guidance did play a vital role. In Special Classes were included remedial activities for those children needing speech therapy, remedial instruction, and certain special consideration because of physical handicaps. Also included were classes for enriching the program for the academically talented, and classes for health instruction.

Extra-Curricular

The broad category of Extra-Curricular was responsible for 12.7 percent of the total references to group activities for guidance. (See Table 10, page 40.) It was the special activity category of Parent Groups that garnered a total of eleven Emphasis ratings which was the largest number of Emphasis ratings in the study. The writers of the guidance textbooks used in the study seem to have accepted the Educational Policies Commission's report which stated:

So great is the impact of parents on the attitudes and aspirations of children that parent education must be considered a primary public responsibility.⁵

It is agreed that parents are teaching their children even before the children have enrolled in school. It seems logical to agree

⁵Education and the Disadvantaged Child, Educational Policies Commission, (Washington, D. C.: National Educational Association, 1962), p. 30.

with Grams who said:

The School must reach the parents of young children and enlist them as allies as early as possible.⁶

From the strong concern that the authors of the elementary guidance textbooks exhibited for Parent Groups, it seems logical to assume that elementary guidance counselors need to develop a strong liaison between the home and the school.

Not to be ignored was the category of Social Groups which was included thirteen times with a rating of Mentioned. (See Table 10, page 40.) Such activities as travel, trips, and parties were proposed mainly for Motivational objectives (See Appendix E).

Creative Arts

Encompassing three fields, art, music, and drama, the broad category of Creative Arts activities included a total of 102 references to group activities. By far the largest number was for Role-playing with a total of twenty-three references. Role-playing accounted for 22.5 percent of the Creative Arts activities; embraced five of the guidance objectives and received an Emphasis rating in eight of the twenty-three references to activities. (See Table 11, page 41.) The activity of Role-playing must be accepted as a vital one in the function of group guidance.

Creative Drama was proposed for every objective except Orientation. In fact, no creative arts activities were proposed for Orientation objectives. The two objectives for which Creative Arts

⁶Armin Grams, Facilitating Learning and Individual Development, (St. Paul, Minn.: Minnesota Department of Education, 1966), p. 35.

activities were most often proposed were Therapeutic and Adjustment. Within the category of Creative Arts, the dramatic activities were proposed mainly for purposes of therapy and adjustment; whereas, art and music activities appeared for Instructional and Motivational objectives as well. (See Table 13, page 44).

Every author, except one, proposed Creative Arts activities. (See Table 17, page 51). Of the three fields of Creative Arts, activities in drama received 61.7 percent of the total references. Stress on dramatic activities for guidance has been seen by many authorities including Anna R. Meeks, who said:

When working with groups of children, the counselor can take advantage of group dynamics to obtain results. Using such techniques as the open-ended story, role-playing and group play, the counselor structures problem situations and then allows free participation by the group. Such activities allow children to face their fears or poor self-concepts in less threatening situations.⁷

To use any one of the Creative Arts activities effectively calls for guidance personnel to have specialized training in use of techniques. Many of the texts listed in their bibliographies books concerned with group dynamics. However, few included books dealing with creative dramatics, rhythms or art.

Information Gathering and Giving

Advocating activities principally for Development and Adjustment, every author proposed the gathering and giving of information as a part of group guidance. (See Charts, Appendix F.) Sociometry used as a

⁷Anna R. Meeks, "What Can Be Done at the Elementary Level," Guidance for the Underachiever with Superior Ability (Washington, D. C.: U. S. Office of Health, Education and Welfare, Bulletin, 1961, No. 25, p. 41.

basis in the fundamental plan for forming groups was proposed a total of eighteen times, with nine of those proposals being Emphasized by authors who explained the purpose, the making and the use of the sociogram.

No proposals of activities were made for the objectives of Prevention, Growth or Vocational Information. Concentration in this category was on Development and Adjustment with a limited stress on Instruction, Motivation, Therapy and Orientation. (See Table 13, page 44.)

Next to Sociometry, the activities which tied for second rank, each with eleven references, were Case Conferences and Self-Assessment. Of these important activities Anna R. Meeks said:

Case conference procedures can be used to keep the children in focus as individuals.⁸

Keeping in mind the individual child when planning a group activity may be accepted as the ultimate aim of each of the activities proposed in this category. Sociograms, tests, diagnostic techniques and case conferences were all aimed at providing information to be used to assist the child to adjust, function and develop to his greatest potential.

An analysis made in this study also afforded an opportunity to appraise the consideration given to the objectives for which the authors of elementary guidance textbooks proposed the group activities. Most concern was shown for Developmental objectives; the least concern was

⁸Meeks, ibid., p. 41.

shown for Preventive objectives. Both of these extremes appeared in the Personal-Emotional area of guidance.

In order to take a closer look at the guidance objectives for which authors of the texts proposed activities, each broad guidance area was analyzed.

Analysis of Objectives for Group Activities
in the Broad Areas of Guidance

Educational Area

In the broad Educational area of guidance, the Instructional and Motivational objectives were most often proposed as objectives for activities in the categories of Communications and Creative Arts. (See Table 13, p. 44). Very little difference was found in the frequency of references to Instructional and Motivational objectives. Instructional objectives were proposed thirty-six times or 8.4 percent of all references to group activities while Motivational objectives were proposed thirty-four times for a total of 8.0 percent.

In comparing the two sets of books for percentages of references to activities proposed for meeting certain guidance objectives, it was found that the differences were significant in four of the nine guidance objectives (See Table 22, p. 58). A total of 12.8 percent of the activities proposed by the Supplementary texts supported Instructional objectives, while the Basic texts showed only 6.6 percent support. This difference, which was significant at the .05 level, seems to point to recent emphasis in the literature on the need for guidance for the purpose of facilitating learning at the elementary school level. It

is logical to assume that some institutions of higher education have chosen, as supplementary texts, books which stress this approach.

Don Dinkmeyer expressed this idea recently:

The value of developmental counseling with normal children in the elementary school is in facilitating the total learning process.⁹

Personal-Emotional Area

It was found that in the Personal-Emotional area, the Developmental objective was proposed as an objective for group guidance for a total of 173 times or 25.8 percent of all the activity references. This was not only the largest total in the Personal-Emotional guidance area, but the largest of any objective established in the study. The largest percentage of Emphasis ratings in the Personal-Emotional guidance area went to the Developmental objectives with a total of thirty-six or 76.5 percent of the Emphasis ratings in the Personal-Emotional area.

Both sets of books accorded the Developmental objective the largest number of references to activities. However, the Supplementary texts appeared to give more concern to the Developmental objective, as there was an 8.7 percentage point difference which made it significant as the .05 percent level. (See Table 22, p. 58.) The Supplementary texts seemed to reinforce the stress already placed upon Developmental objectives by the Basic texts.

An example of the emphasis placed on developmental counseling in recent years is illustrated by Raines:

⁹Dinkmeyer, op. cit., p. 262.

The guidance program in the elementary school should be primarily developmental rather than problem-centered. This implies that guidance services are for all children rather than merely for those experiencing adjustment or learning problems.¹⁰

Activities proposed for Preventive objectives showed the fewest activity references (4.2%). The lack of references to activities for the purpose of Prevention in the Supplementary texts presented an interesting paradox in the data. The Basic texts proposed the fewest number of activities for Preventive objectives. As shown in Table 22 (page 28) the number was eighteen with a percentage of 6.0. Since the Supplementary texts offered no activities in this objective, the Standard Error of Difference in the percentages was low which gave a *t* score of 3.00 and a significance at the .01 level. Again these figures seemed to serve as a reinforcement of the pattern established by the Basic texts. With the shifting population and other changes taking place in the lives of children, it seems unlikely that any author of a textbook would encourage the employment of specific group activities for the sole purpose of preventing a problem which may not exist in any given school or which may be replaced by a different problem before the activities have been tried.

