

HELPING UNEMPLOYED YOUTH FIND WORK

An Examination of Authoritarianism and Other
Characteristics Presented By A Group of Counsellors
Serving Young People Seeking Employment

by

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Seeking Employment

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ABSTRACT

This study examined the phenomenon of authoritarianism exhibited by a variety of different kinds of counsellors associated with the British Columbia Chapter of the Canadian Guidance and Counselling Association. In this examination the Rokeach Dogmatism Scale (Form E) was used to measure counsellor authoritarianism. It was found that significantly different levels of authoritarianism were evident amongst the 77 counsellors in the sample. School counsellors were higher on authoritarianism than were Manpower counsellors, social workers and others in the group under study. Young counsellors under 30 years of age were found to be significantly lower on authoritarianism than their older colleagues.

During the study period, April, 1973, a total of 1,462 young job seekers were counselled by the counsellors in the sample. Counsellor authoritarianism, as the independent variable, was related to the dependent variable of counselling effectiveness as measured by the proportion of young job-seeking counsellees who actually obtained employment following counselling. Confirming the findings of previous research as reported in the literature, it was found that low authoritarian counsellors were significantly more effective than their counterparts who ranked higher on the authoritarianism continuum.

A number of recommendations with implications for public policy and the practice of counselling are offered. In addition,

important issues relating to traditional, authoritarian counselling postures, widespread unemployment amongst youth, the changing concept of work, new social values, and work opportunities programmes are raised.

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CHAPTER I

INTRODUCTION

Unemployment Amongst Today's Youth

Who can deny that a serious unemployment situation currently confronts Canadian society? At any one time during the past three years at least half a million people have found themselves jobless. Although the Statistics Canada figures that reveal the extent of the problem may be seasonally adjusted and although the unemployment rate may fluctuate from month to month, the fact remains that a multitude of Canadians want to work yet are unable to find jobs they can fill.(1)

The problem is all the more critical when one observes that in recent times a good half of the unemployed job seekers in the country are young men and women below the age of 25 years. Moreover, a large proportion of these young people (50 to 60 per cent) are teenagers. In April, 1973, the period of time on which this study focuses, there were some 500,000 unemployed persons in Canada. Out of this number 256,000 were youth 14 to 25 years of age. In British Columbia for April, 1973, there were 60,000 unemployed job seekers and 34,000 of them were unemployed youth.

As a professional social worker in the field of family and youth welfare, the writer for some time now has been very concerned over the plight of unemployed young people desperately seeking jobs.

- Is the problem caused by structural or technological unemployment?
- * Is there a gross mismatching between the education, training, skills,

locations, and age of these youth and the requirements of employers? Why do so many employers complain that they cannot find suitable workers for the jobs they are offering and begging to have filled?

Is it a matter of the complex cultural changes that are upon us, involving severe attitudinal and value conflicts, new life styles and disenchantment with the established order of things? Might it be that many contemporary youth are psychologically at variance with the so-called work ethic as espoused by the majority of our institutions and middle class society generally? When youth are seen by professional counsellors who endeavour to offer help around the problem of unemployment, does the behaviour expressed by these counsellors have a significant bearing on the counselling process, particularly its outcome? These are some of the questions that the writer pondered while developing this research undertaking.

Purpose and Hypothetical Framework of the Study

During the summer and fall of 1972 while co-ordinating the development of a youth job-finding service at the Children's Aid Society of Vancouver, B.C., the writer became acutely aware of the need to study and research the problem of unemployment amongst young people. Even youth who were functioning well and had everything going for them were encountering serious difficulties in obtaining work, to say nothing of those who were troubled and who exhibited unacceptable behaviour. In particular it was felt that attention needed to be focussed on the employment counselling young people in

the community were receiving from school counsellors, Manpower counsellors and others. What characteristics and styles did different kinds of counsellors bring to the counselling process? What did they do to help their youthful counsellees find work? How could counselling effectiveness, if any, be examined and possibly measured?

Out of these uncertainties grew the central hypotheses pursued in this study. In null hypothesis form it is postulated that:

In counselling unemployed youth there are no differences among various kinds of counsellors in terms of the level of authoritarianism the counsellors exhibit.

As well it is postulated that:

There are no differences among various counsellors with different levels of authoritarianism in terms of their effectiveness as measured by the proportion of their youthful counsellees obtaining employment.

In the course of this research, the null hypotheses could not be confirmed which led the writer to suggest that important differences among counsellors probably do exist. Assuming that there might be differences that do not occur due to chance, the writer was also prompted to reflect on the implications that such differences might have for the field of counselling.

In reviewing the literature dealing with research in the field of counselling it soon became apparent that such research is fraught with many serious limitations. Most counsellors acknowledge the importance of research, yet much of the dogma of counselling has

little basis in scientific evidence. Why the gap? As compared with research in the physical and natural sciences, the study of human behaviour is clumsy and messy, and counselling research is one of the most difficult of all. Yet to say that adequate research on counselling is difficult is not to say that it is impossible, nor does it warrant the abandonment of research attempts. It does mean, however, that persons conducting this kind of research must be especially aware of the methodological pitfalls they are likely to encounter.(2) Faced with some very substantial limitations and numerous pitfalls, the writer nonetheless endeavoured to pursue his questions and devise a research framework that might provide some possible answers. It was considered wise to keep the research at essentially a descriptive level as clear-cut inferential analysis would be extremely messy and might yield only questionable results at best.

Method of Investigation

Accessing a data base that would consist of a broad cross-section of counsellors was pursued and this was facilitated through the writer's membership and involvement in the British Columbia Chapter of the Canadian Guidance and Counselling Association. The Association is made up of a wide variety of counsellors, e.g., school counsellors, social workers, probation officers, Manpower counsellors, etc. 5

In early April, 1973, a mailed questionnaire was sent to 378 counsellors who were members or eligible for membership in the •

Association. The month of April was selected as the period to be studied, as this would be a time when young people, particularly those preparing to leave school with the onset of summer, might readily show their concern over finding employment.

A more detailed description of the sampling method, questionnaire, data gathering and other techniques that were used in the research will be found in Chapter III of this report which deals with methodology. But before specifics on research design and implementation are portrayed, it would be well to give pause and reflect on what it means to be young and unemployed in a fiercely competitive world that highly values work, productivity, material possessions and money.

CHAPTER II

PERSPECTIVES ON UNEMPLOYED YOUTH

Economic and Political Considerations

The problem of large scale unemployment amongst youth persists, although some commendable remedies have been attempted recently by those who manage our economic and political systems. Central to the problem is the fact that the population increase for young Canadians who range in age from their mid-teens to mid-twenties has almost consistently outstripped their ability to find employment. Demographic projections indicate that this influx of young people into the labour market will continue almost unabated into the 1980's. This tidal wave of young job seekers is associated with major population changes which appeared on the horizon about 1944.

The birthrate in Canada began to rise towards the end of World War II and within the next 15 years the country had one of the highest birthrates in the world, nearly 30 per 1,000 of population. In addition, since 1946 the attraction of Canada's economic and social expansion for newcomers from every corner of the world has meant a direct addition of more than four million persons from abroad to the general population. These newcomers have, of course, borne children since their arrival and their total influence is thus commensurately greater.

As a consequence Canada has one of the fastest growing labour forces in the entire Western industrial world. It has grown by about

one million persons in the past three years and now totals about nine million people. One-quarter of them are youth under 25 years of age.

(3)

Against this demographic profile, in bold relief, stands the fact that Canada has the highest unemployment rate of any industrial country with the most acute level of unemployment being amongst its young people. According to Albert Rose of the Faculty of Social Work at the University of Toronto, the country is well into a serious situation of structural unemployment due partly to the demographic changes the writer has outlined and also due in part to changing technology and values.(3)

The Economic Council of Canada has estimated that some 364,000 new jobs for youth will be needed between 1970 and 1975 if the goal of significantly reducing unemployment is to be met. The lively debate on unemployed youth in the House of Commons on June 19th, 1972, referred to this forecast. During the debate Jack Marshall, a Member of the House, from Newfoundland, took the government to task, alleging that it had performed poorly in creating new employment opportunities. Hansard records Marshall as saying:

" The record of the government in coping with the challenge outlined by the Economic Council is extremely poor. In the first two years of the 1970-75 period only 78,000 new jobs were created for Canada's young people. This is only one-fifth of the total requirement of 364,000 jobs forecast by the Economic Council. At this rate barely half the jobs needed for Canada's young people will be created by the target date of 1975.

" The Opportunities for Youth Program and the Local •

"Initiatives Program have been the government's main answer to youth unemployment. Both these programs fall incredibly short of filling the demand. For example, this past winter the Local Initiatives Program provided non-construction jobs to only 25,500 young people during the November to May period when unemployment for that group averaged 253,000.

" One must also consider the fact that slightly more than 100,000 jobs will be provided by the federal government in the program for the summer of 1972. This can hardly be expected to meet the demand of 1.3 million students hitting the labour force this summer. To date the government's initiatives in dealing with youth unemployment have fallen far short of meeting the need."
(4)

On the other hand, in this same debate John Roberts as Parliamentary Secretary to the Minister of Regional and Economic Expansion, declared that a total of 90,000 jobs had been created under the Local Initiatives Program. He went on to say that both the Local Initiatives and Opportunities for Youth Programs were in fact quite successful experiments. "These are new and imaginative ventures in combatting high unemployment that have not been tried in any other country," he said. "They are unique in that the government has turned to the young people themselves for ideas about the kind of work they want to do."

The writer is inclined to agree with the more positive attitude that Roberts endeavoured to reflect in the debate. Instead of trying to balloon the entire economy through traditional and fiscal monetary policies, tax write-offs and regional economic incentives in the hope that some benefits will trickle down to the unemployed, it does seem more reasonable that aid be given directly

to the unemployed in return for their own unique services.

Unemployed young people in particular want to get involved in doing meaningful things of their own design for their communities. They want to be encouraged to think in terms of socially useful activities rather than solely in terms of economically profitable pursuits.

Many critics regard publicly funded work opportunities to be useless--and they are, if judged by economic profitability and contribution to the gross national product. The activities funded, however, are overwhelmingly carried out on behalf of groups who have little access to the goods and services provided by the private market: the disabled, the aged, ghetto children and the poor in general. An attack on these work opportunities in effect represents an attack on the process whereby a group of young people at the community level, and of their own design attempt to help out those who are regularly and permanently excluded from the workings of society.

The concept of work opportunities presents one of the most exciting innovations in recent history and it would be well if it were operationalized more extensively to meet the needs of more Canadians, young and old alike. The concept is in tune with the changing economic and social values that are before us. There is little doubt that in the future society will demand and economic circumstances will permit people to do what they themselves design, rather than what is designed for them by a competitive and impersonal

economic system.

Political thinkers and economists alike are showing deep concern these days over the complex and serious human problems that presently plague our society--one of the most critical being that of unemployed youth. Parzifal Copes, Chairman of the Department of Economics and Commerce at Simon Fraser University, feels that economists are now beginning to focus more intensively on human considerations than they have in the past. In a recent interview he put forth these views:

" I would say that economists in the future are likely to demonstrate more clearly than in the past two or three decades their concern for human values.

" Now we are facing another situation where our concerns are for environment, for human values and for the dehumanizing effect of some things in our society. I think economists will turn their efforts to these very human problems.

" We need to think of economics as concerned with the creation of values, not necessarily material goods. We need to think of it as a theory of choice, of the alternative uses of the resources that are available to us in the widest sense--do we devote ourselves to leisure, to work, to the arts, to technology? All these questions have considerable economic content. Problems of unemployment, poverty, the distribution of wealth and our society's need for a guaranteed income regardless of whether people work or not--these remain of central concern."(5)

(With the country faced by an army of the best educated and most socially conscious unemployed in its history, the Canadian Council on Social Development has looked at the problem in the context of youth on social assistance. The Council recently published a report entitled "A Right to Opportunity", which details its

study of 300 young people who applied for social assistance in six Canadian cities during November, 1971. The report postulates that a significant cause for the rising number of youth applying for social assistance derives from the current high level of unemployment. However, the fact that young people cannot find work does not necessarily mean that an increased proportion of youth, in comparison to other age groups, will be found on the welfare rolls. In fact some young people are prepared to go hungry before they apply for assistance. The values ingrained in them by their upbringing, which have consistently been hostile to the idea of welfare, are difficult to displace—even when these youth are faced with hunger, lack of shelter and other forms of deprivation. Some would-be workers return to school thereby becoming hidden welfare recipients. Others who have been fortunate enough to maintain ties with parents return to the family home, while still others drop out. Collectively these young people are victims of circumstances over which they have virtually no control.) Among these circumstances are rapid technological and social changes and the trade-off between full employment and inflation.(6)

A significant finding in the aforementioned study relates to youth and the work ethic. (While many young people may have discarded some aspect of this highly ingrained cultural variable, the young social assistance applicants in the survey by no means rejected the concept of work and its central importance to their development and

self-fulfillment. Most of the young people bitterly resented being forced to apply for welfare. The need for purposeful productive activity and the desire to be financially independent are deeply instilled in them. The study also reveals that many youth are highly mobile and the vast majority of them are willing to work anywhere in the country.(7)

Similar research, recently conducted in the United States and focussing on a wide cross-section of youth in the labour force who were not necessarily on welfare, reveals corresponding findings. This survey was conducted by the Bureau of Labour Statistics, United States Department of Labor, during 1971. It clearly shows that young job seekers are strongly work-oriented. The proportion of unemployed youth who turn down jobs is relatively small and their reasons for doing so are not inconsistent with reasonable criteria for meeting their individual circumstances--such as their student status which limits their working hours and location and their efforts to find the kind of work for which they are best fitted.(8)

There is little doubt that unemployed young people in our culture generally want to work and somehow opportunities must be created for them to do so. Within the economic and political workings of Canadian society new ventures in policy such as those aimed at creating work opportunities programmes are made imperative by the rapidly changing and complex phenomena that abound everywhere. The private market economy in its present state cannot by itself provide

youth with the opportunities they seek for self-fulfillment and constructive participation in Canadian society. Given this premise, it is clear that a comprehensive, integrated approach to social and economic policy formulation and implementation is needed. This should encompass all levels of government and the major social systems of manpower, welfare and education, plus the major institutions of the private market sector.

