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A STUDY OF THE ROLE OF THE COUNSELLOR
IN THE JUNIOR SECONDARY SCHOOL

by

Donna J. E. (Jensen) Dussault
B.Ed., Simon Fraser University, 1971

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (EDUCATION)
in the Department
of
Behavioral Science Foundations

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ABSTRACT

The last 20 years have seen an increase in the number of counsellors functioning in the secondary schools of British Columbia. However, the duties of the counsellor have been poorly defined and greatly misunderstood by other members of the educational team and even by counsellors themselves.

A brief history of the educational counselling movement is given in order to point out how the present duties of counsellors have evolved and to show the increasing complexity of the expectations placed upon the counsellors in secondary schools.

Counsellors are taking positive action towards defining their role and duties to themselves. However, other members of the teaching staff are not aware of the duties of counsellors as set out by the Department of Education and the Association of Counsellors. There is also a conflict in some cases between administration and counsellors which carries over to teaching staff. The purpose of this study is to determine what duties the majority of counsellors in the junior secondary schools of School District #37 are performing currently in their role as counsellor as observed by teaching staffs in that district, and to determine which areas caused concern and discontent among
An anonymous questionnaire was used. The population was comprised of all the teachers in the junior secondary schools in School District #37. The questionnaire involved 22 questions, with some questions broken down and totaling 34 answers. Forty-five percent of the population, or, 85 out of 193 questionnaires were analyzed collectively and individually with percentage response calculated for each question.

When the questionnaire data was compiled it was found that teachers expected much more in the way of services for students and teachers than they were presently receiving. Further, while a large percentage of the respondents felt that counselling was a necessary and important function and contributed in a positive way to the educative process, a large percentage also felt that the counselling tasks could be handled by most other teachers equally as well as by counsellors who were specifically hired for the position.

As a result of this study, five major recommendations emerged. First that the role of the counsellor be clearly defined to the satisfaction of each counsellor prior to the hiring of that counsellor into the school district. Second, that the counselling departments in each school should be responsible for certain specified areas and that
the hiring of counsellors be carried out in line with the specific needs of that school. Third, that the education of counsellors be questioned seriously to determine its sufficiency, fourth, that a Job Criteria Regulation be set up throughout the province so that any secondary school staff member who actually is counselling and is timetabled for counselling should meet a criterion as set out by the B. C. S. C. A. and, fifth, that the teaching staff in each school be made aware of the qualifications and areas of special concern of each counsellor.

Finally, four suggestions for further research emerged from this study. 1. That a study be conducted throughout British Columbia to determine the role and duties of counsellors as seen by administrators, and what priority is given to each duty. 2. That a study be conducted amongst counsellors to determine the qualifications of counsellors now active in secondary schools. 3. That a study similar to this one be conducted in five years from now to determine if counsellors have progressed towards a better liaison with teachers and if teachers are more satisfied with counselling services. 4. That a study be conducted to determine whether or not counsellors who are specifically trained in their field have a more favorable impact on teachers than do counsellors who have no specific training.
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CHAPTER I
INTRODUCTION AND STATEMENT OF PROBLEM

Counselling is one of those words that everybody understands but no two people seem to understand in precisely the same way. This statement appears to be particularly true of educators. The role of the counsellor comes under constant fire, and in staff rooms one frequently hears comments that suggest that counselling is a staging post to administrative appointments, that counselling is a sinecure for incompetent teachers or that it shelters active subverters of the teaching process.\footnote{Gerald Kushel, Discord in Teacher-Counsellor Relations, Prentice-Hall, Inc., 1967, Pp.}

Whatever the truth of these comments they do suggest that the counsellor is frequently seen as an undesirable and alien presence in the system.

In March, 1974, a letter (see Appendix A) was sent to Mr. Ken Aitcheson, Editor for the "B. C. Teacher".\footnote{Appendix A, attached to and forming part of this Thesis.} Mr. Aitcheson was reluctant to use it in the magazine as he thought it might be a divisive force. He did, however, elect to send the article to the B. C. School Counsellor's Association for publication in their Newsletter.

The following comment was included:--
"... The thought occurred to me, however, that you might use it in your own counsellor's publication. In that way, your members could be aware of the attitudes expressed in the article -- which I suggest are fairly widely held -- without being subjected to snide remarks (facetious or otherwise) from their teaching colleagues ..."\(^1\)

This letter, along with the comments by Mr. Aitcheson, raises several questions for which I hope to find answers within this thesis. Namely, these questions may be reduced into the following:--

a) Do Counsellors actually have a poor image among their teacher colleagues?

b) What appear to be the major areas of difficulty according to teachers?

c) What action may be recommended in order to overcome the areas of difficulty?

In order to find the answers to the first two questions, I have designed a questionnaire for teachers which will bring to light areas of content or discontent with the counselling departments in their schools. What do teachers actually expect of their counselling departments? Where do services seem to be lacking? In total, how do teachers actually perceive the role of the counsellor within their school, and how would they ideally like to see this role being carried out?

I have limited this survey to teachers of Junior Secondary Schools because it appears that the counselling duties in a Senior Secondary School are much more clearly definable and understandable than are those in a Junior Secondary School. As stated in the Administrative Bulletin for Secondary Schools, 1972, "... there is a distinct difference in emphasis and aims between the education given in the junior secondary grades and that given in the senior secondary grades ...". ¹ In senior secondary schools, grades 11 and 12, or grades 10, 11 and 12, counsellors are in a position to be much more involved with vocational and educational counselling. Although the involvement with vocational and educational counselling is not exclusive, it is certainly of a much greater intensity than one finds in a junior high school setting. The truth of the preceding statement is due to the set purpose of the senior secondary school curriculum which is much more directive in its final goal.

To provide for further development of particular educational interests as a foundation for entry to major vocational fields or as preparation for further education.

To provide opportunities for the cultivation of personal educational interests in special fields of study...²

¹Province of British Columbia, Department of Education, Division of Instructional Services, Curriculum Development Branch, Administrative Bulletin for Secondary Schools, 1972, Victoria, B. C. 1972
²Ibid., p. 32.
Obviously the directional aim of the senior secondary school is a result of the age and grade of the student and the proximity of educational and vocational choices which the student must make at this time in order to pursue post graduate interests. This should not imply that educational and vocational counselling does not occur at the junior secondary level. However, due to the increasing demands within our society for highly educated or trained individuals, the pressure is not great at the grade 8, 9 and 10 levels to make serious commitments towards lifetime goals. In fact, the philosophy behind the junior secondary years is that it is a time of experimentation, discovery and exploration.

To encourage pupils to discover their special abilities and interests by giving them some experience in each of the major subjects.

To provide an opportunity for pupils to explore and to qualify for entrance to one or more of the Selected Studies or Combined Studies programs available at the Senior level.1

Therefore the problem of defining the role of the junior high school counsellor has become much more intense as the duties involved have diversified and broadened.

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In junior high, of course, the counselling is essentially concerned with study habits, personal adjustments, peer group relationships, thinking broadly in terms of moving ahead into the senior high area.

In the senior high area however, our great emphasis is essentially on educational and vocational counselling.1

CHAPTER II
HISTORY OF THE COUNSELLING MOVEMENT IN EDUCATION

Perhaps as early as 1897 John Dewey sensed the need to incorporate psychological and sociological resources into the field of education. Dewey felt that the schools of his era were totally unprepared to meet the challenge of society. "A new and complex modern society was arising, born of immigration, exploding population and drastic social change."¹ Thus he writes in "My Pedagogic Creed" (1897)

With the growth of psychological service, giving added insight into individual structure and laws of growth; and with growth of social science, adding to our knowledge of the right organization of individuals, all scientific resources can be utilized for the purpose of education.

When science and art thus join hands the most commanding motive for human action will be reached, the most genuine springs of human conduct aroused, and the best service that human nature is capable of guaranteed.²

No demonstrable initiative was taken by the majority of educators on this proposal in spite of Dewey's growing influence on educational thought. In part this could be explained by the relative immaturity of psychology as a discipline. The first systematic study of individual

²Ibid., p. 438.
differences in children's learning, for example, was not published until 1905, when Alfred Binet and his co-workers in Paris produced a series of tests that purported to discriminate between those children who could profit from instruction and those who could not.¹

A more likely explanation, however, is that education and educators are essentially conservative and are unlikely to move until the appropriate external pressures are brought to bear upon them. Industrialization entailed a demand for specialized labour. The period between 1840 and 1930 in North America, particularly in the United States, saw a transition from an agriculturally based economy to an industrially based economy. In 1840, estimates are that 75% of the labour force was in agriculture. But by 1870 only 53% of the labour force was so engaged while 20% were employed in manufacturing and mechanical industries. Sixty years later the percentage had dropped to 21% in agriculture with a rise in industry to 29%. This shift in the economic base also created a demand for managerial, clerical and distribution skills.²

¹Strictly speaking, Frances Galton was the pioneer in this field with the publication in 1869 of his Hereditary Genius, but the significance of this work was unrecognized by educators.

²E. M. Edwards, Comparative Occupational Studies for the United States, Washington; United States Government Printing Office, 1943, p. 101. All statistics in this and the following paragraph are taken from this work, pp. 100-121.
It is also significant to note the changes in actual numbers that occurred during this period. From 1870 to 1930 the total number of gainful workers increased from approximately 13 to 49 million with manufacturing and mechanical occupations increasing from 2.6 to 14 million. Immigration was of course the dominant factor in this shift. By 1940 there were 25,000 occupational titles listed for the United States. Ten years later this had increased to almost 40,000.¹

During the period of industrialization, changes in the family structure and location were also taking place. Prior to industrialization and the great increase in diversification of occupations, the male children traditionally adopted the vocational pursuits of their fathers while female children were trained to fall into the domestic life of a homemaker. Even in the early stages of industrialization the father was the chief economic agent for the family and responsible for his son's training and education. The father-son apprenticeship system was common and fathers often trained sons in trades within the factory environment. However, with the rapid growth of so many new and different occupations, the traditional mode of sons following their

fathers inevitably broke down. Thousands of new jobs were being created and millions of persons, for the first time, had to select these jobs independently of those of their fathers.

These changes meant that the predictability of occupation was replaced by choice and uncertainty, conditions that in turn suggested the need for some kind of mediation between the interests and competences of adolescents and the new range of vocational possibilities.

In fact, however, the stage had been set for a new perception of the worker, a perception that separated him from the products of his labour, and placed him instead as part of a complex activity with which he could only partly identify, and for which he could in turn only be partly identified by his employers (that is, not who he was, but what he could offer).

The implications for education were clear enough. The needs of an industrialized society would dictate the curriculum, and individual differences among children derived less significance from the standpoint of their education than from their ramifications for the division and specialization of labour. Dewey's dream was to turn into a nightmare in which some school counsellors see themselves caught between, on the one hand, the demands of the educational institutions and their designated responsibilities for producing a labour market, and, on
the other, the demands of a higher duty to children.

Although several books dealing with occupational choice appeared prior to 1906, that year saw the publication by Frank Parsons of Choosing a Vocation, the first book to tackle seriously the great need in an industrial society for helping young people find suitable places in the world of work. To deal with this problem Parsons developed a structure that has dominated vocational counselling ever since. What a person must have in order to make a good choice is dependable information about: (1) the characteristics of different occupations, and (2) his own talents and limitations. The task of the vocational counsellor was to make both these kinds of information available to the counselee and to help him to comprehend and utilize them. Parsons, who later became known as the founder of vocational guidance, also established and was the first director of the Vocation Bureau of Boston in 1908.

Another development occurred in "vocational education" through the efforts of George A. Merrill. Vocational


3Ibid., p. 49.
education was conceived as a program of studies in secondary schools whereby students would receive training in specific trades preparatory to entering the occupational world. But at this stage vocational education did not encompass the notion of guidance in selecting vocations nor of counsellors who could carry this out, although there were undoubtedly teachers and administrators who informally advised students in this area.

Although Parson's Vocation Bureau was a private agency, it introduced the first formalized guidance program with formally designated guidance counsellors. Its intent was "... to aid young people in choosing an occupation, preparing themselves for it, finding an opening in it, and building up a career of efficiency and success."¹ This could be accomplished by helping a child first; to study and understand himself, his aptitudes, abilities, interests, resources, and limitations and their causes; second, to get a knowledge of the conditions of success, advantages and disadvantages, opportunities, etc., in different lines of industry; and finally, to reason correctly about the relations of these two groups of facts.²

It is possible that the emphasis upon ability and natural talent as a major determining factor in the

²Loc. Cit.
individual's choice of occupation may have contributed to the creation and growth of standardized ability tests. In any case, these tests had quite an impact upon the guidance movement. The first standardized intelligence tests were developed by Alfred Binet in France at about the same time guidance was organized in North America. However, more important was the Army General Classification Tests (AGCT) which could be administered to large groups and easily scored. This was the first standardized intelligence test to be normalized on a large population -- practically all American Servicemen of World War I.¹ These tests were administered to meet the necessity of allocating military men to various military jobs on the basis of natural fitness. This group intelligence testing program demonstrated that it is possible to obtain in a few minutes, information about capacity that may be used to predict with some degree of accuracy future success or failure in certain situations. There was an immediate public demand for such tests in industry and in education and within a few years literally hundreds of them became available. Vocational counsellors quickly became aware that to have many tests of specific vocational aptitudes would be an advantage in carrying out the analysis of the individual. However, since this time

the value of these tests as a measurement and predictor for individuals has been severely questioned. Ways of educating counsellors and other test users to distinguish between reputable and disreputable tests became essential, and standards for counsellor training were raised.