The largest number of references to activities proposed for Preventive objectives was in the category of Extra-Curricular activities, stemming mainly from Social Groups and Parent Groups. Developmental objectives were most often proposed in the Information Gathering and Giving activities, while Creative Arts activities were most often

¹⁰Bill Raines, "Practicum for Elementary School Counselor," Personnel and Guidance Journal, Vol. 43, p. 57.

proposed for Therapeutic objectives.

Social Area

Only 32.4 percent of the group activities were proposed for objectives in the Social area of guidance. However, the figures revealed some interesting facets of the study. Activities proposed for the adjustment objective were seventy-eight in number which was 13.5 percent of the 425 activities proposed for guidance. This total was the second highest total for any objective in the study. Over half (56.1%) of all the activities proposed for Social area objectives were proposed for adjustment. The largest number of Emphasis ratings in the Social area were found in the objective of Adjustment (See Table 14, page 45). The activity category which listed more activities proposed for the Adjustment objectives than for any other was Communications with twenty-nine activity references for a percentage of 37.1% of all activities proposed for Adjustment.

Orientation objectives were most often proposed for use with Extra-Curricular activities. This amounted to a total of twelve activity references for a total of 34.2% of all activities proposed for the objective of Orientation. Activities for the purpose of Orientation included pre-kindergarten parent teas to junior high in-school articulation activities.

For the purpose of Growth in the Social area, the study showed that most of the activity references were in the category of Creative Arts, and that in the Level of Consideration the study showed that the number of references to the combined R and E ratings was equal to the

combined M and S ratings. This was the only objective in any area of the study which showed a combined R and E rating of 50.0 percent.

Of the three objectives in the Social area, Adjustment, Orientation and Growth, Orientation was the only one to show a significant percentage difference in the two sets of books. A total of 10.3 percent of the activities proposed by the Basic texts was assigned to the Orientation objective, but only 4.0 percent of the activities in the Supplementary texts were proposed for objectives of Orientation, making a difference significant at the .05 level. Most of the Basic texts seem to have provided fairly clear-cut plans to implement activities for Orientation. There was perhaps no need for additional suggestions on orientation. This may have accounted for the lack of references to the Orientation objective in the books chosen by educational institutions as Supplementary texts in the elementary guidance courses.

Vocational Information

Information concerning vocations was the only objective for which group activities were proposed in the broad Vocational area. This is understandable since in the elementary school it is unlikely that specific vocational experience or skills would be desirable objectives for guidance activities. Despite the limited scope of the Vocational guidance area in the elementary school setting, activities for the Vocational Information objective were proposed a total of forty-three times for a percentage rating of 10.5 percent. This was actually the third highest of the nine objectives established in this study. It is even more unusual since only eight of the sixteen authors

proposed activities for the purpose of providing Vocational Information. (See Table 18, p. 53.) Of the eighteen authors, only two of them, Knapp and Peters showed more concern for the objective of Vocational Information than they did for any other objective.

Activities in the broad category of Communications furnished most of the activity references for the Vocational Information objective.

Summary

Through an analysis of the data contained in Tables 7 through 22, identification was made of the Levels of Consideration accorded to the thirty-seven specific categories of group activities for guidance. The six broad categories of activities were examined for a look at the objectives for which the authors of the textbooks proposed group activities. Likewise, specific categories were examined for a closer look at the evaluation made by each of eighteen elementary guidance textbook authors.

In all but five of the specific activity categories, the number of ratings of Mentioned exceeded each of the other three ratings in the Level of Consideration. These five were: (1) Recordings in the broad categories of Audio-Visuals, (2) Committees, and (3) Multi-Counseling, both in the broad category of Communications, (4) Parent Groups in the Extra-Curricular category, and (5) Achievement Tests and Ability Tests in the broad category of Information Gathering and Giving.

The total references to group activities in the Basic texts was 300; in the Supplementary texts, the total was 125. The five top-ranking specific activity categories, (in ranked order) were:

Discussion, Parent Groups, Films, Role-playing and Social Groups.

Two of the six activity categories each received a total of 100 references or more. These two broad activity categories were: Communications, with 115 references (27.0%), and Creative Arts, with 120 references (23.2%).

In the four broad guidance areas, nine objectives were established. The Developmental objective with a total of 110 was the only one to receive more than one hundred activity references. The next highest was the Adjustment objective with 78 activity references proposed for the purpose of adjustment.

While the authors were listed in the order of the data of the publication of their books which were analyzed, no trend seemed apparent in the twelve-year period which the publication dates covered. (See Chart I, Appendix F.) Each author had his own category of activities to which he attached the most importance. Eight of the eighteen authors singled out Creative Arts activities by advocating more activities in that broad category than in any other. Seven authors chose Communications. The category which held the largest total by virtue of the frequency of references to activities was the broad category of Communications. The authors of five of the eighteen textbooks completely omitted group activities for guidance in a total of fourteen broad activity categories. These five authors were: Kough, DeHaan, Dreikurs, Willey, and Grams. Note should be taken of the particular facet of guidance endeavor that each author espoused. Kough and DeHaan were concerned with identifying and helping children with needs; Dreikurs presented case histories in which psychological

principles had been put to use for improved guidance techniques; Willey was speaking from the viewpoint that the guidance activities in an elementary school will be directed by the teacher in the classroom. Grams, concerned mainly with a theory for elementary guidance, found Extra-Curricular activities to be a mainstay in his philosophy that guidance must have as its goal the facilitating of learning and individual development.

Not one of the authors proposed group activities for every one of the nine objectives: Educational, Motivational, Preventive, Developmental, Adjustment, Therapeutic, Orientation, Growth and Vocational. The only objective which was not omitted by any author was Developmental. Omitted by only two authors was the objective of Adjustment (See Table 18, page 53). Omitted by five authors was the objective of Orientation; omitted by six authors were the objectives of: Instructional, Motivational, Therapy and Growth. Vocational Information was omitted by ten authors, while eleven failed to include group activities for Prevention. No two authors neglected the same set of objectives.

Just as each author had his primary interests in the types of activities which he stressed, so did he have certain fundamental concerns for which he advocated the activities to be used. However, it should be observed that of the authors of the twelve Basic texts only two failed to propose activities in all four of the broad areas of guidance. Rosecrance failed to include group activities in the Educational area, and Willey did not propose activities for objectives in the Vocational area.

These omissions by no means indicate that any one author was remiss in proposing guidance techniques to promote the broad areas of guidance which he advocated for the elementary school. This study dealt with group activities only, and as such was an attempt to locate and identify group activities proposed by the major authors of textbooks in the field for objectives within the scope of accepted areas of guidance.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The primary problem of this study was to identify the kinds of activities appropriate for guidance in the elementary school through a systematic analysis of textbooks used to prepare elementary school counselors. Identification was also made of the objectives for which the activities were proposed in the broad areas of guidance. The number and scope of the group activities in relation to the guidance objectives were determined according to the Level of Consideration given to each activity by the authors of the textbooks.

The analysis was limited to textbooks suitable for college courses in the training of elementary school counselors. At the outset, textbooks were selected from titles published in Books in Print during a five year period from 1962-1966. Books listed under the heading, Personnel and Guidance Services in the Elementary School, provided titles of eleven books which made up the initial list. To this list was added one more book because of its concern for guidance at the elementary level. These twelve books made up the Basic list.

In addition, a questionnaire including a list of the Basic texts was sent to forty-one institutions of higher education which, according

to a 1964 Ohio State University guidance study, purported to have courses in elementary guidance. Each institution was asked to check the name of the textbooks used in the elementary guidance course and in addition to name any other book as a text. Thirty-two replies were received from the institutions contacted. Books designated as texts by two or more of these institutions were included and analyzed in the study. The six additional books thus obtained made up the Supplementary list. Every one of the eighteen books was designated as a text by at least two institutions.