Social and Psychological Aspects

In a highly industrialized urban society, where relationships are becoming more and more depersonalized, many unemployed young people are desperately trying to cope with their feelings of frustration, anger, guilt and unworthiness as they face the ordeal of looking for jobs that seem non-existent. Traditional sources of help--the family, hometown neighbours and the church--have not been able to provide the viable support they once offered to older generations. A profound and pervasive feeling of rootlessness is the outcome. As community and family values change radically, the tenuousness of relationships becomes increasingly more pronounced and widespread. A pervasive feeling of aloneness engulfs these young people and many do not know where to turn for tangible, useful support that will have any genuine meaning to them. In short they are looking for authenticity in an increasingly artificial world.

The factors that eased generational conflict in the past are now almost impotent. The family plays a decreasing role in providing

values. When social change took place slowly, the older generations did in fact know more than the young--they do not necessarily today. The family's traditional role has largely been given over to the schools. The educational system, together with the peer group and the media, now plays the dominant role in imprinting values and deciding the future for most Canadian youth. The school system in particular distributes and ensures success in the form of academic recommendations. It has most, if not all, the aces in the credentials game. It strengthens and sustains the professions' control of most institutions. In effect, it is the key to status in our society and young people have little influence in determining how and for what reasons it should be operated.

Many youth today angrily resent their lack of access to decision making--not only in the context of education, but elsewhere as well. Their views are seldom treated with respect. The failure of society to transfer even a modicum of power to the young is a source of deep and continuing discontent. As the noted English economist Edward J. Mishan has pointed out, young people faced with this kind of discontent are displaying an increasing reluctance to being "sucked into the vortex of the new industrial society".(9) Whether the perspective is from an economic or from a sociological frame of reference, it is a plain fact that some youth have gone to school to get better jobs than their fathers had, then graduate to find there is no job they want to do. Rather than be a laundry

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delivery man or an accounts clerk, they end up rejecting the total social system that has caused them so much frustration.

It is evident that a kind of universal identity transformation is being experienced by contemporary youth and indeed by many adults who struggle to understand and adapt to the so-called youth culture. Louis A. Zurcher, a psychologist and research associate with the Western Behavioral Sciences Institute in California, believes that accelerated socio-cultural change and the increasing impermanence of social structures are ripping away at the "me", the "persona" or that presentation of self that one deliberately manipulates for social reward. As the sense of identity based on previously stable structures crumbles, what is left exposed are the processes of self--the phenomenological experiences, the perceiving, thinking, planning, evaluating, intuiting, feeling, creating, etc. The balance of self thus shifts from a sense of identity linked with social structure to a sense of identity based on the existential phenomena experienced by the individual. Since these processes are constantly changing (with each new experience), the rate of socio-cultural change (now essentially external to the individual) has minimum influence. In essence the self has become mutable--and like the chameleon, this is key to its survival.(10)

Some of the psychological adaptations and social innovations that have been occurring within the current youth culture could very well be functional for society as a whole in the fast-changing world

of tomorrow. Zurcher describes a number of the changes that are now clearly visible and in the vanguard of which contemporary youth hold sway. Increasingly as the future unfolds

" Work and work organizations will be less influenced by the traditional work ethic and more by considerations of service to society and the well-being of the worker. It will be more acceptable to move from job to job and even to change one's occupation or profession several times. The guarantee of a minimum annual income and the institution of shorter and more variable work periods will give people considerably more leisure time.

" Geographical mobility will escalate and there will be a trend toward renting rather than owning one's living space.

" The traditional nuclear family structure will have been found wanting, because of the new mobility, the changing role of women and medical developments concerning reproduction: as a consequence there will be widespread experimentation with alternative family units.

" Complex organizations in general will be restructured along less hierarchical patterns and will have become organized less for stability and more for change.

" Education will be more oriented towards the individual, with students no longer marching in lock-step with their age mates. There will be a greater emphasis on experimental rather than book learning.

" The trend towards megalopolises will have continued, with accompanying crowding, lack of privacy, noise, pollution and other forms of urban pathology.

" The changes in technology and social organization will have greatly altered the values, norms, roles and statuses which had been supported by the older technology and social organization. At the same time, the changes in values, norms, roles and statuses will be encouraging further modifications in technology and social organization.

" The sum total of the changes will have moved society more toward an empirical, this-worldly, secular, humanistic, pragmatic, utilitarian, contractual and hedonistic culture.

" In the midst of this vortex of change, the individual will have increasingly become challenged

"to organize his life around transience, to endure discontinuities and dysfunctions, and to maintain his ego in an environment explosive with sensory stimulation. His personality will have begun to become change-oriented and he will be evolving a mutable self capable of integral adaptation to a myriad of new and ever changing phenomena."(11)

A belief in the capacity of the human personality to adapt to change and confidence in the inherent potential within society to maintain some sort of order in the face of chaos are heartening notes to hear. One needs to tune into this kind of thinking when confronted with other research observations that are found elsewhere in the literature on this subject. For example, the "Hunter Report" recently issued by the Department of the Secretary of State of Canada maintains that:

" Unemployment sends psychological shock waves resounding through the minds of young people. Deprived of work in a society that values work they feel trapped in a cumulative downward spiral. It winds through deep feelings of inferiority to the destruction of self-confidence to a sense of futility to profound depression. " Ultimately, it may end in sporadic violence or a general often enduring, deterioration of the human being. If this despair becomes articulated and collectively felt, its implications are revolutionary."(12)

If one tempers the arguments of those who portend doom with the kind of thinking that Zurcher advances a more rational, objective frame of reference for research in this area is likely to emerge than might otherwise be the case.

The Challenge For Counsellors

When young people looking for work involve themselves in

counselling, they are giving expression to the all-encompassing search they are making for worthwhile participation in society-- participation that will be constructive and allow them to find fulfillment for their many and varied needs. How do counsellors respond to this tremendous challenge? In essence they should endeavour to provide a process by which their young counsellees are helped to feel and behave in more personally satisfying ways. This can be accomplished as counsellors extend objectivity, respect, trust, empathy, warmth, understanding and acceptance to those they are trying to help. As the counselling relationship unfolds, an emotional bridge should be built. Across this bridge counsellors may send information and feedback intended to stimulate their counsellees towards developing behaviours which will enable them to deal more effectively with themselves and their respective environments. Professional counselling entails a sound knowledge of behavioural science concepts, and it may be provided in a wide variety of settings, on a one-to-one basis or in groups.

Counselling may perhaps best be viewed as a tool which young people can use to help themselves overcome difficulties in the developmental transformation that each one of them is undergoing as the tumultuous move through adolescence into adulthood is experienced. Developmental hurdles during these years (as in other stages of life) are of course normal, and each person copes with his particular developmental difficulties in his own unique way. Some

people, however, encounter more stress than others in the process of resolving their adolescent conflicts and crises. Those who cannot cope on their own may choose to use professional counsellors to help them over their difficulties, or they may not so choose. The latter may obtain counselling from other sources, perhaps as a by-product of other relationships. Although professional counsellors are committed to the belief that counselling is a useful tool, they must respect the fact that all individuals have a right to decide which sources of help are most appropriate for them.

In his keynote address to the Canadian Guidance and Counselling Association Conference in Toronto, Ontario, in June, 1971, Jean Paul Vanier vividly portrayed the challenge that is before counsellors today as they endeavour to serve contemporary youth. In addition to their technical role, counsellors have a much deeper role to play: that of a link between the world of adults and the world of the young to help them understand each other and to come together to make a better society:

" In order to do this counsellors must learn to understand the young in their most profound aspirations. Counsellors must believe in youth and have confidence that they are capable of doing wonderfully useful things and that they have a role to play in our world. In this way hope may be re-animated within young people and they will be helped to realize their goals and their projects...

" Counsellors must find within themselves an inner freedom that goes beyond their personal prejudices. They must above all respect the dreams of the young--dreams of universal brotherhood and a world without poverty and famine and war. This respect for the dreams and profound

"aspirations of youth ought to engender an immense sensitivity in counsellors. One of the worst things they can do is to ridicule these dreams, trying to destroy them and to bring the young to so-called 'more realistic' attitudes. These dreams are most precious to young people. They can barely speak of them; they can only be manifested in song or in tears, in whispers, in great confidence...

" To truly understand the value of these dreams of the young, counsellors who themselves have been formed by the society in which they live, must be sufficiently perceptive to see the failures of the system. In order to fully grasp the suffering of young people today, counsellors must feel that a world based on possession of goods and a search for material riches is an absolute folly when others in the same society, and especially the universal society, are rejected, are dying of hunger, are in sadness and despair. Counsellors ought to feel deeply that the young can bring new solutions to the world, solutions which contest the structure and conventions and values of our society and which can truly bring hope to all mankind.

" This implies, of course, that counsellors must know themselves and their place. They must make no alliance with either the forces of wealth and of a materialistic and egotistical society, or with the young in their revolts and negative attitudes. They must find within themselves an inner liberty which allows them to orient the young towards positive solutions that are both peaceful and efficacious for achieving justice in the world. Counsellors must live this and not just about it. It is not so much a question of words but a whole way of life. Counsellors will be felt more by their personal radiance than by their advice. Counsellors who do not live their words are bad counsellors, and those who do live that of which they speak scarcely need to do any counselling...

" In all of this, counsellors have an almost prophetic role, for in order to orientate others, they must have a profound sense of the future. In this role counsellors will be able to call forth youth from sadness and lethargy and to give hope which inspires new action and creativity."(13)

There is a lot of substance in this clarion call from the°

son of our late Governor General, George P. Vanier. These words have been quoted at length to underscore the fact that counsellors need to take an intense look at themselves and seriously consider what they are doing in terms of helping today's young people find employment. It is in this context then that the writer has focussed on counsellor authoritarianism as the independent variable in this study, endeavouring to measure it and relate it to certain dependent variables. Some level of authoritarianism lies within all of us and counsellors are no exception. Although the Archie Bunker, so to speak, that lurks within may be masked, well hidden and controlled, he is nonetheless there.

Counsellor Authoritarianism

Some noteworthy research has been done in defining the authoritarian personality and developing instruments to measure authoritarianism. In the late 1940's Theodore Adorno, Else Frankel-Brunswik and others developed the California F Scale which they subsequently refined so that it would measure general authoritarianism. This research is well presented in the classical work The Authoritarian Personality, by Theodore Adorno, et al.

A decade later Milton Rokeach undertook to build on the Adorno research and in Rokeach's book The Open and Closed Mind, he postulates that authoritarianism can best be measured in terms of the whole belief-disbelief system that we all possess as human beings. The more open the belief system the more are people governed in their

actions by internal self-actualizing forces and less by irrational inner impulses. The more closed the system, the more will the world be seen as threatening, the greater will be the belief in absolute authority, the more will other persons be evaluated according to the authorities with which they line up, and the more will beliefs be related to each other by virtue of their common origin in authority. In the closed system the power of authority does not depend on cognitive correctness, but on the ability of authority to mete out reward and punishment. In the open system a non-judgmental attitude prevails and other people are not rejected or accepted on the grounds of belief congruence.(14) In essence, people who are closed-minded are dogmatic, rigid, traditional and authoritarian. Those who are open-minded are flexible, tolerant, non-judgmental and accepting of others.

The instrument that Milton Rokeach devised to develop his theory is known as the Rokeach Dogmatism Scale and Rokeach believes, as does the writer, that it effectively measures authoritarianism--the terms "dogmatism" and "authoritarianism" being synonymous. Rokeach has very carefully validated his scale in The Open and Closed Mind and he reports reliability coefficients ranging from .68 to .85. In addition, Rokeach's Scale has been found to be a good predictor of counsellor effectiveness (18, 19, 24). The writer used this Scale as part of the questionnaire that was devised to gather data on counsellor characteristics, authoritarianism and performance.

CHAPTER III

METHODOLOGY

Developing the Sample

As previously mentioned a wide variety of counsellors comprised the data base to which the writer was fortunate to have access. A broad cross-section of counsellors representing different disciplines, professions and practice settings was considered an important feature of the research so that an array of comparisons amongst various kinds of counsellors might be possible. As well the research observations and findings would hopefully have relevance for a number of the different counselling specialties and modalities that abound in this far-ranging field. Although about 70 per cent of the data base was made up of school counsellors, it was hoped that a sufficient number of counsellors in other settings might be reached so as to yield adequate data for comparative analysis. These would be counsellors practicing as social workers, probation officers, clergymen, psychologists, nurses, physicians, etc.

In order to draw a sample of various kinds of counsellors, access was obtained to the mailing list of the British Columbia Chapter of the Canadian Guidance and Counselling Association. The list was made up of 378 counsellors in the Province who were members or eligible for membership in the Association. Appendix A contains the Constitution and By-Laws of the Association which (amongst other things) sets out the objectives of the organization and the requirements for membership. It was felt that many counsellors would want

to participate in the research not only because the writer knew a number of them but because one of the key objectives of the Association is:

"To work through community and private agencies and governmental and educational authorities, and collaborate with other professional associations towards improved conditions, resources, research and facilities for guidance and counselling."(15)

In order to facilitate permission to use the mailing list, it was necessary that an official letter of request be sent to the Chapter. This letter is contained in Appendix B. On February 1st, 1973, after some spirited debate in which the writer was able to participate, the Chapter Executive formally granted approval for the research to proceed as planned. A questionnaire could be sent to the entire mailing list of 378 counsellors with a view to drawing a sample that would be representative of a broad cross-section of counsellors in British Columbia.

The Questionnaire

Attempts to develop a suitable data-gathering instrument proceeded throughout the winter of 1973. A questionnaire was envisaged that would hopefully yield data to:

1. Describe the various kinds of counsellors in terms of their respective areas of practice, education, age and sex.
2. Give an indication of the number of young people being counselled who were concerned about their need for immediate paid employment.
3. Reveal something about the counselling methods and style the counsellors displayed while

endeavouring to help their counselees, particularly those who were young people seeking jobs.

4. Determine the proportion of young job-seeking counselees who actually obtained employment.
5. Measure the level of authoritarianism exhibited by the various counsellors.

