COUNSELLING SERVICES AT THE JUNIOR HIGH SCHOOL LEVEL

A study of counselling problems in a Vancouver sample school and their social work implications

by

Frances Amy McCubbin

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ABSTRACT

Many years ago, the provincial Department of Education recognized that adolescents have special needs and problems. As a consequence, junior high schools have been instituted in British Columbia to meet, not only the academic needs of adolescents, but some of their social and personal needs, as well. To this end, also, counselling services became a part of the program of secondary schools. Counselling program and practice have changed over the years from group guidance on educational and vocational matters to an individual counselling service primarily intended for vocational counselling but, in practice, extended to many other problems. Current conceptions of counselling also appear to have some relationship to those of casework practice meriting clearer definition.

In order to determine the implications of school counselling for social work, the counselling program and process in a sample junior high school in Vancouver were studied, by use of structured interviews with counsellors, general interviews with other members of the school staff, School Board employees, and staff members of agencies whose clients were pupils at the school which was studied. The classification developed to examine the "counselling area" was: (a) minor problems; (b) problems related to educational and vocational guidance; (c) problems related to low academic achievement; (d) problems related to school discipline; (e) personality and school adjustment problems; (f) problems related to the home situation. The counsellor's role in helping with problems in each of these areas was distinguished by relating the counsellor's duties and responsibilities, training and qualification to the way in which specific cases were dealt with, either by the counsellor alone or with assistance from other people or groups.

It was concluded that counsellors provide valuable assistance on an individual basis to children with problems, where the basis of the problem is not an emotional disturbance stemming from personality or environmental factors. The study indicates, however, that counsellors are obliged to deal with the latter kind of problem, to some extent, despite the fact that they are not trained to do so. Reasons are advanced for proposing that the treatment of emotionally disturbed children in the school should be carried out by properly qualified social caseworkers, who could work with counsellors, each in their respective areas of competence, to give help to the adolescent in school.
ACKNOWLEDGMENTS

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A. Bibliography
CHAPTER ONE

THE YOUNG ADOLESCENT AT JUNIOR HIGH SCHOOL

Research in the physical, psychological and socio-
logical disciplines has resulted in a general negation of
the concept that a person is either a child or an adult, and
nowadays increasing attention is being given to the important
period between childhood and adulthood known as "adolescence".
Of course, adolescents are not a homogeneous group, who can
be labelled as adolescent upon reaching a certain birthday and
who graduate to maturity upon some later birthday. In the
simplest sense, the term "adolescent" may be applied to those
who, physiologically old enough to have experienced puberty,
are not sufficiently mature to have the physical stability

Because of the nature of their growth processes,
adolescents experience many difficulties, physical, psycho-
logical and social, and often present problems to their parents
and teachers as well as to social workers who attempt to help
them in one or other of the social agencies in which the focus
is upon child welfare. Adolescents have been described as
"challenging and irritating, baffling and obvious, charming
and crude, stimulating and dull, frustrating and gratifying."

   Universities Press, New York, 1940.
2. Joselyn, Irene M., The Adolescent and His World, F.S.A.A.,
   New York, 1952, p.76
This description seems to be particularly applicable to individuals between the age of twelve and sixteen when physical, psychological and social growth is greatly accelerated. The adolescent so described can scarcely be without problems of one kind or another.

Physical problems are frequently present; indeed, the adolescent often finds his body suddenly strange to him. There is accelerated growth in body length, weight, and skeletal structure, as well as an increase in physical strength, motor ability and motor co-ordination, despite the fact that adolescence is often referred to as the "awkward age". Secondary sex characteristics begin to develop and primary sex organs to function.

Psychological development parallels physical growth during adolescence. An early spurt in ego development is quickly followed by a breakdown of defences. The process of their remobilization creates confusion and conflict. The adolescent is confronted not only by doubts about contradictory social standards but also by sexual conflicts. There is rebellion against the infantile superego which no longer serves the maturing person and he strives toward a new one which will be better adapted to approaching adult needs.

Independence in new areas is developed during the period of social growth which is inter-related with psychological and physical growth. Relationships with parents,
teachers and the peer group are likely to be tenuous. This is a time of contradictions in verbalizations and behaviour regarding sexual patterns, work, play and school; rebellion against authority is accompanied by a need for the security of controls.

"During the early part of adolescence the pressures from physical, psychological and social changes are of such intensity that the adaptive capacity of the individual is strained to the point of relative inadequacy". Only as the physical structure is stabilized sufficiently for the adolescent to become familiar with it, and familiar as well with social demands and psychological pressures, can issues be clarified and mastery over them made easier.

Although the road to maturity can scarcely be called a smooth one, it is travelled with less difficulty by some adolescents than by others. The child with a background of satisfying experiences in earlier phases of development, who is provided with signposts of understanding, acceptance and security can overcome obstacles in his path with a minimum of confusion and strain. The child who is without such signposts to guide him, whose emotional needs have never been adequately met, travels to adulthood with a limited capacity to deal with the physical, emotional and social hurdles which

1. Josselyn, op.cit., p.120
confront him.

Generally speaking, the early adolescent is just entering Junior High School, for the Grade Seven pupil is normally twelve to thirteen years old. Sometimes he conforms so completely that he appears to have no difficulties, yet such a child may be experiencing minor or major conflicts at home. It is more than likely that, regardless of their origin, problems will be manifested by some of the recent arrivals in junior high school. Orientation to a new school is not an easy experience for the early adolescent and the transition from an elementary to a junior high school may provoke considerable anxiety. The child has lost the security of the primary school where he has, quite possibly, spent his first six years school life. Junior high schools are nearly always larger than elementary schools, and the new school constitutes a threat to the pupil because of its size ... both in structure and in population. "Orientation" involves becoming familiar with new rules and routines, and some anxiety may result concerning the need to conform to them or fear of punishment for not doing so. Vocational and educational problems begin to appear, among other things the pupil being expected and encouraged to help plan his own course of study. This is not easy since it involves some tentative thought about future vocational goals, which are likely to be nebulous and unrealistic at this age. Fear of changes in curriculum or resistance to such changes may result in academic achievement lagging
behind that formerly attained.

The problems of the adolescent which appear in the school setting are as inter-related as are his various growth processes. Lag in academic achievement may be the result of some physical disability or disorder; on the other hand, it may be the cause of physical symptoms. Academic or physical difficulties can create anxiety for the child, cause him to feel loss of status in his group, to fear punishment from parents or disapproval from teachers. Such fear or anxiety is often revealed by the appearance of behaviour problems.

Adolescence is a period during which earlier conflicts are reactivated. Conflict with authority arising out of earlier experiences is accentuated during these years when, in his struggle for emancipation, the child rebels against parental control. Teachers at times may be thought of as extensions of parent figures and rebellion against them takes the form of disobedience, refusal to work, lateness for classes etc. The less aggressive child on the other hand may withdraw from unacceptable controls into daydreams, inattentiveness and apathy.

The seriously disturbed adolescent will "act out" his problems in various ways at school; by bullying, stealing or by chronic truancy. When he commits acts which are given the label of delinquency, he will be apprehended for appearance in Juvenile Court, probable transitory residence in a Detention Home and possible less transitory residence in an industrial
school. The adolescent who returns to school from these socially unacceptable settings finds himself confronted with new problems of guilt, loss of approval, feelings of being different, of insecurity and antagonism. Believing that society is against him, he has two choices; to withdraw more into himself or to intensify his acts of anti-social behaviour.

Examining the relationship between school behaviour and delinquency, Myers in a sample study in Vancouver has found that "the incidence of delinquency doubles from Grade Six to Grade Seven, and increases through Grade Eight to a high point in Grade Nine." It is Myers' conclusion that the "change from an elementary school to a junior high school constitutes an emotional hazard of no small consequence to an individual assumed to be predisposed towards delinquent behaviour as a result of emotional needs. Such a transition demands readjustment to new teachers, new school mates and a new atmosphere which may well prove difficult even to the stable child".

Some adolescents in junior high school have problems which, manifested in school, eventually result in referral to a social agency. The abandoned or neglected boy or girl whose situation becomes known to school authorities might receive help from a worker in one of the Children's Aid Societies; the teen-ager whose emotional problems result in truancy or stealing might be treated by caseworkers at the Child Guidance Clinic or given supportive aid by a Parole Officer. Where the Adolescent's

2. Ibid., pp.24-25
difficulty at school stems from conflict in the home, the school may assist in referring the parents to the Family Welfare Bureau where both parents and child can receive casework help.

