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AN APPRAISAL OF THE GUIDANCE SERVICES PROGRAM IN THE BIGGIN HILL
SCHOOL DISTRICT, MEDLEY, ALBERTA, CANADA

by

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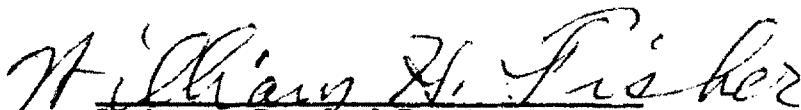
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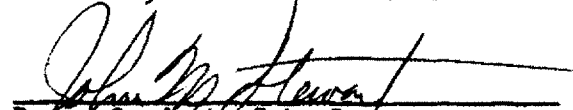
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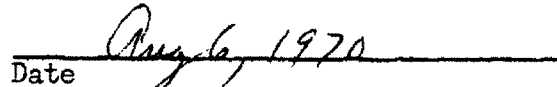
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CHAPTER I

INTRODUCTION

Every pupil in school needs assistance in discovering his real self, in measuring his own capabilities, in choosing the type of school or university course which will assist him in developing his talents, in aiding him to choose an occupation suited to his aptitudes and abilities, and finally, in helping him relate to the community and life itself. Guidance services can help youth to meet these needs.

Parmenter states that:

Guidance in schools is an emphasis and a process in education concerned with understanding the individual student and with helping the student to a better understanding of himself, his opportunities, and his social responsibilities.¹

Zeran, Lallas, and Wegner add that guidance is a developmental process by which an individual is assisted

. . . to understand and accept his abilities, aptitudes, interests, and attitudes in relation to his aspirations, so that he may increasingly become more capable of making free and wise choices both as an individual and as a member of a dynamic, expanding society.²

Guidance services provide experiences likely to stimulate and assist the student to develop his potentialities to the full. To meet pupil needs, guidance services programs in the last three decades have

¹M. D. Parmenter, Blueprint for Guidance in Canadian Schools (Toronto: Crest Publishing Company, Ltd., 1967), p. 9.

²Franklin N. Zeran et al., Guidance: Theory and Practice (New York: American Book Company, 1964), pp. 115-116.

concentrated on the self-realization of the individual, and the assistance to all students in the attainment of their fullest possible potential. Discussing his theory of the self, Rogers points out that since "man lives essentially in his own personal and subjective world,"³ the purpose of the school guidance services "is to enhance the personal development, the psychological growth toward a socialized maturity, of its clients."⁴

Nash also emphasizes the importance of the concept of self-realization in guidance by stating that school guidance services programs "can encourage the dreams and ambitions of our students and yet still encourage them to study themselves and the relationship between their talents and their dreams."⁵

With this approach in mind, guidance personnel should recognize individual differences in intelligence, interests, aptitudes, accomplishments, physical growth, social adaptability, and other characteristics affecting social, mental and emotional development. This analysis of individual differences should lead to a discovery of individual needs.

³Carl R. Rogers, "A Theory of Therapy, Personality and Interpersonal Relationships, as Developed in the Client-Centered Framework," in Psychology: A Study of Science, S. Koch (ed.) (New York: McGraw-Hill Book Company, 1959), p. 191.

⁴_____, "The Interpersonal Relationship: The Core of Guidance," in Counseling and Guidance: A Summary View, James F. Adams (ed.) (New York: The Macmillan Company, 1965), p. 163.

⁵Paul Nash, "Some Notes Toward a Philosophy of School Counseling," in Guidelines for Guidance: Readings in the Philosophy of Guidance, Carlton E. Beck (ed.) (Dubuque, Iowa: William C. Brown Co., Inc., 1966), p. 166.

The adequacy of the guidance program is determined by the extent to which a school provides for the individual needs of its students. Zeran, Lallas, and Wegner suggest that school guidance service, to be effective, must assist each student in "his drive to become what he is capable of becoming."⁶

Background of the Problem

The phenomenal changes such as the tremendous explosion of knowledge, the expansion of population, the burst of technology, the discovery of new forms of energy, and the rise of new nations have increasingly affected the educational scene during the last fifty years.⁷ These changes in turn have brought out changes in employment trends, in the nature of schools, in society, in world events, in the knowledge and understanding about learning and child development. Moreover, change has become the basic condition of life in a dynamic society. If we have to face the challenge of change in the fast changing world, we must be prepared to bring about fundamental changes in our educational system because the education of yesterday does not satisfy the needs of today, much less the pressing requirements of tomorrow. In keeping pace with these changes, there is a need for reconsideration of the objectives of the guidance services program, which is an integral part of education in the Canadian schools.

Thus, if we want to equip our students adequately with civic as well as vocational efficiency--and the qualities of character that go

⁶Zeran et al., op. cit., p. 12.

⁷J. Lloyd Trump and Dorsey Baynham, Guide to Better Schools (Chicago: Rand McNally and Company, 1961), p. 3.

with it-- , if we want that our students should not emerge as helpless individuals who do not know what to do with themselves, if we want that the instructional program in the schools be facilitated, we must make provisions for the adequate guidance services in our schools to meet the growing needs of the changing times.

The guidance services program must do what it can to assist young people towards an understanding of modern society and their role in it. It must provide students with information which will help them cope with the problems of employment and social change, and make maximum use of their educational opportunities.

The fast changing economic and social conditions have brought out new analyses for our value-system as well as new adjustments for every individual. These factors imply further expansion of education in the realm of both the family and the community. Indubitably, if these problems are not given adequate attention, the individual will cease to have the importance much needed in a democratic society. A way must be found not only to preserve individualism but to provide each person with an effective role in our society regardless of how conditions change. There is no denying the fact that guidance services can be of immense help in this direction.

Speaking on the role of guidance services in today's education, Conant is quoted as saying that "it will not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education."⁸

⁸Parmenter, op. cit., p. 1.

Setting of the Study

A guidance program must be designed to the needs of the community it serves. Local traditions and the socio-economic environment of the community should influence the nature of a well-organized guidance program.

Canadian Forces Base, Medley, Alberta, is one of the largest air bases in Canada. It is situated in northeastern Alberta at a distance of 180 miles from Edmonton, the capital of Alberta.

Post-war developments of high speed aircraft and weapons very rapidly out-moded the World War II vintage weapon test range existing in Canada. Out of the resulting requirement for a modern range, the development of the Canadian Forces Base, Medley, evolved. In 1950, efforts were made to find an area large enough to handle the existing and the future requirements of an air weapons range. After careful consideration, it was decided that the Cold Lake area offered the best location. The next step was to select the site for the base from which the aircraft could operate. Construction of the base, a few miles from the communities of Cold Lake and Grand Center, started in 1952. The base was officially opened in March, 1954. Since then the base has always operated as an operational training base for the pilots who fly the CF 104 "straight fighter" and F 5 "freedom fighter" supersonic aircraft.

On the base there are over 7,000 air force personnel, civilians and dependents, making it one of the eight largest communities in the Province of Alberta. The residents of the base are provided living accommodations by the Department of National Defense.

With regard to educational facilities on the base, there are four schools which cater to the educational needs of some 2,500 students from grades one through twelve. The official name of the school system is Biggin Hill School District.

The administrative staff consists of a school superintendent, a business administrator, a director of guidance services, and an elementary supervisor. Each school has its own principal, vice-principal, and school secretary. The instructional staff consists of 114 teachers. The school board has also hired specialists in home economics, industrial arts, music, fine arts, oral French, typing and shorthand, and remedial reading.

The curriculum of the base schools corresponds with that of the other schools in the Province of Alberta.

There is also provision for religious education in all the four schools.

Statement of the Problem

The study has been undertaken to evaluate the existing guidance services program in the Biggin Hill School District, Medley, Alberta, with a view to making recommendations for improvement.

Purpose of the Study

The study aims at the following objectives:

- (a) To examine the existing guidance services program in the Biggin Hill School District, Medley, Alberta, grades one through twelve.
- (b) To compare the Medley guidance program with those of the other school districts in the surrounding areas in the province.

(c) To compare the statistics relative to the guidance facilities provided in the Biggin Hill School District with provincial and national statistics.

(d) To make recommendations for the improvement of the guidance services program in the Biggin Hill School District.

Delimitations

1. The study deals only with the following aspects of the guidance services program:

- (a) Appraisal of pupils
- (b) Information service
- (c) Scheduling and planning
- (d) Facilitating post-school transition
- (e) Counseling
- (f) Evaluation

2. For the purpose of comparing the existing guidance services in the Biggin Hill School District with those of the other school systems, the study has been delimited to the following school districts, divisions or counties:

- (a) County of Athabasca
- (b) St. Paul School District
- (c) County of Lac Ste. Anne
- (d) St. Albert Protestant School District
- (e) Lac La Biche School Division
- (f) Calgary Public School District
- (g) Edmonton Separate School District

3. With respect to the views of the teachers on the existing guidance services program in the Biggin Hill School District, the study had been limited to those teachers who actually teach in the classroom. Thus, teachers who are working as librarians and substitute teachers have not been included.

Limitations

1. Since the concept of guidance in Alberta schools is comparatively new, and the guidance services in the Medley schools were begun only three years ago, it is possible that all the teachers in the system are not fully familiar with these services and their scope. This may place a limitation on the study.

2. The study is subject to the limitations of a mailed questionnaire. The chief among these is the possible misinterpretation of some parts of the questionnaire. Although efforts were made to make the questions simple and clear in order to elicit correct responses from the respondents, it is possible that some respondents may have misinterpreted some parts of the questionnaire and thereby supplied insufficient and/or incorrect information.

3. Another limitation of the study is that it does not include appraisals from the pupils in the Medley schools.

Definition of Terms

Teacher. The term refers to a professional teacher in the school who has been certified by the Alberta Teachers' Evaluation Committee.

Junior High School. Grades seven to nine, inclusive, are called junior high school, whether or not there actually exists a separate unit for these grades.

Senior High School. It is comprised of grades ten, eleven, and twelve, whether or not there actually exists a separate unit for these grades.

Secondary School. The term secondary school is used to mean the same as the term senior high school defined above.

Elementary School. Grades one to six, inclusive, are called elementary school, whether or not there exists a separate unit for these grades.

School District. It is an administrative unit established by the Minister of Education of the Government of Alberta, by order in writing, after describing its boundaries and designating it a name.⁹

School Division. It consists of at least three but not more than five school districts, and is constituted by the Minister of Education of the Government of Alberta.¹⁰

School County. For educational purposes the school county has the same meaning as the school division.

Substitute Teacher. It refers to a teacher employed on a day to day basis and paid at a daily rate to provide service in any classroom temporarily without a teacher.¹¹

Guidance Services Program. It refers to those organized activities within the total school program which are intended to assist the pupils with their individual developmental needs.¹²

⁹Alberta Teachers' Association, Members' Handbook (Edmonton: Alberta Teachers' Association, 1969), pp. 134-135.

¹⁰Ibid., p. 135.

¹¹Alberta Teachers' Association, Legislation Handbook (Edmonton: Alberta Teachers' Association, 1968), p. 54.

¹²Carroll H. Miller, Guidance Services: An Introduction (New York: Harper and Row, Publishers, 1965), p. 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

Though the study is concerned primarily with the guidance services program in the Biggin Hill School District, Medley, Alberta, Canada, it appears that a number of U. S. publications dealing with guidance have circulated widely throughout Canada. Moreover, the idea of guidance services in schools, having been borrowed from the United States of America, appears to have influenced and paralleled Canadian thinking. For these two reasons, reports and surveys on guidance and the guidance literature which express the consensus of opinions of large groups of education authorities of U. S. origin have also been consulted.

It is difficult to arrive at definite and universally accepted objectives of a guidance services program in the schools. The basic problem is that of determining the values of the individual and the society, which leads us into the philosophical domain for which scientifically accurate answers are not available.

Shaw and Tuel stated that the guidance services program "should focus on the individual child. It should be for all children in school and must begin at the elementary level."¹

¹Merville C. Shaw and John K. Tuel, "A Focus for Public School Guidance Programs: A Model and Proposal," Personnel and Guidance Journal, 14(8):824-827 (April, 1966).