Accompanying those changes within society concerning occupations and life style brought by industrialization, were others within the educational system in general. Prior to the Industrial Revolution schooling was generally reserved for a small number of persons who were training for a traditional profession or government service. The Industrial Revolution brought about a need for higher levels of skills in industry, an emphasis on the value of equal opportunity, a movement against child labour and the breakdown of the passage of skills thru father to son. Thus educational reform began to take place. The two most important changes were the development of the "comprehensive" high school, with the explicit purpose of educating all children according to the needs of society, and low cost public college and university systems with largely universal standards of admittance based on academic merit.\(^1\) It was not long before the high school diploma became the accepted minimum in education and a university degree became the goal of

many Americans. In 1910, 35 percent of 17-year-olds were in high school; by 1959, this figure had doubled to 70 percent; and during the same time, college enrollment jumped from 4 percent to 35 percent.\footnote{James Blonant, The American High School Today, McGraw Hill Cook Co., New York, 1959, p. 6.} This increase in enrollment is a matter of common knowledge as are many of the factors which have combined to channel so many young people through educational institutions. Compulsory education laws now in force require attendance until the age of fifteen or sixteen. These laws in turn reflect various social factors -- the wish to keep young people off the labor market, the conviction that democratic government requires an intelligent body of voters, the faith in education as a social and individual advancement. The presence of so many young people, from such diverse backgrounds in schools made the need for counselling very apparent. With vocational guidance counsellors, the schools could be relieved of some of the pressures placed on administrators, of helping students make both educational and occupational choices. The structural needs of the high school coincided with the professional goals of the guidance movement -- the school found help for its problems and the counsellors found a setting for their practice.
Being in the school setting encouraged a gradual expansion of types of guidance. "Educational guidance" became the popular term for counselling concerning choice of subjects or program in school and choice of college. Emphasis on educational guidance began to take precedence over vocational guidance in the school. The choice became whether or not to go to college rather than which job to choose. By 1913 a professional organization, The National Vocational Guidance Association, had been formed and began publishing bulletins that grew gradually into a professional journal.\(^1\) The number of full time counsellors in secondary schools grew rapidly from 1914 to 1963 (see table 1 Appendix B).

During this period of industrial and educational change, a third movement was taking place which also helped to form the counselling profession as we see it today. This was in the field of mental health and it brought to the surface a third function of the counsellor; the handling of social-emotional adjustment. It was during this period that psychoanalysis began to come to the fore both as a method of treatment for the emotionally disabled and as a way of thinking about human motivation and behaviour. This development did not reach its peak until the 1940’s and

was accelerated greatly by World War II. Although the vocational guidance emphasis still tended to be dominant in schools, the mental health emphasis was beginning to be felt.

One well known study concerning the duties of counsellors at this time was compiled by R. D. Cox in 1943. This is one of the earliest studies concerning the basic and important aspects of counselling. Cox's study shows that:

1. The responsibility for co-ordinating all school and community guidance efforts was carried on by 75% of the counsellors questioned.

2. 65% of the counsellors were responsible for the organization and administration of the guidance program.

3. 95% of the counsellors reported that the handling of social-emotional conflicts was one important aspect of their job.

4. 56% of the counsellors were active in job placement, while little time was found for follow up activities.

5. Parent contacts were part of the function of 95% of the counsellors.

6. 85% of the counsellors were called upon to represent their school in public relations contacts.1

In 1950, writing in their text, "Guidance of American Youth", Rothney and Roens summarized the activities of counsellors in terms of the youth problems presented to

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1Rachel Dunaway Cox, Counsellors and Their Work, Doctoral Dissertation, University of Pennsylvania, 1943, Ch. 3.
them:

a) Interpretation of test results
b) Selection of appropriate curricula
c) Stimulation of student efforts
d) Adaption of school offerings to meet the needs of individuals
e) Analysis of failures and remedial suggestions
f) Analysis and treatment of behavior and discipline problems
g) Analysis of personality difficulties
h) Improvement of personal appearances
i) Correction of physical defects
j) Occupational information and vocational choice
k) Choice of further education
l) Means of financing further education
m) Vocational placement and job hunting techniques
n) Development and use of cumulative records

By the mid 1950's, many articles were being published in guidance journals indicating the importance of dealing with emotional problems; they came to be seen as logically being prior to and intertwined with educational and vocational choice problems.  

By 1962 the job description of the professionally trained counsellor included the following four major functions:

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1. counselling with students on matters of understanding, decision making, and planning;

2. consulting with staff and parents on questions of student understanding and student management;

3. studying changes in the character of the student population and making a continuing interpretation of this information to the school administration and to curriculum development committees;

4. performing a liaison function between other school and community counselling resources and facilitating their use by teachers and students.¹

Thus we can see how the Guidance and Counselling movement has progressed from the early part of the 20th Century, when it was largely a vocational counselling service practised in privately owned institutions, into the schools in the 1920's and 1930's -- still largely as a vocational and educational advisory service -- to the present day situation in which the counsellor is expected to function not only as an educational and vocational advisor, but also in the capacity of social helper, emotional consultant, family assistor and advisor for a host of various other problems. We must note the slow removal of the word "advise" and the replacement of it by the concept of "helping" or "assisting" counsellees to make the correct choice. This movement was largely due to the influence of Carl Rogers' work in the 1940's on nondirective coun-

¹B. C. School Counsellors Handbook, 1971, p. 3
selling techniques. Rogers put together a technique which he called "client centered therapy" in which he states his fundamental proposition that:

Effective counselling consists of a definitely structured permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to make positive steps in the light of his new orientation.

It is not difficult to see that the broadening of counselling to cover a wider decision making area reflects an increasing emphasis in counselling on the handling of personal and emotional problems, and, this broadening of the goals of guidance counselling has brought to light a great concern over what the "true" role of the counsellor actually is.

It is recognized, of course, that we cannot really talk about the American experience in counselling because of the diversity of school policy throughout the states. By the same token we cannot talk about the Canadian experience, since the freedom given the different provinces under the British North America Act has permitted the emergence of quite distinctive systems from one end of Canada to the other. Nevertheless it is a fact that in terms of both

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philosophy and curriculum the Canadian education systems in general have been profoundly affected by movements in the United States. Nowhere is this more so than in counselling. It is important to be aware of this and to recognize that whatever direction we take in counselling might well be guided by the best in American educational history, but it certainly must not be determined by the worst.
CHAPTER III

THE HISTORY OF GUIDANCE AND COUNSELLING IN B.C.

The development of counselling and guidance services in Canada and in particular in British Columbia may also be said to parallel the growth of the education system to meet the needs of a developing industrialized and specialized society.

Prior to the turn of the century the secondary school was devoted to scholarship and university preparation. However, it was not long before secondary education began its transformation from its traditional liberal arts curriculum and select student body into a school for all with courses to meet many various needs. Social conditions were determining that high school must no longer be reserved for the small minority preparing for entrance into the university or the professions. In Ontario the Adolescent School Attendance Act of 1921 raised the compulsory age to sixteen and free secondary education became the rule throughout Canada in every province except Quebec and in Newfoundland.¹ Other factors which led to the retention of the adolescent in the high school for longer periods.

of time were the adoption of the family allowance, the compulsory attendance laws, the adoption of social welfare, the abolition of provincial examinations to enter secondary school, new labor laws, and the mass movement from rural to urban centers where many occupations required a high school diploma. The general wealth of the 1920s allowed many more parents to afford the luxury of keeping off-springs in school and finally, when the depression years came along, lack of employment opportunities left young people with little else to do but remain in school.

It was soon not uncommon for families at all social levels to have sons and daughters in high school. Further, with differing social backgrounds came different needs and expectations, and educators had to meet the task of planning courses to suit the vocationally oriented as well as the university student. The Putnam-Weir Report of 1925 indicated the need to "suit the social needs of the people."\(^1\) and referred to the United States where the curriculum, it was reported, was more elastic than in any secondary school in the world.

By 1930, British Columbia had established a two-track program for its high schools. Students could take either a general course of studies which lead to a high school

\(^1\)Henry F. Johnson, *A Brief History of Canadian Education*, p. 145.
graduation diploma, or a university program leading to entrance to a university. High school curriculum was revised to include more cultural and practical subjects and to orient itself more to the problems of everyday living and vocational needs of the society. The Programme of Studies for 1930 has the following to say about the new curricula:

...The new curricula changes set out in this volume are the result of the development of educational thought during the past decade and of the general conviction that an adjustment of the secondary school system had to be made to meet the changing social and economic conditions of British Columbia...

...Hitherto, numbers of students have been constrained to take the Matriculation Courses, highly academic and specialized in character, because in no other way was High School graduation open to them. Not infrequently this curricular deficiency has been unsuited to their needs, their interests, and their capacities. This curricular deficiency has now been remedied. There has been authorized a General Course leading to a High School graduation diploma and this course has a liberal range of options. It is, as a consequence, now possible to pursue studies more practical in character, more adaptable to the students' needs. Many students who are not going on to the university or on to the Normal School will now be able to make, from within the General Course, choices appropriate to their particular requirements and abilities.  

The increase in numbers of children continuing their education beyond elementary into the secondary level, brought forth the question of transition from one level to the next. Thus the Junior High School was created as a link between

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elementary and secondary school and the 6-3-3 system, recommended by the Putnam-Wier Commission in 1925, went into effect in British Columbia when the first Junior High School was opened in Penticton. By 1930 there were 11 Junior High Schools in British Columbia and they were becoming a growing entity in the rest of Canada.¹

It was about this time that counselling was first formally introduced into the school system of B. C. In 1926, the first edition of the Programme of Studies for Junior High Schools introduced and defined the term "counsellor" as "a teacher specially selected for the educational, vocational, moral or social guidance of the pupil."²

The expressed purpose of the Junior High School included such items as the following:

a) an enlarged and extended background of experiences
b) abundant facilities for the progressive discovery and experimental direction of pupils' interests, aptitudes and abilities including exploratory activities in various occupational fields and individual diagnosis leading to educational and vocational guidance
c) vocational guidance for those who must leave school early, and provision for varying rates of progress.³

¹Henry F. Johnson, A Brief History of Canadian Education, p. 145.
³Programme of Studies for the Junior High School of British Columbia, 1927-28, p. 36.
In order to fulfill this purpose, an important aspect of modern secondary education was introduced, i.e.; counselling and guidance.

By the early 1930's with the development of the new programs of studies to choose from in the high school, counselling and guidance became an even more important responsibility of the school. The improved curriculum, which was to provide more fully for individual differences than the program it displaced, was inevitably more complicated. As a consequence of this, the duty of guidance which had always been one of the teacher's functions, received new importance. In the larger schools, with their greater student population and their more complicated organization and their greater variety of courses and optional subjects, it was now recommended that there be designated specially competent teachers, trained in educational and vocational guidance, who should be allowed adequate time for this essential and highly important work. Such counsellors were to be able to teach the subject of "Occupations", now included in the outline of work in Social Studies.

By 1936, the third edition of the Programme of Studies for Junior High Schools in British Columbia, outlined as follows the duties of counsellors, stressed the importance of co-operation with community agencies and emphasized the key position of the counsellor in the guidance programme.
...The counsellor is especially qualified by training and experience and should be provided with time to deal with individual cases. The counsellor heads the guidance programme under the supervision of the principal, co-ordinates the efforts of the teachers, and where needed, secures expert advice from psychologists, psychiatrists, welfare workers, and the school medical department. Both the counsellor and the teacher should have an understanding of problems of mental health and be able to clear up many difficulties arising from physical, sexual, social, educational, financial or domestic maladjustments.

... Boys' and girls' counsellors should be given official recognition in every large school. The varied problems of the child can best be considered by properly trained counsellors. It is here that guidance in its most useful form is operative. The counsellor has the school records at his disposal. The whole programme of guidance is best directed by these teachers.1

Over the next two decades counselling and guidance increased slowly in gaining a place within the educative process. By 1964 an amendment to the Schools Act provided for grants to school boards for counsellors and the Guidance Section of the annual general meeting of the B. C. Teachers Federation passed two important motions:—

1) That guidance teachers be consulted on the construction of schools as to the provision of adequate group-guidance room and counselling offices.