A great deal of thought was given to the problem of asking counsellors to report on their own performance especially in relation to the number of counselees they saw who subsequently obtained employment. The numbers could be inflated or otherwise distorted quite readily, particularly since the counsellors would be responding anonymously. This is the same kind of problem that Canada Manpower officials face and it is not uncommon to hear of allegations that Manpower job placement figures are inflated and falsified.(16) However, the officials do admit that job placement statistics are "one of the less meaningful" measures of success. They are not statistics with much meaning to them except to give an indication of the work load being carried. They say nothing about the volume of employment being obtained which Manpower measures in terms of man-days or man-weeks. A job placement can mean work for one day or for a year. Despite this serious limitation it was hoped that most counsellors would probably be guided by their own integrity and the ethical precepts to which they subscribe as they reported on their own performance and job placement record.

The proportion of counselees obtaining employment is indeed a weak, if not meaningless, measure of counsellor effectiveness •

since who is to say that these young people might have found work regardless of whether or not they received any counselling? As well, employment opportunities might be better in some parts of the Province than in others. Youth seeking work in Vancouver would probably have a greater chance of finding jobs than would those in some of the more remote corners of the Province.

The whole contentious issue as to whether or not counselling is effective is a serious problem that anyone will come up against who attempts to do research in this area. In fact, Edwin Lewis in his book The Psychology of Counselling concludes that the counselling literature is replete with studies attempting to demonstrate that counselling helps people, but when taken as a whole the evidence is not impressive. Most of the research can be discarded because of methodological defects and that which remains has provided ambiguous results. The effectiveness of counselling in general has not, and probably never can be, firmly proved. However, when trying to deal with effectiveness it is best to use objective criteria--superficial as these might be. For example, it has been demonstrated that counselling with college students helps improve their grades and the probability of graduation (with the variable of motivation kept in mind as being of great importance). Lewis further notes that:

"Significant differences appear, as a result of counselling, on variables that are important to the counsellor and his counsellee, i.e., grades, and academic progress, but not on the sort of theoretical constructs that are important to theorizing researchers. Perhaps we as counsellors are not yet ready for such elaborate theoretical

"treatments; perhaps we have far more basic hard work to do before our data merit such extensive super-structures."(17)

To look at counselling records, observe counsellors in action, set up a panel of judges, interview counsellees and develop elaborate controls, would have entailed a massive undertaking. To try for an extensive array of objective criteria would have led far beyond the scope of the descriptive research the writer was basically pursuing. Faced with these constraints it was heartening to find in the literature that the Rokeach Dogmatism Scale has been used extensively to demonstrate the quality of the counsellor-counsellee relationship and there is evidence to suggest that counselling effectiveness depends on this quality.(18, 19, 24) Bearing in mind that the quality of the relationship is influenced by what the counsellee brings to it as well as what the counsellor brings, it has been found that the Rokeach Dogmatism Scale is a valid indicator of authoritarianism in the relationship when applied not only to counsellors but also to counsellees.

Donald Tosi and William Carlson at Western Michigan University have applied the scale in their research on counsellor-counsellee authoritarianism. They suggest that authoritarian individuals in the counselling process "generate barriers to effective communication and affective involvement. They experience more difficulty in establishing facilitative interpersonal relationships than do non-authoritarian individuals."(18) Authoritarianism, then, regardless of who brings it to the counselling process probably

serves to constrain the relationship between counsellor and counsellor and may render it quite ineffectual.

In looking at counsellor authoritarianism and its influence on effectiveness, Francis Walton and Thomas Sweeney at the University of South Carolina found that:

"Among the more promising instruments for differentiating between counsellors judged effective and those judged ineffective is the Rokeach Dogmatism Scale. Results of work utilizing this instrument have rather consistently supported its capability for distinguishing between counsellors on opposite ends of the effectiveness continuum.

" In reviewing the research we find that ratings of effectiveness have been based on contact with counsellees, samples of actual counselling and upon practicum supervisors' recollections of practicum performance of counsellors. Administrator or peer knowledge of the counsellor provided the basis for ratings in many of these studies as well...

" But one of the best predictive indicators of counsellor effectiveness where judged by those in a position to evaluate the counselling, remains the Rokeach Dogmatism Scale."(19)

In view of the well documented capability of the Rokeach Dogmatism Scale to measure authoritarianism as well as predict counsellor effectiveness, the writer had no hesitancy whatever in building the Scale (Form E) right into the research questionnaire. The necessary permission to use the Scale is contained in Appendix B. The Scale would hopefully yield data that would lead to some reflections on counselling effectiveness and reduce the very serious problem of trying to measure effectiveness in terms of the proportion of counsellees obtaining employment.

Following a trial and error approach to developing the

questionnaire, which involved appropriate pretesting on a small sample of 12 counsellors, the final instrument emerged during March, 1973. It turned out to be rather lengthy, requiring about 20 minutes to complete. But nonetheless it was mailed out on April 2nd, 1973, to the 378 counsellors who formed the data base. The questionnaire is found in Appendix C along with its covering letter that was designed to stimulate a good response. The month of April, 1973, was selected as the period of time on which the research would focus. During the spring months young people, particularly those preparing to leave school as summer approaches, seemed to be fairly concerned about getting employment. April would be a typical month in which at least a moderate level of job seeking would be evident.

Questionnaire Returns

The questionnaire asked that returns come in by May 10th, 1973. However, they were still trickling in at the end of June, at which time it was decided to close off data collection and proceed with analysis. The writer was able to clarify the questionnaire and urge a response in telephone conversations with several counsellors who called as they were invited to do in the covering letter. During late May and June the writer also telephoned and interviewed in person a number of counsellors whom he knew had received the questionnaire. This assured the completion and return of 34 questionnaires prompted by a "personal touch".

When data collection was closed a total of 96 returns had .

been received. This number represented a return rate of 25.40 per cent. However, 19 replies were spoiled or not adequately completed and in no way could they be used. The balance of 77 returns made up the sample. These returns were considered to be a representative sample and adequate for analysis. The 77 returns represented 20.36 per cent of the counsellors in the data base.

In analysing the data yielded by the 77 counsellors in the sample, large sheets of squared paper were used to facilitate tabulation and set out the categories needed to develop comparisons. It was decided that the Mann-Whitney U Test should be used in the data analysis because it is one of the most powerful nonparametric tests and can be used with very small samples.(20) In attempting to look at a wide variety of different kinds of counsellors some difficulty was encountered in that the number of counsellors in most of the sample sub groups was very small. For example, there were data on just four nurses, three psychologists and only two probation officers. It was therefore necessary to use the Mann-Whitney U Test in determining if significant differences were evident amongst the counsellors. It was also decided to deal with the larger sub groups in developing comparisons so that the power-efficiency of the U Test would be kept as high as possible.

CHAPTER IV

THE COUNSELLORS UNDER STUDY

Counselling Roles and Personal Data Represented by the Sample

A total of 14 different types of counselling were identified in the research. The various kinds of counsellors in the sample, their basic roles and the settings in which they were practicing are portrayed in Table 1 on page 32.

A wide variety of counselling roles is evident amongst the counsellors described in the Table. The writer considers this diversified sample to be reasonably representative of the membership of the Canadian Guidance and Counselling Association in British Columbia. In turn it may be said that this group of counsellors represents fairly well the field of counselling to which the youth of the Province are being exposed--particularly those seeking immediate employment. Although 35 school counsellors made up 45.45 per cent of the sample, they only served about two-fifths of the young counselees seeking jobs. Most of the young job seekers (about 57 per cent) were served by a broad range of other kinds of counsellors. More will be said about counsellor work loads later in this Chapter.

It was thought, however, that a larger number of school counsellors might have been in the sample than was the case. They represented 45.45 per cent of the sample, but they made up about 70 per cent of the data base. Easter examinations and holidays .

TABLE 1

NUMBER OF COUNSELLORS ENGAGED IN DIFFERENT
COUNSELLING ROLES AND PRACTICE SETTINGS

Type of Counsellor	Counselling Role	Setting	Number
School Counsellor	Personal and Vocational Guidance	Elementary and Secondary Schools	35
Manpower Counsellor	Job Placement and Training	Canada Manpower Centres	8
Social Worker	Social Work Services	Public and Voluntary Social Agencies	7
College Counsellor	Personal and Vocational Guidance	Community Colleges and Post Secondary Technical Institutes	4
Nurse	Public Health and Psychiatric Nursing	Public Health and Mental Health Facilities	4
University Counsellor	Personal and Vocational Guidance	Universities	3
Welfare Worker	Public Assistance	Public Welfare Departments	3
Psychologist	Psychological Services	Public and Private Psychological Facilities	3
Doctor—General Practitioner	Medical Services	Public and Private Medical Facilities	2
Psychiatrist	Psychiatric Services	Public and Private Psychiatric Facilities	2
Rehabilitation Counsellor	Vocational Rehabilitation	Agencies Serving Handicapped Persons	2
Probation Officer	Correctional Services	Family and Adult Courts	2
Clergyman	Religious and Pastoral Services	Churches	2
Total			77

Note:

A late questionnaire received after data collection had formally terminated indicated that the respondent served as a visiting homemaker in a voluntary social agency. Due to the lateness of this response, it could not be included in any other aspect of the data analysis. However, the response did mean that 14 different types of counsellors were identified by the research.

occurring in April were factors that were discovered to be constraints reducing the potential response from this large group. As well it might be speculated that school counsellors are perhaps not as directly concerned about unemployment amongst their counsellees as are counsellors in other settings such as Public Welfare Departments and Canada Manpower Centres. This may be so, despite the observations of the Canadian Council on Social Development indicating that a significant number of young people are presently returning to or remaining at school as hidden welfare recipients. Such young people have been found to be anxious about looking for jobs they can fill, but in the meanwhile they bide their time at school.(21) This begs the twofold question: what are these young people doing at school and how can the educational system meet their special needs?

The counsellors in the sample sent in completed questionnaires from a variety of geographical locations revealed by the postmarks on the envelopes that were used to mail back responses. There were 63 counsellors (81.81 per cent) practicing in the metropolitan Vancouver area and 14 (18.18 per cent) were located in various smaller centres, e.g., Victoria, Kamloops, Kelowna, Hope, Cranbrook, Ladysmith, Galiano Island, Sechelt, etc. The overall response from outside Vancouver was considered ample. It served to provide a counterbalance against the large metropolitan influence and distortion that might have resulted if the sample had been more heavily loaded with Vancouver area counsellors.

In terms of the age and sex of the counsellors, a fairly

sound balance in the sample was evident. Table 2 gives a picture of how age and sex were distributed.

TABLE 2
AGE AND SEX OF THE COUNSELLORS

Age Range(years)	Male	Female	Total
20-30	6	6	12
31-40	15	7	22
41-50	16	8	24
51-60	3	13	16
Over 60	1	2	3
Total	41	36	77

There were more male counsellors than female under 40 years of age (21 compared to 13). Amongst the female counsellors the majority of them (23 or 63.88 per cent) were over 40 years, and mostly they were in the 51 to 60 year age range. It is sometimes said that counselling is dominated by middle-aged women (particularly in social work and welfare services). However, the data in Table 2 show that when female counsellors over 40 are compared with their male counterparts who are under that age, the numbers are about equal (23 compared to 21). As salaries have increased in recent years more young men have pursued careers in counselling and no longer does the allegation hold that the field is rife with middle-aged "ladies bountiful".

The different educational backgrounds of the counsellors under study presents a broad and balanced picture revealing that some counsellors had no academic or professional degree while others had

attained a Ph.D. Table 3 shows the formal education of the counsellors according to the type of counselling in which they were engaged.

TABLE 3
EDUCATIONAL BACKGROUNDS OF THE COUNSELLORS

Type of Counsellor	Education					Total
	Less than Bachelor's Degree	Registered Nurse/ Diploma in Psychiatric Nursing	Bachelor's Degree	Master's Degree	Doctoral Degree (Ph.D./M.D.)	
School Counsellor			13	22		35
Manpower Counsellor	3		5			8
Social Worker	1		3	3		7
Others	1	4	8	8	6	27
	5	4	29	33	6	77

There were 33 counsellors (42.86 per cent) who had a Master's Degree and slightly fewer (29 or 37.66 per cent) had a Bachelor's Degree. Five counsellors, three of which were Manpower counsellors, had less than a Baccalaureate. Four counsellors were trained as nurses. Two of the nurses had an R.N. Degree and two held a Diploma in Psychiatric Nursing. There were two Ph.D. counsellors, two were medical doctors in general practice and two were psychiatrists. A high level of education generally prevailed amongst the school counsellors and social workers.

Schools and agencies employing counsellors continue to require certain educational qualifications. However, whether or not

the more highly educated are more effective in their counselling work than those who have not achieved advanced degrees is a question that is coming to the fore with increasing vigor these days. In Chapter V which focuses on counsellor authoritarianism and effectiveness an attempt will be made to look at this issue.

Counsellor Work Loads

During the period under study the counsellors provided counselling services to a total of 4,510 persons of all ages. On the average each counsellor served a mean number of approximately 59 counselees. In Table 4 on page 37 the number of persons counselled is broken down into various categories.

Out of the total number of persons counselled, 2,013 of them (44.63 per cent) were concerned about immediately obtaining paid employment on a full-time or part-time basis. Out of those who were concerned about finding employment, 1,462 of them (72.62 per cent) were youth over the age of school leaving (15 years) and under the age of 25. The figure of 72.62 per cent is high and would seem to be at variance with Statistics Canada figures which say that about 50 per cent of all job seekers are youth under 25 years of age. (See page 1.) However, the larger percentage revealed in this research may be inflated due to the fact that many of the counselees could very well have been teenagers continuing at school and only seeking part-time work or summer jobs. As well, the questionnaire was aimed at counsellors who were involved with helping youth find employment

TABLE 4

NUMBER OF PERSONS COUNSELLED DURING APRIL, 1973

	School Counsellors n = 35	Manpower Counsellors n = 8	Social Workers n = 7	Others n = 27	All Counsellors n = 77
No. of persons counselled	2078	755	276	1401	4510
No. counselled who were concerned about employment	753	717	79	464	2013
No. counselled who were concerned about employment and 15-25 years of age	643	419	72	328	1462
Mean no. (\bar{X}) counselled per counsellor	59	94	39	52	59
Mean no. (\bar{X}) counselled who were concerned about employment	21	90	11	17	26
Mean no. (\bar{X}) counselled who were concerned about employment and 15-25 years of age	18	52	10	12	19

Note:

Mean numbers counselled have been rounded to the nearest whole number to avoid referring to a fraction of a counsellee.

and this too could have served to inflate this finding. In any event, it can be safely said that a substantial proportion of the •

persons being served by the counsellors under study were young people concerned about locating some kind of work in the immediate future.