Hatch, Dressel, and Costar emphasized that guidance exists primarily in the form of specific services for students to assist them in developing an accurate understanding of themselves and their relationship to the environment.²

The guidance function, according to Leslie and Moser, is a service which is tied in securely with the total developmental purpose of the school.³

Arbuckle⁴ opined that the guidance services help man to realize his destiny.

Recently, the scope of guidance services has been extended to the elementary level as well. A survey conducted by Van Hoose and Kurtz in fifty states and four territories of the United States revealed that elementary school guidance appears to have become an accepted aspect of elementary education, and that there has been steady, perhaps even rapid, progress within the past decade in elementary school guidance.⁵

Speaking of the popularity of guidance in schools in recent years, Shertzer and Stone⁶ concluded that guidance services are today being

²Raymond N. Hatch et al., Guidance Services in the Secondary Schools (Dubuque, Iowa: William C. Brown Company, 1963), 206 pp.

³E. Leslie and Ruth S. Moser, Counseling and Guidance: An Exploration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), 432 pp.

⁴Dugald S. Arbuckle, Pupil Personnel Services in the Modern School (Boston: Allyn and Bacon, Inc., 1966), 364 pp.

⁵William H. Van Hoose and Mary Kurtz, "Status of Guidance in the Elementary School," Personnel and Guidance Journal, 48(5):468-469 (January, 1970).

⁶Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (Boston: Houghton Mifflin Company, 1966), 526 pp.

provided to an increasing number of adolescents.

Since lack of money seems to be a big problem in organizing an effective guidance services program for many schools, some educators have come up with the idea of a mobile counseling center to serve several schools in an area. Winborn and Martinson⁷ have observed the effectiveness of the mobile counseling center which is staffed by four counselors, and is serving high schools in four counties of southern Indiana. The center is very economical, offers excellent guidance services, and also serves as a model to stimulate the development of exemplary and innovative guidance services in regular school programs.

The leaders in the field of guidance have also been concerned about future guidance services in automated schools. Pattersen⁸ predicted that in the next twenty to thirty years personalized pupil personnel services will be highly emphasized because of increased automated teaching.

Parmenter, having made an extensive study of guidance services in schools throughout Canada, published his Blueprint for Guidance in Canadian Schools, which has been recommended as a manual for guidance services programs for schools across the country. His thesis is that an adequate program of guidance services is essential today in each and every elementary and secondary school in Canada. The school guidance program is involved primarily with helping students to solve problems

⁷Bob B. Winborn and William D. Martinson, "Innovation in Guidance: A Mobile Counseling Center," Personnel and Guidance Journal, 45(8):818-820 (April, 1967).

⁸C. H. Pattersen, "Pupil Personnel Services in the Automated School," Personnel and Guidance Journal, 48(2):101-108 (October, 1969).

related to choosing, planning, adjusting and achieving in educational, occupational, personal, social and allied areas. The emphasis, he added, should be on preventive and developmental activities aimed at assisting the student to acquire skills and understandings that should make him better able to cope, largely on his own, with various problems in the areas mentioned above.⁹

Chard investigated the historical development of guidance programs in the schools of Nova Scotia, Canada. His study traced the factors which led to the formal guidance programs in the early 1940's, described the early guidance program in Halifax city, the Maritime Guidance Association, and concluded with a summary of factors which had led to renewed interests in guidance at the present time.¹⁰

In 1963, Stein conducted a survey on guidance and counseling in Canadian schools and made the following observations:

(1) Guidance services programs in Canadian schools varied from inclusion of guidance in the curriculum, specified counseling time and granted status of personnel, to a beginning acceptance evidenced by sporadic efforts of a few interested teachers.

(2) Guidance personnel's qualifications and functions were not clearly stated, and the flexibility seemed to have been designed to take advantage of what was available.

⁹M. D. Parmenter, Blueprint for Guidance in Canadian Schools (Toronto: Crest Publishing Company, Ltd., 1967), 84 pp.

¹⁰William D. Chard, "The Evolution of Guidance in the Schools of Nova Scotia" (Unpublished Master's thesis, St. Mary's University, Halifax, Nova Scotia, 1965), 156 pp.

(3) Content of guidance curricula was flexibly defined or unspecified.

(4) Tests were provided by all the provinces of Canada, but tests solely for guidance and counseling purposes in any one school were largely left to individual choice.¹¹

In 1964, a study on the career decisions of Canadian youth was conducted under the auspices of the Canadian Department of Labor and the Provincial Departments of Education, involving 375 secondary schools, 8,000 teachers and 150,000 students across Canada. The study was later carried on by the Department of Manpower and Immigration. Some of the findings of this nation-wide survey with regard to guidance were:

(a) 19.4% of the teaching staff of secondary schools were involved in guidance.

(b) 75% of the teachers involved in guidance devoted five hours or less per week to guidance.

(c) 70.5% of secondary school principals were involved in some kind of guidance, and 75% of these devoted at least an hour a week to guidance.

(d) 72.0% of the teaching staff involved in guidance had at least two years experience in guidance activities.

(e) 67.2% of the counselors and teachers involved in guidance had no formal certification resulting from specialized training in guidance.

¹¹H. L. Stein, "Guidance and Counseling in Canadian Schools," The Canadian Education Research Digest, 4(2):147 (June, 1964).

(f) 95.1% of the principals involved in guidance had at least two years of guidance experience.

(g) 86.0% of the principals involved in guidance had no formal certification resulting from specialized training in guidance.

(h) 62.6% of the teaching staff involved in guidance thought that the number of guidance personnel in their school was insufficient.

(i) 79.5% of the principals involved in guidance thought that the personnel allocated to guidance work in their school was insufficient.

(j) 40.3% of the secondary school principals thought that the space available for guidance in their school was inadequate.

(k) 44.5% of the secondary school principals thought that the facilities and equipment for guidance in their school was inadequate.

(l) 7.0% of the high school students said that they did not know whether or not there was a counselor in their school.

(m) 70.7% of the students who knew that there was a counselor in their school also knew when they might see him.

(n) When students voluntarily visited the guidance counselor in their school, the students' high school program, their job plans after their education, and their school marks or grades were the most frequently discussed topics. The same three topics were the ones most frequently discussed when the students were called in by the counselor. ¹²

Hester conducted a survey in 1964 to develop a guidance program

¹²Department of Manpower and Immigration, Report on a Study of the Career Decisions of Canadian Youth, Volume I (Ottawa: Queen's Printers, 1967), 203 pp.

in the Yorkton Public School System, Saskatchewan, Canada, and made the following recommendations:

- (1) A director of guidance and instructional services should be appointed to coordinate the guidance activities in the system.
- (2) A guidance committee composed of representatives of teaching staff should be formed to act strictly in an advisory capacity.
- (3) Male and female counselors should be appointed to the guidance staff, and the counselor-pupil ratio should be one to 250.
- (4) Since teachers are the foundations of any guidance program, they should play an important part in the guidance activities of the school.
- (5) The scope of guidance services should be extended to all school children to the extent that they will be assisted in the attainment of their fullest possible potential.¹³

The results of Fraser's study to evaluate a Quebec high school guidance program revealed that 69.7 percent of the students voluntarily used the guidance services at least once, and 56 percent of these students returned for further assistance. It was also discovered that the younger students were not as aware of the program as being desirable, pointing out the need for further orientation to the services.¹⁴

To evaluate the effectiveness of the Manitoba guidance curriculum

¹³Gerald L. Hester, "A Study to Help Develop a Guidance Program in the Yorkton Public School System, Yorkton, Saskatchewan, Canada" (Unpublished Doctoral dissertation, Teachers' College, Columbia University, New York, 1964), 128 pp.

¹⁴J. A. H. Fraser, "Evaluation of a High School Counseling Program," Canadian Counselor, 3(3):49-53 (June, 1969).

in the area of social information, Schultz observed that adolescents indicated a need to know about financial planning and boy-girl relationships. Both these topics were not included in the curriculum. The three topics on which pupils wanted most information were boy-girl relations, juvenile delinquency, and leisure time activities. The ethnic and religious groups, greater tolerance for others, and citizenship were the three topics of least interest to these pupils.¹⁵

The results of the study conducted by Perkins indicated that there were inadequate guidance services in the schools of British Columbia, Canada, because of the fact that, on the average, a counselor had a counselee load of 205 students, but was allowed only 38 percent of his total school time for counseling.¹⁶

A recent survey conducted by Storey, McCormick and Loken in Calgary Schools, Alberta, Canada, revealed that guidance personnel felt that they should provide more social, family, personal, and academic counseling than they were providing.¹⁷

Many leading guidance specialists believe that provision of adequate guidance facilities and their proper use leads to an overall improvement among school students. Norman and Flanders confirmed this view by stating that introduction of a model guidance program in

¹⁵William E. Schultz, "The Social Information Needs of Grade Nine Boys: Are They Being Met?" Canadian Counselor, 3(2):57-60 (April, 1969).

¹⁶Stanley A. Perkins, "Counselor Time Load," The School Guidance Worker, 19(6):30-35 (March, 1964).

¹⁷Arthur G. Storey et al., "The Counselor's Role as Perceived by Counselor, Teacher and Counselee," Canadian Counselor, 3(3):49-53 (June, 1969).

Appalachian schools led to improved study habits, a dramatic decrease in dropouts, more after school jobs, better grades, and an improvement in the self-concept of the pupils.¹⁸

Kramer and Emmet's study on ninety-seven secondary schools in southeastern Michigan revealed that due to lack of adequate financial support, non-public schools have lagged far behind the public schools in the provision of guidance services for their pupils, and that the guidance personnel assigned to counsel in the non-public schools were not as well qualified as those for the public schools.¹⁹

Toomey's survey on the organized guidance programs in the public schools of Mississippi revealed that Mississippi's guidance services of tomorrow, if they are to be markedly better, must differ in both quality and quantity from those of the past and the present. Such improvements can best be accomplished by the professional guidance personnel working cooperatively toward identified goals.²⁰

Gibson's survey of 208 secondary school teachers (in four states of the U. S. A.) made an attempt to study the school guidance program from the viewpoint of classroom teachers. The results indicated that secondary school teachers were overwhelmingly of the opinion that the

¹⁸Douglas Norman and John N. Flanders, "A Model Counseling Program in Appalachia?" The School Counselor, 16(5):370-374 (May, 1969).

¹⁹Bruce J. Kremer and Thomas A. Emmet, "Counseling and Guidance in Non-public Schools," Personnel and Guidance Journal, 45(8):781-784, (April, 1967).

²⁰James E. Toomey, "The Origin, Growth, and Present Status of Organized Guidance in the Public Schools of Mississippi" (Unpublished Doctoral dissertation, University of Southern Mississippi, Hattiesburg, 1966), 132 pp.

school guidance program does make a positive contribution to the instructional program.²¹

Summary

The amount of research in guidance continues to increase. Almost every aspect of guidance has been studied. The foregoing review of the related literature is summarized in the following brief statements:

1. Guidance is an integral part of school education, and an adequate guidance services program is essential for each elementary and secondary school.

2. The focus of guidance services should be on the individual child.

3. Guidance services must be provided for all the children in school.

4. Guidance services exist to assist the individual in helping him understand himself and his environment.

5. Due to lack of financial resources, mobile counseling centers are being set up in a central area to serve a number of schools.

6. Although the concept of guidance is new in the Canadian schools, a continued emphasis is being increasingly placed on guidance services.

7. Provision of adequate guidance facilities and their proper use leads to an overall improvement among the school students.

8. Teachers are of the opinion that an adequate school guidance program makes a positive contribution to the instructional program.

²¹Robert L. Gibson, "Teacher Opinions of High School Guidance Programs," Personnel and Guidance Journal, 44(4):416-417 (December, 1965).

9. Guidance authorities predict that personalized pupil personnel services will be highly emphasized in the future because of increased automated teaching.

CHAPTER III

DESIGN AND PROCEDURE OF THE STUDY

The study is of descriptive research design. The procedures followed to achieve the aims of the study were:

- (1) To discover the essential elements in an effective guidance program from the current guidance literature;
- (2) To present Medley schools' existing guidance program in relation to other school systems in Alberta;
- (3) To compare the statistics of guidance facilities provided in Medley schools with provincial and national statistics, and
- (4) To present the findings, with recommendations for an organized guidance services program for Medley schools.