2) That a bare minimum individual counselling time for each counsellor should be one period per 25 pupils or portion thereof in both junior and senior high schools.2

1Programme of Studies for the Junior High Schools of B. C., 1936, p. 271.
On July 28, 1950, the B. C. Counsellors' Association was organized by 33 counsellors at the Victoria Summer School and in 1953 the first issue of "The Newsletter", the official organ of the B. C. Counsellors' Association, was published. By the 1960's and to the present time, much research was being done to determine the role of the counsellor in the school system. In 1961, the Manual of School Law determined that the allotment of students per counsellor should be "One counsellor employed on a half-time basis for each 200 pupils or major fraction thereof in a secondary school."¹

A study done in 1963, compared the duties of counsellors in the secondary schools of British Columbia to the duties as outlined by the Wrenn Commission on Guidance in American Schools of 1962. This Commission made a study of 242 secondary school members of the American School Counsellor Association and broke down its questionnaire into two main headings.

I. Basic Activities to be Maintained in the Future
   1) Counselling students (developmental, educational, vocational, personal, etc.)
   2) Conferences with groups of parents and counselling individual parents.

3) Test administration and interpretation.
4) Conferences with a teacher or teachers, counselling a teacher.
5) Student group guidance orientation.
6) Evaluation, follow-up research.
7) Referrals to and contact with community agencies.
8) Vocational information, collection and dissemination, contact with employees, etc.
9) Involvement with curriculum development.

II. Present Activities that are not the Duties of a Counsellor (Should not be maintained)
1) Clerical work (checking records, filing, preparing transcripts, etc.)
2) Supervision of study hall, lunchroom, library, roll room, etc.
3) Routine discipline not involving counselling.
4) Psychometrist duties (scoring, recording).
5) Duties normally those of teachers (grade reports, class schedules, etc.)
6) Working on school schedule.
7) Class sponsorship, student activities.
8) Teaching.¹

Mr. Perkins received completed questionnaires from 462 counsellors, or 77% of the counsellors in B. C. in 1963. The results were compared with the criteria set out by the Commission on Guidance in American Schools. Perkins' questionnaire was designed in such a way that counsellors selected and circled one of the following ratings on the rating scale.

Column 1 Frequently ... Major or routine functions performed often.
Column 2 Occasionally ... Major or minor functions not performed regularly.
Column 3 Rarely ... A function performed once in awhile.
Column 4 Never ... A function never done.¹

The questions were grouped under the various areas from the Wrenn Commission and results were compared to this criteria. The first nine areas encompass duties which the Commission felt should be maintained in the future. It was found by Perkins that under the first area of this grouping, counselling students for developmental, educational, vocational and personal reasons, the respondents were doing all these duties frequently. In the second area, concerning conferences with groups of parents and counselling individual parents, 67% of the B. C. respondents were counselling individual parents frequently, but 34% never conferred with groups of parents. The third area suggested by the Commission involved test administration and interpretation. It was found that 32% of all the respondents never made use of individual intelligence tests;


All figures quoted on this and the following page are taken from this work -- pp. 57 - 60.
41% never made use of personality tests; and 70% were not responsible for summarizing and distributing results of scholastic aptitude tests. On the other hand, 34% did occasionally make use of and interpret vocational aptitude tests and 51% were frequently responsible for administering group I. Q. testing programs.

The fourth area was concerned with conferences with a teacher or teachers. It was found that 31% of the respondents never gave assistance to teachers who were teaching group guidance; 36% rarely held conferences with teachers and 59% were not responsible for the in-service training of teachers.

The fifth area involved group guidance and orientation and it was found that 68% of the respondents were involved in group guidance with an average of four classes each for guidance and 58% were responsible for orientating new students.

In the area concerning evaluation, follow-up and research, it was found that 34% of the respondents had responsibility for grade or class placement of students, 63% were responsible for maintaining the student's cumulative folder, but the majority never did any research in counselling and guidance. It was also found that in the area of referrals and contact with community agencies, 44% were occasionally responsible for referral contact with
other agencies and 38% were occasionally responsible for liaison with other school personnel.

The eighth area of the study was concerned with vocational information collection and dissemination. It was demonstrated that 51% were frequently responsible for maintaining and making available vocational information, but that 39% rarely counselled students for full or part-time jobs.

In the final area, concerning counsellor involvement in curriculum development, it was found that 52% of the answering counsellors had no responsibility for planning special educational programs; 74% did not serve on a "total school" curriculum committee, that 83% did not serve on a curriculum committee concerned with particular subjects and that 43% never made any recommendations to the principal as a result of research studies.

In comparing activities that were considered by the Wrenn Commission not to be duties of the counsellor, it was found that 51% of the respondents were frequently responsible for maintaining an occupational file, 29% were frequently involved in clerical tasks and another 29% were occasionally so; 62% were frequently engaged in supervision of cafeteria, halls and grounds, 34% frequently spend their time hand scoring I. Q. tests and 85% sponsored extra
curricular activities and student activities.¹

At the time this study was completed there was no role description available for counsellors in the secondary schools in B. C. This study indicated that the duties of the counsellor were at variance with the Wrenn Commission in the following areas: testing and test interpretation, group counselling, case conferences, curriculum work, research, and counsellor time and load.

It was pointed out by Perkins that interpreted individual I. Q. tests and reading tests would provide an excellent opportunity for counsellors to assist teachers in gaining useful information about their students and thus provide improved learning conditions. However, well over 1/2 of the respondents rarely or never used these devices. Further, 32% of the counsellors were not involved in teaching class group guidance and 46% never practised group guidance with small groups of students with similar problems, even though there was a large number of counselees per counsellor.² It was suggested that group guidance should be one of the counsellor's duties as this provides the


²Ibid., p. 66.
counsellor with an excellent opportunity to make his services known to all students, to make known general vocational information and to discuss educational planning on a general level.

Concerning conferences with teachers, Perkins found that 66%\(^1\) of the counsellors rarely or never held conferences with teachers about problem students. This was considered by Wrenn to be a basic duty of counsellors, and Perkins seriously questions the lack of teacher-counsellor communication. Further, curriculum work was not being done by 74%\(^2\) of the counsellors, and this too is considered by Wrenn to be an important function of counsellors due to their knowledge of the overall school program. Further, it was discovered that counsellors did little or no follow-up research studies in the B. C. secondary schools and the question was asked: "How can the school determine the needs of the school population other than by research?".\(^3\)

It was pointed out, however, that the most frequently added remark on the questionnaire was "lack of time".

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\(^2\)Ibid., p. 67.

\(^3\)Ibid., p. 68
Finally, it was made apparent in the study that the average counsellor in B. C. was responsible for counselling 205 students. In order to do this he was allowed 38% of his total time. The average counsellor was, therefore, 12% or 4 - 5 periods short per cycle of 7 school days in the allotment of his time for counselling according to the "Manual of School Law".

It must be noted that this study by Perkins is dated 1963 and in some areas of counselling which he found lacking, steps may have been taken to alter the situation. A more up to date study (and several are in the process of being completed -- e.g. the North Vancouver study on counsellor roles would indicate in which area changes have occurred.) It is of interest to this research paper that several of the areas which were at variance with the Wrenn Commission are the same areas which seem to provide discontentment among the teaching staff, i.e.: lack of communication with teachers; lack of information about students; lack of counsellor involvement, etc.

In 1965 the B. C. Counsellor's executive requested, through the B. C. T. F. Curriculum Directors, the formation of a joint committee with the Department of Education, to be named the Pupil Personnel Services Committee. The purpose of this committee was to report on ways of improving counselling services with possible extension
into elementary schools. In 1969, as a direct result of a request from the Pupil Personnel Services Committee, the "Role of the B. C. Secondary School Counsellor" was adopted and became included in the B. C. School Counsellor's Association Handbook, thus providing a written definition of the expected role of the counsellor and of the ideal circumstances under which this role may be implemented.

Further to the development of a stated "Role" for counsellors, was the Draft Brief on counselling prepared by the B. C. Counsellor's Association for the Minister of Education. In this brief the following resolutions were put forth:

1. Counsellors should be removed from the entitlement formula by September 1972.
2. Elementary counselling should be available for every student in B. C. This should be done as soon as trained personnel become available. The ratio should be such that each parent, student and teacher can have reasonable access to counselling services.
3. The ratio in the secondary schools should be one full-time counsellor for every two hundred students -- by September 1974.
4. The policy statement on the role of the counsellor as outlined by the B. C. S. C. A. should become the framework by which the duties of counsellors are defined in schools. We believe all students should have the right to counselling services as they are defined--to become policy by 1974.
5. The community-school concept should be applied to counselling services. These services should be available to students, teachers and parents and should be a coordination and expansion of existing services. This is already B. C. S. C. A. policy.
6. The Departments of Health, Education and Human Resources should combine in the co-ordination, development, evaluation and financing of counselling services throughout the province.
7. A provincial co-ordinator of counselling should be appointed with the task of co-ordinating counselling services, facilitating the development of locally designed counselling services, organizing research and co-ordinating in-service training for counsellors. We see the role as that of facilitator rather than as director, leaving as much scope as possible for local autonomy in developing counselling services.

8. Paraprofessionals and clerical help with training suitable to their tasks should be made available to counsellors.

9. Each school district should appoint a person with expertise in counselling to co-ordinate and facilitate counselling services.

10. Mobile counselling units should be developed to help service some of the school districts having small populations and large geographical areas.

11. Career counselling experts should be hired on a school district level.

12. The guidance course should follow the lead of the curriculum guide and should be part of the total education provided by a variety of departments within the schools.¹

In addition to these resolutions, the Brief put out a statement on the "need for counselling" and outlined the current situation for counselling in B. C. The following statement on the need for counselling illustrates the changing place of the counsellor from an educational and vocational advisor to a specialist in human relations.

The developmental needs of children seem to be based on two inter-related components. Each child needs to develop a feeling of worth, and each child needs to learn skills that enable him

¹A Draft of a Brief to the Minister of Education, Submitted to the Honourable Eileen Dailly on behalf of B. C. School Counsellor's Association, August 1973, p. 3.
him to interact successfully with his environment. The development of his feelings and skills takes place at home, at school and in the community. It seems clear to us that at present, too often the children's needs go unmet. Far greater involvement with specialists in human relations, learning theory, and child development would facilitate growth to more positive ends. It is also important to consider the developmental needs of children in relation to the complexities of our environment. Changing times have added obvious pressures. However, with an increase in problems has come an increase in our knowledge of human development. We now have a greater potential than ever before to meet the developmental needs of our children.

Although it is generally accepted that the goal of public education is the development of the whole person, too often the intellectual component of this process gets more attention than do the social and emotional component. The academic excellence and technical skills are valid goals provided the individual students have social skills needed for the effective application of this knowledge.¹

And, the statements concerning the current situation in secondary counselling, provide some insight as to the problems that must be overcome by counsellors in meeting their role expectations.

<table>
<thead>
<tr>
<th>Number of Counsellors</th>
<th>SURVEY OF COUNSELLOR WORKLOAD IN B. C. - 1973²</th>
</tr>
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<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>with this ratio</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Number of responses:</td>
<td>10</td>
</tr>
<tr>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

¹A Draft of a Brief to the Minister of Education, Submitted to the Honourable Eileen Dailly on behalf of B. C. School Counsellor's Association, August 1973, pp. 4 and 5.
²Ibid., p. 5.
The graph shown on the previous page indicates the wide range in counsellor workload throughout the province. Counsellors have commented that they were overworked, that they needed more clerical help, that they were expected to spend too much time teaching academic subjects. Often counsellors are expected to handle academic classes, provide an overall guidance service, and provide counselling services. The feasibility of handling three distinctly different types of jobs, which are often in conflict one with the other, may be questioned.

All students in B. C. should be guaranteed adequate counselling services. If counselling is a valuable service provision must be made for it to be carried on effectively. If counselling is a valuable service, adequate access must be guaranteed to all of B. C.'s children. Any other situation is not good enough.¹

THE EDUCATION OF THE COUNSELLOR IN BRITISH COLUMBIA

The history of counsellor education in British Columbia is brief but it is interesting to note that it has taken so long to provide access to the skills and requirements needed by practising counsellors.

