

**SPECIAL SERVICES NEEDS AS
PERCEIVED BY PRIMARY TEACHERS**

BY

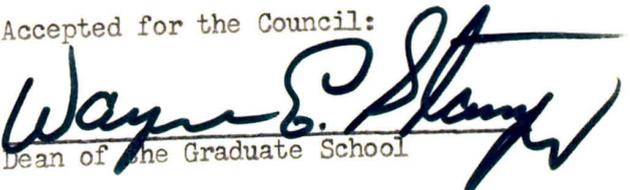
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To the Graduate Council:

I am submitting herewith a Research Paper written by Margaret McGhee Pace entitled "Special Services Needs as Perceived by Primary Teachers." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Education.


Major Professor

Accepted for the Council:


Dean of the Graduate School

SPECIAL SERVICES NEEDS AS PERCEIVED
BY PRIMARY TEACHERS

A Research Paper
Presented to
the Graduate Council of
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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in Education

by
Margaret McGhee Pace

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CHAPTER I
THE PROBLEM

Introduction

In recent years there has been a growing awareness of the need for earlier identification and proper handling of pupil needs and problems. With this awareness have come increasing concerns that school policies and programs would be planned and operated in ways which will foster a positive mental health point of view and which will lead to the more adequate adjustment and personal development of a greater number of pupils.

The fact is, there is an increasingly greater student population. Corresponding with this expansion in pupil numbers is the expansion in class size, complexity of individual needs, and consequently, danger that the individual's needs might be sublimated to conformity--with emphasis on order rather than meaningful education.

With attention focused on individual needs comes a new focus on methods to achieve the desired ends: ascertaining that each student will be enabled to develop his potential to the greatest possible degree. To this end, specialists in various areas of personnel service are emerging with practical solutions to the enigma. As in most areas of life, the demand has become obvious; the supply to meet that demand has yet to advance from its present experimental stages. Such a study as this provides a beginning point for determining first the greatest needs and subsequently providing recommended solutions.

Statement of the Problem

In view of the concepts expressed in the introduction, it is most important that one learns to identify children's problems in the primary grades and use this knowledge to encourage a more adequate and satisfying fulfillment of each child's potential. This study is an effort to determine which services are perceived as being most valuable by primary teachers. An effort was also made to determine how each service is stratified by grade level. Grades one, two, and three were chosen because previous research has shown that problems developed at these levels which are detected and treated may prevent life-long problems of adjustment.¹

Purpose of the Study

The purpose of this study was to determine and identify guidelines for the development of the necessary pupil services in the elementary school. Special services for all children are generally accepted as an integral component of the total educational experience in the elementary school.

In order to develop this project it was necessary to assume the following:

1. This is an area worthy of study
2. There is an increasing need for Special Services in the elementary schools.

Importance of the Study

The importance of this study was exemplified by the 1964 governmental extension of the National Defense Education Act, making provisions

¹Lester D. Crow and Alice Crow (eds.), Readings in Guidance (New York, 1962), p. 382.

for support of counseling and guidance in the elementary schools.² It has long been recognized that pupils who are better understood have a better learning experience within the classroom. In an increasing number of cases, it is felt that problems developed early in schooling are too well instilled in the child to be dealt with effectively in secondary schools.

The significance of the central role of the school in the child's life and therapeutic potential inherent in school-type activities must be recognized. The child in our society learns about himself largely in his home and in his school. The schools provide a tremendous personality-shaping impact on the child when he and adults interact with shared purposes and learn not only the fundamental concepts of reading and writing, but also ways of effective living.³

Limitations of the Study

This study was limited to the grades one through three enrollment of the Clarksville-Montgomery County Schools during the 1968-1969 school year. It was also limited by the number of teachers available for statement of opinion. Because of summer vacationing, there were some primary teachers who could not be contacted.

Organization of the Study

The data for this study were obtained from a survey of sixty-four Clarksville-Montgomery County teachers of grades one through three.

²K.B. Hoyt, "Attaining the Promise of Guidance for All," Personnel and Guidance Journal, Vol. 45 (February 1967), pp. 624-30.

³Carl R. Rogers, Client-Centered Therapy (Boston, 1951), p. 276.

Structured interviews were conducted with the teachers by telephone or in person.

The data are presented in the forms of tables and figures in order to make the information more easily understood. Chapter I discusses the problem of the study. Chapter II includes a review of the literature in the field of pupil personnel services in the schools, their classifications and their roles. Chapter III presents the data and tables obtained in the study and explains methods of procedure. Chapter IV gives a summary and conclusions derived from the study.