With regard to the Manpower counsellors, 58.43 per cent of their counsellees were youth seeking employment, while for school counsellors the figure was 85.39 per cent, and for social workers the figure was 91.13 per cent. On the basis of these data it would appear that the school counsellors and social workers were dealing with young job seekers proportionately more than were Manpower counsellors. But lest one be caught unwarily in a speculative trap here it must be noted that some of these young counsellees could well have been, and probably were, receiving service simultaneously from more than one kind of counsellor. Moreover, and most importantly, in actual numbers the Manpower counsellors on the average were seeing far more young job seekers than any of the other counsellors. The mean number of young job seekers served per counsellor was only 18 for the school counsellors, merely 10 for social workers, but 52 for Manpower counsellors.

The average overall caseload for the Manpower counsellors was exceedingly high. They counselled a mean of 94 persons compared to 59 for the school counsellors and just 39 for the social workers. It may well be that complaints about long lineups and poor service at Manpower Centres are related to the possibility that there are not enough counsellors to handle the staggering volume of counsellees that deluge these offices daily.

Use of Counselling Time

How did the counsellors under study apportion the counselling time they spent in working on the different problem situations their young counsellees presented? In looking at this question it must be borne in mind that it is extremely difficult, if not impossible, to completely isolate one problem from another. Different kinds of human problems influence, overlap and interrelate with each other to such an extent that it is generally unwise to consider them as being mutually exclusive. However, the writer has primarily ventured into this difficult area of analysis in an attempt to determine how much time the counsellors spent on helping their young counsellees deal with concerns around obtaining employment. In Table 5 on page 40 a description of counsellee problem situations is provided along with the corresponding mean percentage of time the counsellors indicated they spent in attempting to resolve these difficulties.

Fourteen different types of problems were mentioned by the counsellors. On the average they spent about 95 per cent of their time working on the six problem situations at the top of the list in Table 5 and about 5 per cent on the other eight. Because of the large number of school counsellors in the sample it is not surprising to see that a considerable proportion of time (24.50 per cent) was spent in helping counsellees choose courses and resolve difficulties in vocational planning. Nor is it surprising to note that 13.79 per cent of counselling time was devoted to school failure and general lack of progress towards educational goals.

TABLE 5

MEAN PERCENTAGE OF TIME THE COUNSELLORS SPENT IN WORKING
ON DIFFERENT KINDS OF PROBLEMS PRESENTED BY COUNSELLEES

Problem Situation	Mean Percentage of Time
Difficulties in choosing appropriate courses and vocational planning	24.50
Concern over immediate need for employment	18.12
Personal identity difficulties	18.00
Failing courses and lack of progress towards educational goals	13.79
Family problems	11.70
Difficulties in peer relationships	8.25
Drug abuse	1.43
Financial difficulties	1.11
Medical problems	.90
Life style concerns (appearance, dropping out, etc.)	.62
Accommodation and housing problems	.26
Teacher-student relationship difficulties	.26
Pregnancy	.07
Fear of job interviews	.05

The amount of time (18 per cent) spent on dealing with personal identity troubles bears noting. As young people, especially those in their teen years, struggle with their own individual search for identity they are pursuing, "a sense of belonging to, of harmony with, of caring about other individuals, groups and ideals".(22) For some the search for personal identity is a very painful experience. It may not be confined to adolescence, but may continue well on into the adult years. It may be complicated and drawn out because of relationship difficulties with family and peers. In fact, the struggle may result in severe alienation and even amount to a state approaching psychosis for some individuals. It is important for counsellors to recognize and understand the identity crisis that many

of their young counsellees will be trying to handle when they present themselves for counselling. Perhaps more counselling time should be devoted to this problem area particularly within the school system.

The counsellors spent 18.12 per cent of their time in dealing with the employment concerns of the young people they served. The percentage was highest for the Manpower counsellors who spent 53 per cent of their time in this way. School counsellors spent only 11.34 per cent of their time and social workers just 9.29 per cent.

Although the school counsellors reported that 85.39 per cent of their counsellees were young people concerned about obtaining immediate employment they only spent 11.34 per cent of their time on this problem area. Most of their time (about 70 per cent) was devoted to focussing on difficulties around course selection, lack of educational progress and long-range career planning. One wonders if some of the more pressing needs of youth at school such as their immediate concern over finding part-time work and summer jobs might receive more attention and time from school counsellors.

Although the social workers only spent about 9 per cent of their time directly helping their young counsellees handle concerns around finding work, these counsellors spent approximately 42 per cent of their time dealing with counsellee identity problems and relationship difficulties with family and peers. Perhaps the social workers were trying to concentrate on resolving the underlying personal, social and emotional problems presented by many of these young people. In this way the overall social functioning of such

counselees might be enhanced and of course their employment potential increased as well.

Counselling Style

Another way of examining the behaviour of counsellors is to look at their counselling style. This may be done by determining what portion of time they devote to different counselling transactions. Lewis suggests that the overall counselling process can be viewed as broadly consisting of five phases.(23) Based on an adaptation of Lewis' model, the phases of counselling used in this research are defined as follows:

Phase 1 - Purpose

The reason why the counsellee is being seen is established in this phase. Here the focus is on determining the general nature of the counsellee's problem situation. The central issues in this phase are: Why is counselling being undertaken? What is the main counselling goal? What are the subgoals?

Phase 2 - Definition of the Counselling Process

In this phase there is discussion about how counselling goals might be achieved. What are the counsellee's expectations of the process? What is the counsellor's role? How will counselling time be spent?

Phase 3 - Clarification of Counsellee's Needs

This phase is concerned with examining the dynamics of the counsellee's problem situation. What are the various facets of the problem, social and emotional aspects, etc.? How are the facets interrelated? What implications are evident as these facets are examined?

Phase 4 - Movement Towards Goals

Here various approaches towards resolving the problem situation are tried. What alternatives are feasible? What approaches need further exploration? What alternative is the best, the second

best, etc., in working towards a specified goal?

Phase 5 - Consolidation and Planning

In this last phase consideration is given to determining how the counselling experience will relate to future developments. What are the key things on which to work? What new insights have been acquired? What will the termination of counselling mean?

To suggest that the counselling process can be neatly broken down into perfectly separate and distinct phases is, of course, a rather foolish assumption. The writer completely agrees with Lewis that the phases are interrelated and should not be considered as being completely discrete or mutually exclusive. But the model does provide a framework for analysis and imperfect as it might be the writer has risked using it.

Table 6 on page 44 lists the various phases and the respective mean percentage of time that the counsellors under study spent on each of them in dealing with (a) all of their counsellees, and (b) with those counsellees who were young people concerned about their immediate need for employment.

Phases 1, 3 and 4 may be considered as essentially task oriented while phases 2 and 5 would be more associated with process, i.e., freeing up the counsellee emotionally so that goals may be achieved more readily. A very similar pattern was presented by the counsellors in that they tended to spend about the same percentage of time on each of the five phases regardless of who their counsellees were. They spent the bulk of their time (about 72 per cent) on task phases at the expense of those phases which might be considered

to be more process in nature.

TABLE 6

MEAN PERCENTAGE OF TIME THE COUNSELLORS SPENT
ON VARIOUS COUNSELLING PHASES

Phase	Mean Percentage of Time	
	All Counsellees	Counsellees 15-25 Years of Age Concerned About Obtaining Immediate Employment
1	13.56	14.88
2	12.51	12.06
3	24.35	24.39
4	34.28	32.80
5	15.27	15.84

The pattern for the school counsellors showed little variation from the picture presented in the Table. Since they heavily influenced the sample by their numbers this is understandable. The Manpower counsellors, however, revealed a rather different pattern with about 40 per cent of their time being spent on phase 4 alone, i.e., "movement towards goals", which is decidedly task oriented. All told, they were generally quite task oriented, spending approximately 83 per cent of their time on the three task phases (1, 3 and 4). Perhaps the volume of their work load and the nature of the counselling they provide does not allow very much time for transactions aimed at helping counsellees to feel emotionally at ease, understood and accepted, etc.

By contrast the social workers spent about 58 per cent of their time on task phases which is perhaps an appropriate balance to

strike for indepth personal counselling. But again these counsellors were focussing on different phenomena than the Manpower counsellors. The social workers' case loads were also much smaller.

Counselling Methods

What did the counsellors under study do to help their young counsellees needing immediate paid employment? Table 7 on page 46 shows the predominant helping method the counsellors used with their counsellees and the corresponding number who were served by that particular method.

The counsellors engaged in a great variety of helping strategies and Table 7 reveals that 19 different methods were used. Some of these methods involved referring counsellees to unique sources of help which bear special mention.

The Creative Job Search Techniques program operated by Canada Manpower is a highly successful pre-employment course designed to quickly help job seekers become more confident and less frustrated in their pursuit of employment. It remotivates counsellees, giving them instruction on writing their own resumes, how to stress their capabilities, how to dress and what to do and say when approaching prospective employers.

The Youth Employment Service is a most effective student self-help project that has been developed through the Young Men's Christian Association. It receives grants from a variety of funding sources. Job orders are eagerly solicited from employers and most of

TABLE 7

PREDOMINANT HELPING METHODS USED BY THE COUNSELLORS IN
SERVING THEIR YOUNG COUNSELLEES SEEKING EMPLOYMENT

Predominant Helping Method	No. of Counselees Served	Percentage of All Counselees Served
Encouraged counsellee to refer self to prospective employer	484	33.10
Made written or telephoned referral of counsellee to prospective employer	277	18.95
Discussed with counsellee the expectations of employers	192	13.13
Encouraged counsellee to refer self to Canada Manpower	151	10.33
Made written or telephoned referral of counsellee to Canada Manpower	110	7.52
Discussed with counsellee why he/she was seeking employment	97	6.63
Helped counsellee develop Opportunities for Youth or Local Initiatives Programs	50	3.42
Sent counsellee to Creative Job Search Training Course	27	1.85
Placed counsellee on Manpower Upgrading or Vocational Training Course	22	1.50
Administered psychological and vocational testing	13	.89

the students who register with the service manage to find some sort of employment. The service is especially active during the spring and summer months.

The Children's Aid Society of Vancouver, B.C., through its Teen Vocational Service operates a job finding program for youth known to the Agency. It stresses motivational development and involves young people in social and recreational activities to help them gain confidence in themselves and in their relationships with others. If counsellees do not readily find employment through the service they are nonetheless kept occupied by a range of worthwhile activities including sports, camping, music, theatre and self-help volunteer work.

The data in Table 7 reveal that a large number of counsellees (635 or 43.43 per cent) were encouraged to refer themselves to Canada Manpower or prospective employers. A much smaller number (377 or 26.47 per cent) had specific written or telephoned referrals made on their behalf to these two sources. Though it is not shown in the Table, the school counsellors heavily influenced this pattern. They preferred to tell most of their counsellees to refer themselves directly to Manpower or prospective employers rather than write or telephone on their behalf (53.05 compared to 23.63 per cent).

Like the school counsellors, the social workers generally preferred to have their counsellees refer themselves to sources of employment rather than write or telephone on their behalf (24.99 compared to 15.27 per cent).

One wonders why more counsellees were not having specific written or telephoned referrals made on their behalf to sources of employment? The writer has found from his own professional experience that this kind of advocacy is a very effective method for helping young people find jobs. "Beating the bushes" to locate sources of employment then specifically communicating with these sources on behalf of particular counsellees is key to any sound employment counselling process. Perhaps this is why the Youth Employment Service that has been mentioned is so successful. To send counsellees off to exercise their own "rugged individualism", suggesting that they be like Horatio Alger and "make something of themselves" does not seem to be congruent with the way most contemporary young people are thinking and feeling. That approach does not seem to be working too well these days for reasons that should be obvious (see Chapter II). When to engage in direct advocacy in helping unemployed youth find jobs and when not to, is an issue that counsellors working in this area should examine in earnest.