Before the establishment of education facilities at Simon Fraser University and the University of Victoria, Secondary School teacher training was given at the University of British Columbia and at the Provincial Summer School of Education. The first description of guidance courses is found in the Summer School of Education Bulletin for 1938. In 1942 guidance is described as a course at U. B. C. as follows:

The objectives of guidance; gathering and using information concerning students; counselling with students; articulation of the different forms of guidance; contributions of teachers, principal, and specialists in guidance; analysis of guidance programs in secondary schools.¹

Courses leading to the Secondary Advanced (counsellor) certificate were offered for the first time in 1948 and were described in the Bulletin of the Provincial Summer School of Education for July to August 1948. Necessary courses for this certificate were Counselling Techniques, The Individual Inventory in Guidance, Use and Interpretation of Tests in Guidance, and Mental Hygiene and Behaviour and Home and Family Relations. In order to obtain a Secondary Advanced (counsellor) Certificate, it was necessary to have the following requirements:

¹The University of British Columbia Calendar, Twenty-eight Session, 1942-1943, Vancouver, B. C., p. 149.
1. University graduation, Permanent teaching certification in British Columbia, and 5 years teaching experience.
2. Undergraduate or teacher-training courses in Educational Psychology and Tests and Measurements.
3. A minimum of 12 months' work experience outside the teaching profession, or two months approved work experience in the personnel department of a business establishment, or, with the approval of the Department of Education, a minimum of 320 hours spent exclusively in counselling in the public schools of British Columbia.
4. Nomination by a committee of the Department of Education before the completion by the candidate of the first 5 credits toward the counsellor's certificate.
5. A total of 15 units of credit prescribed herewith.1

This certificate was given by the Department of Education until 1956. At this time, counsellor training was transferred to U. B. C. and three specific courses were offered:

1. Education 550 - Introduction to Guidance
2. Education 551 - Counselling Techniques
3. Education 553 - Occupational Information for Counsellors

However, in 1959 the Royal Commission of Education reported that many counsellors had meager education for the work they were being asked to perform. This was followed by a recommendation that counsellors be chosen with careful

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1Bulletin of the Provincial Summer School of Education, Thirty-fifth session, July to August 1948 at Victoria and Vancouver, B. C. Conducted by the Department of Education, Province of British Columbia, p. 65.
regard for their experience, training and special qualifications.

In 1962, U. B. C. introduced a Doctorate in Counselling (Psychology) and in 1963 a Two Year Graduate Diploma programme began at U. B. C. in the Faculty of Education. This programme included a Diploma in Elementary, Secondary and Vocational Counselling. At the present time U. B. C.'s Faculty of Education has a department of Counsellor Education. It is now possible to obtain counsellor education through a Master of Arts (in counselling) programme, a Diploma in Counselling, or a Doctoral Programme. Both the Master's and the Diploma programmes emphasize the development of professional competencies in developmental and therapeutic counselling as well as skills in communication, group process, human relations and community work. Both programmes also stress the development of testing and measurement skills, however, the diploma differs from the Master's in that it does not demand rigorous research skills. The Doctorate programme is individually planned and attempts to give the student freedom to take courses in line with areas of interest and specialization.

To illustrate the changes that have occurred in counselling over the years, it is interesting to note that under the course descriptions in the three counselling programmes is listed 20 courses having to do specifically with counselling. Out of these 20 courses, only 3 courses
seem to deal specifically with educational and vocational planning. While other courses deal with such topic areas as research skills, testing for mental ability, achievement, aptitude, interest and personality, behaviour assessment and behaviour changing techniques and group procedures and group counselling.

Further, it is an important step that some school districts are beginning to demand that their counsellors meet some requirements concerning their education and capabilities. In School District No. 61, for example, the following criteria will be enforced by 1978:

1. Academic Requirements

   A. Ed. 417 or an acceptable equivalent - helping relationships - overview of personal growth counselling procedures and approaches.

   B. Ed. 414 or an acceptable equivalent - group procedures - involvement in and study of group processes, group dynamics, group counselling.

   C. Counselling Practicum - supervised counselling experience, study of counselling techniques.

   D. Overview of Testing - occupational - educational information - uses of such information with students, teachers, parents.

   Counsellors must take Ed. 417 and two of the other three listed (or their equivalents) to meet academic portion of requirements.

2. In-Service Requirements: A minimum of six hours involvement in one or more of the following areas:

   A. Basic communications skills

   B. Family and/or group counselling

   C. Occupational - Vocational counselling

   D. Working with staff (consulting)

   E. Other specialty areas.
Counsellors may choose any relevant area(s) and request in-service. Counsellors must be involved in at least one workshop a year (average) that meets requirements as in-service training. No evaluation will be involved and written acknowledgement will be provided that the experience has been gained.

3. Internship Experience

A. Clinics
B. Agencies
C. School

Each counsellor must spend a minimum of ten hours in supervised counselling work with each of at least two agencies and/or clinics. (This could be two hours a day with a specific client for five weeks.) Supervision will be done by agency or clinic staff, University of Victoria staff or pupil services staff, Manpower, Human Resources, Mental Health. School internship will be met by I-C (University of Victoria course) or arrangements for at least ten hours of counselling supervised by school board personnel.¹

Note here also the emphasis upon counselling as an aid to personal problem solving rather than as an information giving service regarding vocational or educational planning.

Implicit in the brief histories just outlined is a contradiction between a view of the child as a human being for whom education serves as a means of bringing out those qualities and competencies that are essential for what may be described as enabling man to rise above himself as a

human being and a society that views education as a form of professional, commercial or industrial preparation.

Then, we may ask, how do counsellors deal with that situation? Do they see the interest of the child as best being served by guiding the child to adjust to the system or of necessity being opposed to the society the school itself serves? This has a great effect upon how counsellors see themselves and how they interpret and carry out the role prescribed for them.

THE ROLE OF THE COUNSELLOR IN BRITISH COLUMBIA TODAY

- As outlined in the B. C. School Counsellors' Handbook.¹

Today the role of the Secondary School Counsellor in British Columbia is very clearly outlined in the B. C. School Counsellors' Association Handbook. However, this book is not distributed throughout the province to teaching staff on any regular basis, therefore the counsellors' role remains somewhat fuzzy in the minds of many teachers.

The B. C. S. C. A. Handbook identifies five categories of counsellor functioning and eleven basic principles

concerning the nature of counselling services and of counselling as a profession.

Category one states that the counsellor should function as a consultant. This involves being a "listener" to students who need a sounding board or a sympathetic hearing; to parents to seek information or consultation; and to administrators who seek ways of improving the school. It also involves acting as a resource person to students for educational planning, personal and vocational counselling, decision making, peer and family problem consultation; to parents concerning understanding their children and concerning the alternatives that are available to students; to staff concerning behavioral and related problems of students and to the community in a liaison capacity.

Category two involves the counsellor as a liaison worker in the school conducting parent and student interviews, and teacher-student conferences, sharing the planning with administrators and students and involving students in group counselling situations. This category also suggests that the counsellor should be involved with community agencies outside the school system, concerning referrals, information and conferences, and with the world of work; manpower and community resources.

Category three states that the school environment can contribute to or detract from the optimum development of
students and school personnel. Therefore the counsellor must be alert to the need for changes in the school environment. He is often the recipient of the confidential material from staff and students, in some of the following areas; rules and regulations, curriculum, evaluation, special education, humanizing the schools, student participation in school decisions, education generally. Although the counsellor does not divulge the confidences of specific individuals, it is his responsibility to make known any problem that has become general to many people and to participate actively in trying to mitigate the problem.

The fourth category places on the counsellor the responsibility for collecting data of many kinds such as personal data on the student, his family and medical history, educational opportunities for students; follow-up studies on graduates and or drop-outs; vocational files; community resources; and specific topics such as alcoholism and drug addiction. The methods used to collect such data are interviews and personal contacts, forms for written information, computers, conferences, and standardized aptitude tests and interest inventories.

The fifth and final area of counsellor functioning involves acting as ombudsman; interceding for students with parents, staff and administration.

Further to the five basic functions of the counsellor,
the B. C. S. C. A. has suggested eleven basic principles concerning the nature of counselling services and the implications of the principles as they should apply to the school setting. The first of these principles suggests that counselling should be a helping service to students, staff, administration and parents, with a priority given to students. This implies that the counsellor's first function is to be as sensitive as possible to the needs of students but keeping in mind that the counsellor is a team member in a school and thus the question is one of "priority" service, not exclusively service to students. A "helping service" implies that the counsellor will keep confidential all material that clients wish him to keep confidential with the exception where physical or personal safety are concerned, e.g., bomb scares or suicide threats. Further, administrators should not expect the counsellor to be personally involved with administering discipline in the school. And, finally, counsellors should take the responsibility for the educational and vocational counselling of all students in their school.

The second principle places the counsellor in the position of being a helping service to all students who choose the counsellor to whom they best relate. This implies that the division of the student body into age, grade or sex groupings for counselling is, at best, only a device to make counselling loads equable. The important
consideration is relating well to students, which suggests that each counsellor should counsel those students who require or request his or her services. This principle further suggests that it is not necessary to see and counsel every student each year as a matter of routine.

Counselling is necessary at all grade levels (8 - 12) and timetables should allow for adequate counselling time on the basis of one counsellor to every two hundred students.

The third principle of counselling, that counsellors should provide ombudsman services to students who may be in conflict with school personnel or parents, also has several implications. The counsellor in this capacity should listen to complaints of possible injustice and be prepared to carry the matter wherever necessary to clarify the problem so that the student comes to understand better his own behaviour. The counsellor should provide a listening service, so often lacking in the school setting. These services cannot adequately be carried out if the counsellor/ombudsman is placed in the conflicting position of being an arm of the administration.

Fourth, the counselling department should work together as a team-oriented service, bringing together as a workable whole, individuals and groups at many levels of society. This principle suggests that counselling services continue the trend to move away from the school centered
model and include consultation with other community agencies. Students should be made more aware of other counselling agencies such as Manpower counsellors and counselling personnel from the economic, educational, and religious sectors of the community. Also, school counsellors should make use of other appropriate resources by referring emotionally disturbed children through their parents to whomever necessary. Further, counsellors should help parents to consider realistic educational-vocational plans for their children.

The fifth principle of counselling concerns the nature of counselling as a profession. Counselling is a full-time profession, with guidance included or not, contingent upon consultation with the department head in counselling if one exists, or with the administration. This suggests that counsellors should not be considered as part-time teachers. The counselling departments should decide upon their activities prior to ratification with the administration. Guidance should not be assigned to counsellors as a matter of routine, and group or individual techniques of counselling should not be legislated or prescribed, but should be arrived at through mutual agreement within the department primarily and within the school generally. Further, the counsellor should apply to the school board as a counsellor, not as a teacher, and the counselling
position should not be regarded as a step towards administration.

Sixth on the list of counselling principles is the statement that counselling is a profession dedicated to bringing about changes in the school system which are necessary for the benefit of both students and school personnel. Counsellors do have an overall view of program and evaluation effects on students and of the degree of tension and dissention created by rules and regulations. They must bring together communication groups with differing opinions and work with a view towards humanizing our school system.

The seventh to eleventh principles of counselling imply that counsellors, who are identified with developmental psychology and education, should work with students in an effort to help them develop personally and intellectually. In order to succeed here, counsellors should be regarded as specialists in human behaviour rather than as clinical psychologists. Counselling requires a lot of empathy, warmth and the ability to communicate with people; teachers, students, administrators, and community resource people. Counsellors should have a background in the behavioural sciences and in education and should be active in upgrading their qualifications. They should also be well versed in special education so
they are capable of recognizing learning disabilities as such and not as "behavior problems". Counsellors should have a wide field of work experience and as much relevant education as possible. And finally, counselling is a helping process that gathers and gives out information. Counsellors must be able to administer vocational aptitude tests and interpret them to students. They must be abreast of job trends and changes and educational requirements and they should develop follow up studies and research studies related to their school and district.

What the C. S. C. A. Handbook does not provide us is a clear statement of those assumptions that would have to obtain if counsellors are to perform their designated functions on the basis of the principles just described. In the absence of such a statement we can only speculate on its possible nature, but as we shall see, such an exercise is not without profit.

Let us begin by examining the possible assumption that the B. C. S. C. A. might have had concerning the school as an institution, keeping in mind that an institution is an organization that attempts to accomplish purposes that cannot be attained by an individual. The first is that the school administrators, the teaching staff, and the students are joined by a common goal, namely the education of the latter, and that to attain this objective, team-work by
participants is required. On this basis the properly trained and experienced counsellor would indeed fulfill the five functions described in the Handbook. As a consultant (Category 1) to the pupils and their parents, to the administration and their staffs, the counsellor would offer specialized knowledge in resolving only those problems that concerned the various means to a common end, assured that as a team-member, whatever advice was contributed would be seriously entertained. A similar expectation would hold for success in the other four roles.