CHAPTER II

REVIEW OF THE LITERATURE

Basic Principles Underlying Pupil Personnel Work

Pupil Personnel Services is a group of services and functions in elementary and secondary schools which aim to adapt the school program to the needs of the learner and to adjust the learner to the school program. It involves locating the children who should be in school, seeing that they get to school, and keeping them there under conditions that will permit them to profit from the school experience.

It serves pupils and teachers through:

1. Records--cumulative, anecdotal, and case study
2. Psychological studies
3. Psychiatric services
4. Counseling
5. Field services
6. Follow-up services
7. Special adaptive programs for those who must be given extra help to attend regularly or to profit from school
8. Health services
9. Child accounting and attendance services

The aims of pupil personnel are those of all American education: providing for the intellectual, physical, emotional, and social development of all pupils.¹

¹Donald G. Ferguson (ed.), Pupil Personnel Services (Washington, D.C., 1963), p. 107.

Adult direction and guidance are necessary to make it possible for the individual child to live as fully and effectively as possible in today's changing and demanding society. The need for special services derives from the existence of individual differences in children. Each child presents a unique pattern of characteristics and therefore requires individual attention and treatment. While the school is concerned with the child's intellectual growth, other aspects of growth are necessarily considered and promoted. The school conceives as its responsibility the fullest development of each child in terms of the potentialities for his growth. The desired aim is to start education from where the child is, rather than from where the school thinks he should be.²

Hummel and Bonham state that the pupil personnel program should incorporate several types of functions, one of these general functions being the supportive-consultative function.³ This function is provided by professional personnel trained in the behavioral sciences. Usually they focus on the norm-violating or problem children, although improved programming for all children may be a secondary benefit.

A second general function of the program should be special instructional services. These instructional services are necessary because one child's physical condition or educational needs deviates so much from the norm that it is unreasonable or impractical to expect that child's instructional needs to be met by the regular educational program.

²Lester D. Crow and Alice Crow (eds.), Readings in Guidance (New York, 1962), pp. 337-338.

³Dean L. Hummel and S.J. Bonham (eds.), Pupil Personnel Services in Schools (Chicago, 1968), p. 40.

A third function that should be included is that service related to research and data processing. The service is necessary to provide the teacher and the administration with appropriate and essential information about each child and every group.

These general functions all require the services of highly trained professional personnel whose competencies are based on a highly specialized area within education or in the related behavioral sciences. Such functions should be performed in every school system for they are an essential part of a modern comprehensive educational program. Such vital services should be made available to every child.⁴

Arbuckle reports that statistics indicate that the needs of many children are simply not being met.⁵ All humans have needs, some more extreme than others, and these needs obviously differ with age, sex, intelligence and other factors. As children grow up, each unsatisfied need increases the intensity of the needs that lie ahead and makes their satisfaction more difficult. Whatever the needs of the child may be, the school must be aware of them, and the educational experiences of the child must be geared to them.

The needs of every human being are a combination, in varying degrees, of his physical, emotional, and social self and the cultural milieu in which he resides. Specifically, Arbuckle discusses the following points:

1. All children are born with certain urges or forces for development, such as nutrition, warmth, adequacy, and

⁴Ibid., p. 41.

⁵Dugald S. Arbuckle, Pupil Personnel Services in the Modern School (Boston, 1966), p. 58.

- comfort. These urges can all be seen as related to one fundamental drive--the drive toward actualization, development, maximal organization, or integration
2. Operationally, this fundamental urge is not purely biological. From the moment of birth it finds its expression through biosocial means
 3. Although all newborn infants possess this same fundamental urge, the biochemical make-up of each body differs; each has inherited a different set of genes and has a different intrauterine experience. The intensity of the urge to grow, particularly in its many facets such as nutritional needs, warmth and cuddling needs, needs for sleep, will differ.

Winkler suggests that probably no one item is more closely related to "problem" than the term "being different."⁶ As children grow up they soon learn that being different and being queer almost appear to be synonymous and that the school considers being different directly related to causing problems. He refers to the areas where one may be different:

1. Achievement--scholastic performance
2. Anatomical--height, weight, complexion
3. Emotional--stability, self-reliance, poise, tact, persistence
4. Interests--hobbies, friends, activities
5. Physiological--hearing, vision acuity, endurance

⁶R.C. Winkler, "Effects of Selected Counseling and Remedial Techniques on Underachieving Elementary School Students," Journal of Counseling Psychology, Vol. 12 (Winter, 1965), pp. 384-87.