A preliminary reading of all textbooks in the Basic list was made for the purpose of obtaining a set of content variables. A content variable was defined as the specific category of group activity proposed by authors of the Basic texts. Eighty-five distinct activities were isolated and combined into a workable set of thirty-seven categories. These activity categories were further subsumed into six broad categories based on the approach to group guidance made by Mortensen. These six broad categories of activities were: Audio-Visuals, Communications, Exploratory, Extra-Curricular, Creative Arts and Information Gathering and Giving.

A quantitative analysis of the group activities proposed by the selected elementary guidance textbooks was based on units recommended by Berelson for content analysis. The procedure established for enumerating the recording units of the analysis was followed as each book was read. Each paragraph of the book under examination was scrutinized. References to group activities served as indicators for the content variables which were the thirty-seven specific categories under which

all activities were subsumed.

Individual data sheets were made in order to tabulate each author's treatment of the content variables and the amount of space devoted to each. A representative statement which included the objectives for which the group activity was proposed was extracted for each tally. Any instance in which more than one objective was listed for an activity provided additional extracted statements.

When all textbooks had been read and the content variables enumerated, each activity and its ascribed objective were filed on cards which also included the author's name, and a notation about the amount of space devoted to the activity proposed. From this tabulation, a subjective judgment was made by the investigator. Each activity objective was categorized into one of the four areas of guidance which were: Educational, Personal-Emotional, Social and Vocational. More specifically the activity objective was categorized under one of nine guidance objectives which were: Instructional, Motivational, Preventive, Developmental, Therapeutic, Adjustment, Orientation, Growth and Vocational Information.

Each activity was further categorized as to its Level of Consideration expressed according to the amount of space devoted to it in the text. An activity to which an author devoted as much as a line up to one-half page was designated as receiving a Level of Consideration rating of Mentioned; any activity having one-half page to one full page devoted to it was rated as Suggested. For an activity which rated as much as one and one-half pages to two pages, a rating of Recommended was assigned. Two or more pages of material received an Emphasized

rating. When all activities and their objectives as well as their Level of Consideration ratings had been identified and ascribed, the tally sheets were brought together and master charts were formulated from these data. (See Appendix E.)

Charts were prepared to show the Level of Consideration and the frequency of reference to activities in three different ways. Chart I shows the Level of Consideration ratings and frequency of references to group activities categorized by broad activity categories and individual authors. Chart II shows Level of Consideration ratings and frequency of references to group activities by guidance objectives and individual authors. Chart III shows the Level of Consideration and frequency of references to group activities categorized by broad and specific activity categories and guidance objectives. (See Appendix F for these charts.)

These data were presented in individual tables. Table 6 presented the specific activity categorized by their rank determined by total frequency of references to group activities. Tables 7-14 presented the Level of Consideration of each specific activity category within the six broad activity categories. Tables 15 and 16 showed the combined Recommended and Emphasized ratings for the activity categories and the guidance objectives. Tables 17-19 showed the activities, the objectives and the Levels of Consideration totals as proposed by each individual book. Tables 20-22 showed a comparison of the total frequency of references to activities made by the books in the Basic list and in the Supplementary lists.

Percentages of activities identified in each specific category

never exceeded seven percent of the total references to activities. The five top-ranking activity categories were: Discussion (7%), Parent Groups (6.1%), Films (5.6%), Role-playing (5.4%), and Social Groups (4.9%). The activity which ranked the lowest in frequency of reference with a percentage of .47% was Teacher Talks. This category included test interpretation and guidance talks presented by the teacher to the group. The findings in relation to the frequency of references to activity categories points to the importance of utilizing ready-made group situations for non-directive guidance.

The broad activity category claiming the highest percentage of total activity references was Communications (27%). The broad category of Exploratory activities rated the fewest (8%). By its very nature, guidance is a highly verbal activity. It was understandable that the category rating the highest percentage of the total frequency was Communications.

In looking separately at each broad guidance area, it was found that the highest percentage total of references to group activities was in the Personal-Emotional area (40.7%). The Personal-Emotional guidance area included the objectives which ranked first and last in total frequency of references to objectives for which activities were proposed. Developmental objectives were proposed a total of 110 times which, when compared to the grand total of 425 activity identifications, resulted in a percentage of 25.8%. With a percentage of 4.2%, Preventive objectives showed eighteen activity references, the lowest percentage in the study. This scarcity of proposals of activities for guidance objectives relating to Prevention, seems to point up a real weakness. It appears

that with the strong interest that the textbook authors gave to Parent Groups as a group activity to be used for guidance purposes, a vital link should be made toward promoting further use of activities for Preventive objectives.

Authors varied in their approaches to guidance and in their concern for group activities. Of the eighteen textbooks analyzed in the study, Peters et al claimed 12.9 percent of the total frequency of references to group activities. Kough proposed only 1.6 percent of the total of 425 activities. It should be noted here that the Peters text is a book of readings while the Kough book is a handbook devoted to helping to identify the problems of elementary children with which guidance personnel need be prepared to deal.

Findings and Conclusions

Examination and analysis of eighteen selected textbooks used to prepare counselors for elementary school revealed distinctive group activities appropriate for guidance. The activities were grouped into six broad categories which were: Audio-Visuals, Communications, Exploratory, Extra-Curricular, Creative Arts, and Information Gathering and Giving. The objectives for which the activities were proposed were divided into nine objectives within four broad areas of guidance. In the Educational Area were Instructional and Motivational activities; in the Personal-Emotional Area were Preventive, Developmental and Therapeutic; in the Social Area were Adjustive, Orientational and Growth; the Vocational Area included only Informational objectives.

Although the Level of Consideration ratings of objectives

varied, and the number of references to activities fluctuated within the categories and by author, every author did propose group activities for guidance. The number ranged from fifteen activities proposed by Rosecrance to forty-four proposed by Detjen through the twelve Basic texts for a total of 300 references to group activities. In the Supplemental texts, the range of references to activities was from seven proposed by Kough to fifty-five proposed by Peters et al for a total of 125. The total was 425 references to group activities for guidance in the eighteen textbooks.

The authors were well represented in all the broad activity categories. The largest frequency of references to activities occurred in the Communications and the Creative Arts categories. This held true for both sets of books. Frequency of the occurrence of references showed Developmental and Adjustment to be the principal objectives to be served by group guidance activities. This consistent pattern was followed by both sets of books. Both sets of books concurred on the importance of Discussion and Parent Groups activities for group guidance in the elementary school. However, neither set of books appeared to stress activities for objectives in the Educational area in keeping with the recent trend to motivate the capable underachiever.

The study revealed strong relationships between certain activities and objectives based on the frequency of occurrence of references to the activities proposed to implement the objectives. Relationships were seen in: (1) Audio-Visual category of activities and Vocational Information objectives; (2) Communications and Adjustment; (3) Extra-Curricular and Orientation; (4) Creative Arts and Therapy; and (5) Information Gathering and Giving and Development.

Activities for the objective of Prevention appeared to have drawn least concern from the authors of the textbooks. Eleven of the eighteen authors failed to propose any activities for the objective of Prevention. No activities were proposed for the Preventive objective in the category of Vocational Information. Only two references were made to Preventive objectives in the Exploratory category. This was true, likewise, in the category of Creative Arts.

The conclusions were reached on the basis of an analysis of eighteen textbooks used in programs for preparation of elementary school counselors. While an examination was made of each book for group activities, it is possible that some activities may have been overlooked. It should be remembered further that the eighteen books did not include all the books appropriate for use in courses of preparation for elementary school guidance personnel.

The conclusions reached were:

- (1) Group activities were considered to be an appropriate means by which guidance objectives may be implemented.
- (2) The categories of Communications and Creative Arts claimed the major portion of the concern of authors proposing group guidance activities.
- (3) There appeared to be little interest in the use of group activities solely for Preventive objectives.
- (4) Parent Groups were deemed a "must" for guidance at the elementary school level.
- (5) Authors placed little stress on group activities for the purpose of implementing Educational objectives in keeping with recent

trends to motivate the capable underachiever.