Now, we may ask, is the assumption of common purpose a reasonable one? In tracing the history of counselling, we observed that mass public schooling in a competitive, industrialized society serves less to meet the educational needs of children than the demands for a specialized labour force. This condition is by its very nature conducive to alienation and places children in opposition to the rest (teachers, parents, counsellors). If it were possible for a public school to address itself to its true purpose long enough to permit the emergence of just one generation of children who saw their experience as truly humanizing, would it be reasonable to expect the local school authorities and business interests to sanction the continuation of the program?
Having excluded the first assumption as untenable, we turn to a second, and on the face of it, more reasonable one. This assumption grants the essentially alienating nature of the school and invests the counsellor with the responsibility of helping children to deal with this fact. The various roles and principles embodied in the Handbook would then have to be read not as honest straightforward prescriptions, but on the contrary, for public rather than professional consumption. The counsellor would in fact operate as a covert confidant of pupils against the rest and simply treat the other roles as essentially instrumental to the main enterprise.

A moment's reflection reveals that this assumption is untenable. It calls for a mass conspiracy by the B.C.S.C.A. with explicit indoctrination of its constituents. Sanctions would be applied where deviation from the subversive function was detected. In the writer's experience to date, no such conspiracy was contemplated, much less launched.

No other assumptions readily present themselves, other than that the B. C. S. C. A. has no unified conception of what schools are or ought to be. Given this, the question reduces itself to the manner in which individual counsellors comply with the terms of the Handbook. If there are wide differences among counsellors in this respect, is it to be wondered that teachers would be uncertain of precisely what
role the counsellor really has in the system. That is the focal point of this investigation.
CHAPTER IV
STATEMENT OF THE PROBLEM

In the previous chapter, it was argued that the absence of any clear statement of the assumptions that the B. C. S. C. A. may or may not have concerning the purpose and nature of the educational process produces uncertainty in the minds of counsellors concerning the actual practice of their designated functions and principles. If this is the case, it seems reasonable to assume that the teachers with whom they are supposed to work, will entertain a similar uncertainty. The writer's personal experience in fact bears this out. It remains now to determine whether or not that experience holds in the wide context.

The problem can be stated precisely as follows: to what extent do teachers' perceptions of the counsellor appear to be negative.

Methods

The problem, as stated, can be attacked in a number of ways. The first, and perhaps most satisfactory would call for an impartial investigation in which teachers would be interviewed on a one-to-one basis with confidentiality assured. The major difficulty is that such an approach is both extremely time-consuming and costly: time-consuming because the heterogeneity of the teacher
population presents a serious obstacle to the idea of working with a small sample; costly because impartial investigators would require some kind of reimbursement for their services. A second approach calls for a questionnaire that would embody items bearing directly on the terms of the B. C. S. C. A. Handbook, and which would be addressed to a large enough number of prospective respondents to assure an acceptable degree of representation. For obvious reasons, respondents to this questionnaire would have to be anonymous. This approach permits a wider sampling than the first, but lacks its advantage of face-to-face interviews.

The approach adopted here represents a compromise, namely, the use of a questionnaire, supplemented with in-person interviews with a number of respondents in the sample. An anonymous questionnaire based primarily on the B. C. S. C. A. description of counsellor functions and principles was developed. However, in the light of Ertis' criticisms (Appendix A) it was decided to add a number of items that would permit a check on the validity of his charges. The final form of the questionnaire is presented in Appendix B.

For the purposes of this study it was decided to restrict the sample to teachers in Junior Secondary School but to ensure that all teachers in this category within a complete School District were included. In this study
School District #37 (Delta) was selected and some remarks on its constituency are appropriate at this point.

There are five Junior Secondary Schools in this district. Burnsview Junior Secondary has a student population of 843, with a staff of 47; Delview Junior Secondary has a student population of 777, with 44 staff members; Sands Junior Secondary has a student population of 715 and a teaching staff of 40. These three schools are located in the North end of the School District and they do not differ significantly in terms of the distribution of the socio-economic backgrounds of the pupils. The latter are drawn from a mixture of upper middle class professionals, to lower middle class, and underprivileged welfare recipients. Delta Junior Secondary has a student population of 616 and a teaching staff of 33 and Tswassen Junior Secondary has a student population of 786 with a teaching staff of 43. These two schools are located in the South end of the School District and differ slightly from the others in that they are located each in a definite community. Ladner, in which Delta Junior Secondary School is located, is an area of lower middle class (economically self sufficient market gardens or small farms). There are few professional people in the area, however there is a fair amount of money due to fishing and real estate development. Tswassen students are drawn from a socio-economic background which
consists largely of the upper middle class with few of the working class or underprivileged.
CHAPTER V
ANALYSIS AND DISCUSSION OF QUESTIONNAIRE

The first breakdown in the analysis dealt with the percentages of positive and negative responses for each item on the questionnaire; these results are presented in Table A.

From the questionnaire in Appendix B it will be observed that questions one and three were designed to obtain information, questions six, sixteen and seventeen were questions designated to elicit preferences, and question twenty two was a comprehensive preference rating.

It should be further noted that the terms "positive" and "negative" were used to overcome the difficulty posed by the fact that a "yes" or "no" response was not uniformly positive and negative respectively.

A. PERCENTAGE RESULTS ON QUESTIONNAIRE

(Please see the following page.)

B. ANALYSIS, DISCUSSION and IMPLICATIONS

It was found that in four of the five schools used as samples, there were five counsellors per school; in one school there were two counsellors. There was not a significant difference in the overall tone of the replies from school to school.
### A. PERCENTAGE RESULTS ON QUESTIONNAIRE

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<tr>
<th>Question</th>
<th>Percent Positive Response</th>
<th>Percent Negative Response</th>
<th>Percent Other Comments</th>
<th>Percent No Response</th>
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It must be noted that in the questionnaire a "yes" answer is not always a "positive" answer. Therefore the tabulated results are broken down into negative and positive responses. The total responses to each question numbered 85.
To facilitate making value judgements on responses to the items in the questionnaire, an arbitrary criterion for concern was set. Thirty-three percent or more negative responses to an item dealing with satisfaction with counselling performance suggested that the item should be of concern to counsellors. There has been an attempt to relate the discussion to a real life situation in a school. It is not designed to give a pseudo-quantitative measure, but rather as a rough index of concern.

In reply to question two, 88% of the respondents expressed an opinion whether or not counsellors were adequately or specially trained for their job. Sixty-five percent held the opinion that counsellors were adequately trained, 18% were of the opinion that counsellors were not adequately trained, 5% believed that some counsellors were and some were not, and 12% did not reply.

Question three asked specifically if the counsellors in each school had held special degrees or certificates in Counselling, Psychology, the Behavioral Sciences or a related field. Fifty-two percent of the respondents did not know if the counsellors in their school had special degrees or certificates. Forty percent believed that some did and 8% believed that none did.

The percentages in questions two and three indicate that although 52% of the teachers did not actually know
whether or not counsellors were trained, as shown in question 3, still 87% were prepared to give an opinion as to whether or not counsellors were adequately trained in question two. This may indicate that there is little relationship between how counsellors function in the performance of their duties and the degree or certificate which they hold. This may also indicate that teachers based their answers on the actual performance of the counsellor as they had observed it rather than on any definite knowledge. A further possibility is that teachers are less concerned with the formal training of counsellors than with whether or not the job is properly performed.

However, since the absence of knowledge concerning the training of counsellors may engender uncertainty or lack of confidence in the teaching staff, the administration and counselling departments should, as a first step, inform teachers on the formal qualifications of the counselling staff.

In response to question four, which deals with the issue of teacher workshops, 19% stated that counsellors do hold such workshops. Seventy-six percent, however, stated that counsellors do not hold such workshops. The meaning of these percentages is clouded by the fact that teachers have differing opinions concerning the nature of a workshop. For the purpose of this questionnaire, the term was meant
to indicate a gathering of teachers and counsellors to discuss problems pertaining to school. This may include behavioral problems and the handling of them in the classroom, the learning disabled child and how to distinguish him from others, and so on. However, it became clear that some respondents construed this item to mean workshops for the personal growth of teachers.

Question five asked if teachers would like to see counsellor/teacher workshops. The response to this question indicated that 61% of the teachers questioned were not interested in such workshops, 29% were interested and 10% did not reply. Unfortunately, many counsellors are not trained to conduct this type of activity, but the size of the demand suggests that counsellors' training programs should be upgraded where necessary to meet an obvious need.

But perhaps the real issue here is that the majority of teachers are not interested in workshops. Again the question of interpretation arises and one could readily understand strong resistance to the idea of participation in a personal growth workshop conducted by a colleague -- no matter how well trained for the task.

In reply to question six, 50% of the respondents expressed the view that counselling is to aid students in their quest for distinctiveness; 20% replied that counsellors should be concerned with maintaining the school as an
establishment, 8% held other opinions, and 22% did not answer. Among the "other" comments were such statements as:

"Counsellors should help students behave in a responsible, caring and productive manner."
"Counsellors should help the student adjust to the adult/adolescent community."
"Counsellors should help the student to adjust and become a functional member of society."

There is some indication that teachers feel that while students should be the main focus for counsellors, the goal ought to be to help or direct them to become useful parts of society as it now exists. Although 50% of the teachers questioned believed that counselling should be a student oriented service, this still leaves 50% divided between those who believe that counselling should foster student adjustment to the school and those who have no opinion.

In the light of the discussion in previous chapters, this distribution of opinion is not surprising, and confirms, at least partly, the notion that counsellors are there to serve the system (school, society) rather than the true interests of the children. Given such a discrepancy between how teachers perceive counsellors and how the latter see themselves, the notion of "team work" makes little sense.

Question seven asked if the counsellors consulted with teachers often enough on the problems of students. Fifty-
three percent of the respondents expressed satisfaction on this question; 41% were not satisfied and 6% did not reply. These figures are a clear cause for concern, since they indicate that a very large number of teachers feel that they do have something to offer to the counsellor but are in fact deprived of rendering that service when the situation calls for it. It is reasonable to deduce that the exclusion of teachers' opinions will provoke their resentment.

To question eight, 66% of the respondents answered that they would like to be made more aware of why their students seek counselling, 32% indicated that they were satisfied as things are, and 1% did not reply. In the light of the response to question seven, these percentages are not unexpected and confirm the view that teachers feel a lack of communication from the counselling departments.

Question nine asked if teachers had ever felt "cross examined" by a counsellor, or unjustly asked to explain their actions towards a student. The response to this question indicated that 93% of the teachers questioned did not feel that they had been cross examined while 7% felt as did Mr. Ertes, that they had been unjustly questioned by counsellors.

The replies to question ten conform to the concerns manifested by those to question eight. Forty-six percent
of the respondents answered that they did feel as if they "were being kept in the dark" regarding matters of concern to them. While 54% were satisfied with the communication taking place, there was a large enough number of dissatisfied teachers for counsellors to be concerned. It may be noted, however, that some teachers have not considered the students' right to privacy. In any case, counsellors should be aware that teachers do feel as though they are being kept in ignorance and should attempt to make as much information available as they feel is justified, if they are not doing so already.

Question eleven asked if teachers believe that a student has the right to "complain to a counsellor about his/her teacher?". In reply to this question, 90% of the teachers answered yes; 6%, no; and 4% did not answer. The positive answers were qualified in some cases by the statements that "counsellors should support the teachers..." and that "... only with the teacher present ..." should the student have this right. A few teachers appear to be wary that counsellors might believe what a student says without checking it out. Once again this could indicate a lack of confidence among teachers in counsellors as professional people, and a certain insecurity regarding their own position. Counsellors should try to overcome this, perhaps through workshops or with other means of communication.
However, it must be recognized that it is not unnatural for an individual to feel uneasy if he knows he is being discussed in his absence by someone who may soon be promoted to a position of power.

The response to question twelve showed that 97% of the teachers felt free to go to counsellors to discuss their students and only 3% did not. This response indicates the feeling of teachers that they are comfortable talking to counsellors if they initiate the conversation. The problem seems to lie in the fact that counsellors do not initiate discussions often enough. Although there may be reasonable justification for this, e.g. the counsellor may not have time to seek out several teachers for discussion, the counsellor who is the "specialist in human behaviour" should continue to make himself available and easily accessible to teachers.

A certain mistrust of the counsellor is apparent again in the responses to question thirteen, where 16% of the teachers replying felt that counsellors take students' reports too seriously and thus take the student's part too often. And in question fourteen where 17% of the teachers felt they had been undermined by counsellors. While these percentages are not high enough to indicate strong concern, the nature of the responses are serious in that they deal directly with teachers being in conflict.
with counsellors over students. Differing philosophies concerning discipline and behavior may account for much of this conflict and in that case we may neither wish for nor need remediation.

We may see that certain patterns are emerging from the responses so far. Teachers view counsellors as having some value within the school setting, although they are unaware of the qualifications held by counsellors. Further, they feel free to initiate discussion with counsellors at any time. However, they do not feel that counsellors come to them often enough. There may be a concern that counsellors place teachers in a subordinate role and do not consider their opinions worthwhile -- a feeling which would most certainly engender resentment. Further, while teachers are prepared to pay lip service to the status of the counsellor as helper and advisor to students, there appears to be a certain amount of unease and apprehension around the possibility that counsellors may gain information from students that the teachers would prefer remained in their classroom. Many teachers seem to feel threatened that knowledge gained by the counsellor from students may be used against them.