To say that adolescents often reveal their problems in the junior high schools, is not of course to imply that these schools create problems. In fact, the school system in British Columbia was reorganized in 1926 to include, in many areas, junior high schools or "middle schools" in which special heed would be paid to the needs of the adolescent. The curriculum was designed not only to provide a varied and enriched academic and technical education for adolescents but also to meet some of their social and emotional needs as well. Some of the aims of the new school were: to humanize the education of adolescents, to help them to develop individuality, to discover their individual capabilities and talents. The first junior high school in Canada was opened in Vancouver in 1927 and as one means of achieving the new objectives in education the School Law later required that a "specified number of teachers be designated to act as counsellors and that the principal so arrange the timetable that adequate time is allotted in which to carry out a counselling program."


The junior high schools in Vancouver are thus legally required to provide counselling services to their pupils. But what is school counselling? Examination of the recent literature on counselling in secondary schools reveals its definition as:

"The process of assisting an individual:

1. To identify his problem (vocational, educational, avocational, personal).
2. To interpret personal information and facts about occupations, schools and other opportunities.
3. To plan possible solutions to his problems.
4. To embark on a program for carrying out these plans.
5. To modify his plans as circumstances warrant."

While this definition appears to place special emphasis upon educational and vocational orientation, the same author states that the first aim of counselling is "to help the individual pupil meet and solve his problem or problems. This includes each area of living or the whole child." With this as an aim, the counselling program in secondary schools seems to go beyond educational and vocational problems into all others which an adolescent might manifest in school.

To assist the orientation of the present study and to determine how applicable to counselling in Vancouver schools the foregoing statement might be, several junior high school counsellors were asked to define counselling. The definitions which they gave all seem to have a common content which is found

2. Ibid., p.2.
in the definition cited by a girls' counsellor with many years' experience in a Vancouver junior high school: "Counselling is the process of assisting the individual to understand her assets and limitations, of studying her needs and opportunities, and, finally, of helping her to make suitable adjustments to the situations and requirements she must meet." In amplifying this definition, Miss Mulloy states that "helping the pupil so that she herself will make the necessary effective adjustment is the whole purpose of the counselling program." Here again the implication is that the counsellor assists a student with any problem, not just those of an educational or vocational type.

There is a similarity here between the basic aim of school counselling and casework treatment, the latter having been defined as "an art in which knowledge of the science of human relations and skill in relationships are used to mobilize capacities and resources in the community appropriate for better adjustment between the client and all or any part of his total environment." Bowers, in his definition of casework indicates the type of knowledge and skill used by the caseworker. The present study will determine those of the school Counsellor in

1. Mulloy, op.cit., p.97
2. Ibid., p.23
specific setting. One of the differences in the aims of the two professions is that, while the caseworker's objective is a better adjustment between the client and all or any part of his total environment, the counsellor's aim places emphasis on the adjustment of the pupil to a specific part of his environment - the school setting.

Because of these similarities and differences there is need for a greater understanding and knowledge of school counselling by caseworkers and of casework by school counsellors. The present study examines a school counselling program and practice and assesses their implications for social casework. The first plan, a study of the counselling programs at all seven of Vancouver's junior high schools, was abandoned because two only of these are separate junior high schools, the others are combined junior-senior high schools in which some of the counsellors deal with both junior and senior students. To keep the focus on the adolescent in the twelve to sixteen year old group, it was decided that those schools in which only this age group is enrolled would be studied. Senior high school students are a different group in that they are continuing their studies beyond the school-leaving age, rather than because they have no alternative. They are at a less critical stage of adolescent development, nearer to maturity, and their problems are not the same in quantity and intensity as are those of their less mature juniors. The preponderance of counselling for the senior students is vocational. Furthermore, it was concluded
that an intensive study of one school might prove of more value than a superficial study of many.

The counselling program at Point Grey Junior High School, one of the two separate junior high schools in Vancouver, has already been the subject of research in a Master's Degree in Education and material has been drawn from it for the present study. For these reasons, Templeton Junior High School was chosen as the unit of study. It was the first of its kind to be opened in Vancouver and the first to provide counselling services for its pupils.

After the school had been selected, and some exploratory research undertaken there, including a preliminary examination of counsellors' records, fairly definite conclusions regarding the study were reached. Because of the nature of the records, any attempt at a statistical study seemed out of the question. It was decided that some of the material could be obtained from structured interviews with counsellors and general interviews with the principal, vice-principal and other staff members whose duties were in some way related to those of the counsellors. Exploration of the resources used by counsellors necessitated interviews with other employees of the Vancouver School Board, such as Attendance Officers and Mental Health Coordinators, as well as with members of the staff of the Mental Health Clinic. Since counsellors make use, to some extent, of community resources, staff members were interviewed in agencies to which school referrals has been made. In addition, school records, Mental Health records and some social agency records
were examined in order to obtain illustrative cases for substantiation or amplification of certain aspects of the study.

In order to assess the implications for social work of school counselling, more is required than a study of what actually happens to a boy or girl who comes, or is sent to, a counsellor for assistance. Consequently, the first portion of the study is concerned with the organization of the counselling program at Templeton School, the duties and responsibilities of counsellors, their qualifications and training, the resources which they use in their work. Against this background, and after a classification of the problems manifested in the school was prepared, the counselling process is described in terms of actual cases.
CHAPTER TWO

COUNSELLING IN THE SCHOOL SETTING

Templeton Junior High School, opened in 1927, occupies one city block in the north eastern section of Vancouver. Housing in the district ranges from tenement-type dwellings on the waterfront and in the industrial area around Cordova and Powell Streets to comfortable family dwellings in the Grandview and Hastings East districts. The girls and boys who attend Templeton School are, for the most part, between twelve and sixteen years old. There are a few eleven-year old pupils in Grade Seven, and those over sixteen are, for the greater part, either "new Canadians" or are enrolled in special classes for slow learners. A sizeable proportion of the pupil population is of foreign birth or foreign parentage. In 1952, more than one third of the enrolment was in these categories, the children of Scandinavian origin predominating, followed by Ukrainian, Chinese, Italian, Russian, French and German and a few other nationalities. The total enrolment for 1952 was 1439 pupils: 699 girls, 686 boys and 54 special class pupils.

In Grade Seven, all pupils take the same course with the exception that girls are given an introductory course in Home Economics (cooking and sewing), while boys take an introductory course in General Shop work (wood and metal work, electricity, drafting). All pupils take physical Education and Library. Some choice of courses is given in Grade Eight, and at this point the child is expected to participate in planning his own program, with the assistance of his counsellor.
In Grade Nine, the pupil is required to reach a decision regarding the direction his education is to take, for a choice must be made between an academic course leading to university training and the professions, or a non-academic course leading to technical or commercial training.

**Organization of the Counselling Department.**

Exclusive of maintenance and clerical workers, there are fifty-six staff members, including the principal, vice-principal, teachers and teacher-counsellors. General responsibility for the organization and administration of the Counselling Department rests with the principal; it is he who selects the counsellors and arranges their time-tables. He is available for interviews with any counsellor who may come to him for discussion of individual pupils, and, when necessary, he attends counsellors' conferences within the school. The principal at Templeton was himself a counsellor for many years, and is conversant with the aims and practice of counselling. Through the school superintendent, he is responsible to the Director of the Educational and Vocational Guidance section of the Department of Education for the counselling program in his school.

Much of the responsibility for counselling, particularly boys' counselling, is delegated by the principal to his vice-principal, who, in addition to performing administrative
duties, is the Senior Boys' Counsellor. He is responsible for the counselling program which is carried out by eight part-time, or assistant, boys' counsellors, with the vice-principal carrying some counselling caseload, as well as teaching the Effective Living Course to those boys whom he counsels.

There is a Senior Girls' Counsellor who, in addition to carrying a counselling load and teaching the Effective Living course to her counsellees, is responsible to the principal for the girls' counselling program. In addition, there are four assistant girls' counsellors. Three of the assistant girls' counsellors and two of the boys' are Physical Education instructors. The remainder are teachers of such subjects as Social Studies, English and Science. Girls are always counselled by women staff members, boys, by men.