In order to achieve the objectives of the study, two questionnaires were designed for the two respondent groups (school superintendents of the surrounding school districts, divisions or counties directly responsible for the guidance services in their systems, and the teaching staff of the Biggin Hill School District). To increase the validity of the responses to the mailed questionnaires, structured interviews with a small, randomly selected sample of the two respondent groups were conducted. Because of the large population involved, it was not considered feasible to use interviews as the sole instrument of study. There is a considerable amount of criticism leveled against the mailed questionnaires with respect to their validity. It is true that standards of validity with questionnaire-survey types of studies

are difficult to determine and are not answerable.¹ At the same time, there is no authority who has recommended discontinuing the technique or who has held that studies are invalid due to the techniques. If the questionnaire technique has come to be held in low repute, it is because it has been badly used.² Follow-up techniques such as corresponding with or interviewing a small number of cases from the non-respondent groups were used to increase the validity of the mailed questionnaires.

Pilot Study

Before actually taking up the survey, it was felt necessary to test the questionnaires. Twenty teachers were invited to participate in the pilot study. The teachers' guidance questionnaire³ was presented to these teachers to make sure that it was understandable and would be interpreted as uniformly as possible.

Likewise, the superintendents' questionnaire⁴ was also presented to four school superintendents to ensure its clarity.

The results indicated that the two questionnaires could be used to seek the intended information from the respondents. Hence, the method was considered practical.

Collection of Data

The principal sources for data collection were the provincial department of education, superintendents of schools in Alberta, and

¹G. D. McGrath et al., Educational Research Methods (New York: The Ronald Press Company, 1963), p. 105.

²J. Frances Rummel, An Introduction to Research Procedures in Education, 2nd edition (New York: Harper and Row Publishers, 1964), p.112.

³See Appendix A for the questionnaire designed for teachers.

⁴See Appendix B for the questionnaire designed for school superintendents.

the officials attached to the Biggin Hill School District, such as the superintendent of schools, business administrator, school principals, and teachers.

A questionnaire⁵ was mailed to all the teachers teaching in Medley schools. Out of a total of one hundred questionnaires mailed, ninety-five were returned. These provided valuable data for the study.

In order to compare the guidance services program in the Biggin Hill School District with those of the other school systems in the province, a second questionnaire⁶ was mailed to seven superintendents of schools in the province. All the questionnaires were returned. This also provided useful information for the study.

Finally, interviews were conducted with some officials of the Medley schools, namely, school principals, the director of guidance services, and counselors, in order to get first hand information from the individuals closely associated with the practical aspects of guidance.

⁵See Appendix A.

⁶See Appendix B.

CHAPTER IV

THE ORGANIZATION OF A MODERN GUIDANCE PROGRAM

In early days life was simpler in a number of ways, and a great deal of what we now call guidance was accomplished without being so named and without any specifically organized program. But now the world has changed and the justification of guidance rests upon recognition of the increasing complexity of the world, of available work, and of schools.

As both the school and the world have become more complex, the guidance services program in the school has come to be regarded no longer merely desirable, but an essential part of the total educational effort.

Although the word guidance has frequently been used by everyone, it is doubtful that everyone knows what guidance really is. The layman has thought of guidance in terms of vocational services. While this type of assistance was one of the pioneer areas of the field, and has continued to be important, it is now only one area of guidance. Others have believed that guidance is for maladjusted pupils only, whereas a broader view has been that it is for all the children in school.

Within the literature of guidance itself, according to Miller, it has been discussed as social, personal, vocational and educational guidance, "as if the individual could somehow be divided into various

compartments."¹ Current thinking, however, has emphasized the unity of guidance.

Guidance, according to Zeran, Lallas and Wagner, "is like the fifth wheel of an automobile--the steering wheel. It is the educative function which has a direct, synthesizing influence on the life of the student."²

Miller advocated that guidance is "assisting individuals to make plans and decisions and in implementing their development in accordance with their emerging life patterns."³

Parmenter stated that guidance, for the most part, is "concerned with assisting, helping, aiding, informing, encouraging, and reinforcing the individual."⁴

Glanz pointed out that "guidance is the primary instrument for the individualization of the entire process of education."⁵

Guidance may be defined as an on-going process, developmental in nature, and consisting of specialized services calculated to enable the individual to understand and accept himself, in light of his abilities, aptitudes and interests, so that he may become increasingly

¹Carroll H. Miller, Guidance Services: An Introduction (New York: Harper and Row, Publishers, Inc., 1965), p. 2.

²Franklin N. Zeran et al., Guidance: Theory and Practice (New York: American Book Company, 1964), p. 3.

³Carroll H. Miller, Foundations of Guidance (New York: Harper and Row, Publishers, Inc., 1961), p. 15.

⁴M. D. Parmenter, Blueprint for Guidance in Canadian Schools (Toronto: Crest Publishing Company, Ltd., 1967), p. 12.

⁵Edward G. Glanz, Foundations and Principles of Guidance (Boston: Allyn and Bacon, Inc., 1964), p. 4.

self-directed and competent to make appropriate adjustments in a dynamic society.

Recently the stress has been on the developmental aspects of guidance. Parmenter pointed out that though "emergency remedial and preventive guidance services are still and will always be necessary, it is guidance along developmental lines that should receive major attention in our schools today."⁶

Guidance has broadened its scope in other directions as well. It is no longer believed that guidance is necessary only for secondary schools. Guidance leaders have been placing more emphasis upon elementary schools. The recent trend has been toward a guidance program which would begin with the elementary school and continue through the high school.

A guidance services program in school must work toward the development of each individual pupil to the maximum of his ability. It must be flexible enough to include all pupils and their individual differences. In fact, the broader the scope of the guidance services program, the more individualistic it will become. A guidance program, stated Wrenn, must have "a philosophy which includes an awareness of individual differences, respect for the integrity of students, and willingness to let students make decisions for themselves."⁷

Since each child in school has numerous characteristics, it is the task of guidance to recognize these characteristics in relation to

⁶Parmenter, op. cit., p. 11.

⁷C. Gilbert Wrenn, The Counselor in the Changing World (Washington, D. C.: American Personnel and Guidance Association, 1962), p. 57.

one another and to assist him in capitalizing his abilities and overcoming or accepting his liabilities. The main purpose of guidance is not to make the child follow the advice offered by the counselor but to assist the pupil in developing the insight and maturity which will enable him to achieve a greater self reliance and the ability to solve his own problems. Parmenter stated that modern school guidance services are basically concerned with "assisting, helping, aiding, informing, encouraging, reinforcing the individual, but not with prescribing for or dictating to him."⁸ A good guidance program is that which leads the individual to do a maximum of straight thinking on his own with a minimum of direction from others.

The educational philosophy of the school, needs of the pupils, socio-economic status of the community, size of the school, and availability of funds and resource personnel are some of the factors that exert influence in organizing a guidance program. But Keppers pointed out that every school, regardless of its size and philosophy, "requires qualified personnel, coordination and cooperation among school staff, pupils, and community in overall planning, adequate counselor-student ratio, and flexibility in organization to meet the variations in pupils needs."⁹

The ultimate responsibility for the administration of the guidance services program lies with the school principal and the school superintendent because they define the educational philosophy by which

⁸Parmenter, op. cit., p. 12.

⁹George L. Keppers, "Organizing Guidance Services, Specialists Speak," Clearing House, 31(12):220 (December, 1956).

the school or the school system is run. They must be convinced of the importance of the guidance program, determining its status in the school's educational program, and establishing goals towards which they hope to work. Also, they must develop a plan whereby steps may be taken to meet these goals. They must provide leadership in organizing and implementing the guidance program, and must develop the team approach, striving for the active participation of the teaching staff.

Indubitably, the school principal is more involved in the guidance program than the school superintendent and, if the program is to be effective, the principal must allow the program to be led and nurtured by a qualified guidance counselor; otherwise the counselor may only perform the tasks which will alleviate the duties of the administrator, and in turn neglect his guidance responsibilities.

The school guidance services exist to assist students in solving problems related to choosing, planning, adjusting and achieving in educational, occupational, personal, social and allied areas. Therefore, a good guidance program must be composed of several essential features integrated into an effective service. From a careful examination of the guidance literature, six elements have been derived which would make a worthwhile guidance program. It should be noted here that a similar study done by Hester¹⁰ also included these six elements for a school guidance program. These essential features are:

¹⁰Gerald L. Hester, "A Study to Help Develop a Guidance Program in the Yorkton Public School System, Yorkton, Saskatchewan, Canada" (Unpublished Doctoral dissertation, Teachers' College, Columbia University, New York, 1964), 128 pp.

- (1) Appraisal of pupils
- (2) Information services
- (3) Scheduling and planning
- (4) Facilitating post-school transition
- (5) Counseling
- (6) Evaluation

Appraisal of Pupils

In order that guidance services can give concrete assistance to students in educational planning, occupational information, and social and emotional development, it is necessary to know the strengths and weaknesses of the students. This necessitates an appraisal of each student in school. Appraisal is a systematic study which distinguishes one pupil from another in terms of aptitudes, interests, abilities, achievements and goals. Thus, appraisal involves use of tests, anecdotal records, and cumulative cards.

Testing. No program for the study of a pupil will be complete if testing is omitted. However, testing just for the sake of testing is worthless. Testing should be introduced to supply facts which will be supplementary to other evidence or to provide information not otherwise readily available.

It is generally agreed that three kinds of tests are required for students--achievement, scholastic aptitude, and interest. Although the use of individual tests is desirable, group tests are often used for the sake of convenience and to save time. When the group tests are used, the data should relate to the individual.

The choice of time for the administration of the tests is also very important. Most of the schools in Alberta give these tests to students when they enter school, leave the elementary school, enter the junior high school, and finally when they enter the senior high school. But, according to Auld and Stein, there is also a need for test information when the pupil is making after-school plans, or when he is dropping out of school, graduating, or planning further education.¹¹

Since the most important use of tests in guidance programs is to assist the individual, tests are often given to specific pupils to assess their talents and to discover their problems. It is, therefore, very essential for the guidance personnel concerned with testing to choose the right type of tests and administer them individually. According to Rothney, "it seems likely that if tests are to be useful in counseling, they will be so only insofar as they have been selected for use in answering specific questions of particular counselees."¹² These tests should be carefully chosen, properly administered and objectively evaluated.

Intelligence, scholastic aptitude, achievement, special aptitude, interest inventory, diagnostic, and personality tests, added Feldt, are some of the major types of tests that are used in guidance, but what type of test is to be used and when it is to be used should be

¹¹W. H. Auld and H. L. Stein, The Guidance Worker (Toronto: W. J. Gage, Ltd., 1965), p. 124.

¹²J. W. M. Rothney et al., Measurement for Guidance (New York: Harper and Row, Publishers, Inc., 1959), p. 21.

left to the guidance official because he knows the individual pupil and his needs.¹³

Health information. Although information concerning students' health is mainly supplied by the medical experts, it is the school health nurse who maintains students' health records. She also informs the parents of any health conditions which merit further examination by the family doctor.

While the health nurse keeps the detailed information regarding the health of a child, the counselor's records should include any physical abnormality which must be taken into account in both teaching and counseling situations. Information revealing a student's abnormality in height, weight, vision and hearing may influence, for example, the seating arrangement or his program of studies. If the guidance personnel are aware of a student's physical handicaps, physical deficiencies, illness, excessive fatigue, etc., it will help them understand the child better. Not only this, they will inform the teaching staff of his physical condition and take necessary steps to provide for his adequate physical, social and emotional growth.

Anecdotal records. An anecdote, in its simplest form, consists of a brief description written by the teacher of a pupil's significant behavior, both positive and negative, in the classroom or elsewhere. These anecdotes, accumulated over a period of time and recorded by

¹³ Leonard S. Feldt, "The Role of Testing in Guidance," in Counseling and Guidance: A Summary View, James F. Adams (ed.) (New York: The Macmillan Company, 1965), pp. 251-258.

various observers, form a significant anecdotal record, and serve as a valuable device for pupil appraisal.

The incidents recorded in the anecdotal record should be brief but significant behavior observations of the student and, if an anecdotal record is to serve its purpose, it must be written by teachers who understand its value. After all, the cumulative folder is not the place in which the teacher should express exasperation about a student's annoying behavior. It is rather one of the many tools which should be used to understand and assist the student.