Implications and Recommendations

The findings of the study indicated that authors of textbooks used in college courses training counselors for elementary school were in agreement in regard to the necessity of utilizing group activities for guidance. The agreement, however, did not always extend to the types of activities and their objectives. Whether guidance personnel actually use group activities for the objectives proposed was not revealed by the study. Nor was it pointed out by the authors of the eighteen elementary guidance textbooks which activity was most efficient in attaining the objectives for which the activity was proposed.

In the light of these findings and conclusions, several implications became evident.

(1) While a great amount of consideration was given to activities in the broad category of Communications and Creative Arts, little concern was seen for training the counselor to use group dynamics and creative techniques.

(2) Textbooks did not indicate that research was being carried on to substantiate the importance accorded to the group activities being proposed.

(3) Authors seemed to see no relationship between Parent Groups and Preventive objectives.

As a result of this study, it is recommended that textbooks to be used in counselor training give more concern to the techniques involved in communications and creative activities. It is further

recommended that a study be made among elementary counselors to determine the extent to which group activities are indeed used and to what extent people involved in guidance do use the activities to attain the objectives for which they were proposed in the textbooks. In line with the recommendation for further research, it is strongly recommended that action research be designed to test the efficiency of the group activities used for the stated objectives. On the basis of the evident interest in activities to include parents, it is further recommended that research be set in motion which would involve the parents in an effort to provide the best possible guidance for elementary school age children.

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APPENDIX A

APPENDIX A

LIST OF BOOKS ANALYZED IN THE STUDY

- *Barr, John A. The Elementary Teacher and Guidance. New York: Henry Holt and Co., 1958.
- *Bernard, Harold Wright, James C. Evan, and Zeran, Franklin, R. Guidance Services in Elementary Schools. New York: Chartwell House, Inc., 1954.
- *Cottingham, Harold F. Guidance in Elementary Schools. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1956.
- DeHaan, Robert and Kough, Jack. Helping Children with Special Needs. Chicago: Science Research Associates, Inc., 1956.
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- *Garry, Ralph. Guidance Techniques for Elementary Teachers. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.
- Grams, Armin. Facilitating Learning and Individual Development. St. Paul, Minnesota: Minnesota Department of Education, 1966.
- *Hatch, Raymond N. and Costar, James W. Guidance Services in the Elementary School. Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1961.
- *Knapp, Robert H. Guidance in the Elementary School. Boston: Allyn and Bacon, Inc., 1959.
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*Martinson, Ruth and Smullenburg, Harry. Guidance in Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, 1958.

Peters, Herman J., Riccio, Anthony C. and Quaranta, Joseph J. eds. Guidance in the Elementary School. New York: The Macmillan Company, 1963.

*Peters, Herman J., Shertzer, Bruce and Van Hoose, William. Guidance in Elementary Schools. Chicago: Rand McNally and Company, 1965.

*Rosecrance, Frances C. and Hayden, Velma D. School Guidance and Personnel Services. Boston: Allyn and Bacon, Inc., 1960.

*Willey, Roy DeVerl. Guidance in Elementary Education. revised ed. New York: Harper and Brothers, Publishers, 1960.

*Books making up the Basic list of books analyzed in the study.

APPENDIX B

APPENDIX B

INSTITUTIONS PARTICIPATING IN THE STUDY

The University of Alabama
Arizona State College, Flagstaff
San Diego State College, California
San Jose State College
Sacramento State College
University of Hawaii
University of Illinois
National College of Education, Evanston, Illinois
Rockford College
Purdue University
State College of Iowa
Fort Hays Kansas State College
Kansas State Teachers College, Emporia
University of Kansas
Kansas State College of Pittsburg
University of Missouri at Kansas City
Saint Louis University, St. Louis
University of Missouri
Northeast Missouri State College, Warrensburg
New York University
Teachers College, Columbia University
Ohio University, Athens
East Central State College, Ada, Oklahoma
Oklahoma State University, Stillwater
Oregon State University, Corvallis
University of Oregon, Eugene
University of Portland, Oregon
Pennsylvania State University, University Park
Rhode Island College, Providence
Texas Western College, El Paso (University of Texas at El Paso)
North Texas State University, Denton
University of Wyoming

APPENDIX C

APPENDIX C

BOOKS SUGGESTED BY TWO OR MORE PARTICIPATING INSTITUTIONS

- Axline, Virginia. Play Therapy. Boston: Houghton Mifflin Company, Cambridge, Mass.: The Riverside Press, 1947.
- *DeHaan, Robert and Kough, Jack. Helping Children with Special Needs. Chicago: Science Research Associates, Inc., 1956.
- *Dreikurs, Rudolf. Psychology in Guidance. New York: Harper and Row, Publishers, 1957.
- *Grams, Armin. Facilitating Learning and Individual Development. St. Paul, Minn.: Minnesota Department of Education, 1966.
- *Kough, Jack and DeHaan, Robert. Identifying Children with Special Needs. Chicago: Science Research Associates, Inc., 1955.
- *Los Angeles County. Guiding Today's Children. Los Angeles: California Text Bureau, 1959.
- Norris, Willa, Zeran, Franklin R. and Hatch, Raymond N. The Informational Service in Guidance. Chicago: Rand McNally and Co., 1960.
- Ohlsen, Merle M. Guidance Services in the Modern School. New York: Harcourt, Brace and World, Inc., 1964.
- *Peters, Herman J. Riccio, Anthony C. and Quaranta, Joseph J. Guidance in the Elementary School. New York: The Macmillan Company, 1963.
-

*Books which met the requirements of the study and were made a part of the Supplementary list.

APPENDIX D

APPENDIX D

RUBRICS FOR CLASSIFICATION OF SPECIFIC CATEGORIES

- (1) Assemblies. Large group meetings for the purpose of hearing a speaker or for participating in a formal situation are included under this label.
- (2) Case Conferences. The Case Conference and in-service training are both a part of this category.
- (3) Class Projects. Activities classified here are projects which may involve a small group in making charts, graphs, cartoons and appropriate guidance material to be used on bulletin boards.
- (4) Committees. Elected or appointed; selected or chosen, committees serve to teach cooperative effort which is a part of the democratic process. Student Council is a part of this process and is included for the possibilities for guidance.
- (5) Craftwork. In this category are the processes and materials of art: clay, models and replicas.
- (6) Creative Drama. This unrehearsed type of drama includes the technique of pantomime. It is also referred to as "informal drama" or as "spontaneous drama."
- (7) Diagnostic Techniques. The activities here are checklists, rating scales and other devices used by teachers to observe children in a group situation and to evaluate their behavior for the purpose of fitting their plans to the children.
- (8) Discussion. This category includes such types of discussion techniques as panels, buzz sessions, and open-ended stories. Open discussion in the classroom or discussion within smaller groups is included in this classification. Inherent in this category is the assumption that group dynamics is used by the leader.
- (9) Dramatic Play. With the primary child, this may mean the pretending that goes on in the homemaking center of the kindergarten room. It may include the activities centered around make-believe in any free playground situation. It also includes here the activities that are used in play therapy.