The development of the very large secondary school is one of the main factors which has made it necessary to add counsellors to the school staff. In a school such as Templeton, with well over a thousand pupils, the subject teacher is usually a specialist who teaches only one or possibly two subjects to from two hundred to four hundred pupils; this means that he sees each child in a group of approximately thirty-five pupils from two to seven times a week, depending on the subject taught. The "roll teacher", who enrolls a class and is responsible for the compilation
of pupils' marks and the issuing of their report cards, sees his class for ten minutes at the beginning of each day, during which notices regarding the day's routine are given out; he may not see this class at any other period of the day.

It can be seen that the "subject" and "roll" teachers, no matter how competent they may be, have not the time to know thoroughly each pupil as an individual, to have an awareness of his capacities and particular difficulties, or of his family background. Neither can the classroom teacher familiarize himself with the progress and health cards of all his pupils. It is to overcome this lack of personal knowledge about pupils that the counselling program has been developed. By such a program, a counsellor is released from actual classroom duties for a certain number of periods each day, during which he is available to students who seek his help, or during which he can call his counsellees in for interview, and with the help of all available records, can acquire an understanding of each as an individual.

The duties and responsibilities of assistant counsellors vary greatly from school to school, but, in the main, the following list covers not only the activities of those at Templeton but in most other schools, as well. The counsellor is required to:
1. Become acquainted with pupils through school progress and health records and maintain a counselling record for each one throughout the year.

2. Maintain an accurate check on the progress and conduct of students, through marks and reports from classroom teachers.

3. Have at least one interview with each pupil during the school year and more as required.

4. Interpret to subject teachers the difficulties of any pupil whether personal or vocational.

5. Provide group guidance in educational and vocational planning and individual guidance where special problems exist.

6. Ask parents to come to the school for interviews, when necessary.

7. Attend special conferences concerning pupils, with subject teachers, roll teachers and other counsellors.

8. Advise the principal concerning promotions or failures of pupils at the end of the year.

9. Undertake to carry out treatment recommendations made by the Mental Health Clinic or other agencies.

10. Confer with parents, Parole Officers, etc., when the time can be arranged, or refer the case to the Senior Counsellor.

11. Interview pupils who have been disciplined for infractions of school rules in an effort to lead the pupil into more acceptable behaviour.

12. Interview pupils who are doing poor work.

Schools are permitted to employ a full-time counsellor for every five hundred pupils; such counsellors are relieved of all classroom teaching and devote their time to counselling.
At Templeton, it is the opinion of the principal and Senior Counsellors that an understanding of their students can be gained by knowing them in the classroom which is valuable in the face-to-face counselling relationship. For this reason, an experiment is being conducted whereby all counsellors teach the Effective Living course to those boys and girls whom they counsel; this course is closely allied to counselling in that it consists of periods of instruction and group discussion concerning adjustment to life situations: as an individual, a member of a family, of a school group and of a community. There are, therefore, no full-time counsellors at Templeton; rather, there are fourteen teacher-counsellors, or part-time counsellors, for approximately fourteen hundred children. The two Senior Counsellors (a man and a woman) have a small group of counsellees, which leaves them considerable time free for their other duties. The eight men and four women assistant counsellors have a varying number of counsellees, and share with the rest of the staff the duties of classroom teaching, supervision in study halls or school grounds, or the sponsoring of extra-curricular activities. For the most part, each counsellor has three periods in thirty-six as "spare" periods, which they are expected to use for organizing their work, marking papers, drawing up tests, etc.

Assistant counsellors at Templeton may have assigned to them for counselling from three to six groups of students, whom
they also meet in Effective Living classes for three periods out of thirty-six. For each of these groups of students, the counsellor is given one period per school week for the purpose of counselling (interviewing, etc.). This does not always distribute the counselling load equally, since Effective Living classes vary from fifteen to fifty pupils. Thus, counsellor A with six periods for counselling out of thirty-six is responsible for 171 girls, while counsellor B, with the same number of counselling periods, is responsible for only 117 counsellees.

With such a small proportion of their time available for interviews, counsellors are rarely able to devote a whole forty-five minute period to one student, even though "spare" periods are more often than not used for interviewing rather than for their original purpose. As counselling periods are almost always single ones, it is frequently necessary for the counsellor to terminate an interview before any satisfactory progress has been made with a student, in order to return to classroom teaching. In drawing up a complicated timetable for such a large school, it is difficult, if not impossible, for consecutive counselling periods to be arranged. Consequently, it is difficult for a counsellor to find time to attend Mental Health Clinics, visit parents or social workers who are working with their counsellees, or even to discuss with teachers the particularly serious problems in their classes.

In addition to the difficulties of insufficient time, the inadequacy of proper office facilities is a serious handicap
at Templeton School, built prior to the expansion of the counselling program. In this school, there are three offices designed for counselling, two of which are used almost exclusively by the two Senior Counsellors; the third is shared by the Mental Health Coordinator and some of the assistant boys' counsellors. All three of the assistant girls' counsellors share a very small, screened-off portion of a much-used stockroom. Hence, as quiet offices are not available, many counsellors conduct their interviews in classrooms, which do not provide a proper atmosphere for counselling, nor are they ever entirely free from interruption. These classrooms have the added disadvantage of being far removed from the central office where all records of pupils are kept.

Duties and Responsibilities of Senior Counsellors.

Because of the difficulties of time-tableing, the primary responsibility of maintaining liaison with the pupils' homes and with resources outside the school devolves upon the Senior Counsellors. As often as possible, assistant counsellors are called in to conferences with parents and representatives of community agencies, but, as a rule, it is the Senior Counsellors, only, who take part in these interviews. Probation Officers, social workers from such agencies as the Children's Aid Societies, Family Welfare Bureau, and Child Guidance Clinic may consult the school, either by telephone or in person, and usually talk with the Senior Counsellors concerning their clients.
Occasionally, these counsellors are asked to attend Juvenile Court, or conferences at the Child Guidance Clinic. They frequently serve as Board members of local community centres and branches of the Y.W.C.A. and Y.M.C.A. and often speak at meetings of such organizations as the Parent-Teacher Federation. Letters of enquiry from employers and recommendations for employment are handled by them or by the principal. Tardiness, poor attendance and truancy are dealt with by the senior counsellors. Cases of truancy are referred, then, to the Attendance Officers and through them, to the Department of Health and Welfare in Victoria which administers the Family Allowance.

All such liaison with the community is really secondary to the main role of the Senior Counsellor, which is to be of assistance to all other teachers and counsellors in their handling of particularly difficult school problems. For example, troublesome pupils may be referred to the Senior Counsellor by an Assistant counsellor or a classroom teacher. If these cases warrant, conferences are called of all staff members concerned, in order that they may pool their knowledge of the case. The Senior Counsellor, after consulting with the principal, school nurse, Mental Health Coordinator and counsellors, may deem it necessary to refer the case to the Mental Health Clinic, in which case it is his responsibility to complete the school history of the case for the clinic.
The Senior Counsellors interview all new pupils entering the school and place them in classes best suited to their needs. All school-leavers are interviewed, as well, and these counsellors, at the time of the final interview, complete pre-employment forms for the information of the National Employment Service.

All these duties are closely allied to counselling, but the Senior Counsellors at Templeton have many administrative duties in addition. The Vice-principal, in his capacity of Senior Boys' Counsellor, is responsible for the maintenance of good behaviour in the corridors, etc., while the Senior Girls' Counsellor is expected to encourage good standards among the girls with regard to appearance and dress, courtesy, behaviour in the washrooms and cafeteria, any or all of which may involve disciplinary action against offenders. While she does not actually administer corporal punishment, as the Senior Boys' Counsellor does, this counsellor is required to be present when it is administered to girls. In this way, it would seem that, in the minds of the boys and girls, both of these counsellors are associated with discipline to some extent. While reference has been made to corporal punishment, it is not the intention to imply that this is administered frequently. No figures are available concerning boys, but approximately ten girls out of almost seven hundred have been strapped from September to March this year. In many instances, such punishment is not given to students if the counsellor
advise against it. Such punishment is usually the last resorted to before a youngster is expelled from school, and is preceded by milder forms such as demerits, detentions, or the writing of essays on the subject of the offence for which the girl or boy is being punished. The latter "punishment" is popular with teachers and frequently brings good results.

Some of the tasks of the counsellors, and this applies to all, not only the Senior Counsellors, can scarcely be considered as having any relationship to counselling at all. These include: the sponsoring of bazaars, operettas, "open days", the selection of pupils for cafeteria, or other, duties, washroom supervision, arrangement of student "assemblies" and many other such tasks. These extra duties are significant in that every such new one assigned to a counsellor seems to decrease the actual time available to work with her counsellees.