We return to the analysis with these speculations in mind and with an eye to determining whether they are born out by the responses to the subsequent questions.
Concerning question fifteen, it appears that a majority of teachers basically agree with the statements about counselling. Eight-five percent agree that counselling is a helping service to students, staff, administration and parents, with a priority given to students. Eighty-three percent agree that counsellors should take an active part in program planning and in decisions concerning evaluation procedures, since they have an overview of program and evaluation effects on students, and, 71% agree that counsellors should be knowledgeable about the nature of student unrest and support students in their justifiable need for greater participation in the decisions that affect them. However, 15% do disagree with statement (iii) and 14% did not answer. This could well be due to poor wording of the question which may suggest to some an indiscriminate support for students. The possibility that these teachers feel that students would receive support indiscriminately may indicate a lack of confidence in the professional behaviour of counsellors that must be overcome if better relations are to emerge between the two. It may also be argued here that it is not possible or desirable to overcome this type of conflict due to the nature of counselling which indeed should be service to students, in many instances involving controversy with or about teachers.

Questions sixteen and seventeen, which ask for present
and ideal functions of counsellors, show a surprising closeness in percentage answers. Sixty-three percent of the respondents believe that personal problem helping actually is the most important function being performed by counsellors, and 51 of the respondents agree that it should be so. Twenty-one percent feel that educational and vocational advising is the most important function and 20% feel this is so, and, 17% feel that school problem helping is the most important function while 19% feel that this is so. It may be noted that the 17% who believe that "school problem helper" is presently the counsellor's most important function, may not be among 19% of those who believe it should be so, however, there were very few comments to indicate that this was the case, although a comment space was provided, and in comparing answers on individual papers, between number sixteen and number seventeen, they were most often similar for each question. These replies show a surprising closeness to the expectations as set out by the B. C. S. C. A. on page 149 of the "Draft of a Brief to the Minister of Education". It is here suggested that counselling priorities should be first as personal problem helper, second as educational advisor and third as school problem helper. We may not ignore the possibility, however, that teachers may, as previously stated, be paying lip service, when in actual fact they may wish that
Questions eighteen, twenty and twenty-one indicate that for the most part, teachers are satisfied with counselling services. Number eighteen shows that 85% of the teachers involved stated that counselling is an important and necessary function; question number twenty indicates that 72% expressed the view that counselling adds a desirable element to the educative process, and 67% of the respondents appeared to be generally satisfied with the counselling services. However, the 28% that indicated dissatisfaction should not be ignored; perhaps one could discover in greater detail which specific area of counselling they are dissatisfied with. Question number nineteen should also be of some concern to counsellors as it indicates that 78% of the respondent teachers feel that most teachers could function in the counsellor's role as effectively as do the present counsellors. Unless this question was grossly misunderstood, the answers would appear to indicate a feeling that the counselling position requires no training or skill different than that of a teacher, and could be handled by any interested person on staff. (This is, in fact, the way many counsellors are indeed chosen, and not by any academic preparation.) There does not seem to be any awareness that counselling
and teaching are two different roles and may require many different approaches to be effectively carried out. Perhaps it is felt that counsellors are not at present, and do not need to be, "specialists in human behaviour", as it suggested in the B. C. S. C. A.

Question number twenty-two lists nine areas of counselling services and asks teachers to indicate (A) what is presently being done in their school, and (B) what they would ideally like to see happening. The responses indicate whether or not counsellors are giving adequate attention to these areas according to teachers.

Area (i) deals with helping to solve discipline problems that arise in class. Here 37 teachers, or approximately 43% of the respondents disagree with the present handling of this area in their school and feel that counsellors should take a more active part in dealing with this area of concern. This may well be a valid criticism. Counsellors may not be expected to carry out actual discipline, however it may reasonably be expected, if the teachers involved expect that the counsellor's function is to maintain the system (school, social), that they attempt to assist in solving discipline problems by helping to alter behaviour or by recognizing learning disabilities.

Area (ii) has to do with helping to solve general school discipline problems such as tardiness, etc. In this
area, 35 teachers or 41% of the respondents disagree with the present practice of their counsellors and once again the trend is towards more action in this area. The response is in conflict with the B. C. S. C. A. recommendations which are most firm in the stipulation that counsellors should not be expected to become personally involved with administering discipline in the school. This should not, however, imply that counsellors should be unconcerned with matters such as tardiness, etc., but that they should be involved in helping the student to overcome the problem rather than in disciplining him for repeating the "offence".

Area (iii) involves helping students to solve personal problems. Here, while fewer teachers disagree with the present situation, 28% of these people feel that more attention should be given in this area. Although 28% is not a large enough number to warrant great concern, it should be noted that through the recommendations set out by the B. C. S. C. A. in both the Counsellors' Handbook and in the Brief to the Minister of Education, runs the theme that counselling is a service for students and that counsellors would like to see personal problem solving as number one on their list of priorities. We have already noted that while most teachers appear to agree with this concept, many do so only if they are also directly involved and there is no opportunity for pupil-counsellor conspiracy.
Area (iv) deals with helping the teacher with learning problems in his/her class. Fifty-seven percent of the respondents disagreed with the practices of the counsellors in this area and there is a definite desire for counsellors to be more active here. It appears that counsellors are not, in this area, living up to their own expectations. The B. C. S. C. A. Handbook states clearly that counsellors should be well versed in special education and capable of recognizing learning disabilities as such and not confusing them with behaviour problems.

Area (v) is concerned with the counsellor acting as a sympathetic listener to students. Most staff felt this area to be fairly well dealt with, by counsellors, while only 18 - 19% felt that counsellors could contribute more of their time to this activity. This may be accounted for by the possibility that some teachers are not aware of why students seek counselling, or what the counsellor does during a counselling session.

We may now see a further pattern emerging from the responses to the questionnaire. Teachers appear to be quite well satisfied that students are receiving adequate attention in the area of personal problem solving. However, in areas which directly concern teachers and the maintenance of the school and classroom, there is a concern that counsellors are not performing adequately. This pattern
suggests that teachers view counselling as a service which should direct itself towards the smooth functioning of the school and classroom rather than as a service to individual students.

Area (vi) involves acting as a consultant to staff concerning behavioural and related problems of students. In this area 40% of the respondents were dissatisfied with the work of the counsellors and felt that more attention should be given in carrying out this duty. This, once again, reflects the 41% who felt that counsellors do not consult with them often enough, and 46% who felt that counsellors keep them in the dark. One of the first concerns of the counsellor, according to the B. C. S. C. A. is that the counsellor should function as a listener and consultant to staff concerning students and their problems.

Area (vii) concerns the counsellor acting as a liaison person between student and teacher. Here, 35% of the respondent teachers felt a need for more action. Teachers seem to have a definite concern that their needs in this area are not being met and this is reflected in questions 7, 8 and 10 fairly consistently.

Area (viii) puts forth the idea of counsellors acting as an ombudsman interceding for students with staff, parents, and administration. While there were some minor disagreements in this area -- that is, disagreements of
one degree -- most teachers felt that this area was being handled adequately at the present time. This is also in accordance with the B. C. S. C. A., which stipulates that counsellors should provide ombuds service for students who may, in fact, be in conflict with others.

Finally, area (ix), dealing with the counsellor acting as a sympathetic listener to staff, found 18 respondent teachers (21%) in disagreement with present practices. Of this the general feeling was that not enough attention was being given to the staff. However, while counsellors are expected to possess the warmth and ability to communicate with all those involved in the process of education, the main priority is towards students and in this area, which does imply "personal" listening, teachers appear to feel satisfied that they are receiving adequate attention.

In conclusion, question twenty-two indicates that in areas concerning the counsellors and the assistance which they give or appear to give to teachers, there is a great deal of discontent. Counsellors are especially expected by teachers to help solve discipline problems which arise in individual classrooms and also in the school as a total institution. They are expected to assist with the identification and treatment of learning problems and they are expected to assist with the staff in the solution of
behavioural and related problems of students.

In further analyzing the questionnaire, it is not difficult to see that certain response patterns are consistent. Teachers are consistent in their hesitation to have personal contact with counsellors, either directly or through student interviews. Teachers indicated their lack of interest in having workshops or in needing further personal time with counsellors. They were also consistently dissatisfied with the fact that counsellors did not consult them often enough and there was some indication that teachers did not like the idea of students discussing them in their absence. We further observed that teachers wished more attention would be given to areas such as school and classroom discipline, learning problems in the classroom and behaviour problems in the classroom; all areas which would bear directly upon supporting the system, while on the other hand, teachers indicated their satisfaction with the attention counsellors were giving to individual students or groups of students in areas of personal concern to those students. This may suggest that while teachers pay homage to the perception of the counsellor as student problem helper and advisor, their true concern is with the counsellor as school problem helper, classroom problem helper and teacher problem helper -- not an unrealistic expectation at all considering the position of the teacher in the school system. However, this would not
conform to the expectations set out by the B. C. S. C. A. which explicitly states as one of its basic principles, that counselling is a helping service which gives priority to students.

C. A PARTIAL RELIABILITY STUDY

Six months after the major investigation, a number of the teachers who had previously answered the anonymous questionnaire agreed to co-operate in an attempt to determine the reliability of their answers. A set of questions (See Appendix E) was put to 10 teachers and the answers tabulated to show results similar to those from the main questionnaire.

It was found that the answers had not significantly changed and the same or similar patterns were evident. (See the Table on the following page.)

D. LIMITATIONS OF STUDY

Although a 45% questionnaire return is extremely high in a study in which a total population is used, we are still left with a sizeable percentage of teachers whose perceptions of counsellors are unknown. The problem is an old one in questionnaire-based research: if every subject in the sample is identified, it is possible to track down the non-respondents and press for their co-operation (or for their reasons for not co-operating).
## C. A PARTIAL RELIABILITY STUDY

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But this approach works only when the questionnaire is not concerned with sensitive areas where the identification of respondents and their views could have professional and personal repercussions. The advantage of an anonymous questionnaire is the higher probability of honest replies; the price is loss of information.

It is also recognized that questionnaires are at best a partial index of actual behaviour in real-life situations. Self-delusion, conformity or resistance to the perceived intent of the researcher may occur even in situations where anonymity is guaranteed.

As was mentioned above, the author managed to find a small sample of teachers who were willing to disclose their identity to permit a partial test of the reliability of the questionnaire. While the results were encouraging, it must be observed that the representative nature of this sample is undetermined. It is entirely conceivable, for example, that the teachers involved co-operated precisely because they knew themselves to be consistent in their perceptions of counsellors and were not averse to making these views a matter of the researchers' (if not the public) record.

Finally, it must be kept in mind that a number of the items in the questionnaire dealt directly with the perceptions of counsellors in the respondents' own
schools, i.e. with flesh-and-blood rather than counsellors in general. This places an immediate restriction on generalization -- unless it is claimed, as it might well be, that teachers are as prone as any other professional group to unwarranted induction.

It must again be recognized that the nature of counselling may be such that it necessitates an irreconcilable difference between teaching and counselling, causing teachers and counsellors to be at odds with each other. One must consider whether or not teachers and counsellors belong to different interest groups, the teacher being mainly concerned with educating the child according to the needs of society and the counsellor mainly concerned with the development of the student as an individual, questioning being. Counsellors themselves may well be confused as to their own role.

It must also be noted that the setting in which counsellors and teachers carry out their work is such that the counsellor may pose a threat to the teacher and this may bring out jealousies and fears not necessarily recognized by teachers themselves.

One may even question the need for counsellors at all at the Junior Secondary level. Perhaps if all teachers were sensitive to the needs of students, the necessity for counsellors would disappear. However it must be appreci-
ated that the child is exposed to four different teachers per day and the lack of constant contact with one person may penalize him or her.
CHAPTER VI
SUMMARY AND RECOMMENDATIONS

INTRODUCTION: The last few years have seen an increasing number of counsellors functioning in the secondary schools of British Columbia. However, the duties of the counsellor have been poorly defined and greatly misunderstood by other members of the educational team and even by counsellors themselves.

HISTORY: A brief history of the educational counselling movement was given in order to point out how the present duties of counsellors have evolved and to show the increased complexity of the expectations placed upon the counsellor in the secondary school. This has resulted in the role of the counsellor being less easily defined and thus less easily understood.