CHAPTER V

COUNSELLOR AUTHORITARIANISM AND EFFECTIVENESS

The General Pattern of Authoritarianism

As expected, the counsellors in the sample exhibited a range of scores on the Rokeach Dogmatism Scale (RDS). This is in line with what Tossi, Carlson, Walton, Sweeney, Kemp and other researchers have found when applying the RDS to counsellors. (18, 19, 24) Approximating what Tossi and Carlson have proposed in their work, for purposes of this research the following classification has been used:

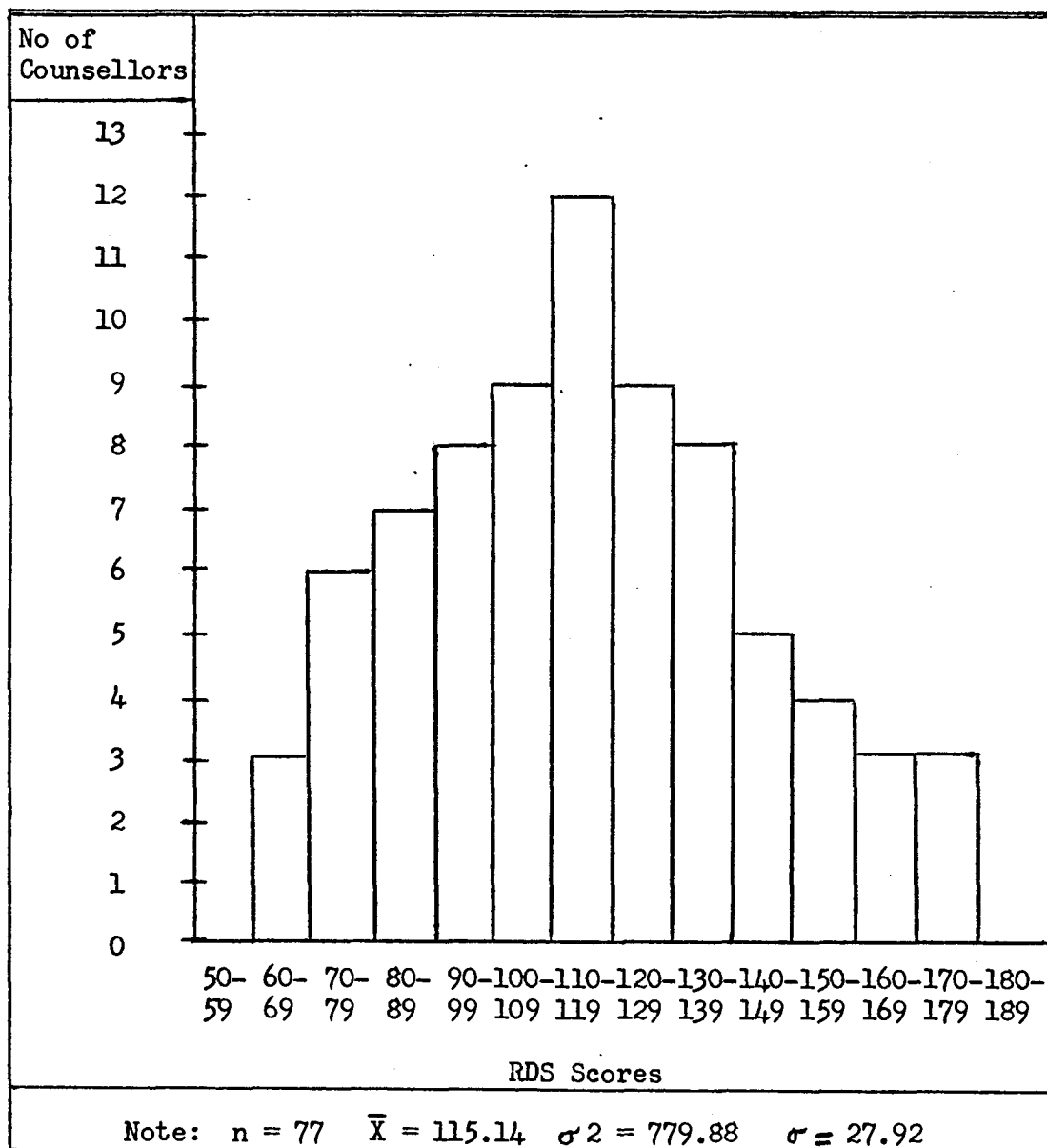
Low level of authoritarianism.....RDS Score 60-99
Medium level of authoritarianism...RDS Score 100-129
High level of authoritarianism....RDS Score 130-175

The RDS scores for the counsellors under study showed that 24 counsellors (31.16 per cent) had a low level of authoritarianism, 30 (38.91 per cent) had a medium level and 23 (29.08 per cent) had a high level. Graph 1 on page 49 shows how the scores were distributed around a mean score of 115.14.

The distribution quite regularly follows the pattern of a normal curve and there is a fairly high variance (779.88). The standard deviation is 27.92. One college counsellor scored 62. A social worker also scored 62, and another social worker scored 63. There were 16 counsellors with a score of less than 90 and it may be speculated that some of them were "test wise" to score so low as this. However, in pretesting the data gathering instrument no scores under 90 were obtained and so the Scale was considered valid for the

GRAPH 1

DISTRIBUTION OF ROKEACH DOGMATISM SCORES
FOR THE COUNSELLORS UNDER STUDY



research. At the other end of the authoritarianism continuum, four school counsellors, one nurse and one clergyman in the sample scored in the 160-179 range. It can hardly be said that they were "test ..

wise"! On the basis of these data there is suggestive evidence that considerable differences do exist among various counsellors in terms of the level of authoritarianism they exhibit.

Authoritarianism and Background Characteristics of Counsellors

To determine if the differences in authoritarianism amongst the counsellors were statistically significant, the Mann-Whitney U Test was applied to the RDS data. Table 8 tells how various kinds of counsellors compared with each other in terms of their mean RDS scores and the probabilities indicative of differences amongst them.

TABLE 8

RANKING OF ROKEACH DOGMATISM SCORES AND STOCHASTIC DIFFERENCES AMONG THEM FOR VARIOUS TYPES OF COUNSELLORS

Type of Counsellor	n	\bar{X} RDS Score	Type of Counsellor			
			School	Others	Manpower	Social Worker
School	35	125		$z = -2.37$ $p = .009$	$z = -2.39$ $p = .008$	$z = -3.11$ $p = .001$
Others	27	109			$z = .02$ $p = .492$	$z = -2.38$ $p = .009$
Manpower	8	108				$U = 8$ $p = .010$
Social Worker	7	94				

Note: Total n = 77 \bar{X} RDS scores rounded to nearest whole number
 $\alpha = .05$
 The z statistic is derived from the Mann-Whitney U Test

Comparing the school counsellors with the mixed group of other counsellors (e.g., probation officers, nurses, psychiatrists, rehabilitation counsellors, etc.), it is readily evident that the

school counsellors had a higher mean RDS score (125 compared to 109). The difference is quite significant with $p = .009$ which is much smaller than the .05 level of significance that was set. In fact, $p = .009 < .05 < .01$. Thus even at the .01 level of significance the school counsellors were higher on authoritarianism than the group classified as "Others". The calculations leading to this finding are contained in Appendix D.

The school counsellors were also found to be significantly more authoritarian than Manpower counsellors ($p = .008$) and considerably more authoritarian than the social workers ($p = .001$).

The Manpower counsellors with a mean RDS score of 108 were significantly less authoritarian than school counsellors and more authoritarian than social workers. But there was no significant difference between Manpower counsellors and those classified as "Others" ($p = .492$). Their mean RDS scores were almost the same (108 and 109).

The social workers with a mean RDS score of 94 were the least authoritarian of all when compared to school counsellors ($p = .010$), "Others" ($p = .009$) and Manpower counsellors ($p = .010$). The Mann-Whitney U Test for very small samples was used in comparing the social workers and Manpower counsellors.

Why should school counsellors be so much more authoritarian than Manpower counsellors, social workers and other kinds of counsellors? Perhaps the traditionally based school system within which they work requires that they be controlling and dogmatic. How else

would they fit in with the regimentation, the rigidity and the "pass-failure syndrome" which is so prevalent in that system? Perhaps they are generally congruent with the traditional norms and expectations of the educational system they are in--otherwise, it may be speculated, they would leave it. In the face of this speculation, however, it should be noted that the school counsellors under study on the average fell into the RDS range 100-129 which represents a medium level of authoritarianism.

Manpower counsellors are sometimes accused of being very intolerant and authoritarian, but in the context of the data obtained in this study, such accusations are open to question. It could be that the Manpower counsellors who refer to themselves as the "new breed" dominated the small sub sample and are not representative of Manpower counsellors generally. They are perhaps the new youth oriented counsellors that Canada Manpower is currently endeavouring to bring on staff. Although they were quite task oriented (see page 43) they were decidedly at the medium level of authoritarianism. This raises the question: Are task oriented counsellors necessarily highly authoritarian by nature? One also wonders what the personnel turnover rate might be like for the "new breed" Manpower counsellors who are faced with a large, highly bureaucratized system within which they must practice? On the one hand, might it be that this system, despite its lumbering, gargantuan size, is becoming humanized and counsellor turnover may be no problem?

The low-authoritarian social workers made up a very small sub

sample in this study. They may or may not be representative of social workers generally. With this in mind it is probably pointless to attempt any meaningful speculation. However, they did spend a considerable amount of time working on counsellee identity and relationship problems (see page 41) and a non-authoritarian approach is perhaps congruent with this kind of counselling focus. As well, they may have been working in social agencies that are less bureaucratized and more oriented to human considerations than the school system or the Manpower system. They may have been reflecting the culture of the voluntary social service system. That is if one can assume that the personalities of counsellors generally reflect the nature of the system in which they practice.

With regard to the age of the counsellors under study, the 12 counsellors in the 20-30 year age range had a mean RDS score of 97 (see Table 2). Those in the 31-40 year range had a mean score of 113. Those in the 41-50 range had a score of 126. The ones between 51 and 60 years had a score of 112 and those over 60 years a score of 125. The counsellors 30 years of age and younger on the average were considered to be low on authoritarianism. The counsellors over age 30 had a mean RDS score of 119 and were thus generally medium in terms of authoritarianism. The younger low authoritarian counsellors at the .05 level were significantly lower on their RDS scores than their older counterparts (\bar{X} of 97 compared with \bar{X} of 119 yielded $p = .012 < \alpha = .05$).

Are counsellors over 30 years of age commonly more

authoritarian than those who are younger? The data in this study suggest that an affirmative answer may be ventured in answer to this question. Perhaps the younger counsellors were less rooted in traditional rigid modes of thinking and behaving than their older colleagues. It would be a pity if these younger counsellors, as they get older, lose some of their tolerance and flexibility and become more dogmatic and close-minded. One hopes that this will not be so.

The (41) male counsellors in the sample had a mean RDS score of 114, and the (36) females had a mean score of 111. However, no significant difference was found between these two means, testing at the .10 level as well as at the .05 level of significance. The male counsellors were found to be no more or no less authoritarian than their female counterparts.

In terms of the educational backgrounds of the counsellors it was found that those (38) who had less than a Master's Degree revealed a mean RDS score of 113. Those (39) who had Master's and Doctor's Degrees presented a mean score of 116. But no significant difference could be found between these means with $\alpha = .10$ and $\alpha = .05$. The more highly educated counsellors exhibited about the same level of authoritarianism as did those who were less well educated. Perhaps institutions which train or employ people in the field of counselling would be wise to pay more attention to counsellor authoritarianism and less to educational credentials when evaluating counselling capability.

In looking at counsellor authoritarianism it is evident then that the data in this study reveal a significant correlation between counsellor occupation and RDS scores. Also it is apparent that there is a significant correlation between age and RDS scores. However, no significant differences could be found between sex and educational backgrounds and counsellor RDS scores.

Counsellor Effectiveness

Francis Walton and Thomas Sweeney maintain that the RDS scores of counsellors will generally tell how effective the counsellors are in their work (see page 28). These researchers and others such as C. Gratton Kemp and Donald J. Tossi postulate that highly authoritarian counsellors do not help their counsellees achieve counselling goals as much as do counsellors who are non-authoritarian. (18, 19, 24) The higher the RDS score the less effective will be the counselling. This applies regardless of the type of counsellor or the kind of counselling being practiced.

All of the counsellors under study, to a greater or lesser extent, were involved in helping youthful counsellees pursue immediate employment. How effective were the counsellors with different levels of authoritarianism in terms of the proportion of young job seekers counselled who actually obtained work during the study period? Underlying this question is, of course, the assumption that the counsellors may have done something with and on behalf of these young people to directly facilitate their procurement of employment.

A total of 507 counsellees (34.68 per cent) out of the 1,462 who were youth concerned about obtaining work, actually got some kind of employment. However, the figure of 507 may be inflated in that some counsellees may have been reported on by more than one counsellor. (This is true of other aspects of this research as has been mentioned. See page 38.) The writer could think of no way of controlling for this except to remove from the comparative analysis those data provided by the Manpower counsellors. They may have been dealing with some of the same counsellees also being served by the school counsellors, social workers and other counsellors under study.

Excluding the 49 young counsellees who were placed on Manpower vocational training courses there were 126 youth (34.05 per cent) served by Manpower who actually got work. Perhaps the performance of Manpower counsellors should have been better in this regard, in that generally their core function is to place people in jobs.

Excluding the data from the 8 Manpower counsellors, the remaining 69 counsellors were grouped according to type of counselling, the level of authoritarianism presented and performance on helping young counsellees obtain employment. Table 9 on page 58 portrays this picture. The data are grouped into low, medium and high authoritarianism categories. This generally follows the pattern evident in the literature, e.g., a low authoritarian individual is one who scores less than 100 on the RDS scale.(18, 24)

TABLE 9

EFFECTIVENESS OF THE COUNSELLORS IN SERVING THEIR
YOUNG COUNSELLEES SEEKING EMPLOYMENT

Type of Counselor	RDS Scores			Mean No. of Young Counsellors 15-25 Years of Age Seeking Immediate Employment	Mean No. of Young Counsellors Seeking Employment Who Obtained Jobs	Mean Percentage of Young Job Seekers Obtaining Jobs	
	Low (60-99)	Medium (100-129)	High (130-175)				
School	7	14		27.00	10.28	47.09	
					13.00	5.07	44.56
			14		19.43	6.36	38.98
Others	11	11		13.64	8.64	61.39	
					11.82	5.45	46.74
			5		5.00	2.40	26.73
Social Worker	4	2		13.00	4.75	37.34	
					8.50	3.00	38.57
			1		3.00	1.00	33.33

In line with the findings of Walton and Sweeney amongst others the data in the Table reveal that counsellors at opposite ends of the authoritarianism continuum were found to perform significantly differently in terms of their effectiveness in helping young counsellors obtain employment.(19)

When low authoritarian school counsellors were compared to high in relation to the mean percentage of young job seekers obtaining jobs significant differences at the .05 level were found. The low authoritarian school counsellors had a mean percentage of 47.09 while the high authoritarian dropped to a mean percentage of 38.98. The comparison yielded $p = .030 < \alpha = .05$ using the Mann-Whitney U Test.

There was no significant difference between low RDS school counsellors and those at the medium RDS level regarding counsellee job obtainment ($p = .269 > \alpha = .05$). However, for medium level school counsellors compared to high, the medium levels were significantly more effective. The medium levels had a higher percentage of job seekers obtaining work, i.e., 44.56 compared to 38.98 per cent ($p = .039 < \alpha = .05$).

Dramatic differences in mean percentage of counsellees obtaining jobs appeared within the group of counsellors designated as "others". For this group low RDS counsellors had an average of 61.39 per cent. This high performance figure reflects the effective job placement work evidenced by a number of low authoritarian welfare workers, rehabilitation counsellors and probation officers in this sub sample. Their medium level counterparts were significantly less effective with a mean percentage of 46.74 per cent ($p = .0073 < \alpha = .05 < \alpha = .01$).