Realizing the extent of the duties and responsibilities of counsellors as well as some of the difficulties they experience, in terms of time and facilities, one wonders whether they choose voluntarily, or are chosen for, this special, but ill-defined area of the teaching profession, and what qualifications and training they bring to it.

Qualifications and Training of Counsellors.

It has already been stated that counsellors are not required to have any special training other than that which they obtained in order to become qualified teachers. They may ask their principal to assign them to counselling or may be selected by him for the work without necessarily wanting to
undertake it. At Templeton School, the majority of the counsellors indicated that they had wished to become members of the Counselling Department. The principal selected each of them on the basis of: successful teaching experience, an interest in and sympathetic understanding of children and an ability to work cooperatively with other staff members. In addition to these qualifications, the responsiveness of boys and girls to the teacher in question was taken into consideration. The counsellors' interest in children and their desire to help them with their problems were apparent in interviews conducted during the preparation of this study. Many of the counsellors at Templeton are new to the field this year and have had no formal training for it. Included in this group is the Senior Boys' Counsellor. Others have counselled for two or more years, but only a few have had actual courses in counselling. The Senior Girls' Counsellor is within a quarter of a unit of obtaining a Counsellor's Certificate. Despite the fact that only one of the fourteen part-time counsellors in the school has had any real training in counselling, it seems important to discuss the training which is available for the teacher who wishes to obtain a Specialist's Certificate as a counsellor.

A Counsellor's Certificate is granted to those teachers, who, in addition to a B.A. degree and a Teacher's Training
Course, have completed fifteen units of courses in counselling prescribed by the Provincial Department of Education, and have, as well, certain other qualifications, such as five years' successful teaching and a specified time (about one year) of work experience in some employment not closely related to teaching. The prescribed units of study include courses in the Organization and Administration of Guidance Services; Counselling Techniques; Individual Inventory; the Use and Interpretation of Tests in Counselling; Occupational Information Techniques; Human Adjustment or Mental Health. In order to obtain these courses, a teacher must attend the Department of Education Summer School for Teachers in Victoria or enrol in late afternoon classes given in Vancouver during the winter months. In each case, the teacher bears the cost of training. It takes approximately four or five years to obtain the Counsellor's Certificate, which must be renewed after six years by a further course of two and a half units. Since the additional remuneration for the fully-qualified counsellor is only one hundred dollars a year, there is scarcely any financial incentive to take such training. Only those teachers who have a special interest in children over and above that which teachers normally have, are likely to expend the time and money necessary to obtain a Counsellors' Certificate.

Furthermore, counselling is not looked upon by many principals and teachers as a special profession requiring special skills and training. As a consequence, the whole program, at Templeton, as in other schools, depends very largely upon the attitude of the principal, and this has resulted in variations in policy, organization and administration from school to school, a situation of which both fully-trained and untrained counsellors are acutely aware.

Counsellors at Templeton, as at most secondary schools, have membership in associations, through which they hope ultimately to establish some uniformity of policy and practice for counselling programs. For such a purpose there has been formed, within recent years, "The British Columbia Counsellors' Association" whose membership at present includes counsellors, teachers of the Effective Living course (who may or may not be counsellors) and Mental Health Coordinators. Members meet annually at the Teachers' Easter Convention, where matters of policy, uniformity of practice, qualifications of counsellors and related topics are discussed. The work of the Association is coordinated during the year by an Executive Committee which is elected at the annual meeting. When a local counsellors' association believes that certain revisions or innovations in policy are required, it submits its recommendations to the provincial
association, which will vote upon them at their annual meeting. Recommendations passed at that meeting are forwarded to the Director for his consideration.

Similar in function to the provincial association is the "Vancouver Counsellors' Association", whose membership is drawn from counsellors, teachers of the Effective Living Course and Mental Health Coordinators in Vancouver secondary schools. The aim of this Association appears to be the improvement of counselling services in Vancouver schools. Its members meet three or four times a year; one meeting is usually a sectional one at the Fall Convention of Vancouver teachers, held in October.

Some of the counsellors at Templeton also belong to the National Vocational Guidance Association, which was formed for the purpose of promoting better integration of related counselling services. At meetings of this Association, school counsellors are in contact with counsellors in other fields, including those of the National Employment Service, and with social workers from various agencies. With membership in such an association, school counsellors are able to gain knowledge of community resources which may be used in helping their students, and, in turn, provide information which will be of value to community agencies of various kinds who interview and counsel pupils and former pupils. For example, the theme of the First Annual Conference of the N.V.G.A. in
Vancouver, held in February, 1952, was "The Inter-Agency Approach to Guidance". One session was devoted to a panel discussion of "Counselling from School to Job", another to the topic "Counselling and the Young Delinquent". The second annual conference held in Vancouver in February, 1953, had as its theme: "Basic Philosophies Underlying Counselling". Topics discussed included "Counselling in Action" and "Community Resources as They Affect Youth". Representative groups whose members participated in these discussions included: the Provincial Parent-Teachers Federation, the Department of Citizenship and Immigration, the Vancouver School Board, the Community Chest and Council and the School of Social Work, University of British Columbia.

By membership in such organizations, counsellors at Templeton can gain knowledge of counselling in other schools and of community resources available for their use in helping their pupils. In addition to community resources, others are provided especially for schools and it is to some of these that counsellors frequently turn for assistance.

At Templeton, a public health nurse is in attendance two and a half days each week, and works with the Senior Counsellors and the Mental Health Coordinators in preparing case histories for referrals to the Mental Health Clinic. The Mental Health Coordinator who spends two mornings each week at the school, is employed by the Vancouver School Board for the purpose of helping the staffs of
elementary and high schools to detect personality and behaviour problems in their pupils and to arrange for treatment of them. At Templeton School, when boys and girls enrol in Grade Seven from the six elementary schools which "feed" pupils to it, the Mental Health Coordinator advises counsellors concerning those who require special attention. He acts as consultant and advisor to counsellors concerning children in other grades as well, works closely with the Mental Health Clinic.

Mental Health Coordinators are teachers who were selected, under a plan organized through Federal Health Grants, to undergo a year's training for this specialized position. After several months of multi-discipline training from professors of Anthropology, Social Work, Sociology and Psychology at the University of Toronto and a series of lectures from psychiatrists, the Mental Health Coordinators under training conducted experimental research at the Forest Hill School in suburban Toronto, where they studied pupils with personality problems, experimented with group dynamics and carried on related work in the study of personality development.

The Mental Health Clinic is a further resource used by counsellors. This clinic, primarily a diagnostic one, maintained, in 1952, a staff of one full-time psychiatrist, a social worker with a B.S.W. degree, and two psychologists. During that year, seven referrals were made by Templeton
School. In most instances, the Clinic does not carry out a treatment program, but either refers the case to a community agency or back to the school. In the latter case, a report is forwarded, stating the diagnosis of the problem and making recommendations for treatment which it is expected will be carried out by the nurse, the counsellor or the subject teachers of the student concerned. If only psychological testing, for assessment of a youngster's mental ability, is required, referral will be made, not to the Mental Health Clinic, but to the Bureau of Tests and Measurements and a psychologist from its staff will carry out the testing, usually at the school.

Some of these resources were not available when counselling was first instituted in the schools. In any event, counsellors might not have used them, for in its early stages counselling consisted, primarily, of group guidance regarding educational and vocational problems. Later on, it became a type of "trouble-shooting" device, and "The counsellor's job was to care for the so-called problem cases which could not be handled in the normal course of events or with other accepted educational techniques, both of instruction and administration....Counselling under these conditions was largely staff dominated." In recent years, counselling has taken a new direction, with the emphasis shifting

from service to staff to service to the student. In other words, school counselling can now be termed "client-centred" and can be thought of as a new addition to the "helping professions". A review of the range of problems with which counselling is concerned will, perhaps, establish its position in this group of professions.
CHAPTER THREE

THE RANGE OF PROBLEMS

The counselling policy at Templeton School is that each pupil should be interviewed at least once during the school year. At the beginning of the fall term, therefore, counsellors must decide in what order students should be seen. At this school it has been found that there are four main groups who must be interviewed as early as possible. The remainder can be seen later in the school year.