6. Psychological--speed of reaction, speed of association, coordination
7. Social perspective--racial, political, religious and economic attitudes.⁷

Perrone, in a case study conducted in 1968, suggest certain guidelines as being necessary before an efficient pupil personnel program can be organized.⁸ Some of these include an adequate record system, with particular attention given to teacher observations; teacher involvement as a critical factor; reduction of the teacher-pupil ratio; a required interdisciplinary or pupil personnel team approach; a continual evaluation of program effectiveness; and provisions made for serving all schools. It was noted by Perrone that behavioral problems and specialists capable of working broad areas of learning were of initial concern to teachers and administrators in deciding the priority of pupil personnel and related specialists.

Roles of the Pupil Personnel Staff

Those individuals who are involved in personnel services make up the third professional group in the modern American school, the other two being the teachers and the administrators. All are essential and all are basically concerned with the same objective: the provision of the best possible educational experience for every child attending school. There are some who feel that these professional services are "fads and frills,"

⁷ Ibid.

⁸ Philip A. Perrone, "Case Study: A Research Approach to Establishing Pupil Services," Personnel and Guidance Journal, Vol. 46 (June 1968), pp. 990-96.

and that the education of the child can proceed without them. However, there is evidence that these services are necessary to aid the pupil in the maximum development of his potentialities in accordance with his unique background and equipment.

Some of the means by which all three of these professional groups attempt to achieve their basic objectives are somewhat similar, but many of the means used by the pupil personnel specialists and their professional colleagues are sharply different from those used by teachers and administrators. They require particular professional understandings and skills not possessed by the others, and even their mode of operation may contradict that of teachers and administrators.¹⁰ The unique role of the seven specialists selected for the study are described below:

The Psychologist. Arbuckle considers the four major functions of the school psychologist to be individual testing and case studies, interviews, assisting in special education, and assisting in in-service training. In addition, he sees the school psychologist involved in the efforts of the school to achieve an atmosphere conducive to positive mental health, in curriculum planning, in the planning and supervision of the school testing program, in case conferences regarding desirable actions for certain children, and in various service research activities of the school or the school system.¹¹

The Guidance Counselor. Guidance is the most rapidly developing area of all pupil personnel services. Despite its newness (It first appeared in the early 1900's.), there are more workers in this area than

¹⁰K.B. Hoyt, "Attaining the Promise of Guidance for All," Personnel and Guidance Journal, Vol. 45 (February 1967), pp. 624-30.

¹¹Arbuckle, op. cit., p. 173.

in any other area of personnel work. Guidance services are provided in the schools to help the pupil to know and understand himself and to use this understanding in making plans and decisions for the future. They also aid the pupil in attaining better mental health and a fuller use of his capacities through insight and a clear understanding of his interaction with the people and the circumstances in which he finds himself. The modern guidance program includes counseling of individuals, group guidance, orientation, educational and vocational guidance, individual inventories, and placement and follow-up.

The School Social Worker. School social work is one of the oldest pupil personnel services. Although the job title--"school social worker"--appeared just recently, its predecessors, the attendance officer and the visiting teacher, have been in the schools much longer. Today these three specialists overlap in some of their activities, but distinctions are becoming clearer. School social workers strive to facilitate the work of teachers and principals, and often work directly with parents as well as children. Their major concern is with the school child who, because of behavior or attitude, is a problem to himself and others. The child's difficulty may be expressed through an inability to adjust to attendance requirements, an inability to complete school assignments, general misbehavior, or a host of other social and emotional symptoms which, although more difficult to discern, are no less indicative of a need for assistance. The underlying causes usually involve the child's family relationships or his relationships with other children and adults.¹²

¹²Ferguson, op. cit., pp. 61-62.

The School Nurse. Health factors, more than any other cause, account for the largest amount of pupil nonattendance. Fifteen per cent of all pupils are absent daily, usually because of illness. Illness is also cited as the largest cause of nonpromotion. A high relation exists between the incidence of physical defects and illness and poor scholastic achievement. Furthermore, if a child is not physically well he will also have problems of adjustment in areas other than subject matter. There is agreement that if children are to profit from the school experience they must be reasonably healthy and have the benefit of school services which will attend to their well-being. The school nurse is primarily concerned with the health of the children, in a preventive and remedial way, and with helping to educate children toward more healthful living.¹³

The teacher of the exceptional child. Special education is the adaptation of the school's program to pupils who are referred to as exceptional children. These are children who "deviate from what is supposed to be the average in physical, mental, emotional, or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity." The most commonly adopted plan to provide for educational needs of exceptional children is the special class. In these an attempt is made to provide instruction similar to that received by other children but which contains the compensations required by the specific disability so that the child will have the same opportunity to profit from the school experience as other children.¹⁴

¹³Ibid., p. 77.