Cumulative folders. The cumulative folder, also known as a cumulative record, is one of the most commonly used devices to represent a developmental picture of the pupil through his school years. It is an attempt to bring together pertinent and reliable facts concerning his progress in school.

A cumulative folder, stated Bossing, usually contains "(1) standardized tests, (2) performance patterns, (3) learning attitudes, (4) health records, (5) samples of student's work,"¹⁴ (6) anecdotal records, (7) photographs of the pupil, (8) autobiographical form, and (9) pupil's data blank.

A cumulative record should provide an overall picture of the pupil. According to David, in the cumulative record "the organization of the essential facts of the given pupil are brought together so that in a few moments of study the information can be grasped."¹⁵

¹⁴Nelson L. Bossing and Roscoe V. Cramer, The Junior High School (Boston: Houghton Mifflin Company, 1965), p. 292.

¹⁵John L. David, "Developing Cumulative Records" (Unpublished Doctoral dissertation, Teachers' College, Columbia University, New York, 1959), p. 54.

The cumulative records, in the words of Bossing, "are basic to the guidance process and contribute to the maintenance of continuity in learning from one grade level to the next, and from one school unit to the next, until senior high school is completed."¹⁶

In schools, these cumulative folders should be kept where they are accessible to the counselor, the administrator, and the teacher.

Information Services

The purpose of the information services, according to Miller, is to help the individual understand and evaluate his environment.¹⁷ An information service is an integral part of a guidance program and should provide pupils with educational, occupational, personal and social data.

Occupational information basically answers questions relating to the duties, requirements, work conditions, remuneration, chances of promotion, and supply and demand of workers in specified fields. It should also supply sources for further information.

Zeran, Lallas and Wegner pointed out that "occupational information is national, regional, state, and local in scope and character. Occupational information at all of these levels needs to be translated into local terms to have significance for most pupils."¹⁸

Educational information is concerned with all types of educational opportunities and requirements. It includes materials about

¹⁶Bossing and Cramer, op. cit., pp. 385-386.

¹⁷Miller, op. cit., p. 126.

¹⁸Zeran et al., op. cit., p. 126.

training opportunities, curricular offerings, requirements for entrance into an institution, scholarships, bursaries, loans, and other pertinent information. The purpose of educational information, stated Auld and Stein, "is to help the individual reach his fullest potential."¹⁹

Social information deals with information in general, or all information which is other than occupational and educational in nature. What sort of social information is to be provided would depend upon the individual and his needs and problems. His problems may range from boy-girl relations, manners, recreational activities, personal appearance, getting along at home and at school with peer groups and adults, to those dealing with job and money. The problems also vary according to the grade level, sex, and maturity of the pupils. This information relates to the social adjustment which a pupil must face. Any information offered in this context will help and hopefully improve counselee's relations with others and enable him to become a well adjusted member of the society.

The main concern of information services is to help a pupil understand a given situation, clarify a point, solve a specific problem, and to encourage him to act in a desirable manner. They are not meant to interfere with his thinking or decision-making. Mathewson advocated that the giving of information "should constitute not interference with individual self-direction but rather a freeing of the individual through broadening of perspectives, clarification of alternatives, and focusing on intentions."²⁰

¹⁹Auld and Stein, op. cit., p. 205.

²⁰Robert H. Mathewson, Guidance Policy and Practice. 3rd edition. (New York: Harper and Row, Publishers, 1962), p. 131.

Parmenter emphasized that information services are concerned with "assisting, helping, aiding, informing, encouraging, reinforcing the individual, but not with prescribing for or dictating to him."²¹

Scheduling and Planning

A guidance services program is a continuous process, beginning when the child enters the kindergarten and following him at least until he completes his education, and possibly into his vocation.

A well-organized guidance program is functional, efficient and flexible. It provides for the systematic, coordinated and purposeful conducting of guidance activities under the leadership of a director of guidance services. It is the task of the guidance director to ensure that a competent staff of male and female guidance personnel is available to meet the individual needs of the school population.

However competent a staff may be, the guidance personnel need to know their responsibilities so that they can perform efficiently. Thus, at the beginning of the school year, the guidance plan should be devised and after a thorough discussion the guidance personnel should be delegated the various responsibilities. This planning and scheduling will lead to an effective and successful guidance program, offering pupils maximum opportunities to benefit from the services.

Responsible planning requires a schedule of activities. The schedule, pointed out Johnson, should include "guidance activities such as School and College Night, Orientation Day for Incoming Students, Holiday Brunch for Last June's Graduates, the year's testing program,

²¹Parmenter, op. cit., p. 12.

and so forth."²² A schedule like this will not only serve to familiarize teachers with the guidance program, but will also provide them with information well in advance.

Efficient use of the physical facilities also requires organization. Guidance personnel should make sure that the chairs, desks, tables, book cases, files, telephones, bulletin boards, display racks, etc., are placed advantageously to enable the pupils to make maximum use of these facilities.

Scheduling is the coordination of students, teaching staff, guidance personnel and school facilities. It involves planning.

A comprehensive scheduling of the guidance program, achieved through the coordination of students, teachers, and school facilities, helps in achieving for the pupils the opportunities that will enable them to grow up into responsible citizens.

Facilitating Post-School Transition

School exists to prepare pupils for further education, vocations, and life in general. Therefore, from the early years of their school life, pupils must choose curricula which will further their long-range plans for education and careers, and enable them to develop into well adjusted members of the society.

Guidance services can help pupils make the transition from high school to college or from high school to a career. In order to do this the counselor must first acquaint himself with the pupils' abilities, interests, aptitudes and aspirations.

²²Dorothy E. Johnson, Expanding and Modifying Guidance Programs (Boston: Houghton Mifflin Company, 1968), p. 33.

For the pupils who plan to continue education and training beyond high school the counselor can be of great assistance. He can inform the pupil of the educational opportunities that are compatible with his abilities, interests, needs and goals, and then help him seek admission to the institution of his choice.

For the pupils who plan to enter a vocation after finishing their school education, the school must offer a program to help them find suitable jobs. Furthermore, these pupils should be taken on field trips or visits to stores, plants, workshops, and offices. The employers and other personnel representing different occupations should also be invited to school frequently to discuss their specialties with these pupils. Guidance personnel should encourage local and outside employers to hire pupils as part-time workers so that they may get an idea of what a job entails. For permanent employment of these pupils, the guidance personnel must maintain contacts with provincial employment services.

Counseling

The central activity in guidance services is counseling. The major purpose of counseling in schools is to assist individuals in the process of development. As Arbuckle said:

Counseling, then is a process which takes place because of a relationship between two people. It is the uniqueness of this relationship that the individual called the client begins to see things that he never saw before, begins to realize strengths he never knew he had, so that he can see and accept the unpleasant and begins gradually to see a new and brighter world.²³

²³Dugald S. Arbuckle, Counseling: An Introduction (Boston: Allyn and Bacon, 1961), p. 139.

Counseling is an essential and vital part of the guidance program, for it creates a whole out of diverse elements. It is the counselor who chooses and administers the tests, decides what pupils require these tests, takes charge of the cumulative records, provides occupational and educational guidance, and supplies information on which many pupil decisions are based.

Training of the counselor. Although the topic of counselor education has received a great deal of attention from the guidance authorities, no two writers on the subject seem to agree. Mathewson²⁴ proposes a two-year sequence for the preparation of the counselor, but Arbuckle²⁵ advocates that there should be levels of counselor's training. The master's level counselor would likely be a generalist, with specialization coming at post-master's level.

Wrenn called for a minimal two-year graduate program which would include:

- (1) One major core in psychology, including developmental and child psychology, personality growth and dynamics, and group psychology.
- (2) A second major core in the study of societal forces and culture changes involving the graduate areas of sociology, anthropology, economics, and international relations.
- (3) An understanding of the basic educational philosophies and school curriculum patterns.

²⁴R. H. Mathewson, Guidance Policy and Practice (New York: Harper and Row, Publishers, 1956), p. 424.

²⁵Dugald S. Arbuckle, "The Education of the Counselor," in Counseling and Guidance: A Summary View, James F. Adams (ed.) (New York: The Macmillan Company, 1965), p. 60.

(4) Provision for essential applied or technique courses in counseling, measurement, educational, and occupational information.

(5) Supervised experience in both individual counseling and planned group situation.

(6) An understanding of research methods and cautions, including an introduction to electronic computer.

(7) Introduction to the problems of ethical relationships and legal responsibilities.²⁶

Functions of the counselor. Wrenn suggested that functions for which the counselor should be responsible are the following:

(a) counseling with students on matters of self-understanding, decision-making, and planning.

(b) counseling with staff and parents on questions of student understanding and student management.

(c) studying changes in the character of the student population and interpreting it to the administration and staff.

(d) performing a liaison function between other schools and community counseling resources and facilitating their use by teachers and students.²⁷

Counseling process. Counseling must begin when a child enters the school, and should be carried on throughout his school years.

During the elementary school years the focus should be on group counseling with pupils and parents although individual counseling should also be employed when the occasion warrants. The main emphasis should be on the early identification of children's learning abilities, and the discovery of those children who are not performing up to their

²⁶ C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D. C.: American Personnel and Guidance Association, 1962), pp. 167-168.

²⁷Ibid., p. 141.

capacity. Undoubtedly, this is also the time when a child's cumulative folder should be started and continued throughout his school years, so that his educational progress may be watched continuously. According to Koepe, the elementary school counselor should concentrate on "(1) counseling all pupils, (2) consulting with parents, (3) identifying individual differences among and within pupils, (4) working with teachers and other staff members, and (5) interpreting to staff and community the guidance program."²⁸

The counseling begun in the elementary school should continue throughout the secondary school. Furthermore, the emphasis should be on individual counseling because of the added responsibilities and the increasing number of decisions that the student has to make. The primary concern of counseling at the secondary school level, added Topetzes, is "to help the counselee to examine and analyze his own problem (educational, vocational, personal-social, emotional) so that he can gather, evaluate, and organize pertinent data in regard to the problem; think through possible solutions; and choose and try out solutions to see if they fit his needs."²⁹

The counseling interview. The interview is an integral part of the counseling process. Auld and Stein pointed out that it has the following five functions:

²⁸Richard P. Koepe, "Elementary School Guidance," in Guidelines for Guidance: Readings in the Philosophy of Guidance, Carlton E. Beck (ed.) (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 184.

²⁹Nick J. Topetzes, "The Secondary School Counselor and His Role," in Guidelines for Guidance: Readings in the Philosophy of Guidance, Carlton E. Beck (ed.) (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 213.

- (1) To establish appropriate relationships
- (2) To supply information
- (3) To obtain information
- (4) To initiate action
- (5) To achieve self-understanding as a basis for action.³⁰

The face-to-face meeting between the counselor and the counselee is the distinctive feature of the interview. The meeting should not consist of a monologue by the counselor and a silent non-participating counselee, but rather a question, answer, and discussion session which examines the pros and cons of the problem under consideration. The counselor imparts information, suggests various alternatives, or brings the counselee's attention to those aspects of the problem which he has failed to notice, and encourages him to make a decision.

The meeting may take place before a decision is to be made, after it has been made, or when the pupil is faced with the problem of making a decision. Each of these situations requires a careful consideration which can take place with the assistance of the counselor.

The counselor does not, normally, use the interview to give advice, nor even to set the student straight. His main task, stated Auld and Stein, "is to provide the right opportunity, under the right circumstances, for the student to see his way through the problem towards a satisfactory adjustment."³¹

Evaluation

An adequate program of guidance services is essential in each and every elementary and secondary school. The school guidance program, no matter how well organized and operated, should be under constant

³⁰Auld and Stein, op. cit., pp. 86-87.

³¹Ibid., p. 88.

examination with a view to discovering its weaknesses and effecting improvements. Such an assessment requires adoption of an appropriate definition of the school guidance program and a list of objectives as basic criteria. It also requires the collection and careful consideration of different types of pertinent information. Some of the chief sources of information are pupils, parents and teachers.

Students attending the school, school graduates, and dropouts may be able to provide indications as to where guidance services should be improved. Likewise, teachers on the school staff are in an excellent position to assist in evaluating the guidance services program operating in the school to which they are attached. Finally, parents are often able and willing to provide information which may indicate strengths and weaknesses of the existing guidance program in schools.