- (10) Dramatization. Created from the imagination, dramatizations and skits are prepared, rehearsed and presented by small groups to a larger group which can appreciate the subject matter.
- (11) Drawing. Another art category, drawing includes murals and dioramas.
- (12) Films. Presentations which make use of film equipment such as filmstrips and slides are included in this category. Use of these visual aids may be for guidance purposes at hand or the use may be to stimulate other guidance activity.
- (13) Formal Drama. Pageants, plays, and choral speaking make up this category of presentations using published material.
- (14) Hobbies. Groups of children interested in a special hobby, or those having special talent may form the nucleus of an informal interest group.
- (15) Instrumental Music. Although this may mean beginning band or orchestra instruction in some schools, it is more likely to mean rhythm bands and other rhythmic activities.
- (16) Literary. References to the literary activities refer mainly to library work for the purpose of instructional projects. This category also includes book reports which, done in cooperative groups, serve guidance functions.
- (17) Multi-Counseling. Variouslly called "group counseling," or "group therapy," this category includes small unstructured groups made up of members with a common problem or purpose.
- (18) Oral Reporting. Exercises in how to listen and how to speak in reporting cooperative ventures are listed here.
- (19) Organizations. Supporting such groups as Boy Scouts, Girl Scouts, Red Cross and Campfire Girls within the school makes for cooperation between the school and the organizations from which the children may benefit.
- (20) Painting. Included here are those art activities which include finger paints, crayons or in some way involve color supplies.
- (21) Parent Groups. P.T.A. and like organizations for parents and teachers serve the purpose of involving the parents and the community for the welfare of the children. Smaller parent study groups are also included here.
- (22) Puppetry. Any "doll" or effigy used in such a way that the child can lose himself behind the inanimate character, may be considered here with no reference to the artistry. Included also are the

silhouettes or shadow plays which can be done without the child showing himself.

- (23) Reading. This category involves the reading aloud of material such as stories or poems appropriate to guidance information which may be used to stimulate additional discussion.
- (24) Recording. To be included here are various kinds of electronic equipment. The records refer to recordings which may be either the platter or taped variety. Radio and television programs used either as a project to give information or to receive information are a part of this category.
- (25) Role-Playing. References to sociodrama are taken as synonymous with the term, role-playing. Psychotherapy and psychodrama are not included in this meaning since references are made here to non-medical situations only.
- (26) Scrapbooks. The collecting of pictures and news items about group activities for a scrapbook are stimulating activities which may be employed for guidance.
- (27) Self-Assessment. This category designates such inventories or questionnaires that may be taken in a group for the purpose of making choices.
- (28) Social Groups. Out-of-school activities such as picnics, parties, travel, trips and camps are included here.
- (29) Sociometric Techniques. Word association tests, sentence completion, unfinished stories, stories from pictures or any device used to learn children's preferences for use later in adjusting the classroom plan.
- (30) Special Classes. Here are the remedial groups, speech therapy class, hard-of-hearing, sight-saving and the classes for the maladjusted.
- (31) Task Planning. Building projects takes planning as do games, or any academic assignment which is assigned to a group.
- (32) Teacher Talks. Certain rules and regulations must be explained; subjects need delicate handling in presentation; tests should be interpreted. These guidance activities are in the hands of the guidance person, teacher or counselor.
- (33) Test of Ability. Standardized tests to assess the abilities and aptitudes of children are used to develop a guidance program tailored to the group.

- (34) Test of Achievement. Teachers use standardized tests as well as teacher-made tests to evaluate their own work in order to improve.
- (35) Visits. Included here are the activities incumbent on a group when entertaining a visitor in the classroom or when the group goes to another room in the school. Also involved here are short journeys taken to places of business in the city or to the school which the children will be entering the next year.
- (36) Vocal Music. Singing may be a useful group guidance technique. Also included in the category are dancing, rhythms and music composition.
- (37) Writing. Subsumed within this category are the activities involved in publishing a newspaper, describing selected persons for a "Personality of the Week" feature or making contributions to the suggestion box.

APPENDIX E

CHART I

LEVELS OF CONSIDERATION AND TOTAL FREQUENCY OF OCCURRENCE OF REFERENCES
TO THIRTY-SEVEN GROUP ACTIVITY CATEGORIES PROPOSED BY AUTHORS
OF EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS LISTED IN
ORDER OF THEIR PUBLICATION DATES

[illegible][illegible]

CHART II

LEVELS OF CONSIDERATION AND TOTAL FREQUENCY OF OCCURRENCE OF REFERENCES TO ACTIVITIES IN
THE SIX BROAD ACTIVITY CATEGORIES PROPOSED FOR NINE GUIDANCE OBJECTIVES IN THE FOUR
AREAS OF GUIDANCE BY AUTHORS OF EIGHTEEN ELEMENTARY GUIDANCE TEXTBOOKS

Authors	Educational Area		Personal-Emotional Area			Social Area			Vocational Area	Totals
	Instructional Objective	Motivational Objective	Preventive Objective	Developmental Objective	Therapeutic Objective	Adjustive Objective	Orientation Objective	Growth	Information Objective	
	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	
AUDIO-VISUALS										
Bernard				2		1				2 1
Kough	1	1								2
DeHaan		1 1	1		1					2 1 1
Cottingham										
Dreikurs		1		1		1 2		1		2 3 1
Barr										
Martinson		1		1						1 1
Kowitz			1						2	2
Knapp				1			1		5	7
Los Angeles				1						1
Rosecrance									2	2
Willey				1						1
Hatch							1			1
Detjen	1					3	1 1	1	1	4 1 1 1
Garry			2							2
Peters et al	2			2					1	3 2
Peters		1		2		1			1	3 1 1
Grams		1		1						1 1
Totals	3 1 0 0	3 3 0 1	4 0 0 0	6 3 1 1	0 0 1 0	5 3 0 0	2 0 0 2	0 1 1 0	2 2 1 0	32 13 4 4
COMMUNICATIONS										
Bernard	1			1	1 1	2				2 3 1
Kough				1 1 1						1 1 1
DeHaan	2	3		1	1	1		1		5 3 1
Cottingham			1	1		2 2 1	1 1			3 5 1
Dreikurs				2	1 1	4				1 1 6
Barr		1	1			1 1		1		5 1 1 1
Martinson		1		1		1		1		2 1 1
Kowitz	1				1	1 1	1		1 1	2 4 1
Knapp							2		2	4
Los Angeles		1		1 1	1			1		1 2 2
Rosecrance				2						2 1
Willey	1 1							2		1 3
Hatch		2				1			1	4
Detjen	1		1	2 2	3 1	4	1 2			12 1 2 2
Garry				1				3		4
Peters et al	2 1			1 1		2 1 4			5 1	10 4 4
Peters			1	1					2	2 2
Grams										
Totals	4 4 1 1	6 1 0 1	3 1 0 0	11 5 2 4	5 4 1 1	12 5 2 10	4 2 0 2	3 1 1 3	10 3 2 0	58 26 9 22

M = Mentioned; S = Suggested; R = Recommended; E = Emphasized

CHART II--(Continued)

Authors	Educational Area		Personal-Emotional Area			Social Area			Vocational Area	Totals
	Instructional Objective	Motivational Objective	Preventive Objective	Developmental Objective	Therapeutic Objective	Adjustive Objective	Orientation Objective	Growth	Information Objective	
	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	
EXPLORATORY										
Bernard	1									1
Kough										
DeHaan										
Cottingham		1							1	1 1
Dreikurs										
Barr		1					1 1			2 1
Martinson	1			1		1				1 2
Kowitz							1			1
Knapp				1			2	1		2 1 1
Los Angeles										
Rosecrance				1		1		1		1 1
Willey										
Hatch	1			1		2	1			2 1 1
Detjen				1			1			3
Garry			2	1			1			1 1
Peters et al										2
Peters					1				3	3 1 1
Grams				1					2 1	2 1 1
Totals	1 0 0 2	2 0 0 0	2 0 0 0	3 1 0 2	0 0 0 1	3 0 0 1	4 1 2 1	1 0 0 0	5 1 1 0	21 3 3 7
EXTRA-CURRICULAR										
Bernard			1				1			2
Kough										
DeHaan										
Cottingham			2	1		1 1	1	2		3 1 3 1
Dreikurs										
Barr		1 1 1		2				1		3 2 1
Martinson				1						1
Kowitz		1								1
Knapp			2				1 1 1		1	4 1 1
Los Angeles		1								
Rosecrance						1	1	1	1	2 1 2
Willey										
Hatch				2			2		1	5
Detjen	1	1	1	2 1			1			4 2 1
Garry						1				1
Peters et al				1 1 1			1		1	2 2 1
Peters										1
Grams		1		2 1			2 1	1		2 3 2
Totals	0 1 0 0	3 2 0 2	5 0 0 1	9 1 1 4	0 0 0 0	1 2 0 1	5 4 0 3	1 1 2 1	2 2 0 0	26 13 3 12