¹⁴Ibid., p. 88.

The Speech Therapist. A major area of school activity which overlaps pupil personnel and instruction are the services provided for children with defective speech. Regardless of how these activities are coordinated in a school program, a great deal of the time of the speech correction specialist is spent in teaching language and conducting speech therapy, an activity usually thought of as a clerical service. The large number of children with speech defects is a major problem in our society and is a specific school problem.¹⁵

The Remedial Specialist. An area requiring much attention is remedial work in the basic school subjects. Specialists in this area are involved in both pupil personnel and instruction. In some schools this service is often coordinated under pupil personnel services since much of the activity is clinical and diagnostic, emphasizing determining causes of the difficulty before a decision is made about corrective measures. Most common of the specialists in this area are the reading diagnostician and the remedial reading teacher. Their attention is focused on school children who possess the intellectual capabilities for profiting in the instructional program but who have not demonstrated the expected level of achievement. The philosophy upon which remedial activities are based is that the abilities which are required to learn how to read and write are possessed by any child with normal intelligence. It follows then that any child with normal intelligence can learn these basic skills.¹⁶

¹⁵Ibid., p. 88.

¹⁶Ibid., p. 91.

Historically, pupil personnel involves four periods of development. The first period includes the passing of compulsory education laws; the second, the passing of compulsory attendance laws. The third period--beginning with the first decade of the twentieth century--emphasized studies to prevent attendance difficulties and marked the appearance of guidance, school psychology, the visiting teacher, the school nurse, group testing and the child-centered philosophy of education. The present period is characterized by the appearance of additional services and a trend toward the coordination of pupil personnel services in the local school and on the state level.¹⁷

With the rapid urbanization of greater and greater segments of our population, school districts are becoming larger; in rural areas, even consolidation of districts is making it possible to offer broader curricula and more comprehensive services. These trends inevitably lead to the necessity for a greater degree of coordination of the services and more centralization of responsibility. Pupil personnel services will be more highly organized in the schools of tomorrow. Guidance services, as we know them today, will still be one of the major segments of the program, but they will not exist to the exclusion of the other personnel services. School health services will play a more evident and active part.¹⁸

Johnson and Stefflre have predicted the following trends in the pupil personnel future:

¹⁷Walter F. Johnson and Buford Stefflre (eds.), Pupil Personnel and Guidance Services (New York, 1961), pp. 335-36.

¹⁸Ibid., p. 335.

1. Greater refinement and specialization will occur in the preparation of personnel
2. Record-keeping functions in pupil personnel programs will become more centralized and mechanized because of the advent of electronic equipment for scoring tests and tabulating data
3. There will be a significant increase in the number and quality of counselors, both full-time and part-time. Much progress will be made in the direction of accepting the fact that teaching need not be a prerequisite to becoming a counselor
4. Pupil personnel workers of tomorrow will make greater attempts to establish and maintain a team approach in working with students.¹⁹

Conclusions

From the foregoing, it may be concluded that the aims of pupil personnel involve services which provide for the development of students' needs beyond those inherent in the teaching or administrative areas. The Pupil Personnel Staff consists of those individuals qualified to deal with students on a level more personal and individual than can be achieved in the classroom situation. The Psychologist, the Guidance Counselor, the School Social Worker, the School Nurse, the teacher of the exceptional child, the Speech Therapist and the Remedial Specialist--all aid in the coordination of the whole student with the whole educative process. Behavioral and emotional demands must as readily be met as skill demands if the individual student is to achieve all that his

¹⁹Ibid., pp. 336-37.

capacities allow. Behavioral and underachievement problems must be dealt with by specialists capable of evaluating and solving the individual enigma which must be overcome if each pupil is to receive the best possible education.

These additional services may be labeled "coordinate facilities." Coordination within the schools, the school districts, the local and state facilities promises to result in an ever-increasing reliance on pupil personnel services and prove their necessary and effective role in the educative process.