Some of the methods normally employed for gathering information include interviews with pupils, parents and teachers, questionnaires, rating scales, checklists, observations, records, visits to other schools, and advice from the experts in the field.

Evaluation should be a continuous process, and when a change appears necessary, the existing guidance program in the school should be carefully examined to determine whether a known weakness can be shored up by modifying or expanding an existing activity or whether an entirely new activity must be developed. Finally, influencing any decision for change will be such factors as the availability of personnel, time, facilities, equipment, and budget.

An effective guidance program, added Parmenter, will indicate the following trends:

- (1) Reduction in the number of dropouts.
- (2) Decrease in the number of requests for course or subject changes.
- (3) Decrease in the number of pupils who are underachieving.
- (4) Reduction in the number of students who make, for the future, plans that seem quite inappropriate.
- (5) Reduction in absenteeism.
- (6) Increases in job earnings of the school graduates.
- (7) Increase in the number of students who gain admission to post-secondary courses of their choice at institutions they wish to attend.³²

Evaluation is a part of the total organization, and it must attempt to develop information which will continuously lead to the growth and progress of the administration and organization of the guidance services in school.

³² Parmenter, op. cit., p. 75.

CHAPTER V

BIGGIN HILL SCHOOL DISTRICT GUIDANCE PROGRAM

This chapter deals with the guidance services program that existed during the 1969-1970 school year in the Biggin Hill School District, and its comparison with other school guidance programs in the Province of Alberta.

The guidance program in the Biggin Hill School District was initiated in 1967, and the first school in the district to provide such a program was the senior high school. Since then the guidance program has been extended to elementary and junior high schools as well. At present there are some part-time counselors who work under the leadership and direction of the director of guidance services.

An attempt was made to study the existing guidance program in terms of six essential features of a well-organized guidance program discussed earlier in Chapter IV.

Appraisal

Testing. There has been no standardized testing program in the system. However, the following group tests were administered:

Otis Quick Scoring Mental Ability Test to grades four, six and ten.

Gates-Macgintie Reading Test to elementary grades.

Seeing Through Arithmetic Test to grades one through five.

Kuder Preference Test to grade eight.

At the end of the school year, teacher-made examinations were administered to all grades except grades nine and twelve. These achievement tests were given in each subject area. Final examinations for grades nine and twelve were constructed by the Department of Education of the government of Alberta. These departmental examinations were administered to all the grade nine and grade twelve pupils in the Province of Alberta, and were marked by the examiners appointed by the Department of Education.

The pupils in all grades, one through twelve, were grouped heterogeneously.

Health information. The Department of Health of the Province of Alberta assigned a health nurse whose main job has been to work in the Biggin Hill School District. With the occasional help of other nurses, her services have provided for the partial health examination of the elementary school children. The health nurse also directed the immunization program sponsored by the Department of Health of the government of Alberta.

Pupils became acquainted with the available health services at the beginning of the school year when announcements were made to all classes. They could then see the nurse through teacher referral, or upon request.

Anecdotal records. No anecdotal records were used in the Biggin Hill School District on a regular basis. However, some teachers, at their own discretion, made some behavioral observations of some of their pupils and recorded these in the cumulative records.

Cumulative records. The regulations of the Department of Education of the Province of Alberta have required that a standard cumulative folder be maintained for every pupil in school. This cumulative folder is started when a pupil enters the school in grade one, and is continued throughout his school education.

The basic data contained in the cumulative folder included the name, date and place of birth, address, and telephone number of the pupil. There was a place for the pupil's picture. Also recorded were the names, occupation, nationality and religious affiliations of the parents, and a list of brothers and sisters with their names and ages. An entry is made on the card if the pupil transfers from one school to another. The card also provided space for personality and character ratings of the pupil. The scores obtained by the pupil on the achievement and the standardized intelligence tests were recorded, and additional space was reserved for comments by the teachers, the counselors and the principal.

In order to facilitate the recording of the pupil data, the cumulative record was divided into various sections which were: (1) Home and Family History, (2) Personality Development, (3) Standardized Test Record, (4) Occupational Preference of Student, (5) Scholarship Record, (6) Activities, Interest, and Work Experience, (7) Post-School Record, (8) Miscellaneous Information, and (9) First Follow-up.

The public health nurse also maintained a health card on each student. In addition to the basic information such as name, address, etc., the health information included an immunization and fluoride record and a list of serious illnesses and/or surgery. Information

pertaining to the teeth, ears, eyes, and nutrition was also recorded for periodic check-ups.

A student registration card was used by the high school listing the name, grade, age, date and place of birth, address and telephone number of the student. Family data included the name, occupation, and church affiliations of the parents. The last school of attendance was also mentioned. The reverse side of the card was reserved for the student's study schedule and his monthly attendance in each subject.

The cumulative card and the student registration card were completed by the teachers, counselors and school principal, and were filed by the school secretary.

Providing Information

For parents. The parents were formally informed of the progress of their children through pupil report cards, which were to be signed and returned to school. The elementary and junior high schools sent three report cards a year, whereas the high school sent four. The basic purpose of these report cards was to inform the parents of their child's academic progress and school attendance. However, space was also provided on the report card for special comments of the teachers and the parents.

In addition to the above, parents could also learn of their children's progress by attending the annual parent-teacher conference. This meeting gave the parents an opportunity to discuss with the teacher(s) the individual problems confronting their children.

For pupils. To assist a pupil in his transition from the junior high school to senior high school, the high school principal visited

all the grade nine students in the system some time in May. Also, at the opening of the new school year, the principal of each school met with all pupils in an assembly and gave them a briefing on the rules and regulations of the school.

The guidance offices located in the junior and senior high schools also provided information that the pupils may have wanted to get from time to time.

An information booklet was given to each senior high school pupil at the beginning of the school year. This booklet contained information about the school's rules and regulations, examinations, different activities and clubs in the school, and entrance requirements to university and vocational institutes. A career fair representing business, industry, government agencies and other enterprises was also organized every three years in the senior high school to acquaint the pupils with the vocational developments in the outside world. For further educational and vocational information, interested high school students were taken to the University of Alberta and the Northern Alberta Institute of Technology once a year. Both these institutions are located in Edmonton, which is approximately 180 miles from Medley.

Scheduling and Planning

There were no kindergarten classes in the school district.

The elementary schools provided instruction in self-contained classrooms with some modifications provided by a full-time reading teacher, a full-time music teacher, and a half-time oral French teacher. In the junior and senior high schools, there was complete departmentalization. In addition to the academic subjects, instruction was also

provided to interested students in home economics, industrial arts, and fine arts.

Classrooms were heterogeneously grouped, and each grade included average children who had not progressed with their peers. Furthermore, there was no separate provision for exceptional children.

The enrollment distribution in the Biggin Hill School District by grade level is presented in Table I. As of April 30, 1970, there

TABLE I
BIGGIN HILL SCHOOL DISTRICT DISTRIBUTION OF
ENROLLMENT BY GRADE LEVEL*

Grade Level	Total Enrollment	Number of Classes in Each Grade	Average Enrollment in The Class
1	306	10	30.6
2	282	10	28.2
3	274	9	30.3
4	248	7	35.4
5	263	8	32.9
6	260	8	32.5
7	209	7	29.8
8	190	6	31.6
9	172	6	28.6
10	109	3	36.3
11	83	3	27.6
12	77	3	25.6
Total	2,473	80	

* Enrollment as of April 30, 1970.

were 2,473 pupils in the Biggin Hill School District. The number of pupils ranged from 77 in Grade XII to 308 in Grade I. The number of sections in each grade also varied from ten in Grade I to three in Grade XII. The lowest average enrollment was 25.6 in Grade XII, and the highest was 36.3 in Grade X.

The Medley schools provided a general educational program for all pupils, adhering closely to the provincial curriculum guides. Pupils in the elementary schools studied only the required subjects, but the junior high school offered some electives like home economics, fine arts and industrial arts. The senior high school, on the other hand, offered quite a few electives, such as home economics, typing, business machines, office practice, sociology, psychology, industrial arts and fine arts. These course offerings were in addition to the required courses. The selection of these courses, compulsory and elective, depended upon a student's future plans, that is, whether he wished to continue his education after the senior high school or intended to enter the business world.

Facilitating Post-School Transition

The Biggin Hill School District is located on a Canadian Air Force Base and the closest city is Edmonton, which is approximately 180 miles away from the base. Perhaps for these two reasons the senior high school has really not been able to facilitate post-school transition. However, the senior high school has encouraged the visits of professional people through a career fair and otherwise. These experts have acquainted the pupils with educational and vocational opportunities available.

Once the pupil has left school, he has had very little contact with the principal, teachers or the guidance counselors. However, he has been encouraged to return at any time to discuss his job opportunities.

Furthermore, the school system has had no program for those pupils who drop out of the school. But assistance was provided when the pupil concerned requested it.

Counseling

Counseling in the Biggin Hill School District was provided by all the personnel involved in guidance, namely, the director of guidance services, teacher-cum-counselors, and school principals.

There was one full-time director of guidance services and seven teacher-cum-counselors. The time spent on guidance and counseling by these seven teachers varied from two hours a week to three hours a day.

There were 1,056 pupils in the elementary grades, and counseling and guidance for all these pupils was provided by the director of guidance services. Thus, no guidance personnel were available on a regular basis to the elementary schools. The only counseling provided to the elementary pupils was when they were referred to the director of guidance services by their teachers.

In the junior high school, there were 577 pupils, and the counseling and guidance for all these pupils was provided by five part-time counselors. The total time spent on guidance and counseling by all these counselors was thirty-three periods a week.

In the senior high school, there were 269 pupils, and the counseling and guidance for these pupils was provided by two teachers who

spent half a day each on counseling and guidance activities.

Statistically speaking, there was one guidance person for every 875 pupils in the system. When compared with the recommended pupil-counselor ratio of 250 to one by Conant,¹ this was too high.

If and when special cases requiring outside help came up, the counselors reported to the director of guidance services who, in turn, assisted these students personally or referred them to the mobile guidance clinic, which made one trip a year to Medley. This guidance clinic consisted of a psychiatrist and three or four psychologists who were appointed by the Department of Education of the government of Alberta to look after pupils with special problems, especially the emotionally disturbed children. In view of the fact that these officials spent only a day or so at Medley every year, this did not offer much assistance to the pupils who really needed help.

As far as educational counseling was concerned, this was offered only in the senior high school. The educational planning of all the pupils took place at the beginning of each school year when the students came for registration. The principal, counselors and some teachers in the senior high school planned each child's educational program individually. Besides, educational counseling was provided to all the senior high school pupils from time to time during the year. But the senior high school population was only 12 percent of the total school population. Thus, the other 88 percent of the school children were practically deprived of this service.

¹James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, 1959), p. 44.

Likewise, the vocational counseling was done largely in the high school. In addition to the individual vocational counseling, the senior high school pupils were also encouraged to benefit from the services of some professional personnel who were invited to the school from time to time, and from the school career fair which was held every three years.

Some vocational counseling, however, was also provided by the part-time counselors in the junior high school. But this took place on the personal initiative of the pupil concerned.

In view of the fact that there was a limited number of counselors with limited time at their disposal, and the counseling was one of the guidance activities that they had to perform, the counselors followed the eclectic approach to counseling and, therefore, used whatever techniques or procedures seemed to be most appropriate at any particular time. Thus, the counselors indulged in individual and group counseling and used client-centered procedures and/or structured techniques.

It should be noted here that most of the guidance personnel involved in the guidance services program were not basically trained as guidance counselors and/or guidance personnel. A mention should also be made of the fact that the Department of Education of the government of Alberta has not demanded special qualifications from the personnel who serve as guidance counselors in schools.

As far as guidance facilities in terms of space and equipment were concerned, they were adequate but by no means ideal.

During interviews with the school principals and the guidance personnel, it was discovered that the Biggin Hill School District

guidance services program needed vast improvements, especially a great increase in the number of guidance personnel who would not only provide adequate assistance to all pupils in the system, but would also give in-service training to the teaching staff with regard to guidance.