PROBLEM: Counsellors are taking positive action towards defining their role and duties to themselves. However, other members of the teaching staff are not aware of the duties of counsellors as set out by the Department of Education and the Association of Counsellors, and, there is seemingly a great deal of discontent with the duties performed or not performed by counsellors. There is also a conflict in some cases between administration and
counsellors which carries over to teaching staff. Many administrators see the counselling department as a branch of the administration and assign duties on this basis. This creates a problem of over-enthusiastic expectations as opposed to lack of time and training. This may also create an even wider gap between teachers and counsellors if teachers view counsellors as future candidates for administrative positions rather than as "professional" counsellors. Unfortunately this opinion is strengthened by the fact that many people do use the position of counsellor as one step up the ladder towards a more lucrative position in administration.

The questions asked in this study were directed at discovering whether or not counsellors do in fact have a poor image among teachers, and if so, which areas appear to be of greatest concern.

DESIGN: An anonymous questionnaire was used. The population consisted of all the teachers in the junior secondary schools in School District #37. The questionnaire involved 22 questions, with some questions broken down and totalling 34 answers. Forty-five percent of the population or 85 out of 193 questionnaires were returned and useable.
The questionnaires were analysed collectively and
dividually with percentage response calculated for each
question.

SUMMARY: When the questionnaire data was compiled it was
found that teachers were fairly well satisfied with services
to students but expected more services for teachers than
they were receiving. Further, while a large percent of the
respondents felt that counselling was a necessary and
important function and contributed in a positive way to
the educative process, a large percent also felt that the
counselling tasks could be handled by most other teachers
as well as by counsellors who were specifically hired for
the position.

It is recognized that the role of the teacher may
differ considerably from that of a counsellor.

"The teacher has clear expectations of the student,
both in terms of classroom behaviour and in terms
of classroom achievement. The counsellor certain-
ly shares these goals, but the nonpossessive
warmth required implies acceptance of the person
even if he does not measure up to the teacher's
goals."¹

The nature of the teaching and counselling process
may result in many differences which appear to be

¹A Draft of a Brief to the Minister of Education, Submitted
to the Honourable Eileen Dailly on behalf of B. C. School
irreconcilable. And, one might question the wisdom of attempting to reconcile the two for fear of destroying some vital element of either one. However, both teachers and counsellors are "educators" whose interest is ideally, aimed at the development of the child. Therefore, although the differences between teachers and counsellors may never disappear, some steps may be taken that could result in at least a sense of tolerance, if not understanding and acceptance of each other.

RECOMMENDATIONS: As a result of this study and of my own observations and research, serious consideration should be given to implementing the following recommendations:

1) That the role of the counsellor be clearly defined to the satisfaction of each counsellor prior to the specific hiring of that counsellor into a district or school. This would help to eliminate the confusion of some counsellors as to the role they would be expected to play in a particular school.

2) That the specific hiring of counsellors be carried out in line with the needs of the specific school.
   i.e. - The counselling departments in each school should be responsible for at least the following areas:
   - conducting workshops for teachers
   - carrying on group guidance and group counselling
- identifying learning disabled students
- working with learning disabled students
- identifying social/behavioral problems
- working with social/behavioral problems
- showing an awareness of human development and potential
- acting as a liaison person with other community agencies including businessmen, human resources, courts, etc.
- arrange work experience programs
- liaison with staff and administration
- working with students on a one-to-one basis concerning personal problem solving
- working with students concerning educational and vocational choices
- administering and interpreting Vocational interest tests, aptitude tests, reading tests and I. Q. tests.

Each school should have counselling personnel who are equipped to handle these areas of pupil service. The above duties may be broken down so that in addition to handling personal problem solving, each counselling department in a given school divides these duties among adequately trained counsellors. Further, not only should it be made known to staff members in each school that these services are available, but also by which counsellor, and what makes that counsellor
particularly well equipped to adequately handle these services. One may well sympathize with teachers who are uninterested in attending a counsellor/teacher workshop run by someone whom they know only as last year's physical education teacher, or next year's vice principal.

3) That the education of counsellors be seriously questioned in order to determine if counsellors are actually being trained for the duties expected of them or that should reasonably be expected of them. This recommendation needs little further explanation. Unless a counsellor is equipped to identify learning disabled students, he will not do an adequate job and should not instill adequate confidence from fellow staff members, parents or students. The same applies to each and every area of the counselling process. One must learn to do counselling before becoming a counsellor in much the same manner as one must learn to do mathematics before becoming a math teacher.

4) That a Job Criteria Regulation be set up throughout the province so that any secondary school staff member who is actually counselling and is timetabled for counselling to any degree, should meet the following criteria or similar agreed upon criteria as set out by the B. C. S. C. A.
I. Academic Requirements:

a) Ed. 417 or an acceptable equivalent - helping relationships - overview of personal growth counselling procedures and approaches.

b) Ed. 414 or an acceptable equivalent - group procedures - involvement in and study of group processes, group dynamics, group counselling.

c) Counselling practicum - supervised counselling experience, study of counselling techniques.

d) Overview of testing - occupational - educational information - uses of such information with students/teachers/parents.

Counsellors must take Ed. 417 and two of the other three listed (or their equivalent) to meet academic portion of the requirements.

II. In-Service Requirements: A minimum of six hours involvement in one or more of the following areas:

a) Basic Communication skills
b) Family and/or group counselling
c) Occupational-vocational counselling
d) Working with staff (consulting)
e) Other specialty areas

Counsellors may choose any relevant area(s) and request in-service. Counsellors must be involved in at least one workshop a year (average) that meets requirements as in-service training. No evaluation will be involved and written acknowledgement will be provided that the experience has been gained.
III. Internship Experience:
   a) Clinics
   b) Agencies
   c) School

Each counsellor must spend a minimum of ten hours in supervised counselling work with each of at least two agencies and/or clinics. (This could be two hours a day with a specific client for five weeks.) Supervision will be done by an agency or clinic staff, University (of Victoria) staff or pupil services staff, Manpower, Human Resources, or Mental Health. School internship will be met by I-C (University of Victoria course) or arrangements for at least ten hours of counselling supervised by school board personnel.

NOTE:
1. In advance of taking either in-service training, internship experience or courses other than Ed. 417 or Ed. 414, district administration approval must be obtained.
2. Each teacher who is engaged in counselling should be asked to complete a form that will list present qualifications. These will be evaluated to determine what additional action is necessary to meet the new criteria.
3. New appointees to counselling positions will be expected to meet the new criteria. In unusual circumstances the criteria may be waived on a temporary basis, provided that prior approval has been obtained from the assistant superintendent of schools.¹

4. That an understanding of pupil personnel services be made a part of all secondary school teachers' and administrators' education since, even with the best qualified counsellors, no program of counselling and guidance can be efficient without the knowledge and co-operation of affiliated staff members.

5. That the teaching staff in each school be made aware of the areas of special concern of each counsellor and of their specific qualifications to carry out their counselling tasks.

One should be aware of the possibility that even though each of the above recommendations was carried out in greatest detail, teaching and counselling may not be such that the two can function, or even ought to function compatibly. One may even question whether or not it is in the best interest of the student that the two factions become unified. Further, if counselling and teaching are

¹B. C. School Counsellors' Newsletter, B. C. Teachers' Federation, Volume 4, Number 3, February 1975, p. 11.
to become unified in their goals, one may question which should make alterations. However, if one accepts the statements of teachers, that they are satisfied with the counselling process in so far as services to students are concerned, and are concerned only with the areas of counselling that involve them directly, then perhaps counsellors should make some attempt to rectify as far as possible those areas of stated concern. Teachers purportedly are concerned with the lack of communication between the counsellors and themselves, they are concerned with the lack of services they receive in relationship to their classroom specifically and to the school generally and they lack a certain amount of confidence in the professionalism of the counsellor they work with.

It is therefore the contention of this thesis that if the above recommendations were considered, the conflict between teachers and counsellors may at least be partially resolved, and, where not resolved, perhaps the differences could be accepted or at least understood.

SUGGESTIONS FOR FURTHER RESEARCH:

1. That a study be conducted throughout British Columbia to determine the role and duties of counsellors as seen by administrators, and what priority is given to each duty.

A list of counselling duties as suggested by Perkins' 1963
study to be sent to each secondary administrator with
instructions for him/her to arrange or number in order of
importance. The list would include:

1) Counselling with students for developmental,
educational, vocational and personal problems.
2) Counselling with individual parents.
3) Interpreting vocational aptitude tests and
administering the group I. Q. testing program.
4) Conducting class group guidance, and orientating
new students to the school.
5) Responsibility for grade or class placement or
students to facilitate learning.
6) Carrying out administrative clerical work.
7) Responsibility for referrals and contact with
community agencies, and for liaison with other
school personnel.
8) Responsibility for maintaining and making available
vocational information.
9) Sponsoring student activities.
10) Conducting research to improve the counselling
and guidance programs.
11) Entering I. Q. scores on school reports.
12) Taking disciplinary action with students referred
to them by teachers.
13) Working on curriculum committees.
14) Supervision of halls, lunchrooms and groups.
15) Conducting follow-up studies. \(^1\)

2. That a study be conducted amongst counsellors to deter-
mine the qualifications of counsellors now active in
secondary schools, and the type of training, if any, to
bring these counsellors up to the criteria as set out
under "Recommendations", number 4.

\(^{1}\)S. A. Perkins, A Study on the Duties of Counsellors in the
Secondary Schools of British Columbia, Presented to Washington
State College, 1963, p. 11.
3. That a study similar to this one be conducted in five years from now to determine if counsellors have progressed towards a better liaison with teachers and if teachers are more satisfied with counselling services.

4. That a study be conducted to determine whether or not counsellors who are specifically trained in their field have a more favourable impact on teachers than do counsellors who have no specific training.
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APPENDIX A
SCHOOL COUNSELLORS

I had always wanted to be a clown. To be able to change faces, perform silly little stunts and draw the laughter of an audience, always captured my imagination.

But upon applying, I was told that the educational circus already had enough school counsellors and would I call again.

I was disappointed since I couldn't understand how any school could have too much of a good thing.

That is what I thought BEFORE I started teaching.

THEN I taught a few years.

NOW I know why I was rejected.

You have them in your school. I have them in mine. Sometimes there are as many as three in a school unless one is more fortunate and has only one or none.

Students love counsellors. Especially the ones who listen to all their tales of "persecution". "After all," a counsellor once remarked, "one must have their complete trust and confidence."

Teachers love counsellors, too. Particularly when they have nothing to do with them.

Witness the counsellor who selects to cross-examine a teacher at lunch time with the entire staff as an audience. Apparently the usually lauded sacrosanct confidence does not extend to teachers (Double standards? Why of course! In the process of righting a wrong, or is it wronging a right, anything goes, And usually does.)

It seems the culprit concerned was a little harsh with a certain student during math, and could he explain what happened.

The teacher, who out of sheer embarrassment, has taken a sudden interest in the crumbs of his table, can and does explain. The explanation is, of course, never satisfactory. In fact, it's highly unreasonable to expect an experienced 43-year-old teacher to justify his actions in the light of what must undoubtedly have been a brilliant defence summation by the 13-year-old juvenile.
The counsellor leaves, admonishing the teacher to "ease up".

The teacher also leaves; for the men's room. He comes back much relieved.

"Disgusting procedure," someone mutters in the back of the lunch room. "Why, if I felt I had to be accountable to every whim and fancy of my students, I would ..."

Just then the bell rings.

Unfortunately this was not a play. Incidents like this one are a common occurrence. Disgruntled staff and the consequently unsatisfactory relationship with the counselling department cancel out all possibilities for an effective working relationship.

I believe it's time to spin the Scope Mouthwash bottle again and lay it on the line. From where I stand as a teacher, one big issue must first be resolved before any of the myriad lesser ones can be tackled.

Let it be resolved that as a general rule, the wishes and actions of a teacher in regard to those of his students have undisputable priority and further, that any attempts by school counsellors to undermine in any way the integrity of the existing relationship between a teacher and his students be totally and finally discredited.

I believe that our attempts at professional maturation will be considerably set back if we continue to allow such co-educational groups as school counsellors to interfere in the described manner in what must remain as the sphere of the teacher's influence.

At the center of the education syndrome stands the teacher. Always. The day that we allow an outside group to negotiate the management of our classes, we can kiss off any effective control over our day-to-day endeavours.

Since we have accepted by contract, the mantle of responsibility for our actions in the classroom, we also automatically assume autonomy and the right to make decisions. The inverse of the above is particularly true. IF WE DO NOT HAVE THE RIGHT TO MAKE UNQUESTIONED CLASSROOM DECISIONS, WE ALSO HAVE THE PRIVILEGE OF REJECTING THE RESPONSIBILITY FACTOR.
However, since we are responsible we shall stand by our decisions come hell, high water or school counsellors.