CHART II--(Continued)

Authors	Educational Area		Personal-Emotional Area			Social Area			Occupational Area	Totals
	Instructional Objective	Motivational Objective	Preventive Objective	Developmental Objective	Therapeutic Objective	Adjustive Objective	Orientation Objective	Growth	Information Objective	
	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	M S R E	
CREATIVE ARTS										
Bernard	3		1	1	2	2	2	2		5
Kough				4	1					5
DeHaan	4	1			2					7
Cottingham				1	1			1		3
Dreikurs	1				1					2
Barr		4	1	1		1	1			7
Martinson					1					1
Kowitz		1			5	1				7
Knapp	3	1			1				2	7
Los Angeles				1	1	2		1		5
Rosecrance				1	1					2
Willey				1	1	4				6
Hatch				2				1	1	3
Detjen					4	1		1	2	7
Garry			1	1		3	1			5
Peters et al				1	1	4	1			7
Peters						5		1	2	8
Grams						2			1	3
Totals	10	5	2	7	19	14	3	4	4	65
INFORMATION GATHERING AND GIVING										
Bernard				1	1		1			3
Kough										
DeHaan										
Cottingham				1	2	1	2			6
Dreikurs										
Barr	1	1			4		1			7
Martinson				1	1		3			5
Kowitz	1			1						2
Knapp				2	2	1				5
Los Angeles				1	1	4				6
Rosecrance				1	1	1		2		5
Willey	1			2	1			1		3
Hatch										
Detjen							3			3
Garry					1		2			3
Peters et al	1			3	3	1				7
Peters				1	1					2
Grams	2			1		1				4
Totals	4	0	0	12	4	19	0	0	0	36

Permission to reprint any of the material quoted in the
excerpts in Appendix F must be obtained from the original publishers.

APPENDIX F

APPENDIX F

REPRESENTATIVE EXCERPTS FROM TEXTBOOKS ANALYZED SHOWING AUTHOR TREATMENT AND INVESTIGATOR CLASSIFICATION OF GROUP ACTIVITIES FOR GUIDANCE

In this study the eighty-five separate activities identified by name were combined into thirty-seven specific categories. The authors' purposes for the use of these activities were classified by the investigator into general objectives under the broad areas of guidance. Classification of the objectives was made by the investigator after examining closely the proposed activities and their objectives in context. Representative excerpts from the texts and the interpretation as to classification made by the investigator are shown on the following pages. Excerpts are from the textbooks listed in Appendix A. Presentation is made of the excerpts under the broad activity categories. Classification is presented according to guidance area and objective.

Audio-Visuals

Graphs and charts are understandable devices for showing progress of pupils. . . . A master chart which shows the progress of the group as a whole can be displayed. As each pupil sees his contribution to the master chart he will achieve a deeper appreciation of his role in cooperative group enterprise.¹

(Personal-Development)

¹Bernard, p. 52.

It is possible that charts, pictures, or other visual aids may be more helpful than books introducing new or additional information.²

(Vocational-Information)

Children in many second grades study the service occupations. Elementary school staffs report a variety of methods of learning about occupations - the use of occupational bulletin boards telling the story of various occupational families . . .³

(Vocational-Information)

Variety is the spice of teaching. Any teaching method, no matter how good, can be overdone. We teachers overdo with words. Group assignments can be mixed with individual assignments; charts can aid in the study of some problems . . . The intent is to call attention to the fact that health education can be an integral part of a program designed to encourage the wholesome personal and social development of the child.⁴

(Personal-Preventive)

In the classroom, possibly associated with instructional activities, the use of movies, slides and film strips . . . furnish group media for stimulating children to explore their areas of concern.⁵

(Educational-Motivational)

Films and slides that tell a story . . . concerned with problems or situations familiar to the children may be used. Part of the story may be shown. Then the film may be stopped and the children asked to tell how they would have worked out the problem.⁶

(Social-Adjustment)

Films should be brought into a meeting - to meet real needs, not because they are new or because something is needed for a meeting. Most films are best presented in context - that is, if a group of parents is discussing the effect of parental ambition on a child, a film like, "Preface to a Life" might be useful. Or if

²From Guidance in the Elementary Classroom, by Kowitz and Kowitz. Copyright 19 • McGraw-Hill Book Company. Used by Permission. p. 153.

³Rosecrance, p. 87.

⁴Garry, p. 239.

⁵Cottingham, p. 136.

⁶Barr, p. 179.

they are studying developmental patterns in young children, "Life with Baby" might be the best film to use.⁷

(Personal-Development)

Films and photographs have the advantage of preserving a permanent record of classroom and individual activities that can be analyzed through repeated observation. The technique of using the sound film is especially valuable in diagnosing the characteristics of a child's reaction in a discussion group.⁸

(Personal-Development)

Produced by Young Films, Inc., New York, 1951, "The Bully, The Other Fellow's Feeling" (which focuses on the subject of ridicule and teasing), and "Other People's Property" (in which a boy becomes angry because he is kept after school and tries to get revenge), eleven minutes each, do not offer ready-made solutions. They are designed to challenge students to think about the problems presented, to express their opinions, and to work out their own solutions.⁹

(Social-Adjustment)

The effective use of the charts is to show the group strengths and weaknesses, thus serving as a guide to the administrator and teacher. For example, when the third grade class ranked in the lower quartile in reading, a remedial reading program was initiated in the fourth grade class.¹⁰

(Educational-Instructional)

Communications

An audio-stimulation program is within the scope of any classroom teacher. The purpose of such a program is to promote learning of accurate audio patterns . . . Hearing accurately is an important part of the learning process which the teacher must be alert to promote in all classroom activities.¹¹

(Educational-Instructional)

⁷Ruth A. Martinson and Harry Smallenburg, Guidance in Elementary Schools, 1958. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey, p. 240.

⁸Willey, p. 102.

⁹From Detjen & Detjen's Elementary School Guidance, 2nd ed. p. 104. McGraw-Hill Book Company. Used by permission.

¹⁰Helen White, and Mary Edith Banes, "Practical Guidance in the Elementary School," Peters, ed. op. cit., p. 261.

¹¹Bernard, pp. 174-175.

Miss C also makes use of group techniques through pupil committees as a means to test the pupils' ability to cooperate with each other. These groups work out class assignments, assembly room programs, or special projects for school improvement. Through these devices children are given social experiences in a setting where they know each other as well as give direct help to one another, thus facilitating their social adjustment.¹²
(Social-Adjustment)

As children tell about themselves, teachers get cues to special interests and talents which may be used to enrich the experiences of all.¹³
(Educational-Motivational)

Behavior is best influenced when the codes of procedure can be determined before difficulties arise. One sixth-grade room has set up a pattern of behavior which is expected when the teacher is present in the room and then when the teacher is out of the room. It is the group which expects the offenders to check themselves.¹⁴
(Personal-Preventive)

Upper elementary grades were far more interested in job description and classification than were high school students. . . . The younger students were more interested in exploring the full range. Providing for the group to have contacts with a variety of common occupations in another form of group guidance.¹⁵
(Vocational-Information)

As soon as possible, the school should carry orientation to the parents of the child new to the school. The parents could be invited to the school to meet their child's teachers and other school personnel, to observe the physical conditions of the school, and to discuss with the teacher, problems of adjustment for their child and what they can do cooperatively to insure the child's rapid and successful adjustment to the new situation.¹⁶
(Social-Orientation)

¹²Cottingham, p. 76.