In order to find out the opinion of the Medley teachers on the guidance needs for the school system, a questionnaire² was sent to all teachers teaching in the system. Out of a total of one hundred, ninety-five questionnaires were returned. In response to the question, "Do you feel that you have pupils in your class(es) who need specialized help that you as a teacher cannot provide but could be provided by the social worker, health nurse, physician and/or guidance counselor?" seventy teachers replied in the affirmative. Detailed responses to the question are reported in Table II.

TABLE II
RESPONSES OF TEACHERS RELATIVE TO NEED
FOR PUPIL PERSONNEL SERVICES*

Number of Pupils Identified Needing Help	Number of Teachers Responding
0	25
1 or 2	27
3 to 5	29
6 to 10	9
11 to 15	2
16 or more	3

*Question: Do you feel that you have pupils in your class(es) who need specialized help that you as a teacher cannot provide but could be provided by the social worker, health nurse, physician and/or guidance counselor?

²See Appendix A for the questionnaire.

To the question, "What type of pupils, in your considered opinion, need most help?" forty-six teachers designated 'the slow learners' and another forty-six designated 'the socially maladjusted' as the type of pupils who need most help. Table III shows the detailed responses to the question concerned with students who need help.

TABLE III
TYPE OF HELP NEEDED BY THE PUPILS*

Type	Frequency of Teacher Responses
The intellectually gifted	7
The slow learners	46
The socially maladjusted	46
The physically handicapped	--
If others, please state	--

*Question: What type of pupils, in your considered opinion, need most help?

Another question posed was, "If you have some pupil(s) in your class(es) requiring additional help, indicate why you feel that you are unable to provide the type of help needed," sixty-six out of the ninety-five teachers mentioned that lack of time due to other duties prevented them from providing the additional help needed. A summary of the teachers' answers to this question is presented in Table IV.

When asked, "Which, if any of the following, do you think would enable you to meet the individual needs of your pupils more effectively?" seventy-two teachers chose reduction of class size as one of the major

factors. Their responses are summarized in Table V.

TABLE IV
TEACHERS' RESPONSES ABOUT THEIR INABILITY TO PROVIDE
ADDITIONAL HELP TO CERTAIN PUPILS*

Need for Help	Frequency of Teacher Responses
Inadequate training in light of particular pupil needs	24
Lack of experience in dealing with those pupils who need additional help	14
Lack of time due to other duties	66
Lack of qualified assistance	10
Inadequate plant facilities	25
Lack of curriculum materials	21

*Question: If you have some pupil(s) in your class(es) requiring additional help, why you feel that you are unable to provide the type of help needed?

TABLE V
TEACHERS' RESPONSES REGARDING THE FACTORS ENABLING
THEM TO MEET INDIVIDUAL NEEDS OF THE PUPILS*

Factors	Frequency of Teacher Responses
Additional help for classroom teacher	27
Assignment of a teacher aide to your classroom	24
Provision of more instructional time and reduction of non-professional duties	24
Reduction of class size	72
Lengthening of class periods	2
Shortening of class periods	3

*Question: Which, if any of the following, do you think would enable you to meet the individual needs of your pupils more effectively?

To the question, "Do you, in your considered opinion, feel that you have some student(s) in your class(es) who are emotionally disturbed and need professional help from psychologist and/or psychiatrist?" forty-six out of ninety-five teachers mentioned that they had one or two pupils in their class(es) who needed such a help. Detailed responses are summarized in Table VI.

TABLE VI
TEACHERS' RESPONSES REGARDING THE NUMBER OF EMOTIONALLY
DISTURBED PUPILS IN THEIR CLASSES*

Number of Pupils Identified as Needing Help	Number of Teachers who Responded
0	36
1 or 2	46
3 to 5	11
6 to 10	1
11 to 15	1
16 or more	0

*Question: Do you, in your considered opinion, feel that you have some student(s) in your class(es) who are emotionally disturbed and need professional help from psychologist and/or psychiatrist?

Thus, the teachers seemed to hold the opinion that there was a definite need for great improvement in the guidance services program of Medley schools.

Evaluation

As there was no program for following the careers and accomplishments of the graduates and the dropouts, there are no substantial data by which to determine the success or failure of Medley graduates.

Furthermore, there was no overall evaluation program for the Biggin Hill School District. Therefore, it was very difficult to make any type of assessment.

However, an attempt was made to compare the results of the statistical analysis of the guidance services program in the Medley schools with provincial and national statistics. It should be pointed out here that the provincial and national statistics used are as of 1967, whereas the Medley statistics are as of 1970. The provincial and the national statistics were obtained from the Report on a Study of Career Decisions of Canadian Youth,³ a nation-wide study conducted by the Department of Manpower and Immigration of the Government of Canada. The comparative study reveals the following facts.

Seven and six-tenths per cent of the teaching staff of the Medley schools was involved in guidance work, whereas the provincial and the national figures for the same were 27.0 per cent and 19.3 per cent, respectively. The summary of these findings is shown in Chart I.

Thirty-three and seven-tenths per cent of the counselors in Canada and 25.6 per cent of the counselors in Alberta spent between one and five hours a week on guidance work. In comparison with this, 50.0

³Department of Manpower and Immigration, Report on a Study of the Career Decisions of Canadian Youth, Volume I (Ottawa: Queen's Printers, 1967), p. 203.

per cent of the Medley counselors spent between one and five hours a week on guidance. Table VII shows the details of the time spent by the counselors on guidance activities.

As shown in Chart II, 87.5 per cent of the Medley counselors believed that adequate guidance services were not being provided to the pupils.

Seventy-five per cent of the Canadian principals and 89.8 per cent of the Alberta principals were involved in guidance work. The percentage went up to a hundred for the principals in the Biggin Hill School District. Chart III gives a summary of the number of school principals involved in guidance work.

Seventy-five per cent of the principals in Medley schools spent between one and five hours a week on guidance work. Compared to this, 38.5 per cent of the Alberta principals and 58.0 per cent of the Canadian principals spent between one and five hours per week on guidance work. These data are also reported in Table VIII.

Seventy-five of the Medley counselors, 41.1 per cent of the Alberta counselors, and 37.4 per cent of the Canadian counselors believed that there was an adequate number of guidance personnel in their school. Also, 50.0 per cent of the Medley principals, 17.6 per cent of the Alberta principals, and 20.5 per cent of the Canadian principals believed that the number of guidance personnel in their school was adequate. These findings are also presented in Table IX.

Seventy-five per cent of the Medley principals, 100 per cent of the Alberta principals, and 85.8 per cent of the Canadian principals believed that their schools had an adequate place where the pupils could find occupational literature.

Also, 75.0 per cent of the Medley principals, 84.2 per cent of the Alberta principals, and 64.0 per cent of the Canadian principals stated that there was a private counseling office in their schools. Data relevant to space for information services and counseling are also reported in Table X.

Thus, it would appear that the guidance services program in the Biggin Hill School District was no better in 1970, than the overall school guidance programs in Alberta and in Canada in 1967.

A Brief Description of Seven Organized Guidance Programs

This study was conducted to seek information about some other school systems in the province and to serve as a source in helping to improve the Biggin Hill School District guidance services program.

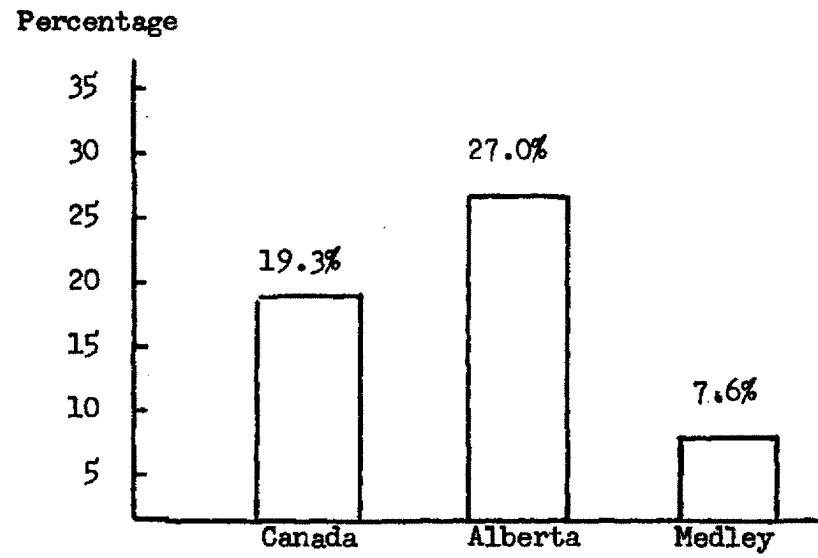
Seven Alberta school systems chosen for the study were Calgary, Edmonton, Athabasca, St. Paul, Lac Ste. Anne, St. Albert, and Lac La Biche. Calgary and Edmonton school districts were chosen to see what guidance services were being provided in the two big cities of the Province of Alberta, and the other five were chosen because of their similarity to the Biggin Hill School District in terms of their population, size, number of teachers, and pupil enrollment.

A questionnaire,⁴ a modified version of the questionnaire used by Hester,⁵ was sent to all the seven school districts mentioned above.

⁴See Appendix B for the questionnaire.

⁵Gerald L. Hester, "A Study to Help Develop a Guidance Program in the Yorkton Public School System, Yorkton, Saskatchewan, Canada," (Unpublished Doctoral dissertation, Teachers' College, Columbia University, New York, 1964), pp. 127-128.

CHART I
THE PROPORTION OF TEACHERS INVOLVED IN
GUIDANCE WORK



Canada and Alberta figures are as of 1967.
Medley figures are as of 1970.

TABLE VII

HOURS SPENT PER WEEK BY THE COUNSELORS AND TEACHER-CUM-COUNSELORS
IN COUNSELING PUPILS OR IN OTHER GUIDANCE WORK

	Canada	Alberta	Medley
Less than one hour	47.2	53.0	--
1-5	33.7	25.6	50.0
6-10	6.7	11.1	12.5
11-15	3.6	4.8	25.0
16-20	2.6	1.9	--
21-25	1.6	1.5	--
26-30	1.6	0.7	12.5
More than 30 hours	3.1	1.5	--
TOTAL	100.1	100.0	100.0

Canada and Alberta figures are as of 1967. Medley figures are as of 1970.