Mr. B. P. A. Etris
Intermediate School,
C. F. B. E.,
C. F. P. O. 5000,
K0K 3R0

The above letter is taken from the B. C. School Counsellors' Newsletter, Vol. 3, Number 5, March 1974.
TABLE I

Estimated Number of Full-time Equivalent Counsellors in Secondary Schools for Selected Years (a)

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<th>YEAR</th>
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<td>27,182 &quot;</td>
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<td>1965</td>
<td>29,955 (f)</td>
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</table>

(a) This table represents all those years in which data is available. For 1938 and 1951, we had only the number of half-time (or more) counsellors, and for 1945 and 1952, the number of all counsellors regardless of time. Data from Project Talent showed that the number of full-time equivalents is approximately equal to the number of all half-time (or more) counsellors, or to one-half the numbers of all counsellors (regardless of time). This is the procedure used for these years. The number for 1916 was estimated by doubling the membership of the National Vocational Guidance Association and probably represents an overestimate.


Questionnaire For Teachers of Junior Secondary School Level

This questionnaire is designed in an attempt to determine the following:

a) The role of the Counsellor in your school as you see it being carried out.

b) The role of the Counsellor in your school as you would like to see it carried out.

Your co-operation will be very much appreciated.

1. How many counsellors are there in your school? _______

2. Do you feel the counsellors in your school are adequately trained for their job?  
   YES _______ NO _______

3. Do the counsellors in your school have special degrees or certificates in Counselling, Psychology, the Behavioral Sciences, or a related field?  
   SOME _____ ALL_____ NONE _____ DON'T KNOW _____

4. Do the counsellors in your school hold workshops for teachers?  
   YES _______ NO _______

5. Would you like to see counsellor/teacher workshops?  
   YES _______ NO _______

6. In your opinion should the counsellors in your school be more concerned with:
   a) helping students become unique human beings. _____
   b) maintaining the school as an establishment. _____
   c) other (specify) _____

7. Do the counsellors consult with you often enough about students to obtain your views on the problems of the students?  
   YES _______ NO _______
8. Do you feel that you should be made more aware of why your students seek counselling?

    YES _______  NO _______

9. Have you ever felt "cross examined" by a counsellor, or unjustly asked to explain your actions towards a student?

    YES _______  NO _______

   Comment:

10. Do you ever feel that you are being "kept in the dark" regarding your students and matters in which you feel you should be involved?

    YES _______  NO _______

   Comment:

11. Do you believe that a student has the right to "complain" to a counsellor about his/her teachers?

    YES _______  NO _______

   Comment:

12. Do you feel free to discuss - in either a negative or a positive way - your students with the counsellors in your school?

    YES _______  NO _______

   Comment:

13. Do you feel that counsellors take the reports (stories) of students too seriously, thus taking their part too often?

    YES _______  NO _______

   Comment:

14. Have you ever felt that a counsellor has undermined your attempts to make a student function in a responsible way?

    YES _______  NO _______

   Comment:
15. Do you agree with the following statements about counselling?

i) Counselling is a helping service to students, staff, administration and parents, with a priority given to students.

   YES ______  NO ______

Comment:

ii) Counsellors should take an active part in program planning, and in decisions concerning evaluation procedures, since they have an overview of program and evaluation effects on students.

   YES ______  NO ______

Comment:

iii) Counsellors should be knowledgeable about the nature of student unrest and support students in their justifiable need for greater participation in the decisions that affect them.

   YES ______  NO ______

Comment:

16. Which do you consider to be the most important function actually performed by the counsellors in your school:

   Indicate the most important with #1
   Indicate the least important with #3

a) School problem helper.

b) Personal problem helper.

c) Educational and vocational advisor.

d) Other.

Comment:
17. Which would you like to see become the most important function performed by the counsellors in your school? Indicate as per question 16.
   a) School problem helper. 
   b) Personal problem helper. 
   c) Educational and vocational advisor. 
   d) Other

   COMMENT:

18. Do you feel that counsellors serve an important and necessary function in your school?
   YES 
   NO

   Comment:

19. Do you feel that most, or some, teachers could function in the counsellor's role as effectively as do full or part time counsellors?
   YES 
   NO

   Comment:

20. Does the specific hiring of a counsellor/s add a desirable element to the educative process?
   YES 
   NO

   Comment:

21. Are you generally satisfied with the counselling services within the school system?
   YES 
   NO

   Comment:
22. Of what importance to counselling are the following items?

A. Within the situation presently operating in your school.

B. As you would ideally like to see the situation operating.

(check the appropriate column beside "A" for presently operating AND beside "B" for ideal situation.)

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Very important</th>
<th>Important</th>
<th>Mildly important</th>
<th>Not at all important</th>
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<tbody>
<tr>
<td>i) Helping to solve discipline problems that arise in class.</td>
<td>A</td>
<td>B</td>
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<td>ii) Helping to solve general school discipline problems such as tardiness, etc.</td>
<td>A</td>
<td>B</td>
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<tr>
<td>iii) Helping students to solve personal problems.</td>
<td>A</td>
<td>B</td>
<td></td>
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<tr>
<td>iv) Helping the teacher with learning problems in his/her class.</td>
<td>A</td>
<td>B</td>
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<td>v) Acting as sympathetic listener to students.</td>
<td>A</td>
<td>B</td>
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<td>vi) Acting as consultant to staff concerning behavioral and related problems of students.</td>
<td>A</td>
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<td>viii) Acting as an ombudsman interceding for</td>
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<td>staff, parents and administra-</td>
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<td>ix) Acting as a sympathetic</td>
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<td>listener to staff.</td>
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April 21, 1975

Principal
Junior Secondary School
School District #37
Delta, British Columbia

Dear Sir:

The enclosed questionnaire is being done to assist with a master's degree thesis. The topic concerns the role of the Counsellor in the Junior Secondary School and the relationship of the counsellor to the other staff.

It would be very much appreciated if you would direct your staff to complete this questionnaire and return it to the school board office as soon as possible.

Thank you in advance for your co-operation.

Yours truly

Donna Jensen
Counsellor
Delta Junior Secondary School
Donna Jensen  
#202 - 1899 Cypress St.,  
Vancouver 9, B. C.  

February 19, 1975  

Mr. P. J. Kitley,  
Director of Guidance Services,  
Department of Education,  
Victoria, B. C.  

Dear Sir:  

I am a graduate student at Simon Fraser University and engaged in doing a thesis on the role of the Counsellor in the Junior Secondary School. One chapter of this thesis details a brief history of the guidance and counselling movement in B. C. I have noted specific dates and events in the B. C. C. A. Handbook, and I wonder if you could provide me with further information on the following:  

a) 1926 - The first edition of the 'Programme of Studies' for Junior High Schools introduced and defined the term Counsellor as a 'teacher specially selected for the educational, vocational, moral, or social guidance of the pupil.'  

Would it be possible for me to obtain a copy of this Programme of Studies?  

b) 1936 - the third edition of the 'Programme of Studies for Junior High Schools' outlined the duties of Counsellors, stressed the importance of co-operation with the community, and emphasized the key position of the counsellor in the guidance program.  

Would it be possible for me to obtain a copy of this Programme of Studies?  

c) Could you tell me when the adoption of an effective Counsellor training program first occurred, and at which was it offered.  

I would very much appreciate your assistance in obtaining this information and any further information which you might consider to be of a relevant nature.  

Thank you for your attention.  

Yours truly  

D. Jensen
Ms. Donna Jensen  
#202 - 1899 Cypress St.  
Vancouver 9, B.C.  

Dear Ms. Jensen:

I am replying to your letter of February 19, 1975, addressed to Mr. P.J. Kitley who retired last year.

Here are some answers to your queries:


b) We have a copy of the 1936 Programme. As it cannot be loaned, I enclose photocopies of some relevant sections.

c) Before the establishment of education faculties at S.F.U. and U Vic, Secondary School teacher training was given at U.B.C. and at Provincial Summer School of Education. Looking back through U.B.C. calendars I find that the first description of guidance courses is in 1942. The first description in Summer School programme is 1938. Note that courses leading to the Secondary Advanced (counsellor) Certificate were offered for the first time in 1948. This certificate was given by the Department until 1956. Photocopies of these entries are also attached.

I hope this information is of some help to you.

Yours truly,

(Mrs.) A. Armstrong, Research Officer, Library.
APPENDIX D
TEACHER QUESTIONNAIRE  (Please feel free to comment and criticize the wording etc. as this is a pilot study.)

This questionnaire is designed in an attempt to determine the following:

a) The role of the counsellor in your school as you see it being carried out.

b) The role of the counsellor in your school as you would like to see it carried out.

Your cooperation will be very much appreciated.

1. Should the counsellors in your school be more concerned with
   a) helping students as unique human beings
   b) maintaining the school as an establishment
   c) other (specify)

2. Do the counsellors consult with you often enough about students to obtain your views on the problems of the students?

   YES _______  NO _______

   Comment:

3. Do you feel that you should be made more aware of why your students seek counselling?

   YES _______  NO _______

   Comment:

4. Have you ever felt "cross examined" by a counsellor, or unjustly asked to explain your actions towards a student?

   YES _______  NO _______
5. Do you ever feel that you are being "kept in the dark" regarding your students and matters in which you feel you should be involved?

   YES ______  NO ______

Comment:

6. Do you believe that a student has the right to complain to a counsellor about his/her teacher?

   YES ______  NO ______

Comment:

7. Do you believe that teachers should complain to counsellors about his/her students?

   YES ______  NO ______

Comment:

8. Do you feel that counsellors take the reports (stories) of students too seriously, thus taking their part too often?

   YES ______  NO ______

Comment:

9. Have you ever felt that a counsellor has undermined your attempts to make a student responsible?

   YES ______  NO ______

Comment:
10. Of what importance to counselling are the following items:

A. Within the situation presently operating in your school

B. As you would ideally like to see the situation operating

(check the appropriate column beside "A" for presently operating and beside "B" for ideal situation.)

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<tbody>
<tr>
<td>i) Helping to solve discipline problems that arise in class</td>
<td>A</td>
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<td>B</td>
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<td>ii) Helping to solve general school discipline problems such as tardiness, etc.</td>
<td></td>
<td>A</td>
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<td>iii) Helping students to solve personal problems</td>
<td>A</td>
<td>B</td>
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<tr>
<td>iv) Helping the teacher with learning problems in his/her class</td>
<td>A</td>
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<td>v) Acting as a sympathetic listener to students</td>
<td>A</td>
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<td>vi) Acting as a consultant to the staff concerning behavioral and related problems of students</td>
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<tr>
<td>vii) Acting as a liaison person between teachers and students (conferences)</td>
<td>A</td>
<td>B</td>
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<td>viii) Acting as ombudsman - interceding for students with staff, parents and administration</td>
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<td>ix) Acting as a sympathetic listener to staff</td>
<td>A</td>
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11. Do you agree with the following statements about counselling?

   i) Counselling is a helping service to students, staff, administration and parents, with a priority given to students.

   YES ________ NO ________

Comment:
ii) Counsellors should take an active part in program planning, and in decisions concerning evaluation procedures, since they have an overview of program and evaluation affects on students.

YES ________ NO ________

Comment:

iii) Counsellors should be knowledgeable about the nature of student unrest and support students in their justifiable need for greater participation in the decisions that affect them.

YES ________ NO ________

Comment:

12. Which do you consider to be the most important function actually performed by the counsellors in your school:

   Indicate the most important with #1
   Indicate the least important with #3

a) School problem helper
b) Personal problem helper
c) Educational and vocational advisor
d) Other

Comment:

13. Which would you like to see become the most important function performed by the counsellors in your school:

   Indicate as per question 12.

a) School problem helper
b) Personal problem helper
c) Educational and vocational advisor
d) Other
14. Do you feel that counsellors serve an important and necessary function in your school?  

   YES    NO

Comment:

15. Do you feel that some or most teachers could function in the counsellors role as effectively as do full or part time counsellors?

   YES    NO

Comment:

16. Does the specific hiring of a counsellor/s add a desirable element to the educative process?

   YES    NO

Comment:

17. Are you generally satisfied with the counselling services within the school system?

   YES    NO

Comment:
1. Do you feel that you should be able to be made more aware of why your students seek counselling?
   
   YES ______ NO ______

2. Would you like to take part in counsellor/teacher workshops?
   
   YES ______ NO ______

3. Do counsellors ask you often enough about your views concerning students?
   
   YES ______ NO ______

4. Do you feel that you can approach counsellors to discuss your students with them?
   
   YES ______ NO ______

5. Do you believe that counselling is primarily a helping service for students?
   
   YES ______ NO ______

6. Do you think counsellors should be involved in planning programs for students and in evaluation procedures as they have an overview of program and evaluation effects on students?
   
   YES ______ NO ______

7. Should counsellors be more involved in discipline problems arising in class?
   
   YES ______ NO ______

8. Should counsellors help teachers more with learning disabled youngsters?
   
   YES ______ NO ______
9. Should counsellors be more involved with general school discipline problems?

   YES _______  NO _______

10. Generally, are you satisfied with the counselling services in your school?

    YES _______  NO _______