¹³Martinson, p. 69.

¹⁴Barr, p. 76.

¹⁵Kowitz, pp. 271-272.

¹⁶Knapp, p. 207.

Encourage the younger children to work out their fears through . . . story telling.¹⁷
(Personal-Therapeutic)

A group brought together to plan a mural may be entirely different from a group learning the process of long division. Furthermore, after these group problems are finished the group may never meet together again. Because the group is a democratic entity, we find it fertile training ground for democratic ideals . . . Democracy demands citizens who are willing to cooperate. The necessary skills of cooperation must be taught in the schools, just as skills in computation, writing, and speaking.¹⁸
(Social-Growth)

Oral book reviews can be handled in small groups. Each member of a group presents to the group a brief review of a book he has read, emphasizing his reaction to the book. Sometimes the groups enjoy selecting the best review of each group. These best reviews are then presented to the entire class. The pupils must be cooperative and considerate enough to keep their voices low. This can be an exercise in respect for the privileges of each group.¹⁹
(Social-Growth)

Group discussion--particularly conducive to fostering wholesome human relations.²⁰
(Personal-Preventive)

Review your classroom library shelves with an eye to books that will inspire and stimulate the gifted. You need some advanced books--books of interest to gifted children. These might include poetry, biographies, and autobiographies of famous persons, travel, puzzles, art, popular science and one or two works on mathematics.²¹
(Educational-Motivation)

Recently a first grade teacher . . . described the following method used in her classroom in order to have her pupils become more aware of the world of work. One of the legs from one of the toy chairs had broken off. After some discussion the children

¹⁷Detjen, p. 136.

¹⁸Willey, p. 284.

¹⁹Garry, p. 449.

²⁰Peters, p. 172.

²¹DeHaan, p. 15. From Teachers Guidance Handbook: Vol. 2, Helping Children With Special Needs by Robert F. DeHaan and Jack Kough. Copyright 1956 by Science Research Associates, Inc. Reprinted by permission of the publisher.

decided that they needed a carpenter to repair the chair. A unanimous "yes" went up as the teacher asked whether they wished to play carpenter . . . The record of the work done was later discussed in class . . . The children also talked about the qualities needed to perform a good job. They decided that they needed strong arms and hands to saw, hammer and to pull out the old nails; good sense and a cautious approach were needed in order to use tools; . . . The toy chair experience led to a discussion about other work activities of the carpenter. The class became so interested in "real work" that they began to talk about the occupations of their parents.²²

(Vocational-Information)

Group counseling is being done by teachers who have been specially trained and who work under the supervision of the guidance specialist. This is usually worked with groups of fifteen set up on the basis of grade levels. The guidance consultant also does some group counseling with the children who have specific problems which are similar . . . These children are selected in consultation with all of the teachers concerned.²³

(Social-Adjustment)

Exploratory

Group assistance is a method of helping the child solve his adjustment problems by sharing experiences, sympathies, suggestions, and friendships within a group. In one school for example, an attempt was made to build good group relations by assemblies held once or twice a month . . . It has been reported that greater unity was brought about among the groups of pupils and teachers, and many so-called problems solved themselves naturally.²⁴

(Social-Adjustment)

Clubs formed because of the expressed interest of pupils in such things as music, art, and science are excellent ready-made vehicles for promoting guidance services to their members. Such an organization is an excellent means of helping children acquire new knowledge and skills by capitalizing on the high degree of interest and motivation . . .²⁵

(Educational-Motivational)

²²Goldie R. Kabak, "Occupational Information in Elementary School," Peters, ed. op. cit., p. 130.

²³Don Dinkmeyer, "Consultant in Elementary School Guidance," Peters, ed., op. cit., p. 266.

²⁴Willey, p. 306.

²⁵Hatch, p. 31.

Despite all of the best efforts of school personnel to . . . adjust procedures to individual abilities, some children [hard-of-hearing, sight-saving and speech deviates] require school facilities beyond those of the regular classroom, and teachers with highly specialized skills and knowledge.²⁶

(Personal-Developmental)

Children in the lower elementary grades can learn about many occupations through observing and visiting such workers as the milkman, the grocer, and many others who work around them . . . Visits to various places of work--farms, factories, offices, and countless others--may be taken by children of various ages. This type of activity is exploratory and adds to the child's store of knowledge about the world of work.²⁷

(Vocational-Information)

The teacher who focuses attention upon the children in her group, . . . may plan specific curriculum experiences to meet the needs of individuals. Angelo, for example, may gain much-needed prestige from the visit of his father, with whom the teacher has planned an illustrated discussion of harbor activities. Or Katie may gain her first peer recognition through the visit of her mother, who describes her childhood in Switzerland.²⁸

(Social-Adjustment)

Placement of the socially maladjusted child in a special class or school should come only after all resources for the adjustment of the child in a regular classroom situation have failed or if the special help and facilities in the special arrangement offer the maladjusted child more than if he were to remain in the regular classroom working with a normal group.²⁹

(Social-Adjustment)

A day, or major portion thereof, may be profitable spent by the pupils of a lower grade visiting the room which they will enter the following year.³⁰

(Social-Orientation)

²⁶Martinson, p. 205.

²⁷Peters, p. 60.

²⁸Martinson, p. 68.

²⁹Knapp, pp. 262-213.

³⁰Hatch, p. 114.

Extra-Curricular

The major function of home-school relations is to provide an opportunity for parents and teachers to work jointly for the welfare of their children. This can best be done where parents and teachers have an opportunity to meet in both formal and informal situations at intervals during the year. P.T.A. meetings . . . and working together in school functions are some of the mediums through which they can become acquainted. Because the over-all purpose of home-school relations is to provide an optimum educational climate for the child, it is basic that such mutual understanding exist between the parents and teachers.³¹

(Educational-Motivational)

Visits to state parks are taken by classes in many communities. These are sponsored jointly by parents and the school staff . . . The inter-relationship values inherent in pupil-teacher planning for the outdoor activities can be exploited by careful supervision. The gains can be further crystallized by pupil evaluation and application to personal needs . . . Combining a number of resources both within and beyond the school is often difficult, but with careful work these facilities can be integrated.³²

(Personal-Developmental)

Some schools have their own camping programs which are maintained both during the summer and regular school year. In others, national organizations such as the Boy Scouts, Girl Scouts, and Red Cross, have been instrumental in setting up group guidance programs that operate in conjunction with the schools.³³

(Personal-Developmental)

Work with parents is of paramount importance in understanding and overcoming withdrawn behavior. The teacher may be able to make some specific suggestions about lightening the demands on the child, allowing him more time for play and recreation . . . He may interest the parents of withdrawing children in promoting trips to summer camps, membership in scout troops, overnight visits with relatives or friends and other out-of-school activities, which help confidence and enlarge their circle of friends.³⁴

(Personal-Developmental)

³¹Barr, pp. 190-193.

³²Cottingham, p. 160.

³³Barr, p. 55.

³⁴Detjen, p. 115.