Priority in interviews is given to: (1) boys and girls who, entering the school for the first time, are accompanied by records on which former principals or the Mental Health Co-ordinator have noted the presence of a specific problem; (2) "repeaters" who, having failed their grade for one reason or another, must be given encouragement and guidance by their counsellors, in the hope that they will experience less difficulty this year; (3) children who, in the school the previous year, were Mental Health Clinic cases, or had been known to their counsellors because they had given trouble of a disciplinary nature.

Taking precedence over the above three groups, however, are: (4) referrals by teachers, self referrals by pupils, or new arrivals to the school as the term progresses.
The experience of counsellors is that, by using this method of grouping students, they can hope to find difficulties which, if not discovered early, might well develop into serious school problems.

There are various ways in which the problems of adolescents manifested in the school setting can be classified. In a recent questionnaire sent to all secondary school counsellors in the province, the Director of the Educational and Vocational Guidance section has set out the following classification of problems dealt with by counsellors:

1. Course Planning
2. School Progress
3. Vocational Choice
4. Social Problems
5. Personal Adjustment
6. Discipline
7. Routine Attendance, etc.
8. Other.

Miss Mulloy, in her study, classified the problems of junior high school girls in a different way:

1. Minor problems of the well-adjusted girl (e.g. a slight injustice; a quarrel with a friend).

2. Problems of initial school adjustment and orientation (e.g. arrangement for courses, lockers, etc.)

3. Problems of health and physical adjustment (e.g. skin eruptions, nail biting, stuttering)

4. Problems relating to school work (e.g. laziness, lack of scholastic ability).

5. Problems related to withdrawal from school (e.g. chronic absenteeism, home conditions).

6. Problems of school discipline (e.g. refusal to work, quarrelling).

7. Problems of home conditions and family relations (e.g. lax parents, child from broken home).

8. Serious personality problems (e.g. staying out all night, truancy).

9. Problems relating to attendance (e.g. lateness etc.).

Both these classifications were discussed with counsellors at Templeton. It was decided that difficulty would be experienced in grouping problems under the headings used in the Director's questionnaire, since no conclusions could be reached regarding the precise meaning of such items as "social problems" and "personal adjustment". Miss Mulloy's list seemed more applicable to the present study, although the counsellors at Templeton advised (a) that they are unlikely to handle problems of health and physical adjustment, and (b) that the matter of initial school adjustment and orientation is a routine duty of the Senior Counsellors rather than a "problem". Accordingly, the following classification of problems was finally developed as most useful for the purpose of indicating variations in the counselling process at Templeton School:
1. Minor problems.
2. Problems related to educations and vocational guidance.
3. Problems related to low academic achievement.
4. Problems related to school discipline.
5. Problems related to attendance.
6. Personality and school adjustment problems.
7. Problems related to the home situation.

This classification is, of course, an arbitrary one and the possible overlappings from one area to another are immediately apparent. But any such classification would be arbitrary since the problems of adolescents in the school, as elsewhere, are as inter-related as are the physical, psychological and social processes of growth which they undergo. Cases cited in later pages will further illustrate this point.

Whatever classification of problems is devised, it seems apparent that the emphasis is upon those of an educational or vocational nature. References in the classifications to "course planning", "school progress", "vocational choice", "attendance", "school adjustment" all indicate the primary focus of counselling. That the member of the Department of Education responsible for the total counselling program is known as the "Director of Educational and Vocational Guidance" seems to reinforce such a conclusion. Furthermore, the courses provided do not place any stress upon training Counsellors to deal with behaviour,
personality, social or environmental problems. Through force of circumstance, however, counsellors are frequently forced to handle such problems. They, themselves, acknowledge confusion in differentiating between problems which are their responsibility and those which require other professional treatment. Often, the choice in this regard is not left to the counsellors but they are asked to accept responsibility for handling the problems of disturbed children on what might be termed a "treatment" basis. Some of the difficulties of this kind are illustrated in the case material which follows. This material was obtained from a number of sources: (a) interviews with counsellors handling the cases; (b) school records; (c) reports to the school from the Mental Health Clinic; and (d) social agency files. Names and other identifying information have, of course, been altered.

Minor Problems

Frequently a well-adjusted student refers himself to his counsellor with a problem which can be worked out with him in one interview. For example, having lost some of his school equipment, through theft, a boy applies to his counsellor for assistance in recovering it. The counsellor will then initiate an investigation. A girl might wish to have greater participation in school or community activities, or seek assistance
in finding after-school employment. This will mean that the
counsellor will explore with the girl her interests and needs,
acquaint her with the resources of the school and neighbour-
hood and guide her in a choice of activities. Counsellors
are often aware of part-time work available in the area and
will help a child to obtain a job which is suitable. Frequent­
ly, Grade Seven students, particularly girls, have temporary
"fallings-out" with their friends which result in name-calling,
hair-pulling etc., and turn to their counsellors for help.
In such cases, if the counsellor feels sure that the quarrel
has no great significance, the student is usually reminded
that she is now in high school and must learn to handle her
inter-personal relationships in a more mature way. Repeated
incidents of this kind involving the same pupils are, however,
considered more serious and would be classified under the
heading of "personality and school adjustment problems".

Problems related to educational and vocational guidance.

Four main problems concerning educational and vocational
guidance can be distinguished: (1) choice of courses in the
school; (2) requests for vocational information; (3) requests
for information concerning schools offering specific courses;
and (4) problems concerning employment for school-leavers.
These problems are usually referred to the counsellor by the boys or girls themselves. If, however, the student's vocational goal indicated on his "choice of course" card appears to be unrealistic in the light of his academic record or other factors, he will be called in by the counsellor for further planning. Problems in this group often require the counsellor to interview the parents or future employers. Some examples will indicate the role of the counsellors in such situations.

Alice has specified her vocational goal as nursing. She is fourteen years old and is repeating Grade Seven; her I.Q. is 89, and she is experiencing difficulty with English, Mathematics and Science. In order to attain her goal, Alice must study academic subjects (through Grade Twelve), including advanced Science. In view of her lack of scholastic ability, she and her father were called in for a discussion with the counsellor. Her father insists that he and Alice's mother want her to be a nurse because a relative has been successful in this profession.

Alice's low level of achievement in elementary school was discussed and the academic difficulties which she would encounter in senior high school pointed out. Related nursing fields, such as practical nursing, children's nursey aide, etc. requiring only Grade Ten, were mentioned as alternatives. The parents, however, are determined that Alice's will to work will overcome her scholastic shortcomings and they will not consider a change of course for her.
Bert is fifteen years old; he is in Grade Nine and his I.Q. is 91. His parents were grimly determined that he must graduate from High School but Bert did not share this ambition. His grades were poor; he was sullen, unhappy and becoming a behaviour problem both at school and at home. He wanted to leave school and "work around engines".

When his parents were called in for discussion, the counsellor explained the inadvisability of insisting that the boy stay in school in the light of his unhappiness and lack of achievement. The parents acquiesced gladly when they were informed that an apprenticeship in an auto body shop could be arranged for Bert, by the school. This plan was carried out and Bert has since visited the school to say how satisfied he is with his job.

Carroll was a fourteen year old Grade Nine student at Templeton last year. Her recorded I.Q. was 129. She had chosen the commercial course because her friends had done so and because she seemed to have no awareness of her achievement potential. Toward the end of the year when Carroll was required to choose between technical and academic training in Grade Ten, she came to her counsellor because she realized that she was not really interested in office work.

During the course of her interview, Carroll told her Counsellor that when she had been in Grade Seven she had wanted to become a teacher but that she later thought she was "not intelligent enough" to realize this goal. She was helped to see that there was no real obstacle in the way, and she and counsellor planned a course of summer study that would enable her to change to an academic course this year when she passed into Trade Ten.
Problems related to academic progress

The first set of examinations for the school year is given toward the end of October. As soon as the marks are tabulated and the report cards have been sent to the parents, all subject teachers concerned with a specific group of students meet with the roll teacher, the principal, the counsellor and, on occasion, the Mental Health Co-ordinator, for the purpose of discussing the achievement of each boy and girl. All the information gained from this conference is used by the counsellor when the student who is "under-achieving" is referred for interview. Counsellors advise that there are many reasons why children do not achieve normal academic progress. Sometimes it results from a lack of ability to assimilate the course content; or it may be related to a poor educational background in earlier school years; Physical defects such as deafness or poor eyesight may be the handicap. Often a student dislikes school or certain teachers, is lazy or has no definite goal in mind to provide an incentive to work. Parents often support the lack of interest their child exhibits and do not encourage good study habits. Pupils whose family's economic situation is such that, only by partially supporting themselves through part-time work can they remain in school, may be tired and apathetic in the classroom.