The highly authoritarian counsellors in the "others" sub sample were far less effective than were those at the low RDS level, i.e., 26.73 compared to 61.39 per cent ($p = .0087 < \alpha = .05 < \alpha = .01$). These high RDS counsellors with an average Rokeach Score of 154.80 were the least effective of all the counsellors under study in terms of mean percentage of job seekers actually getting work.

The social worker sub sample was quite small in size, but using the Mann-Whitney U Test for very small samples, it was found that meaningful comparisons could be made. Like the school

counsellors, low and medium level social workers were not significantly different in terms of counsellee job obtainment, i.e., 37.34 compared to 38.57 per cent ($p = .326 > \alpha = .05$). Low RDS social workers were, however, slightly more effective than the one high RDS social worker, i.e., 37.34 compared to 33.33 per cent ($p = .048 < \alpha = .05$). The medium level social workers were significantly more successful than the high RDS social worker with 38.57 compared to 33.33 per cent ($p = .040 < \alpha = .05$).

The social workers under study did not directly emphasize job placement in their counselling work (see page 41). Hence their job placement performance appears somewhat less effective in relation to the generally higher job obtainment percentages for school counsellors and other kinds of counsellors. However, this should not be taken to mean that social workers are commonly less effective than school counsellors when it comes to helping counsellees find work. The social work counselling focus in this study was evidently more on pre-employment counselling rather than on direct job placement work. In this context the social workers were dealing with identity and relationship problems that needed resolving before counsellees could be fully prepared for the world of work. What this finding perhaps most importantly points up is the fact that attempting to measure counselling effectiveness using one objective criterion for various kinds of counsellors is a decided methodological inadequacy as has previously been mentioned (see pages 24 and 25).

In summary, it is apparent then from this analysis that low

authoritarian counsellors are significantly more effective in having their young counselees obtain employment than are highly authoritarian counsellors. This applies regardless of the type of counsellor, the practice setting and the particular focus the job counselling might tend to take.

The employment counselling approach that might best fit today's youth will appropriately identify with the changing concept of work. The following comments about work in society reflect how we value and conceive of work. Most importantly, the section that follows relates to how societal attitudes are changing with the result that in the years ahead work and work situations are likely to become very different than they are today.

Towards a Revised Work Ethic

What is work? In this research it has, of course, been defined as any kind of paid employment, a job in the conventional sense. Richard L. Quey at California State College has examined the concept of work in our culture and views it as:

" Purposeful mental and physical human activity which deliberately points beyond the present by creating economic products or values to be consumed in the future.

" Society needs work in order to exist. Therefore work is defined by society as those activities required to sustain society in the present and enhance the general social movement into the future. Because we are social members, we find meaning in our individual activities to the extent that these support the social venture. We gain social approval. Moral quality is directly associate with work. Work is good, unemployment is bad; unwillingness to work is perversity and sin.

" Despite this moral valuation of work, societal goals are not necessarily identical with individual goals. When societal aims are questioned, they lose their power to enlist the enthusiastic energies of the community since the necessity for individual work no longer seems obvious...

" The basic money-work relationship is not automatically self-adjusting and maldistribution of goods could develop should unemployment, for example, ever become widespread because of cultural/educational deprivation, social disaffection or other factors. In such circumstances society may need to consider modifying the direct link between work and money or supplementing it with other devices. It is likely that a constitutionally guaranteed annual income for all citizens regardless of employment status will become increasingly germane in the near future. In order to preserve its own health, society will periodically need to revalidate its overarching values and purposes including the meaning and role of work in society."(25)

It may be that contemporary youth, though questioning the traditional concept of work, are finding that their social and economic survival is still at this point in time dependent on work as we generally now know it. In order to help youth survive in the present social and economic scheme of things, non-authoritarian or mildly authoritarian counselling approaches could appear to be more effective than those that are traditional and dogmatic. The non-authoritarian counsellor will strive to bridge the gap between the youth culture's futuristic view of work and the traditional concept of work.

In the long run, however, the writer feels that the work values of today's youth culture are likely to be forces that will have far greater influence on society than may now presently be the case. As the young people of today become the adult leaders and

holders of power in the change-filled world of tomorrow, the prognostications of futurists like Quey will very likely come to pass.

He believes that:

" Within the limits set by societal decisions and economic-technological possibilities, the future changes in work may be unusually interesting with profound implications for human fulfillment.

" The production of economic goods and services will remain a societal requirement, but the emphasis on production will be tempered by a positive regard for work as a valuable human experience in and of itself. Concern for future values will not exclude recognition of immediate values. Externally imposed activity will more and more yield to self-prescribed, self-regulated effort. Organizational and group objectives will be broadened to allow a lively appreciation for individual differences and values. Repetitive specialized tasks will be reduced to a minimum, while spontaneous integrating expressions of human capacities and interests will be encouraged. Production will be for human use and for the sense of personal accomplishment. Insistence on quantity will be balanced with respect for quality and craftsmanship measured in terms of the individual worker's own standards of potential excellence. The essential principle will be a balance of work production values and human values.

" Personal values, however, will not displace all social values. We will continue to be responsive social members. Activities valuable to society will be prominently honoured and the rewards may very well be non-monetary in nature.

" Science and education will recover their original mission. They will be pursued for their intrinsic values of truth and beauty.

" Work, play, art, education and other human activities may lose some of their rigid boundaries, and the formal distinctions between work and non-work may simply disappear. Meaningful human activity will remain.

" With unnecessary extraneous pressures removed or properly subordinated, work can then reveal its full human role: to express man's infinite potential for life."(26)

Counsellors would be wise to heed these assumptions about the

future work in society. They are becoming increasingly valid as the future unfolds. (See also page 16.)

Counselling, if it is to be relevant, must be geared to the future as well as to the present. It must be tuned in to changing moods, norms and values particularly as these relate to the concept of work--for work remains and will likely remain one of the centrally crucial organizing principles of society.

CHAPTER VI

CONCLUSIONS, RECOMMENDATIONS AND ISSUES FOR FURTHER RESEARCH

Conclusions and Recommendations

(a) Implications for Public Policy

1. At the outset of Chapter I of this report the question is asked: Who can deny that a serious unemployment situation currently confronts Canadian society with half a million people in the country being jobless and most of them youth under 25 years of age? The writer maintains that there is most definitely a long-term critical problem continuing before the nation in this regard. This appears to be so even though the unemployment rate may show some improvement from time to time and even though seasonally adjusted figures are used to describe the extent of the problem.

In this context it is recommended that Statistics Canada and other sources of public information focus more on describing our unemployment problem in terms of the actual number of individuals affected rather than on portraying it as an abstract adjusted rate, ratio or proportion of the total labour force.

2. From the literature that was reviewed it is apparent that the unemployment phenomenon we are facing derives substantially from structural imbalances in the economy, changing demographic variables, modern technology and new cultural values. There are many unfilled jobs available, but despite the mobility of young people who want to work these job vacancies continue to mount. The private market sector of the economy is evidently unable by itself to

provide youth with the opportunities they seek for work that is meaningful and socially constructive. Many young people want work that will benefit the disadvantaged in their communities and work designed by themselves rather than by a competitive, impersonal economic system.

It is therefore recommended that innovative work opportunities experiments, such as the federal government's Opportunities for Youth and Local Initiatives Programs be developed and extended rather than curtailed or constrained.

3. The problem of youth unemployment should be handled more logically, more rationally than is now the case. Ad hoc piecemeal attempts associated with some Local Initiatives Program funding, for instance, have caused unwarranted uncertainty and anxiety for project employees as well as for consumers of the goods and services provided by projects. The best approach to take would be one that encompasses all levels of government and the major social systems of Manpower, welfare and education, plus the major institutions of the private market sector.

A long-range, comprehensive and integrated approach to social and economic policy formation and implementation on behalf of our unemployed young people needs to be undertaken across the country and the impetus for this should come from the public sector.

In this context, particular detailed consideration should also be given to establishing a guaranteed annual income. An income floor is required for all Canadians, young and old alike and

regardless of their employment status. The target date for implementing this universal and comprehensive income security programme should be no later than the end of 1975.

An early target date is suggested as the writer believes that if a guaranteed income programme is not soon brought in, it may be extremely difficult, if not impossible, to implement one in the later years of this decade. The writer holds this belief because unbridled inflation, labour unrest, social revolt, reactionary backlash and other forces are likely to escalate over the next few years to the point where the economy and the general social order may become all but dysfunctional. A responsible guaranteed income scheme could very well bring the kind of stability to Canadian society that will be needed to handle the problematic socio-economic forces just mentioned.

4. The concern over hidden welfare recipients in the school system has been well documented by the Canadian Council on Social Development. Some of the young job-seeking counselees in this study could no doubt be considered as so-called hidden welfare clients.

It is therefore recommended that throughout our educational system an awareness of this problem should be developed and more innovative programmes to meet the special needs of such young people should be fostered at the policy level.

5. Out of the 4,510 persons the counsellors served, 2,013 (about 45 per cent) were seeking immediate employment. Of

those seeking jobs, 1,462 (about 73 per cent) were youth between 15 and 25 years of age.

Many of these 1,462 young job seekers would have been primarily concerned about obtaining summer employment. To meet this concern it is recommended that educational institutions, social agencies and other counselling resources develop and extend their services to meet the large influx of youth who pour into the labour force in the spring and summer months. A concerted and integrated interaction amongst schools, community agencies, Canada Manpower and employers would appear warranted if youth are to find the summer jobs they eagerly seek.

6. The study reveals that school counsellors were significantly more authoritarian than the Manpower counsellors, social workers and other kinds of counsellors on which data were obtained. If beyond the realm of this study, school counsellors are in fact more authoritarian than their counterparts in other organizations, it would be well if educational policy makers became concerned and acted to reduce this phenomenon.

Assuming that school counsellor authoritarianism may be inordinately high, it is recommended that within the school system counsellor authoritarianism be examined and reduced wherever possible, particularly in relation to the recruitment and selection of counsellors.

7. The Manpower counsellors in this study had very heavy caseloads in relation to other counsellors, e.g., they served an

average of 94 counselees compared with just 39 for the social workers. About half of the Manpower caseload was made up of young job seekers and this was reflected in how the Manpower counsellors used their time, their counselling focus, etc. The Manpower service is, of course, a central resource for young people seeking employment and it came as no surprise to observe that this service was handling a large number of youth looking for work. What is of concern, however, is the volume handled on a per counsellor basis.

Complaints about poor service, long lineups and delays may be reduced if Manpower engaged a larger number of counsellors to serve the staggering volume of counselees that come to their offices daily. Thus, it is recommended that Manpower policy makers carefully analyse this problem and take appropriate corrective action.

8. The Manpower counsellors under study were significantly lower on authoritarianism than the school counsellors, but higher when compared to the social workers. This may reflect the fact that Manpower is presently employing a number of so-called non-authoritarian, "new breed" younger counsellors and they happened to influence the Manpower sub sample in this research. Perhaps such "new breed" counsellors may be a significant force in the humanizing process the Manpower system may be currently experiencing.

In any event, it is recommended that Manpower policy makers continue and develop their current recruitment of non-authoritarian "new breed" counsellors. It is further recommended that efforts to humanize the Manpower system be renewed and expanded wherever and as

soon as possible.

9. The counsellors 30 years of age and younger in the sample were significantly lower on authoritarianism than their older counterparts. They were probably less rooted in tradition than their more senior colleagues. However, there were no significant differences in level of authoritarianism amongst the counsellors in terms of their sex and educational backgrounds.

This finding accordingly leads the writer to recommend that institutions and other organizations which employ counsellors should emphasize the recruitment and development of younger counsellors wherever possible.

(b) Implications for the Field of Counselling

1. The most important finding in this research is the observation that counsellors with a low level of authoritarianism (RDS 60-99) were significantly more successful in having their young job seeking counsellees obtain work than were their colleagues who presented higher levels of authoritarianism. The inference may therefore be drawn that a low authoritarian approach would likely be most effective in helping youth relate to and adapt to the world of work as we presently know it.

As the future unfolds, work will become radically different than it is generally conceived of today. Work will tend to be something to enjoy and from which great meaning and self-actualization can be gained. Perhaps in the future non-authoritarian counselling approaches will be even more relevant than they are today. This is

likely in that the humanizing influence of the youth culture on work and on society generally will increase over the next two or three decades. Consequently, traditional counselling postures will be found wanting and quite ineffectual.

It is accordingly recommended that counsellors pay serious attention to discovering and handling the level of authoritarianism they exhibit. Highly authoritarian counsellors should not be permitted to provide counselling to contemporary youth, especially in the area of jobs and vocational planning, i.e., if counselling that gets good results is the desired end.

2. The writer believes that by observing and studying unemployed youth and the youth culture generally some insight can be obtained into what society will be like in the next two or three decades. Young people today are both prompting societal change and developing ways of adapting to change-filled, complex environments and counsellors should be very alert to these developments.

It is thus recommended that counsellors be particularly cognizant of the societal changes that contemporary youth portend. Counsellors should point out these changes to administrators, policy makers, political representatives and others in positions of power and influence.

3. The measurement of counsellor authoritarianism by such reliable indicators as the Rokeach Dogmatism Scale would appear to be a most appropriate way of assessing potential for counsellor effectiveness--perhaps even more valid than academic or professional

credentials.

This then leads to the recommendation that counsellors should urge institutions and other places that train and employ counsellors to develop and utilize more extensively such instruments as the Rokeach Dogmatism Scale in evaluating counsellor capability and performance.

4. The 77 counsellors under study were drawn from the mailing list of the British Columbia Chapter of the Canadian Guidance and Counselling Association. They made up a fairly balanced sample in terms of geographical location, age, sex and educational backgrounds. However, the school counsellors comprised the bulk of the sample (about 45 per cent) and in some respects it may be said that this research is relevant to that group and no other.