CHART II

MEDLEY COUNSELORS' VIEWS ON THE ADEQUACY OF THE GUIDANCE SERVICES
IN THE BIGGIN HILL SCHOOL DISTRICT

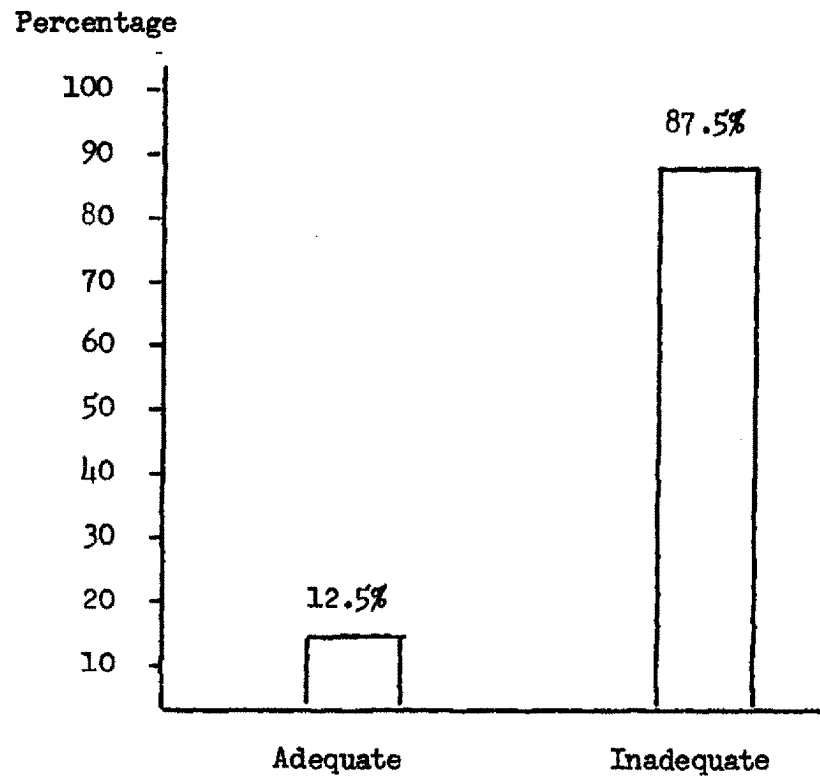
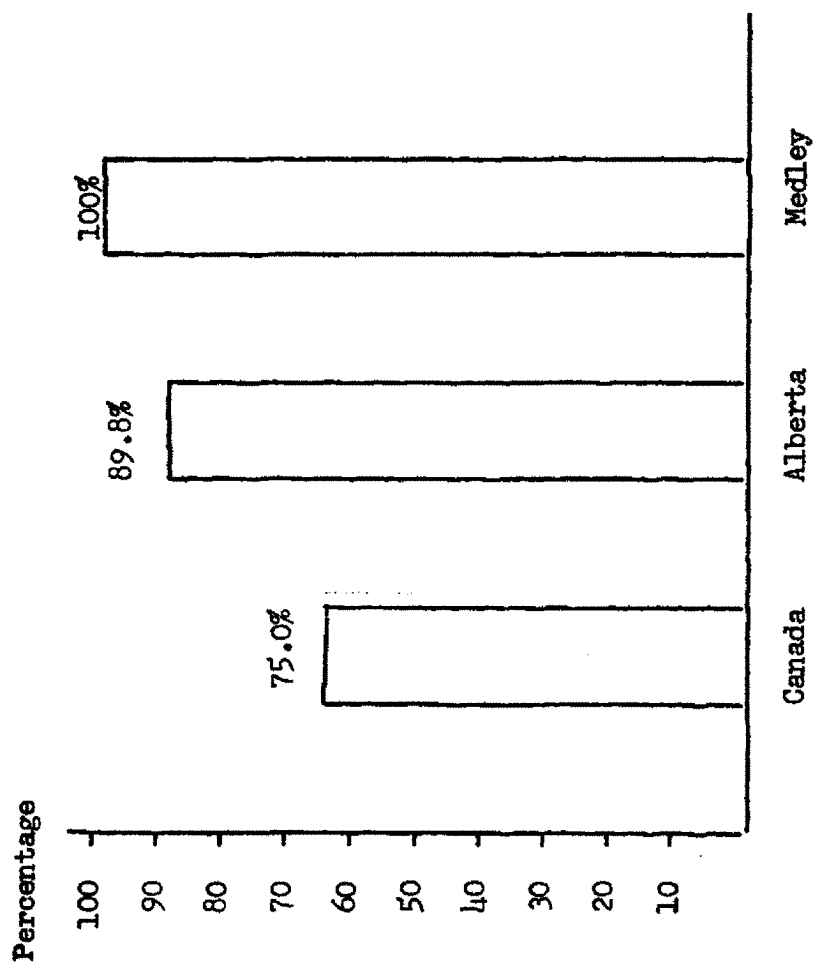


CHART III
 PROPORTION OF PRINCIPALS INVOLVED IN GUIDANCE WORK



Canada and Alberta figures are as of 1967.
 Medley figures are as of 1970.

TABLE VIII
TIME SPENT PER WEEK BY THE SCHOOL PRINCIPALS IN COUNSELING
AND OTHER GUIDANCE ACTIVITIES

Time Spent	Canada Per cent	Alberta Per cent	Medley Per cent
Less than one hour	25.0	47.4	--
1-5 hours	58.0	38.5	75.0
6-10 hours	12.0	12.3	25.0
11-15 hours	2.8	1.8	--
More than 15 hours	2.0	--	--
TOTAL	99.8	100.0	100.0

Canada and Alberta figures are as of 1967. Medley figures are as of 1970.

TABLE IX
 COUNSELORS' AND PRINCIPALS' VIEWS ON THE ADEQUACY OF THE
 NUMBER OF GUIDANCE PERSONNEL IN THEIR SCHOOL

	Canada	Alberta	Medley
<u>Counselors</u>	%	%	%
Sufficient	37.4	41.1	75.0
Insufficient	62.6	58.9	25.0
<u>Principals</u>			
Sufficient	20.5	17.6	50.0
Insufficient	79.5	82.4	50.0

Canada and Alberta figures are as of 1967. Medley figures are as of 1970.

TABLE X

PROPORTION OF SCHOOLS HAVING A PLACE WHERE STUDENTS CAN FIND BOOKS, MAGAZINES,
AND OTHER INFORMATION ABOUT DIFFERENT OCCUPATIONS; AND PROPORTION HAVING
A PRIVATE OFFICE OR ROOM WHICH COULD BE USED FOR COUNSELING

	Canada	Alberta	Medley
	%	%	%
<u>Place containing occupational literature</u>			
Yes	85.8	100.0	75.0
No	14.2	--	25.0
<u>Private office or room for counseling</u>			
Yes	64.0	84.2	75.0
No	36.0	15.8	25.0

Canada and Alberta figures are as of 1967. Medley figures are as of 1970.

The questions asked were: (1) How many schools are being operated in your school district, division or county? (2) How many teachers are employed in your school system? (3) What is the pupil enrollment in your school system? (4) Who is responsible for directing and coordinating guidance services programs in the school system? (5) What guidance services are being provided and who is responsible for them? (6) What is the extent of time guidance workers devote to individual schools?

These questionnaires were sent to the superintendents of schools of the areas concerned, and the following information was gathered.

County of Athabasca, Alberta, Canada. Athabasca county had four elementary, one junior-senior high, and four elementary-junior-senior high schools. There were 1,439 pupils in the elementary section, 688 in the junior high, and 488 in the senior high. The school board had employed seventy-two elementary, thirty-three junior high, and thirty-seven senior high teachers.

The guidance program of the school county was under the direction of a supervisor of guidance services who was assisted by one full-time and two parttime counselors. In addition to coordinating a standardized testing program, the supervisor of guidance services also administered individual tests and assisted pupils with special problems. Although the individual counseling was done by the counselors, teachers also assisted in homeroom and classroom guidance. Vocational guidance was provided through career fair and field trips. Statistically speaking, there was one guidance person for every 765.4 pupils in the school system.

St. Paul School District, Alberta, Canada. St. Paul had one elementary school with thirty-five teachers and an enrollment of 749 pupils, one junior high school with eighteen teachers and an enrollment of 390 pupils, and one senior high school with 360 pupils and twenty teachers.

The guidance program of each school was under the direction of its building principal. There was one half-time counselor who received some clerical help. The counselor, if and when possible, provided individual counseling and also coordinated a standardized testing program with the assistance of the teachers. Assisted by the counselor in counseling techniques, the teachers provided homeroom and classroom guidance. Special cases were referred to the University of Alberta guidance clinic in Edmonton, Alberta. Vocational counseling was provided by the principal and the counselor, and through the field trips and the school career fair. Statistically, there was one half-time counselor for every 1,500 pupils.

County of Lac Ste. Anne, Alberta, Canada. There were four elementary, four junior high, and four senior high schools in the County of Lac Ste. Anne. The school population consisted of 2,031 elementary, 919 junior high, and 595 senior high school pupils. The teaching staff was comprised of ninety-three elementary, fifty junior high, and forty-three senior high school teachers.

The guidance services were offered under the leadership of one full-time director of guidance services who was assisted by five part-time counselors. In addition to assisting teachers in counseling

techniques, the guidance director also assisted pupils with special problems. Individual counseling was done by the counselors, and a standardized testing program was coordinated by the assistant superintendent of schools. Teachers were responsible for the homeroom and classroom guidance program. Planned guidance experiences were also offered through career fairs and visitations. There was one guidance person for every 1,576 pupils.

St. Albert Protestant School District, Alberta Canada. St.

Albert had one senior high, two elementary, and two elementary-junior high schools. There were 1,400 elementary, 500 junior high, and 350 senior high school pupils who were instructed by seventy elementary, thirty-five junior high, and twenty-five senior high school teachers.

A full-time director of guidance services was assigned the responsibility of directing and coordinating the guidance services program in the school district, with major responsibilities directed toward the secondary level. He was also assisted by one full-time and three part-time counselors.

The major tasks performed by the director of guidance services were: coordinating the standardized testing program; assisting teachers in counseling techniques; administering of individual tests; and assisting pupils with special problems.

Guidance in the schools was provided through the following provisions: organized classroom activities; individual counseling for all secondary school pupils on a non-referral basis as well as counseling for problem cases; maintenance of cumulative records for all pupils in

the system; and planned vocational experiences through the career fair and field trips.

Statistically, there was one guidance person for every 540 pupils.

Lac La Biche School Division, Alberta, Canada. Lac La Biche had one senior high; one elementary-junior-senior high; two elementary-junior high; one junior high; and three elementary schools. There were 1,443 elementary, 487 junior high and 286 senior high school pupils who were instructed by fifty-eight elementary, twenty-seven junior high and twenty-two senior high school teachers.

The guidance services program was under the direction of a superintendent of schools who was assisted by two part-time counselors.

The counselors provided individual counseling and, with the assistance of the principals, coordinated the standardized testing program. Assisted by the counselors in the counseling techniques, the teachers provided homeroom and classroom guidance. Vocational counseling was the combined responsibility of the school principals, counselors and teachers. School career fairs and field trips were also organized to provide planned vocational experiences.

For every 1,474 pupils in the system there was one guidance person.

Calgary Public School District, Alberta Canada. Calgary had one hundred elementary; twenty-four junior high; eighteen elementary-junior high; three junior-senior high; one elementary-junior-senior high; and ten comprehensive high schools. The school population consisted of 42,171 elementary, 18,469 junior high, and 15,862 senior high school

pupils. The teaching faculty consisted of 1,816 elementary, 957 junior high and 792 senior high school teachers.

A full-time supervisor of guidance with the assistance of two assistants, was assigned the responsibility of directing and coordinating the guidance services program in the school district. In addition to fourteen psychologists, clinicians and psychiatrists, there were thirty-nine full-time and 121 part-time counselors to assist the pupils.

The supervisor of guidance coordinated the standardized testing program, the school psychologists administered the individual tests, and the guidance counselors assisted the teachers in the counseling techniques, as well as provided individual counseling to the pupils.

The guidance provisions used were: organized classroom guidance activities; individual counseling for all pupils on a non-referral basis as well as counseling for problem areas; maintenance of cumulative records for all pupils; and planned vocational experiences through school career fairs and field trips.

Statistically speaking, there was one guidance person for every 695.5 pupils in the Calgary Public School District.

Edmonton Separate School District, Alberta, Canada. Edmonton Separate School District had a total of 149 elementary, junior high, and senior high schools with a teaching faculty of 1,475 personnel for 30,672 pupils. It should be noted here that the individual figures for schools, pupils and teachers at the elementary, junior high and senior high levels were not provided by the respondent.

A full-time director of guidance services was assigned the responsibility of directing and coordinating the guidance services program in the school district. He was assisted by twenty-one full-time and three part-time counselors. Also, there were three school psychologists and two social workers.

The director of guidance, with the assistance of a director of pupil personnel services, coordinated the standardized testing program for the school system. In addition to assisting teachers in counseling techniques, the counselors administered individual tests and provided individual counseling.

The guidance provisions used were: organized classroom guidance activities; individual counseling for all pupils on a non-referral basis as well as counseling for problem cases; the maintenance of cumulative records for all pupils; and planned vocational experiences through school career fairs and field trips.

Statistically, for every 929.5 pupils in the system, there was one guidance person available to assist them.

In summary, all seven school systems had someone responsible for directing and coordinating the guidance services program. Also, they used teachers in conducting some guidance activities, and provided counselors wherever possible. Table XI presents a summary of some of the findings, giving a comparison of average pupils per teacher and per guidance person in the school systems discussed above, and in the Biggin Hill School District discussed earlier in this chapter.

TABLE XI

AVERAGE PUPILS PER TEACHER AND PER GUIDANCE PERSON IN EIGHT SCHOOL SYSTEMS

Name of school system	Calgary Public School District	Edmonton Separate School District	County of Athabasca	St. Paul School District	County of Lac Ste. Anne	St. Albert Protestant School District	Lac La Biche School Div.	Biggin Hill School District
Number of Pupils	76,502	30,672	2,615	1,499	3,545	2,250	2,216	2,473
Number of Teachers	3,565	1,475	142	73	186	130	107	102
Average Pupils per Teacher	21.2	20.8	18.4	20.5	19.1	17.3	20.7	24.2
Number of Guidance Personnel (full-time and part-time)	172	34	4	1	6	4	3	8
Average Pupils per Guidance Personnel*	695.5	929.5	765.4	3,000	1,576	540	1,474	875

* The term guidance personnel in this line represents the equivalent number of full-time guidance personnel.