CHAPTER III
PROCEDURE AND PRESENTATION OF DATA

This study was chosen to determine and identify the needed pupil personnel services for grades one through three as perceived by the primary teachers. The data for the study were obtained from a survey of sixty-four Clarksville-Montgomery County teachers of grades one through three. Two thousand and five children were involved in this study. Structured interviews were conducted with the teachers by telephone or in person. Names, addresses, telephone numbers and grades taught by each teacher were obtained from the 1968-69 edition of the Clarksville-Montgomery County Education Association Yearbook. The results of the data are presented in tables and figures in order to make the information more easily understood.

The initial problem was to determine the number of students enrolled in each teacher's classroom. The results are shown below.

TABLE I
CLASS ENROLLMENT

	Class Number	Enrollment	Average Enrollment
First grade	22	641	29.14%
Second grade	19	596	31.37%
Third grade	23	768	33.39%

Teachers were asked to enumerate children whose behavior would typify the following six behavioral categories:

Emotional factors: Cries easily; constantly on the move; sometimes very depressed; avoids contact with others.

Intellectual factors: Does not listen or concentrate very long; fails to achieve although capable of doing the work; language difficulty.

Motivational factors: No interest in school or learning; satisfied with low-level accomplishments; poor or negative attitude.

Moral factors: Lies to achieve his ends; uses profane or obscene language; steals from others; does not value or respect others.

Physical factors: Extensive illness; unkempt person; deformed body.

Social factors: Aggressive; no self-control; avoided by others; unacceptable or strange habits.

Results are plotted in the table below.

TABLE II

TOTAL OVERALL PROBLEMS IN BEHAVIORAL
CATEGORIES AS PERCEIVED BY PRIMARY TEACHERS

	Intellectual	Emotional	Motivational	Social	Physical	Moral
1st grade	124	101	68	61	24	21
2nd grade	143	81	58	50	20	36
3rd grade	202	139	98	108	27	57
Total	469	321	224	219	71	104

Intellectual problems were the most prevalent in all grades, with emotional and motivational problems second and third. These findings were consistent with the teachers' choices: Reading Therapist and School Psychologist services are most needed.

Table three shows that first and second grade pupils were identified as having primarily emotional and social problems. Identification of other problems, especially motivational problems, increased with grade level of pupil.

TABLE III

HIGHEST RANKING OVERALL PROBLEM IN BEHAVIORAL CATEGORIES AS PERCEIVED BY PRIMARY TEACHERS

	Intellectual	Emotional	Motivational	Social	Physical	Moral
1st grade	12	8	1	1		
2nd grade	14	4	1			
3rd grade	9	6	4	2	1	1

Each teacher was asked to rank the specialists according to her classroom need. Ranking in preference by a considerable margin was the Reading Therapist; of least importance was ranked the Counselor. The significance of these differences is illustrated in Figure One on the following page:

