

administrators, school boards, and parents would show little interest without such vital information. The author's observations and reactions to different programs are to be commended; however, her brief visits at some locations along with lack of research to support or negate her observations leaves much to be desired. Although "curricula style" of particular locations is advocated by the author as being superior to other programs, she fails to pay a great deal of attention to certain "facilitative" conditions of the teachers, which perhaps was more responsible for claimed success than the style of curricula itself.

In Part (3) of the text, the author makes suggestions for the future. Early in the chapter, she extends a plea for scientific research to evaluate the learning process. The author supports the current cognitive trend in early childhood education.

The author recommends the need for continuity in education as this was lacking in many of the surveyed situations. She felt that systems of values adhered to by primary grades are very different from the pre-school years. She feels that at this time more discontinuity in early childhood education is evident than any other level of education. Dr. Weber makes a final recommendation to involve parents to serve as aids to the teacher and to provide a link with the home and the community which is so desperately needed.

The author has made a comprehensive study of this level of education which will prove quite interesting to some readers. However, the lack of research to support advocated programs is a serious shortcoming of her efforts. Was it the particular program or certain teacher facilitative conditions, or a combination which led to claimed success? These are the variables which must be drawn out by scientific research if one is to gain full benefit of such efforts. All in all, the text gives a very good description of programs in early childhood education; however, it is lacking in the area of intellectual stimulation.

## FOCUS ON SELF DEVELOPMENT KIT: STAGE ONE: AWARENESS

Developed by the Guidance department of Science Research Associates, 1970. Complete kit \$113.05. Specimen Set, \$11.75.

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This kit is the first in a series which is planned and prepared by Science Research Associates for the elementary school guidance programme. *Stage One: Awareness*, is designed for kindergarten to grade two but could, I feel, be used in grade three as well, depending on the maturity level of the children. The kit is a multimedia guidance programme and is comprised of five 36-frame colour filmstrips with accompanying records, four story/activity records, twenty 17"x20" photoboards (two photos per board), a pupil activity booklet, and a guide.

Each of the components of the kit has variety within itself; some of the filmstrips are coloured drawings and the records have some stories which are narrated by an adult and others that are spoken by a child. But the most important part of the kit is the guide which contains a complete step by step outline of the programme. The filmstrips are reproduced in the guide and the scripts of the story records are included in the unit where they are applicable. At the end of some units there is an annotated section of supplementary materials and the last section of the guide, which is Appendices, has a section which is a selected bibliography.

The creators of this programme point out in their "Overview of the Programme" section of the guide that educators have become aware that the behavior patterns, attitudes, and values of pupils are fairly well entrenched by the time they reach secondary school. The Overview continues, "The child's experiences in the elementary school greatly affect his future behavior, and guidance can play an important role in these early school years — particularly in the development of behavior patterns, attitudes and values." The titles of the eighteen units read like the traditional guidance group work programme in the secondary school, for example, Physical Attributes of Self, The Intellectual Self, Interaction of Family Members, and The Problem Solving Process.

The programme is described as being designed to be used in the classroom by the teacher with little guidance background or by the elementary guidance counselor. However, in the *Counselor's Handbook*, JoAnne C. Anderson states that she feels that the elementary counselor's primary role is to work with teachers. The teacher can easily follow each carefully planned unit, each of which starts with a very brief statement of purpose, an overview of the story section, a description of when the unit is best presented, and suggestions as to how to introduce the theme activity. There is much room for flexibility and adaptation for individual needs within the structure of each unit. In addition, Appendix B contains aid for the teacher under such headings as Group Techniques For The Classroom Teacher, The Climate Of The Classroom, Pounds Of Prevention, and Techniques In Discussion.

This programme took four years to prepare and part of the preparation was testing in the field in classes of all socio-economic areas. The result is this very impressive programme which in many instances, as a result of the field study, points out and cautions about possible reactions and suggests ways of handling these reactions. The teacher is cautioned about trying to be a clinician and is urged to refer children who are in difficulty. I would, however, be very wary of having an enthusiastic but inexperienced teacher handling a programme such as this without the help of someone like a counsellor. Much sensitivity about individual reaction to the discussion or presentation is necessary and is difficult when the group is a class of thirty or more children. I also think that this programme must be handled on a voluntary basis by an interested teacher and not be a programme

which is imposed on all primary teachers of a school.

In this day of rather austere educational budgets and budget cuts, the cost of the complete kit may be prohibitive. I would recommend the purchase of the Guide at \$5.35 as a valuable piece of resource material. The *Counselor's Handbook* (92 pages, \$3.00) deals with the programme for the counsellor in his work with teachers, children, and parents and is really a supplement to the *Guide*, but is very useful.

This programme makes a positive contribution to the materials and programme of elementary school guidance and I am looking forward with interest to see how the whole Focus programme is further developed.

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(Editorial references from page 76)

#### REFERENCES

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