When the counsellor interviews the pupil who is "under-achieving", an attempt is made to learn what factors are
contributing to the situation and to provide help where possible. For example, when a counsellor learns from a student that he believes he could improve academically if he were provided with extra coaching, this matter will be discussed with the subject teacher concerned. If she agrees, arrangements are made to give additional help before or after school or to attend extra classes in certain subjects during what would normally be study periods. Sometimes, the matter is discussed with the parents, who may make private arrangements for coaching.

If a youngster is considered lazy by his teachers, the counsellor will attempt to help him accept more responsibility for his school work. In the event that no improvement is shown, the parents may be asked to visit the counsellor, who will enlist their support in encouraging their child to improve his work and study habits, etc.

David is fifteen years old and in Grade Nine; his I.Q. is 120. Although he has told his Counsellor that he likes school and wants to continue with it, he appears disinterested in the classroom and his grades are poor, despite his ability. The counsellor learns from David that he has an after-school paper route and works in the evenings as a pin-boy in a bowling alley. David agrees that he is too tired to get much out of school, but needs both jobs because he wants spending money and his parents expect him to buy his own clothes.

David's parents were interviewed by the counsellor and agreed that he cannot attend school and work
at two part-time jobs without his school work suffering. They want him to continue at school and state that if he gives up one of his jobs, they will not expect him to continue buying all his own clothes.

Edna is a short, chubby, attractive fourteen year old who came to this school in Grade Seven this year. Her sister had been an outstanding pupil when she had attended Templeton. Although her record in elementary school had been excellent, and her I.Q. is 118, Edna, when she went to the school nurse for a routine checkup, said she could not sleep, was having nightmares, because she was worried about her school grades and was afraid of failing. She was referred to her counsellor by the nurse.

The counsellor interviewed Edna on three occasions. She was given reassurance about her capacity to achieve, her fears about trying to match her sister's school reputation were allayed and the difficulties of a new school with new teachers were discussed with her. Edna was moved to a different class which provided a change of teachers since she had been afraid of some of her former ones. Her mother was contacted and agreed to help reassure the child.

Edna began to show improvement in her schoolwork and to adjust to the school. She is now an "A" student.

Problems related to school discipline

Although counsellors do not usually, in their role of counsellors, actually administer punishment, boys and girls who present disciplinary problems are referred to their counsellors either before or after disciplinary action of some kind has been taken by the classroom teacher or the principal. Chief among the disciplinary problems are stealing,
Insubordination to teachers, bullying other students, general quarrelsomeness and un-cooperative behaviour. If the student comes to the attention of one particular teacher because he is presenting a problem in discipline, that teacher will refer him to his counsellor who, in one interview, or more if required, will try to learn the cause of his difficulty and help him with it. If it only involves dislike of the referring teacher, the student may be able to work through his feelings and, if so, may present no further problem in the classroom.

If no improvement is noted after interviews with the counsellor, or if the student is in difficulties with most of his teachers, the counsellor will confer with all teachers concerned and present to them the basis of the difficulty. It might be of a serious nature, involving a personality problem, and, if so, referral will be made to the Mental Health Coordinator who, with the counsellor and nurse will decide whether or not the case should be referred to the Mental Health Clinic.

Frances is fourteen years old, in Grade Nine, with an I.Q. of 111. She is rude and rebellious toward her teachers, is untruthful; her work has been poor since entering the school in Grade Seven. She associates with a group of boys with Juvenile Court records. All possible means of disciplining Frances were tried, including corporal punishment, administered by the principal. When she was in Grade Eight she was removed from the school in April by her parents at the request of the counsellor and principal and sent to live with relatives out of town. She returned to
Templeton at her own request in Grade Nine this year, but showed little improvement. Frances has been defiant of most school rules; she smokes on the school grounds, etc. Repeated interviews with her counsellor did not seem to help the situation and referral was finally made to the Mental Health Clinic.

In the report of the Mental Health Clinic to the school it was indicated that Frances showed "resentment towards her mother and women in her mother's age group"; that her ego development was strong. It was suggested in the report that Frances needed help to see the effect of her behaviour on her education and that although she professes to hate school, this attitude would probably change if she were to improve academically. Specific recommendation of the Clinic to the counsellor was to the effect that Frances needs a great deal of encouragement and that her tendency to react with resentment should be discounted. "Her hostility will be aggravated if it is met with hostility". The report stated that no work could be contemplated with the parents and that the counsellor should try to establish an accepting relationship with Frances in order to help her "to think out her problems in realistic terms".

At present, Frances is ranking D in all subjects, has no hope of passing this year, wants to leave school and go to work, although she is not yet fifteen years old. She now is absent from school a great deal with headaches, stomach aches and other vague ailments.

Grace and Harriet are sisters, both in Grade Eight. Harriet is thirteen, Grace fourteen. Harriet, more intelligent than her sister, is extremely nervous and tense and is not doing well at school. She suffers from enuresis and disturbed sleep, according to her mother. The girls quarrel constantly at school and at home. Harriet is "afraid of " her older sister.

Because of financial need, both girls were given light tasks to be done in the school after hours and they received a small remuneration for this. While alone in the school, they broke into the lockers of their school-mates and stole zipper cases and wallets. Their counsellor contacted the mother who found several of the missing articles hidden at home.
In interviewing the girls, the counsellor learned that Grace forced her younger sister to steal, not only at school, but from shops as well. The mother reported that she worked and left the disciplining of the younger girl to her sister, that both girls were ashamed of the neighbourhood in which they lived. The father had deserted. The counsellor suggested to the mother that a change of neighbourhood would be beneficial, and the family moved to a different area where the girls are said to have adjusted to a smaller school and are experiencing no further difficulties there.

In addition to interviews with the counsellor, the mother was seen by the Mental Health Co-ordinator who explained to her "the implications of stealing and enuresis".

Problems related to attendance

In this group of problems, the counsellors place: chronic lateness, excessive absences and truancy. Excessive absence differs from truancy in that the parents are not only aware that the boy or girl is absent, but frequently keep them out of school to help at home, or for some other reason.

Problems of attendance are always known to the Senior Counsellors, since one of their duties is to check late or absent students and telephone the home concerning them. Senior Counsellors may either interview these students themselves or refer them to their own counsellor.

Cases of excessive lateness are dealt with by the vice-principal in his administrative capacity, rather than as Senior Boys's Counsellor. Lateness is considered a problem only if
it is repeated several times, and, in such cases, the counsellor will interview the student in an attempt to make him realize the importance of punctuality. All such lateness is punished by detention, unless a note of explanation, satisfactory to the school, is brought from home.

In instances of chronic absence, the counsellor refers the matter to the Attendance Officer, if several contacts with the parents have not brought about any improvement in the situation.

When a boy or girl is truant for the first time, referral is made to their counsellor. The counsellor will warn the boy or girl of the results of truancy in terms of possible delinquency and police records.

Repetitive acts of truancy result in referral from the counsellor to the Attendance Officer, sometimes the laying of a charge in Juvenile Court, apprehension of the youngster by the police and possible placement in an Industrial School. In such cases, the counsellor does not participate, although contact is sometimes maintained with Attendance Officers or Parole Officers. Upon return to school, the pupil will again be interviewed by the Senior Counsellor concerning his behaviour and his attitude toward the incident.
The following case is one which was handled in a
different way by the counsellor:

Inez is thirteen years old, in Grade Seven; her
I.Q. is 110. She has been truant on several
occasions. Her school work is poor; she is a
heavy smoker; her personal appearance is untidy;
she is untruthful. When interviewed by her
counsellor concerning her truancy and other school
misdemeanours, Inez reported that her mother had
left the home a year before, taking Inez's older
brother with her. Inez, left with her father, is
unhappy. He is very strict with her, fears that
she might become illegitimately pregnant, since
her sixteen-year old sister was forced to marry
for this reason. Her father beats her upon occas­
ion. He is out most evenings, so Inez goes out,
too, although she is punished severely for doing
so if her father finds out.

The counsellor contacted the father, who said
that he did not know how to control his daughter.
The services of the Family Welfare Bureau were
recommended and both father and daughter went
to the agency...the father once, Inez, on two
occasions. The Agency reported to the counsellor
that an attempt had been made to interpret Inez's
behaviour to the father and to help her to feel
she could come to the agency regularly for help.
She was unaccepting of this, however. Meanwhile,
the counsellor has learned from Inez that a
housekeeper has been installed in the home. Inez
likes her, and is staying home more in the evening,
and taking better care of her appearance.