However, in a broader context the writer believes that the study has some significance for the field of counselling as represented by the Canadian Guidance and Counselling Association, specifically the Association's British Columbia Chapter. It is reasonable to assume that the sample represents the kind of counselling to which the youth of the Province are being exposed, particularly those seeking immediate employment. During the study period (April, 1973) school counsellors served 643 (about 43 per cent) of the 1,462 young job seekers reported on in this research, while 820 (approximately 57 per cent) were counselled by a wide range of other kinds of counsellors, e.g., Manpower counsellors, social workers, nurses, probation officers, etc. The research is therefore not

necessarily dominated by the school counsellor factor even though school counsellors made up a large proportion of the sample.

Because school counsellors comprise some 70 per cent of the membership of the Canadian Guidance and Counselling Association, it is recommended that this predominant group of counsellors be offset by other kinds of counsellors being brought into the organization. Special recruitment efforts should be undertaken to attract other kinds of counsellors to the professional association. In this way the Association may become more representative of the counselling field and enhance its interdisciplinary focus.

5. Although the school counsellors reported that some 85 per cent of their counselees were young job seekers needing immediate employment, these counsellors only spent about 11 per cent of their time on this problem area. They spent around 70 per cent of their time on counsellee difficulties associated with course selection, failure at school and long-range career planning. It is therefore recommended that school counsellors seriously consider and devote appropriate time and attention to some of the other pressing needs of young people, specifically their immediate difficulties in obtaining part-time jobs and summer employment.

6. The Manpower counsellors who were studied were highly task oriented in their counselling style, spending about 83 per cent of their time on counselling phases associated with examining counsellee needs, movement towards goals, etc. This was at the expense of those counselling phases that might be considered more process in .

nature, i.e., helping counselees understand what the counselling is all about, setting them emotionally at ease and reflecting on the meaning of the counselling. If Manpower counsellors had smaller caseloads and their practice setting permitted it, perhaps counselling goals would be more readily attained if these counsellors had more process input evident in their work. It is recommended that Manpower counsellors consider and allot more time to the affective and process aspects of their counselling practice. This could also be the subject of inservice training sessions.

7. The social workers under study spent a considerable portion of their time (42 per cent) in working on the identity and relationship problems presented by their young counselees. This was perhaps in an effort to enhance the social and emotional functioning of counselees which needed attention before job placement could be treated in any effective way. The writer feels that all kinds of counsellors serving young people must be fully aware of and skilled in handling the identity crisis that many youth will be experiencing as they present themselves for counselling. It is recommended that counsellors, particularly those working in school and Manpower settings, be given inservice and other training opportunities so that they may acquire and/or perfect skills in handling youth identity and relationship difficulties. Such training could also include discussion of drug abuse and services for drug dependent youth which some of the counsellors in the study mentioned as being of concern to them.

8. Many of the counselees in the study (about 43 per cent) were told to refer themselves to sources of employment. About one-quarter of the counselees had specific written or telephoned referrals made on their behalf to Manpower Centres or prospective employers. Assuming that counsellor advocacy in terms of specific referrals on behalf of counselees is a productive job counselling strategy, it is recommended that counsellors engage in this practice more vigorously than was evident in this research.

Issues For Further Research

It would be well to view this limited study as a pilot project attempting to get a feel for some of the variables that are influenced by counsellor authoritarianism in the context of the youth unemployment phenomenon. The writer ventured into the research at the risk of "biting off more than he could chew" and the reader may conclude that in attempting to say everything the report reveals nothing very important. Such a criticism may indeed be valid, but it should not discount the fact that the research raises many questions and concerns on which people in the field of counselling, and others as well, ought to focus further attention. Some of these issues are detailed as follows:

1. At the macro level our top political, economic and social policy makers would be well advised to conduct or commission further research into the phenomenon of massive unemployment amongst youth.

For how long and in what ways can the economy support and maintain

the army of well-educated, socially conscious unemployed young people we have in our midst? What will happen if no logical, comprehensive, integrated plan is developed to deal with this problem? What might be implied by establishing government work opportunities programs on a large scale? What implications might pertain if a guaranteed annual income is not brought in within the next two years? What can the private market sector do to attract and maintain young people in jobs--youth who want to work, but say they cannot find employment for which they are suited?

2. Within the educational system further research is needed to determine how many students there are in that system who might be considered hidden welfare recipients. What innovative programs are required to meet the special needs of such students? Why should they be in that system and not in some other system, e.g., the private market sector? What can counsellors and counsellees alike do to facilitate such research? What can administrators and other policy makers do?

3. The question of how counsellors relate to contemporary youth and other people should be explored further. Do counsellors relate differently to unemployed young people than to those who are "making it" within the established scheme of things? Does the level of counsellor authoritarianism influence the process and outcome of counselling when counsellees are older people as opposed to youth? Does the level of counsellor authoritarianism remain static or does it change as counsellors become older? Can authoritarianism be

"turned on" or "turned off" at will? How and to what extent is counsellor authoritarianism related to the mutable self phenomenon that Zurcher has written about? How can counsellors become more future oriented and less rooted in tradition? Are line counsellors more or less authoritarian than administrators? Are task oriented counsellors more or less authoritarian than those who are process oriented?

4. Further research is needed to refine and develop instruments such as the Rokeach Dogmatism Scale which appear to measure counselling effectiveness more reliably than other indicators, e.g., academic credentials. What risks would be taken by institutions that train and employ counsellors if it were made mandatory for counsellors to subject themselves to personality testing? What would be the legal, moral and social implications? If it is true that counsellors who exhibit non-authoritarian approach are most effective in helping youth obtain work, will this be so in two or three decades from now, or even a few years hence?

5. The extent to which the personalities of counsellors reflect the nature of the system within which they practice is an issue that warrants further study. Will the "new breed" Manpower counsellors that have been mentioned reveal a rapid turnover pattern? Do they reflect the humanizing process that is being attempted within that system? Can school counsellors become less authoritarian despite the system in which they work? Should school counsellors be urged to take sensitivity training in order to help them look at

the authoritarianism they exhibit collectively and individually?
Should they be asked to do this any more than social workers or
other professional counsellors?

These and a myriad of other questions have come to the fore
as the writer has gone up hill and down dale during this research
undertaking. Some of the questions that have been raised may be
researchable, others may not. But they have all been asked out of
sincere professional concern for the plight of so many of the youth
today who want to work, but are frustrated and anxious because they
cannot find jobs that mean anything to them in terms of their own
self-actualization and sense of fulfillment. As well these questions
have been asked out of concern over the authoritarianism variable
that appears to be central to interpersonal effectiveness, especially
at the interface between counsellors and youthful counsellees.

Lest the reader declare that so much searching and question-
ing has clouded this study let him take note of these lines:

"I keep six honest serving-men
They taught me all I knew:
Their names are What and Why and When
And How and Where and Who."
(Rudyard Kipling, "The Serving-Men")

CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION
LA SOCIÉTÉ CANADIENNE D'ORIENTATION ET DE CONSULTATION

CONSTITUTION

ARTICLE I

Name

The official name of this organization shall be:

Canadian Guidance and Counselling Association
La Société Canadienne d'Orientation et de Consultation

ARTICLE II

Objectives

1. To be alert to the basic philosophies underlying educational, economic and social goals, especially as they relate to the individual's freedom and responsibility, and to keep in the forefront of developments in human understanding;
2. To foster the interests and endeavours of all those who are engaged in guidance and counselling by promoting contacts amongst diverse persons, agencies, organizations, professional associations, businesses and institutions participating directly and actively in the work of educational, vocational and personal guidance and counselling for youth and adults;
3. To provide facilities for an exchange of information relating to guidance and counselling;
4. To work toward the development and co-ordination of existing guidance and counselling services;
5. To work through community and private agencies and governmental and educational authorities, and collaborate with other professional associations towards improved conditions, resources, research and facilities for guidance and counselling;
6. To provide an official voice for Canada in international associations and conferences relating to guidance and counselling.

ARTICLE III

Operation of the Association

The Association shall operate without pecuniary gains to its individual members, and monies entrusted to the Association shall be used in promoting its objectives.

ARTICLE IV

Membership

Membership shall be as defined in the By-Laws.

ARTICLE V

Structure

1. The general body shall consist of the members of the Association.
2. The right to vote shall be as specified in the By-Laws.
3. There shall be a general assembly or conference at least every three years, under the chairmanship of the President, who in case of absence, will be replaced by the President-elect.
4. The affairs of the Association shall be governed by the National Board of Directors elected by the voting members of the Association. The members of the National Board shall be elected as specified in the By-Laws.
5. Between meetings of the National Board, the affairs of the Association shall be conducted by an Executive Committee that will be responsible to the National Board.

ARTICLE VI

Dues and Subscriptions

Dues and subscriptions as required shall be established by By-Laws.

ARTICLE VII

By-Laws

The National Board of Directors shall have the authority to adopt or amend the By-Laws of the Association subject to ratification

by a simple two-thirds vote of members present at any general assembly. Any By-Law or amendment shall take effect immediately when adopted or amended by the National Board.

ARTICLE VIII

Amendments

The Association may at any general assembly, by affirmative vote of two-thirds of members present, adopt such amendments to this Constitution or its By-Laws as it deems necessary for the management of the affairs of the Association, provided that notice of motion is given to the membership in writing at least thirty days before the meeting at which the amendment or By-Law is proposed.

ARTICLE IX

Location of Head Office

The location of the Head Office of the Association will be determined by By-Law.

ARTICLE X

Languages

English and French are to be the official languages of this Association.

BY-LAWS

CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION
LA SOCIÉTÉ CANADIENNE D'ORIENTATION ET DE CONSULTATION

ARTICLE I

Membership

- A. The National Board of Directors shall appoint a Membership Committee whose responsibility will be to pass on qualifications for membership and to recommend acceptance or rejection to the Executive Committee for final decision.
- B. Membership in the Association shall not be used for purpose of individual promotion or used in such a way as to create the belief that the member is entitled to recognition or accreditation in other associations.
- C. The membership of the Canadian Guidance and Counselling Association shall consist of three classes - General, Associate, and Affiliate - in accordance with the following provisions:
 1. General Members are those who possess the following minimum qualifications:
 - a) A graduate Degree in guidance and counselling from a college or university recognized by the Association of Universities and Colleges of Canada; or a Bachelor's Degree plus one year of experience in guidance and counselling; or the successful completion of a two year (or equivalent) counselling course authorized by a university or college plus one year of experience in guidance and counselling; or four years of experience in guidance and counselling for those without a degree.
 - and b) Involvement in the practice, direction, instruction or research in the field of guidance and counselling.
 2. Associate Members are persons who are interested in furthering the purposes and objectives of the Association.
 3. Affiliate Members are persons who are engaged in or about to be engaged in Guidance and Counselling but who do not, at the time of application, meet the requirements under Article I C. " (a) and (b) of the By-Laws.

ARTICLE II

Membership Fees

General, Associate and Affiliate Members shall pay an annual fee to the Canadian Guidance and Counselling Association, the amount to be determined by the National Board of Directors subject to the ratification of the Association.

ARTICLE III

The Privilege of Voting

The privilege of voting on matters related to the Association shall be restricted to General Members.

ARTICLE IV

The National Board of Directors

1. The affairs of the Association shall be managed by a Board of twenty-nine Directors, each of whom shall, throughout the term of his office, be a General Member of the Association in good standing.
2. The National Board of Directors shall, in addition to the immediate Past-President, ex-officio, be composed of:
 - A. one director per province
 - B. five national directors appointed by the National Board of Directors and to be chosen, two from Ontario, two from Quebec, and one from an organization of national significance.
3. A director may be elected to the same position for one additional consecutive term.
4. The National Board of Directors shall annually appoint a Nominating Committee composed of not less than five and not more than seven members of the Association. The Committee so appointed shall receive nominations for vacancies in regions A, B, C, D, from members in those regions, and for vacancies for Directors-at-large from all members. It shall submit to the Secretary of the Executive Committee a report of nominations for the replacement of retiring Directors, together with the written consent of each nominee indicating willingness to act if elected. The names of those members nominated by the Committee shall be mailed in a ballot by province, region or to the general membership as appropriate, at least thirty days before the date of the election

which shall be duly announced. Nominees for provincial representatives shall be balloted upon members from the same province; nominees for regional representatives shall be balloted upon by members from the same region; nominees for Directors-at-large shall be balloted upon by members from the country as a whole.

ARTICLE V

The Executive Committee

1. The Executive Committee shall consist of the President, Vice-President and other Directors of the National Board deemed necessary to constitute an effective enabling body, and shall be appointed by the National Board at every General Assembly of the Association. No member of the Executive shall be eligible for re-election to the same office until after a lapse of three years.
2. The Executive Committee shall each year appoint a Secretary and Treasurer or Secretary-Treasurer who, collectively or singly, will be responsible for the records of the Association. The remuneration, if any, to be paid to the aforementioned appointee(s), shall be determined by the National Board of Directors.

ARTICLE VI

Languages of Documents

All official documents of the Association shall be written in both English and French. The two languages shall for all purposes be equivalent and official.

ARTICLE VII

Location of Head Office

The location of the Head Office will be determined by the National Board of Directors.

ARTICLE VIII

The Fiscal Year

The fiscal year of the Association commences on September 1st of each year.

Affiliated Organizations

Provincial or regional organizations related to guidance and counselling may be affiliated with the National Association for purposes of liaison regarding matters of mutual concern.

Appendix B

SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
M.B.A. EXECUTIVE PROGRAMME: 291-3639

January 29, 1973

Mr. A. Hare, President
British Columbia Chapter
Canadian Guidance & Counselling Association
1978 West 43rd Avenue
Vancouver 13, B.C.

Dear Mr. Hare:

I write to request your help for completion of a research project Mr. Donald Jarvis wishes to undertake as a requirement for his M.B.A. studies here at Simon Fraser University.

Mr. Jarvis wishes to explore the problem of unemployment among normal young people who voluntarily seek the assistance of a variety of counsellors. Specifically, he intends to study how various counsellors succeed in helping unemployed youth obtain satisfying jobs and to what extent various counselling attitudes help youthful counselees in their search for legitimate worthwhile work.

The research methodology proposed would involve sending questionnaires to a sample of those counsellors listed on the mailing list of the B.C. Chapter of the Canadian Guidance and Counselling Association. Completed questionnaires will not identify individual respondents by name. Moreover, general confidentiality of the data will be observed. I will consult and supervise Mr. Jarvis throughout this research assignment to ensure that acceptable standards are maintained.