We would propose that every school provide orientation classes for parents of preschool children on the subject of their role in teaching a child to read, and that selected individuals in the elementary school or consultants from outside the school be given the responsibility for teaching these groups.³⁵

(Social-Orientation)

Creative Arts

Each of the art media seems to possess some unique advantage when it comes to creative expression. Instead of having art a particular period and having all children cut out little rabbits or color a turkey, they are using murals, replicas and models to illustrate the details of lessons in geography, social studies and language.³⁶

(Educational-Instructional)

Gifted children should be encouraged to use their giftedness in creativity. This can include writing original stories and poems, making dramatizations, composing music, doing original art . . .³⁷

(Educational-Motivational)

Creative activities provide avenues for guidance Paintint will often become a means of ventilating emotions.³⁸

(Personal-Therapeutic)

In beginning the role-playing procedure a problem of vital interest to the class is posed, and then members of the class are selected to act out the problem. Suggested situations involving right and wrong procedures for doing things may be dramatized. In taking a role in a socio-drama, a player is able to gain empathy with the role and a better understanding of the problem involved. For example, in a problem involving children who frequently disturb the classroom, if one of the disturbers can be given an opposite role from the one he usually plays in the classroom, he probably will be able to understand better the feelings of the child being disturbed. The empathy he acquires enables him to look at the problem with a different perspective.³⁹

(Social-Adjustment)

³⁵Grams, p. 135.

³⁶Bernard, p. 60.

³⁷Kowitz, p. 260.

³⁸Kowitz, p. 260.

³⁹Barr, p. 178.

As a means of helping children get rid of tensions and feelings that contribute to mental ill health, role therapy is appearing in many schools.⁴⁰

(Personal-Therapeutic)

Role-Playing is an excellent technique for portraying the need of applied knowledge in social orientation. Factors of courtesy, grooming and etiquette lend themselves well to this type of activity.⁴¹

(Social-Growth)

If a child has had an operation; witnessed a wreck, or been frightened in the darkness, he will get rid of his terror more quickly by playing it out.⁴²

(Personal-Therapeutic)

Torrance has suggested that a survey of the characteristic roles of the community and some outside the community be made, that children be assigned these roles, enact them, and discuss the discrepancies between the actors performance and the demands of the role in terms of adequacy and enjoyment. It is thought that such a program would result in (1) broadening the vocational horizon of the elementary school child . . . (2) helping him to better understand himself and his world, (3) helping him to become more aware of the world about him, (4) training him to be more spontaneous and effective as an individual, and (5) providing a vehicle by which vocational information can be imparted to elementary school children in a meaningful, integrated, and realistic fashion.⁴³

(Vocational-Information)

Through writing, acting, drawing, and other free activities, boys and girls show what and how they feel about themselves. These unstructured or semi-structured activities free a child to reveal not only what he thinks of himself, but also what he believes other people think about him. Through a creative, spontaneous play or through puppetry, a child may take a "make-believe" role and give many clues as to whether he is happy about himself, how he wishes he could change or be thought of differently.⁴⁴

(Personal-Therapeutic)

⁴⁰Knapp, p. 259.

⁴¹Hatch, p. 116.

⁴²Detjen, p. 176.

⁴³Peters, pp. 59-60.

⁴⁴From p. 49, Guiding Today's Children by the Los Angeles County Superintendent of Schools Office. Copyright © 1959 by McGraw-Hill, Inc. Used by permission of the publisher, California Test Bureau, a Division of McGraw-Hill Book Company.

The teacher began to plan ways in which the children might be helped to manage their feelings. Certainly, it would be important to recognize that everyone sometimes becomes angry. Discussion, reaction stories, and role-playing might be used to uncover the causes of anger. They could also be used to minimize these causes and to find acceptable ways of solving conflicts.⁴⁵

(Social-Adjustment)

Each kind of group provides a variety of dynamic learnings . . . They [the children] may be enjoying interaction as they design a mural or organize a committee report.⁴⁶

Information Giving and Gathering

When the pupils' scores [on standardized tests] have been organized, it will be seen that some of the pupils rank consistently higher and others rank consistently lower than the average pupils in the class. These children usually present special instructional problems. The teacher who identifies them early is able to make special plans for them.⁴⁷

(Educational-Instructional)

The dynamic motivation of the peer culture can be utilized in building classroom relationships which incorporate the theories and principles of democracy in the child's daily living. The sociogram is like a still photograph taken from a motion picture. It is a cross-sectional survey of the current social relationships in the classroom which shows one stage of an on-going dynamic process . . . The teacher who has a good understanding of the social group with which she is dealing usually established better rapport with pupils and has a much better chance of participating in the process of helping children to develop such adequate values.⁴⁸

(Social-Adjustment)

Self-ratings may be used by the teacher to help pupils grow in desirable group relationships and to assess the pupils' attitudes toward themselves. . . . Self-ratings are used best in connection with the daily life of the classroom. . . . A brief rating scale, used several times during a two-week period, or during a month, has much more meaning to the elementary child than the semi-annual or quarterly report on which the child rates himself on "cooperation" and "respect for the rights of others."⁴⁹

(Social-Adjustment)

⁴⁵Ibid., p. 41.

⁴⁷Bernard, p. 151.

⁴⁹Martinson, pp. 111-112.

⁴⁶Ibid., p. 164.

⁴⁸Ibid., pp. 111-126.

. . . the unfinished story may be used to bring out children's feelings and attitudes . . . many modern-day readers in the primary grades portray the family living in a vine-covered cottage with a mother who is always dressed up and a father that comes home in a suit and a necktie. The material possessions in the homes are usually very desirable, and the family carries on many activities together. When the underprivileged children read these stories, they were frequently envious and expressed resentment against their own families because of the conditions under which they lived. The feelings were used as a take-off point for discussing feelings about families . . . the teacher was able to gain a better insight into the child's home pattern, and the child was able to gain a better appreciation of his family.⁵⁰

(Personal-Developmental)

Although it may be several years before the child will find it necessary to make definite choices and plans for his future, it is important that he should be exposed to simple but accurate information, in each of these areas: educational, vocational, social, and personal.⁵¹

(Personal-Developmental)

Administration of tests and other guidance instruments can be justified solely in terms of the information they will provide to assist pupils. If pupils are to profit from test-taking, the results should be interpreted to them in a manner that they can understand commensurate with their developmental level. . . . Developmentally, they are taking in many cues and pieces of information to assist them in determining their self-identity - test results are one set of these cues. Care must be used in the manner and in the language of interpreting test data. Not only clarity for understanding but also regard for feeling tone must be considered in reporting test data.⁵²

(Personal-Developmental)

The sociogram of the class had shown that Janet was well liked and had several good friends. Perhaps the teacher might involve her in classroom activities which would win her recognition and help Janet to overcome her shyness.⁵³

(Personal-Developmental)

⁵⁰Barr, pp. 173-176.

⁵¹Kowitz, p. 16.

⁵²Peters, pp. 134-135.

⁵³California Test Bureau, p. 43.

Increasingly school systems are attempting to improve educational opportunities for all children. In the process of improvement, more careful attention is being given to identifying pupils markedly inferior and markedly superior in learning abilities. Whether heterogeneous classes or special classes for part or all of the instructional program are operated, it is essential to ascertain pupils' learning abilities if best provisions for all children are to be made. Reliable identification if best provisions for all children are to be made. Reliable identification of pupils' learning abilities is crucial if special classes are arranged for educating mentally retarded children or for pupils of superior learning abilities, or if pupils are placed in ungraded or primary or intermediate schools.⁵⁴

(Educational-Instructional)

⁵⁴Herbert J. Klausmeier, "Identifying Children Through Measurements," Peters, ed., op. cit., p. 43.

APPENDIX G

APPENDIX G

PANEL MEMBERS WHO ASSISTED WITH THE MEASUREMENT OF RELIABILITY

The members of this panel are all practicing members of the educational profession with a special emphasis on guidance activities and functions. Their backgrounds include experience in public school, adult education, school administration and state department level supervision. The panel members are:

Mrs. Mickey Herron, Counselor
Central Junior High School
Norman, Oklahoma

Dr. Joe Leone
Director of Evaluation and Testing of Adult Guidance Services
Oklahoma Center for Continuing Education
Norman, Oklahoma

Mrs. Alma Bradley Schmidt, Principal
Arthur Elementary School
Oklahoma City, Oklahoma

Miss Mary Ann Wood
Assistant Director of Guidance
State Department of Education
Oklahoma City, Oklahoma