**Personality and school adjustment problems.**

Many of the problems which come within this classi­
fication are not those which involve disciplinary or attendance
problems as well, but are cases of personality difficulties
or poor adjustment to the total school situation. Some
boys and girls who have personality problems, however,
manifest them in behaviour which results in problems of
discipline arising in the classroom, or elsewhere in the school. Primarily in this group are boys and girls who appear very unhappy, who are listless, shy or withdrawn, who day-dream excessively, are overly aggressive or attention-seeking, who indicate that they have no feeling of status with their peers, or have difficulty relating to teachers. Some such children have had similar difficulties in their previous schools, have been known to the Mental Health Coordinator and Mental Health Clinic, and may come to the attention of their counsellor through one or the other of these sources. Others may give indication of their emotional disturbances in the classroom, particularly in the Effective Living class, where they are known to their counsellor. In group discussions during these classes, boys or girls often express their feelings about their homes, their parents, themselves and their relationships with others in such a way that their counsellor may call them in for interview.

Cases such as these will usually be referred to the Mental Health Coordinator, and, if necessary, to the Mental Clinic from whence recommendations might come back to the counsellor concerning ways in which he can help the youngster to adjust. At the same time, the Public Health Nurse might be visiting the child's home to explain his behaviour to
his parents and gain their support in trying to help him.

John is fourteen years old and is in Grade Eight. He does not seem able to concentrate in the classroom or make any effort with his school work, despite the fact that his intelligence is in the high normal range. He has no self-reliance or feeling of being accepted by others and indulges in aggressive, compensating behaviour toward other boys which keeps him in constant difficulty at school.

John was referred to the Mental Health Clinic where he and his parents were interviewed by the psychiatrist and social worker. It was the opinion of the Clinic that the boy receives no understanding or encouragement at home, since his parents "make destructive, unreasoning demands upon him". Recommendation made by the Clinic to the counsellor was that John needed encouragement and "boosting for his morale". The counsellor interpreted this information to John's teachers, and gives the boy encouragement whenever an opportunity to do so arises.

Keith who is thirteen years old and in Grade Seven was referred by his counsellor to the Mental Health Clinic because he cries easily and for long periods; he lies a great deal; his academic achievement has not been in keeping with his ability and he has been difficult to control in the classroom. Keith is impatient with his school-mates and is not accepted by them.

Clinic examination revealed Keith to be of superior intelligence. Report to the school indicated that no work could be done with the parents, that there was an "unfriendly, re-criminating relationship between Keith and his parents." The counsellor was advised that the school's position in the boy's life was an important one and his one stable source of leadership and example, and that "he should be helped to modify his feelings toward other people."
Lorna is a twelve-year old girl in Grade Seven. She was referred to the Mental Health Clinic by her counsellor because she was in an "almost constant upset emotional condition" at school. In discussing this with her counsellor, Lorna said she was unhappy because the other girls do not like her and because she worries about her school work. Lorna, of dull normal intelligence, works neatly and conscientiously and is doing as well as can be expected at school.

Report from the Clinic indicates that Lorna feels "lost and discouraged" in the school situation and wants the attention of her teachers. She has been coming to see her counsellor two or three times a week with problems that a more mature twelve-year old would solve herself. Lorna feels that she cannot discuss "anything" with her parents. Because she is disliked by her classmates, Lorna is teased by them about her frequent visits to her counsellor and, to her other problems, now has been added a fear about coming to the counsellor.

Mary is thirteen years old and in Grade Eight. She had a record of "stealing and lying" while in elementary school and this has been continued at Templeton. She was referred to the Mental Health Clinic in 1951 because of aggressiveness toward other students, day-dreaming, absent-mindedness and "petty thievery" which she stated she could not help. Her school work had been increasingly poor. Interviews with her counsellor did not help the situation, it appears.

The Clinic found Mary to be a "deprived person who found substitute satisfactions in over-eating and stealing". There was no example of good morale in the home and little prospect of change in the parents. It was recommended to her counsellor that a discussion with Mary of her future with its educational possibilities might arouse interest in school and the desire for an education.
It was recommended that her counsellor help her to get into group activities at a Y.W.C.A. or community centre, but Mary said this was not possible because she had an after-school job.

This year, Mary was found to be no better at school, was still aggressive, stealing, and over-eating. She was again referred to the Mental Health Clinic, who referred the case to the Child Guidance Clinic. Mary is seeing a worker there regularly, and the counsellor maintains contact with the worker in order to advise concerning Mary's behaviour at school and to carry out any recommendations for help in the school which the Clinic may make from time to time.

Both the worker at the Clinic and Mary's counsellor advise that there has been improvement in Mary's behaviour and school work.

Problems related to the home situation.

Counsellors have noticed that many problems which stem from conditions within the home are reflected by the adolescent in the school situation. Marital discord may worry children to the extent that it interferes with their school work; some children experience feelings of shame and embarrassment over divorce, separation or alcoholism on the part of a parent. Conflicts in loyalty to one parent or the other often occur in such situations. Children may arrive at school appearing under-nourished or ill-clad as a result of parental neglect. Some children in the school are in foster homes as wards of a Children's Aid Society, may be living with relatives, or in other places away from their own parents.
When home conditions are causing unhappiness in a child or are affecting his school work, he may refer himself to his counsellor or be referred by a teacher. Sometimes a social agency caring for a boy or girl will consult the counsellor concerning school progress. Problems which arise out of home conditions or parent-child relationships may be handled by the counsellor with the parents, or the case may be shared with, or referred to, the Public Health nurse in the school, with ultimate referral to the Mental Health Clinic. If referrals is to be made to a Children's Aid Society, this is not usually done by the counsellor, but will be carried out by the Mental Health Clinic. Such referrals would be made only where possible "protection cases" were involved.

Nancy is thirteen years old and in Grade Eight. She ranks A in all her subjects. Never presenting any problem in school, she stayed away from school one day, but returned the next. That morning, the police came to the school and informed Nancy's counsellor that her parents had requested their help in locating their daughter who had not been home the previous night.

When interviewed by her counsellor, Nancy said she had stayed home the day before to pack her clothes, and had moved into a rented room by herself because she felt she could no longer live at home...her parents were too critical of her; she had to do most of the housework, and had no time to study or to play. Her mother worked at a "nerve wracking job" and was irritable and demanding when she came home at night.
Nancy's mother came to the school at the counselor's request. Some of the daughter's needs were discussed with her, and she acknowledged that she was always tired after work, that there was constant bickering in the home because her husband did not want her to work, since there was no financial need for her to do so. She said that both she and her husband expected a great deal of Nancy in terms of looking after the home and a younger boy. They knew little about their daughter's friends, did not welcome them to the home. The mother seemed to realize the effect her being out of the home was having on Nancy and on the whole family situation, and said she thought she would give up her job at the end of December. The counselor suggested that the mother get better acquainted with her daughter by going out with her sometimes, etc.

Nancy returned home immediately. There has been no further referral concerning her to the counselor, nor is it known whether the mother actually gave up her employment.

Orval is in Grade Eight and is fourteen years old. Although his I.Q. is such that he could achieve in school, he is failing constantly and was referred to his counselor for this reason. His mother and father, he says, were divorced and Orval remained with his mother. She re-married a man with children of his own and subsequently left him. Orval was left with his stepfather and sixteen year old stepbrother. The latter taunts Orval constantly, tells him he is stupid. The father does not intervene. Orval believes he is stupid and cannot learn; he is afraid to start any task because he fears he cannot complete it. He has no feeling of worth with his school-mates.

Orval's counselor has not seen the stepfather, and no action has been taken concerning the home situation. Orval, however, is being given small tasks to do by his counsellors who at the same time encourage and support the boy's efforts to carry them out. In this way, the
counsellor hopes to help Orval feel that he is not stupid and has the capacity to learn.

Penny is a twelve-year old Grade Seven pupil. She was referred to her counsellor by a subject teacher who believed that Penny's shyness and hesitancy with other children is related to her poor clothes and lack of proper apparel for work in the gymnasium. Penny feels "different". Penny's own counsellor referred her to the Senior Girls' Counsellor, who learned that Penny is unhappy because her family is on Social Assistance and cannot afford to buy her clothes like other children's.