I am sure you will agree that wide-spread unemployment among youth is a grave social and economic problem confronting our society at this time. With the completion of Mr. Jarvis' research we hope new knowledge on this problem will be gained.

I hope you and your executive will approve this request.

Yours sincerely,

"Lawrence T. Pinfield"

Lawrence T. Pinfield, Ph.D.
Professor
Department of Economics & Commerce

/dsh

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March 2, 1973

Mr. D. L. Jarvis
2417 Kilmarnock Dr.
North Vancouver
British Columbia, Canada

Dear Mr. Jarvis:

I hereby grant you permission to use the
Rokeach Dogmatism Scale for a fee of \$5.00
for research purposes only.

Please use the following credit line:

Rokeach Dogmatism Scale, Form E, from THE
OPEN AND CLOSED MIND, by Milton Rokeach,
(c) 1960 by Basic Books Inc., Publishers,
New York.

Sincerely,

"Jeanne Judson"

Jeanne Judson
Permissions Editor

Appendix C

2417 Kilmarnock Crescent,
North Vancouver, B.C.

April 2nd, 1973.

Dear Colleague:

Would you be so kind as to help me with a research project on the vital and challenging issue of widespread unemployment amongst today's young people?

As part of my graduate studies at Simon Fraser University, I am studying the counselling process that relates to helping young people 15 to 25 years of age who are concerned about obtaining paid employment. I hope to add to what is already known about this aspect of counselling and possibly offer some suggestions for new helping methods.

May I therefore enlist your tangible assistance by asking that you take a few minutes to complete the enclosed confidential questionnaire and return it during the first week of May in the stamped envelope provided. The time period on which the research is focussing is the month of April, 1973, and I hope that you will keep the questionnaire in mind throughout the month as you engage in your counselling work. The strictest confidentiality is being observed in the study and in no way can respondents be identified.

If you are not directly involved with counselling any young people 15 to 25 years of age who are seeking immediate employment, i.e., part-time or full-time work, I would greatly appreciate your passing this request along to a colleague who is at least somewhat engaged in this kind of counselling.

Should you wish to discuss or clarify any aspect of the research, I would be delighted to hear from you. My telephone contact points are:

985-7830 (home)
733-8111 (office)

If you would like to have a copy of the summary of the research report when it is completed please let me know.

I urge you to take this opportunity to be of service. Many of us in the helping professions have a deep concern about the extent of youthful unemployment in our midst at this time. I hope you will share this concern and respond to this enquiry.

Thank you for your anticipated help.

Sincerely,

Donald L. Jarvis, MSW, RSW.

QUESTIONNAIRE

Enter Date _____, 1973

1. AREA OF COUNSELLING PRACTICE

Please indicate the primary area in which you are presently working. Check (✓) one of the following:

- | | |
|---|---|
| <input type="checkbox"/> School Counselling | <input type="checkbox"/> Public Health Nursing |
| <input type="checkbox"/> Canada Manpower | <input type="checkbox"/> Medical Services |
| <input type="checkbox"/> Vocational Rehabilitation | <input type="checkbox"/> Psychiatric Services |
| <input type="checkbox"/> Probation Services | <input type="checkbox"/> Psychological Services |
| <input type="checkbox"/> Public Welfare | <input type="checkbox"/> Pastoral Counselling |
| <input type="checkbox"/> Private Social Agency
Counselling | <input type="checkbox"/> Other: please state
_____ |

2. EDUCATION

- | | |
|--|---|
| <input type="checkbox"/> Less than Baccalaureate | <input type="checkbox"/> Doctoral Degree |
| <input type="checkbox"/> Baccalaureate Degree | <input type="checkbox"/> Other: please state
_____ |
| <input type="checkbox"/> Masters Degree | |

3. SEX

- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

4. AGE RANGE

- | | |
|--|--|
| <input type="checkbox"/> 20 - 30 years | <input type="checkbox"/> 51 - 60 years |
| <input type="checkbox"/> 31 - 40 years | <input type="checkbox"/> Over 60 years |
| <input type="checkbox"/> 41 - 50 years | |

5. (a) Please indicate the total number of different persons you
counselled during April, 1973 _____

(b) How many of them were concerned over their need for immediate .
paid employment--part-time or full-time work? _____

QUESTIONNAIRE - Continued

(c) How many of them were concerned over their need for immediate paid employment AND were in the 15 to 25 year age range?

6. During April, for the counselees 15 to 25 years of age you served where employment was the focus of concern, how did you help them? In the following table please indicate the number of counselees corresponding to the predominant method you used in helping them with their employment problems. Note: The total number of counselees should be the same as your answer to Question 5 (c).

<u>PREDOMINANT HELPING METHOD</u>	<u>NUMBER OF COUNSELLEES</u>
Written or telephoned referral of counselee to Canada Manpower	_____
Encouraged counselee to refer himself/herself to Canada Manpower	_____
Written or telephoned referral of counselee to prospective employer(s)	_____
Encouraged counselee to refer himself/herself to prospective employer(s)	_____
Discussed with counselee the reason why he/she was seeking employment	_____
Discussed with counselee the expectations of employers that may be at variance with counselee's mode of dress, life style, values or attitudes	_____
Other: please describe _____	_____
_____	_____
Other: please describe _____	_____
_____	_____
Total (same as in Question 5 (c))	=====

7. During April, for the counselees 15 to 25 years of age you served where employment was the focus of concern, to what extent did they

QUESTIONNAIRE - Continued

obtain paid employment--part-time or full-time work? Please estimate to the best of your ability the number of counselees who obtained paid employment. _____

8. During April, for the counselees 15 to 25 years of age you served how was your counselling time apportioned in working with them on various kinds of problem situations?

Please indicate the percentage of time you devoted to the counselee problem situations described in the following table. Please ensure that the total percentage of time spent on all problem situations adds up to 100%.

<u>COUNSELLEE PROBLEM SITUATIONS</u>	<u>PERCENTAGE OF TIME</u>
Personal identity problems	_____ %
Family problems	_____ %
Problems in peer relationships	_____ %
Lack of progress towards educational goals	_____ %
Problems in vocational planning	_____ %
Concern over immediate need for paid employment--part-time or full-time work	_____ %
Other: please describe _____	_____ %
_____	_____ %
Other: please describe _____	_____ %
_____	_____ %
Total	<u>100</u> %

9. One way of looking at the counselling process is to regard it as consisting of five different phases, recognizing, of course, that the phases are interrelated and may not be completely discrete.

Please read the descriptions for all of the phases in the following table, then indicate the percentage of time you devoted to each different phase in your overall counselling work during April. Please ensure that the total percentage of time spent on all five phases adds up to 100%.

QUESTIONNAIRE - Continued

Note: This question pertains to your overall counselling work with all your counselees irrespective of age, etc.

<u>COUNSELLING PHASE</u>	<u>PERCENTAGE OF TIME</u>
<u>Phase 1 - Purpose</u> The reason why the counsellee is being seen is established, e.g., What is the problem situation that is being presented? Why is counselling being undertaken? What is the counselling goal, etc.?	_____ %
<u>Phase 2 - Definition of Counselling Process</u> How the counselling goal will be achieved is discussed, e.g., What are the counsellee's expectations? What is the counsellor's role? How will counselling time be spent, etc.?	_____ %
<u>Phase 3 - Clarification of Counsellee's Needs</u> Examination of the dynamics of the problem situation is undertaken, e.g., What are the various facets of the problem, social and emotional aspects, etc.? How are the facets interrelated? What implications are evident as these facets are examined, etc.?	_____ %
<u>Phase 4 - Movement Towards Goal</u> Various approaches towards resolving the problem situation are tried, e.g., What alternatives are feasible? What approaches need further exploration? What is the best alternative, the second best, etc.?	_____ %
<u>Phase 5 - Consolidation and Planning</u> Consideration is given to determining how the counselling experience will relate to future developments, e.g., What are key things on which to work? What new insights have been acquired? What will the termination of counselling mean, etc.?	_____ %
Total	<u>100</u> %

10. During April, for the counselees 15 to 25 years of age you served where employment was the focus of concern, to what extent did you concentrate on the five counselling phases mentioned in Question 9? In the following table please indicate the percentage of time

QUESTIONNAIRE - Continued

you devoted to each different phase in this aspect of your counselling work. Please ensure that the total percentage of time spent on all five phases adds up to 100%.

COUNSELLING PHASE

PERCENTAGE OF TIME

Phase 1 - Purpose

The reason why the counsellee is being seen is established, e.g., What is the problem situation that is being presented? Why is counselling being undertaken? What is the counselling goal, etc.?

_____ %

Phase 2 - Definition of Counselling Process

How the counselling goal will be achieved is discussed, e.g., What are the counsellee's expectations? What is the counsellor's role? How will counselling time be spent, etc.?

_____ %

Phase 3 - Clarification of Counsellee's Needs

Examination of the dynamics of the problem situation is undertaken, e.g., What are the various facets of the problem, social and emotional aspects, etc.? How are the facets interrelated? What implications are evident as these facets are examined, etc.?

_____ %

Phase 4 - Movement Towards Goal

Various approaches towards resolving the problem situation are tried, e.g., What alternatives are feasible? What approaches need further exploration? What is the best alternative, the second best, etc.?

_____ %

Phase 5 - Consolidation and Planning

Consideration is given to determining how the counselling experience will relate to future developments, e.g., What are key things on which to work? What new insights have been acquired? What will the termination of counselling mean, etc.?

_____ %

Total 100 %

11. PERSONAL OPINIONS

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion.

QUESTIONNAIRE - Continued

Every effort has been made to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I AGREE A LITTLE	-1: I DISAGREE A LITTLE
+2: I AGREE ON THE WHOLE	-2: I DISAGREE ON THE WHOLE
+3: I AGREE VERY MUCH	-3: I DISAGREE VERY MUCH

_____ Canada and Russia have just about nothing in common.

_____ The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

_____ Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

_____ It is only natural that a person would have a much better acquaintance with ideas he or she believes in than with ideas he or she opposes.

_____ Man on his own is a helpless and miserable creature.

_____ Fundamentally, the world we live in is a pretty lonesome place.

_____ Most people just don't give a "damn" for others.

_____ I'd like it if I could find someone who would tell me how to solve my personal problems.

_____ It is only natural for a person to be rather fearful of the future.

_____ There is so much to be done and so little time to do it in.

_____ Once I get wound up in a heated discussion I just can't stop.

_____ In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

QUESTIONNAIRE - Continued

_____ In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

_____ It is better to be a dead hero than to be a live coward.

_____ While I don't like to admit this even to myself, my secret ambition is to become a great person, like Einstein, or Beethoven, or Shakespeare.

_____ The main thing in life is for a person to want to do something important.

_____ If given the chance I would do something of great benefit to the world.

_____ In the history of mankind there have probably been just a handful of really great thinkers.

_____ There are a number of people I have come to hate because of the things they stand for.

_____ A man who does not believe in some great cause has not really lived.

_____ It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____ Of all the different philosophies which exist in this world there is probably only one which is correct.

_____ A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

_____ To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____ When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

_____ In times like these, a person must be pretty selfish if he considers primarily his own happiness.

_____ The worst crime a person could commit is to attack publicly the people who believe in the same thing he does. .

QUESTIONNAIRE - Continued

_____ In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

_____ A group which tolerates too many differences of opinion among its own members cannot exist for long.

_____ There are two kinds of people in this world: those who are for the truth and those who are against the truth.

_____ My blood boils whenever a person stubbornly refuses to admit he or she is wrong.

_____ A person who thinks primarily of his own happiness is beneath contempt.

_____ Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

_____ In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

_____ It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

_____ In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

_____ The present is all too often full of unhappiness. It is only the future that counts.

_____ If a person is to accomplish his or her mission in life it is sometimes necessary to gamble "all or nothing at all".

_____ Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

_____ Most people just don't know what's good for them.

THANK YOU FOR YOUR HELP
PLEASE RETURN BY MAY 10th, 1973 TO:

D. L. Jarvis,
2417 Kilmarnock Crescent,
North Vancouver, B.C.

MANN-WHITNEY U TEST CALCULATIONS

The following calculations lead to a rejection of Ho that there is no difference between school counsellors and those classified as "Others" in terms of the level of authoritarianism they exhibit. The calculations also lead to confirming H₁ that school counsellors are higher on authoritarianism than other counsellors. The Mann-Whitney U Test* is used and α = .05.

$$U = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - R_1$$

$$= 945 + 378 - 683.5 = 639.5$$

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - R_2$$

$$= 945 + 630 - 1269.5 = 305.5$$

The smaller U of 305.5 must be used to calculate the value of z

$$z = \frac{U - \frac{n_1 n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

$$= \frac{305.5 - 472.5}{\sqrt{\frac{59535}{12}}}$$

$$= \frac{-167}{70.43}$$

$$= -2.37$$

z ≤ -2.37 has p under Ho of .009

p = .009 < .05 < .01 so reject Ho and in favour of H₁

SCHOOL COUNSELLORS		OTHERS	
\bar{X} RDS Score	Rank	\bar{X} RDS Score	Rank
77	3	62	1
79	4	75	2
88	9	84	5
94	13.5	85	6
94	13.5	86	7
97	16	87	8
100	18	89	10
101	19	90	11
102	20.5	93	12
103	22	95	15
109	25	98	17
114	31	102	20.5
116	33	107	23
118	34	108	24
120	35	110	26
123	37	111	27
125	38	112	28
126	39	113	29.5
127	40.5	113	29.5
127	40.5	115	32
129	43	122	36
134	44	128	42
135	45	138	47
136	46	145	51
140	48	157	55.5
142	49	162	58.5
144	50	172	60
146	52		
154	53		
155	54		
157	55.5		
160	57		
162	58.5		
173	61		
174	62		
For n ₂ =35 Σ=1269.5	R ₂ =1269.5	For n ₁ =27 Σ=109.5	R ₁ =683.5

* Note:

For an excellent presentation of the Mann-Whitney U Test see: Sidney Siegel, Nonparametric Statistics For The Behavioral Sciences. New York: McGraw-Hill Book Company, 1956, pp. 116-127.

This is the reference that guided the writer in developing the statistical framework within which hypotheses were tested in this research.

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