Note: Figures to 0.1 accuracy.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study was designed to examine the existing guidance services program in the Biggin Hill School District, Medley, Alberta, and to make recommendations for further improvement. Two other purposes of the study were: (1) to compare the guidance services program of the Biggin Hill School District with those of the other school districts in the surrounding areas, and (2) to compare the statistics of the guidance facilities provided in the Medley schools with provincial and national statistics.

In addition to the study of the educational literature published on the subject of guidance, the data were collected through interviews and questionnaires.

Six elements, considered essential for a modern guidance program, were:

- (1) Appraisal of pupils
- (2) Information services
- (3) Scheduling and planning
- (4) Facilitating post-school transition
- (5) Counseling
- (6) Evaluation

Conclusions

(1) The Biggin Hill School District provided guidance services to its pupils under the leadership of a director of guidance services who was assisted by seven part-time guidance personnel.

(2) The guidance program did not provide for a standardized testing program.

(3) There were no anecdotal records available for the use of teachers and guidance personnel.

(4) On the whole, it seems that the cumulative records were well maintained in the school system.

(5) The pupils were grouped heterogeneously.

(6) Pupils had a fairly good selection of the course offerings, especially at the senior high school level.

(7) There were no arrangements for post-school transition.

(8) The system did not seem to have any program for the pupils who drop out of the school earlier than they should.

(9) The guidance personnel were unable to render adequate guidance services in view of the fact that for every 875 pupils, there was one guidance person.

(10) Guidance services were minimally provided for the elementary pupils.

(11) Guidance services for pupils who needed psychological and/or psychiatric help were almost non-existent.

(12) Although there were adequate provisions for educational and vocational counseling at the senior high school level, the elementary and the junior high school pupils were virtually deprived of it.

(13) Most of the guidance personnel working in the Medley schools were not basically trained as guidance personnel.

(14) The teaching faculty of the Medley schools was of the opinion that adequate guidance services were not being provided to the pupils, and the large size of the classes did not permit the teachers to assist pupils in their individual needs in different areas.

(15) Although the guidance services program in the Biggin Hill School District was not adequate, it was still better than most of the school districts in the surrounding areas.

(16) The guidance facilities provided in the Medley schools in 1970 did not even measure up to the guidance facilities which were provided in the schools in Alberta and in Canada as a whole in 1967.

Recommendations

In order to increase the efficiency of the guidance services program in the Biggin Hill School District, the following recommendations are made:

(1) It is recommended that the director of guidance services prepare and arrange for the dissemination of information relative to the aims, methods, procedures and objectives of the school system's guidance program.

(2) It is further recommended that the director of guidance services should initiate a standardized testing program throughout the school system.

(3) Since the classroom teacher is an essential person in the overall guidance program of the school, it is recommended that the director of guidance services hold an in-service training program for

all teachers in the system at the beginning of each school year.

(4) Counseling authorities have advised that there should be one full-time counselor for every 250 pupils. It is, therefore, recommended that in addition to the director of guidance services there should be ten full-time counselors, both male and female, to assist pupils in their individual developmental needs. It is implied that the appointment of ten full-time qualified counselors will not only enable every school to have guidance personnel, but will also provide adequate guidance services for all the pupils in the school system.

(5) Since anecdotal records provide useful information in making appraisal of a pupil, it is suggested that the teachers be encouraged to make note of significant behavior observations, and place these records in the pupils' cumulative records.

(6) In view of the fact that the parent-teacher conference provides the opportunity for the home and school to share in the knowledge and understanding of the child, it is recommended that there should be two such conferences every year, one in November and the other in April. In addition, teachers should be encouraged to initiate meetings with parents, if and when the need arises.

(7) In order to help pupils find suitable jobs, it is recommended that the director of guidance services should seek the cooperation of the local business community and the Department of Manpower and Immigration.

(8) It is suggested that during the spring of each year the counselors from the senior high school should pay a visit to the grade nine students in the junior high school and discuss the academic program,

social and athletic events, and other things that the pupils may wish to know about the senior high school. In addition, the counselor should give a pre-registration form to each grade nine pupil, and help him make his tentative program for the senior high school.

(9) It is also recommended that the representatives of the University of Alberta and the Department of Manpower and Immigration should be invited frequently to the senior high school to acquaint pupils with the education and vocational opportunities available.

(10) In order to provide adequate, frequent and up-to-date vocational information to the pupils, it is recommended that the school career fair be organized on a yearly basis.

(11) It is suggested that the guidance personnel should develop an organized program to assist the pupils who drop out of school earlier than they should.

(12) Psychological and/or psychiatric help provided for one or two days a year to a school system with 2,473 pupils is not adequate. It is, therefore, suggested that the director of guidance services should strive for frequent services of the guidance clinic.

(13) It is also recommended that the services of a full-time school psychologist should be procured in order to assist pupils more effectively.

(14) In order to facilitate guidance work, it is suggested that in addition to the guidance office each school should be provided with two small rooms for interview purposes.

(15) For the information of teachers and principals in their working relationship with pupils, parents, and community members, it is

suggested that the Biggin Hill School Board develop, publish and maintain an up-to-date school board policies manual.

(16) There is a need for a guidance committee consisting of various teachers, guidance personnel and administrators to investigate and suggest improvements for the guidance services program in the school system. It is also suggested that the evaluation of the effectiveness of the guidance program should be undertaken on a continuous basis.

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APPENDIX A

TEACHERS' QUESTIONNAIRE

Directions: Please check the appropriate blank(s) and/or supply the answer(s) in the space(s) provided unless otherwise specified.

1. Do you have a homeroom? Yes _____
 No _____

If yes, which grade?
 (Circle one) 1 2 3 4 5 6 7 8 9 10 11 12

2. Which grade(s) do you teach?
 (Circle those which apply) 1 2 3 4 5 6 7 8 9 10 11 12

3. What is the average enrollment in your class(es)?
 (Please indicate the number) _____

4. Do you feel that you have pupils in your class(es) who need specialized help that you as a teacher cannot provide but could be provided by the social worker, health nurse, physician, and/or guidance counselor?
 Yes _____
 No _____

If so, approximately how many?
 1 or 2 _____ 3 to 5 _____
 6 to 10 _____ 11 to 15 _____
 16 or more _____

5. What type of students, in your considered opinion, need most help?

The intellectually gifted _____

The slow learners _____

The socially maladjusted _____

The physically handicapped _____

If others, please state _____

6. If you have some student(s) in your class(es) requiring additional help, indicate why you feel that you are unable to provide the help needed.

Inadequate training in light of particular pupil needs _____

Lack of experience in dealing with those pupils who need additional help _____

Lack of time due to other duties _____

Lack of qualified assistance _____

Inadequate plant facilities _____

Lack of appropriate curriculum materials _____

If others, please specify _____

7. Which, if any of the following, do you think would enable you to meet the individual needs of your pupils more effectively?

Additional help for classroom teacher _____

Assignment of a teacher aide to your classroom _____

Provision of more instructional time and reduction of non-professional duties _____

Reduction of class size _____

Lengthening of class periods
(Junior and senior high classes only) _____

Shortening of class periods
(Junior and senior high classes only) _____

If others, please state _____

8. Do you have some student(s) in your class(es) who are emotionally disturbed and need professional help from psychologist and/or psychiatrist?

Yes _____

No _____

If yes, approximately how many?

1 or 2 _____ 3 to 5 _____

6 to 10 _____ 11 to 15 _____

16 or more _____

APPENDIX B

SUPERINTENDENTS' QUESTIONNAIRE

Directions: Please check the appropriate blank(s) and/or supply the answer(s) in the space(s) provided unless otherwise specified.

1. Name of the school district/division/county _____.
2. How many schools are being operated in your school system?
(Please give the number of schools in the appropriate blanks)
 - Elementary schools _____
 - Junior high schools _____
 - Senior high schools _____
 - Elementary-junior high schools _____
 - Junior-senior high schools _____
 - Elementary-junior-senior high schools _____
 - Comprehensive high schools _____
3. How many teachers are employed in your school system?
(Please give the number in the appropriate blanks)
 - Elementary school teachers _____
 - Junior high school teachers _____
 - Senior high school teachers _____
4. What is the pupil enrollment in your school district/division/county?
(Please give the number in the appropriate blanks)
 - Elementary school pupils _____
 - Junior high school pupils _____
 - Senior high school pupils _____
5. To whom do you assign the responsibility for directing and coordinating the guidance services in your school system?
 - Director of guidance services _____
 - Assistant superintendent _____
 - School principal _____
 - High school counselor _____
 - Not specifically delegated _____

If others, please state _____

6. What is the number of guidance personnel employed in your school system? (Please give the number in the blanks provided)

Director of guidance _____
 Counselors _____
 School psychologist _____
 Clerical (assigned guidance) _____
 If others, please state _____

7. Are the above personnel full-time or part-time employees?

	<u>Full-time</u>	<u>Part-time</u> (Please give fraction of time)
Director of guidance	_____	_____
Counselors	_____	_____
School psychologist	_____	_____
Clerical (assigned guidance)	_____	_____
Others, please list	_____	_____

8. Which of the guidance functions are performed in your school system, and who has the major responsibility for these functions? (Please check the blanks in column 1 and give the professional title in column 2)

	1	2
Counseling individual students	_____	_____
Assisting teachers in counseling techniques	_____	_____
Vocational placement follow-up	_____	_____
Administering of individual tests	_____	_____
Coordination of a standardized test program	_____	_____

Case studies of remedial students _____

Case studies of academically gifted pupils _____

9. What guidance provisions are used in your school system?
(Please check the blanks)

Homeroom guidance program _____

Part-time teacher counselor _____

Guidance committee _____

Classroom guidance _____

Planned guidance experiences (such as career fair, visitations, etc.) _____

Individual counseling for all pupils on a non-referral basis _____

Individual counseling for all problem cases _____

Cumulative records of pupils _____

If others, please state _____

10. Are any full-time guidance workers assigned to individual schools?

Yes _____

No _____

If yes, please indicate the number in column 1 and give the professional title in column 2.

	1	2
Number assigned to elementary schools	_____	_____

Number assigned to junior high schools	_____	_____
--	-------	-------

Number assigned to senior high schools	_____	_____
--	-------	-------

Number assigned to junior-senior high schools	_____	_____
---	-------	-------

Number assigned to elementary-junior-senior high schools	_____	_____
--	-------	-------

Number assigned to elementary-junior
high schools

Number assigned to comprehensive
high schools

Please send any additional information or printed material that might
be helpful in explaining your guidance program.

APPENDIX C

LETTER TO TEACHERS

April 7, 1970

Dear _____

This survey is being conducted to evaluate the existing guidance program in the Biggin Hill School District and to seek information for further improvement. Would you therefore kindly fill in the attached questionnaire and return it to your school principal at your earliest convenience.

Thank you for your cooperation.

Yours truly,

(S. KAPOOR)

Encl.: Questionnaire

APPENDIX D

LETTER TO SUPERINTENDENTS

Officers' Mess
Canadian Forces Base
Medley, Alberta
April 1, 1970

Mr. _____
Superintendent of Schools
_____, Alberta

Dear Sir:

I am a graduate student in the School of Education at the University of Montana, and the main purpose of my research study is to evaluate the existing guidance services program in the Biggin Hill School District, Medley, Alberta, and to seek information for its improvement. I may also add that Mr. W. B. Novak, Superintendent of Schools, Biggin Hill School District, has indicated his support regarding the usefulness of this study.

Information for this research survey will be collected from teachers, principals, and school superintendents through questionnaires and interviews.

Since it is necessary for me to acquaint myself with guidance programs prevalent in different school systems in this province, I am requesting your cooperation in having the enclosed questionnaire completed and returned to me in the enclosed self-addressed envelope at your earliest convenience.

Please permit me to add that the findings of the study should provide educational administrators with information upon which to base the organization of a guidance program in schools.

Also, please accept my thanks in advance for your valuable time and kind cooperation.

Yours truly,

(S. Kapoor)

Encl.: Guidance Questionnaire