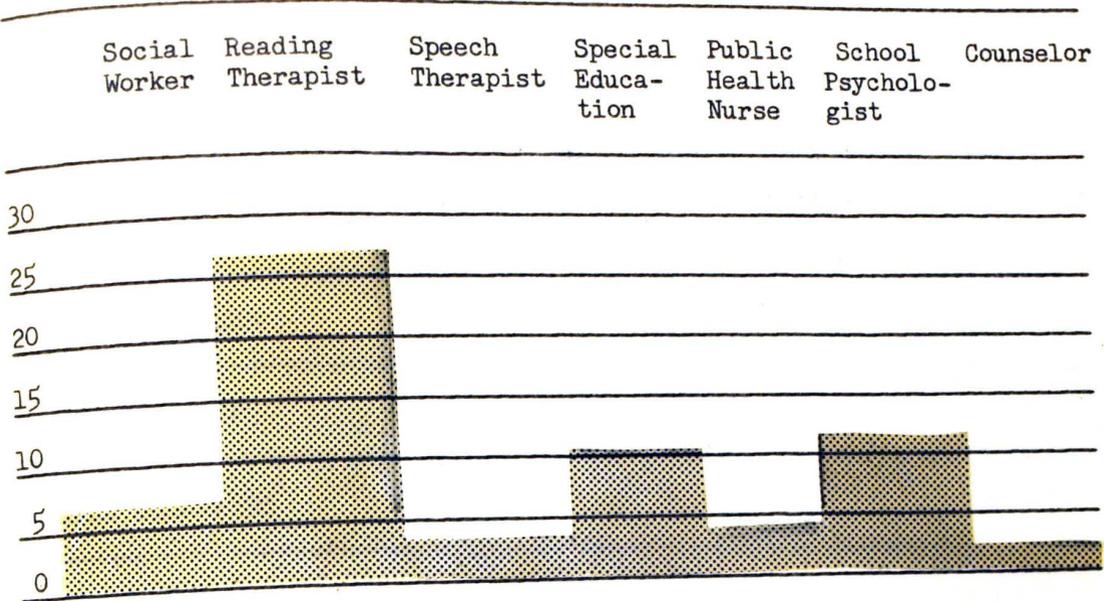


FIGURE 1

OVERALL PREFERENCES FOR SPECIALISTS AS PERCEIVED BY PRIMARY TEACHERS

When stratified by grade, results of the preferences varied to a considerable extent. First grade indicated a more balanced need, leading to the conclusion that there is a greater complexity of needs for the various services as the child's learning experience becomes likewise more complex.

Second-grade needs tend to cluster around the Reading Therapist, which seems logical, as reading experience is, at this age, still a new challenge. It is well that the teachers involved recognize the importance of an early involvement with the reading skills.

In third grade, reading involvement is carried over but to a lesser degree. At this time, special problems emerge, along with their accompanying psychological trials.

TABLE IV
 PREFERENCES FOR SPECIALISTS AS PERCEIVED BY PRIMARY TEACHERS

Category	First grade	Second grade	Third grade	Total
Social Worker	5		1	6
Reading Therapist	3	13	10	26
Speech Therapist	2	1		3
Special Education	5	1	5	11
Public Health Nurse	2		2	4
School Psychologist	4	3	5	12
Counselor	1	1		2

CHAPTER IV
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

Summary

This research paper has attempted to determine and identify guidelines for the development of the necessary pupil services in the elementary schools. It was felt that earlier identification of student needs and problems and the proper handling of this knowledge will encourage a more adequate and satisfying fulfillment of each child's potential.

The information for this study was obtained by a survey of Clarksville-Montgomery County primary teachers regarding the preference of pupil personnel services and the type and number of special classroom problems they had encountered in their 1968-1969 school year. The survey was conducted by telephone and by personal interview.

This study shows that of all possible special services that might be rendered to the primary grades of Montgomery County--Social Worker, Reading Therapist, Speech Therapist, Special Education Teacher, Public Health Nurse, School Psychologist and Counselor--the Reading Therapist was felt to be the most obvious need, with a School Psychologist ranking second. Services of the Speech Therapist and Counselor were expressed as least-felt needs. It is interesting that while the literature cited in this study indicated a strong need for the services of a Speech Therapist, the data accumulated appears not to coincide with this stated need.

Intellectual problems were cited as being the area encompassing the needs of most students. Perhaps it may be concluded that at this stage of growth, intellectual challenges have not degenerated into the frustration of under-achievement which could later become an emotionally centered problem. Thus, it would appear that an early remedy focusing on the apparent need for concentration on the reading skills (which might be viewed as a prerequisite to meeting further and more sophisticated studies) would serve to alleviate possible future emotional difficulties. Emotional problems, granted, do rank as the next largest area; however, this would seem to verify above theories.

Conclusions

This study agrees in many areas with the literature reviewed. The teachers interviewed, in all but a few instances, expressed an awareness of the increasing demands on their classrooms and their inability to adequately handle this problem.

The overlapping of the problem areas was stressed by the fact that many reflected that help in some areas would tend to alleviate pressure in others. Remedial help in the reading field, for example, would tend to minimize emotional problems, and conversely, emotional solutions may free intellectual abilities.

Incidental findings include variations in needs according to the age of the teacher, the socio-economic status of student population, and training and continuing teacher education. Older teachers were found to be more conservative and less amenable to modern practices and ideas, as was the case with teachers who have not kept pace with current trends. Logically, the lower socio-economic student populace indicated a greater

need for social work facilities than did those in the higher income bracket. Pupils in transient areas such as that of Fort Campbell stressed the importance of psychological services.

Recommendations for Further Study

It is recommended that further study be done in this area, using a larger and more diversified sampling of representative groups. Perhaps this might be expanded into a state-wide examination, using the same structural formula. The demands of rural areas may differ from urban; the newly integrated schools may prove to have their special needs. On the other hand, there may be more similarities than differences: the state-wide community needs could as easily coincide as differ with those of the local community.

Whether Montgomery County's survey results are a unique phenomenon, or the opinions expressed in the cited teacher-interviews are conclusive, is something requiring more extensive and far-reaching research.

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