The counsellor discussed with Penny her feelings about receiving some slightly used clothing which could be obtained for her. When Penny seemed pleased at the prospect, the counsellor checked with the mother before providing Penny with "gymn" clothes, including running shoes and, in addition, an attractive sweater, skirt and blouses.

Penny's classroom teacher advised the counsellor that Penny looked happier in the class, was beginning to be more active in the group, and that she seemed to be taking a new interest in keeping her appearance tidy.

The examples and cases which have been cited illustrate some of the tensions and conflicts of the adolescent which are exhibited at school. The struggle for emancipation from parents is sometimes extended to include freedom from all adult control, and boys and girls are rebellious in the classroom and insubordinate to their teachers. Growing independence is asserted in many ways which conflict with school rules, tardiness, occasional absences without legitimate
reason. On the other hand, the need to make decisions often reveals a dependency which results in the teenager seeking help from his counsellor. These are some of the problems which are signs of the adolescent's maturation process, his struggle toward adulthood and are to be anticipated in junior high school. Some use of defences in dealing with life situations is normal in people of all ages and these defences have value for the adolescent if not used to excess. When boys and girls take flight into truancy, escape through withdrawal, compensate through stealing or regress to behaviour normally found in earlier phases of development, their problems must be considered as a sign of a serious maladjustment, rather than a normal result of accelerated growth processes.

None of these problems is new to the counsellor in the junior high school. Years of observation of boys and girls in the age group of twelve to sixteen have made them alert to patterns of behaviour which they exhibit. Counsellors realize that an opportunity to talk about their problems with an understanding adult is often all that a normal boy or girl requires. To have one particular staff member to whom he can turn provides a great deal of security for the teenager. The pupils at Templeton believe this to be true. While preparing this study, several short essays which pupils had written on the subject of counselling were read. The
children had been asked to write a critical appraisal of counselling, and were told not to sign their names to the papers. A few of the boys and girls indicated that they rarely, if ever, saw their counsellors; others recorded open resentment at being asked questions about their homes and families. The majority, however, seemed to think of their counsellors as friendly people to whom they could talk about school affairs, their friends, their families and their goals for the future in some profession or vocation. The majority of the essays indicated a positive feeling on the part of the students toward the whole counselling program because of the opportunity it afforded for individual attention.

Teachers who understand the role of the counsellor, welcome this source of help for pupils which they themselves cannot provide on an individual basis. There are some teachers, of course, who are less accepting of the counselling program, consider it an unnecessary "frill" or a threat to their control over their pupils, and rarely make referrals unless they find a child beyond their power of control in the classroom.

"In terms of years the adolescent may be having his last chance of catching the attention of a person or group that will help him. After adolescence his chances grow slimmer because he is supposed to be a grown-up individual and take care of himself. From then on, the environment
is less likely to be interested in him.

The present study indicates that a variety of professional people are interested in the adolescent who attends junior high school: teachers, teacher-counsellors, public health nurses, mental health coordinators, attendance officers, the staff at the Mental Health Clinic. The case material and examples which have been cited show how these various specialists work to help the boy or girl who is in trouble of some kind. The primary focus of the study, however, has been upon the work of counsellors, and only after summarizing their assets and liabilities and relating their work to that of the resource persons from whom they seek assistance, can the strengths and weaknesses of the services provided for the adolescent in school be assessed.

Before summarizing the assets and liabilities of the counsellors at Templeton School, it should be emphasized that, with one exception, the members of the Counselling Department have not undergone the prescribed course of training for counsellors. In fact, several counsellors are new to the field this year and lack both training and experience in it. As a consequence, the assets which they bring to their part-time counselling activities are,

primarily, those of a teacher, with supplementary personal qualifications which led their principal to select them to act as counsellors. On the other hand, their liabilities and limitations are not those of teachers, but are in the area of counselling. It should be emphasized, as well, that the assets and liabilities described in this study are related only to the situation which exists at Templeton School and cannot be generalized to include other secondary schools.

The duties and responsibilities of counsellors, their training, and the whole counselling program varies from school to school.

For their responsibility in helping pupils with problems, the counsellors at Templeton Junior High School possess the following assets:

1. The qualifications of a "subject" teacher, e.g. knowledge of course material, including that used for group counselling in the Effective Living Course; knowledge of learning processes, etc.

2. A knowledge of children, as pupils, gained through successful teaching experience, e.g., general patterns of adolescent behaviour in school.

3. An ability to work cooperatively with other staff members in the interest of their counsellees.

4. An acknowledged desire to help children on an individual basis.

5. A knowledge of individual boys and girls based on: records, observation in the classroom, and individual interviews.

6. A knowledge of educational and vocational possibilities in their own school and in others.
7. Some awareness of employment possibilities in the community for young school-leavers. This includes, in the case of some of the counsellors, personal acquaintance with personnel at the National Employment Service, personnel managers in business and industry, as well as knowledge of the job qualifications demanded by employers who will accept fifteen or sixteen year old school-leavers as employees.

In addition, counsellors possess other assets which are less tangible and more difficult to define or describe. Amongst these are: an awareness of their own limitations and those of their profession, and a desire to improve counselling policy and practice. The personal assets of counsellors... warmth, sincerity, a friendly interest in children, some experience in working with them in other than a school setting... must be considered but cannot be generalized.

On the other hand, there are many limitations and disadvantages for the counsellor. Already indicated through discussion or illustration, these can be summarized in the following way:

1. Inadequate facilities for interviewing.
2. Alternating teaching and counselling periods leading to confusion of each of these roles, not only for the teacher-counsellors but for their pupil-counsellees as well.
3. Heavy and unevenly distributed counselling loads.
4. No time for home visits or other visits concerning their counsellees.
5. Lack of time to become well acquainted with their students, and allied to this, a limited knowledge of interviewing techniques.
6. Limited knowledge of the significance of the psychological and social growth processes of the adolescent and their inter-relatedness with physical growth process, which is necessary for a basic understanding of problems of pupils in their school.

7. Lack of understanding on the part of many classroom teachers concerning the counsellor's role as a staff member.

8. Lack of specific direction concerning organization and administration of counselling services, or of clearly defined goals for counselling.

9. Lack of incentives to undergo counselling training, in terms of time, expense and remunerative advantage. Furthermore, there is no policy which indicates that counsellors are required to undergo training for this work.

The limitations and disadvantages listed above apply far less to the Senior Counsellors. They have more time and better facilities for counselling, and the Senior Girls' Counsellor has completed most of the courses offered by the Department of Education. Earlier discussion of the content of these courses indicated that, while there is an emphasis upon organization of a counselling program and on various aspects of vocational guidance, there is little emphasis on personality development or emotional problems of children.

When the assets and liabilities of the counsellors are weighed against the cases which have been presented, the conclusion can be reached that where the problem is related to
educational or vocational planning, or to other clearly evident or easily changed factors, counsellors can provide, through the medium of advice and explanation, an important personal service to their pupils. For example, Bert's parents were advised to permit him to leave school, and the counsellor helped the boy to find the kind of employment which he wanted, and for which he seemed suited. Carroll made a vocational choice which satisfied her, after being advised by her counsellor. David's parents were advised to permit him to give up one of his part-time jobs so that he could devote more time to his school work. Edna's problem was, primarily, one of orientation to a new school. Her counsellor's sympathetic explanation of the situation helped Edna to adapt to the school.

Many of the cases, however, indicate that more than advice and explanation were required if any improvement in the situation, or solution for the problem, was to be found. In the case of John, for example, other resources were explored in an attempt to help him with his problem. John's teacher noticed that he could not concentrate on his work in the classroom, and referred him to his counsellor, who, recognizing signs of an emotional disturbance, conferred with the Mental Health Coordinator and the public health nurse regarding referral to the Mental Health
Clinic. Both the Mental Health Coordinator and the public health nurse are competent, through their professional training, to diagnose an emotional problem, that is, to make a decision concerning the advisability of referring the case to the Mental Health Clinic for psychiatric diagnosis. Whatever information concerning the child was required by the Clinic would be obtained by the nurse or the Mental Health Coordinator, with the exception of the "school history" which would be prepared by the counsellor. John and his parents were interviewed by the psychiatrist and social worker at the Clinic. John may have been tested by the psychologist. The report which went to the school from the Clinic diagnosed John as a boy who, with no self-reliance or feeling of being accepted, indulges in aggressive, compensating behaviour which keeps him in constant difficulty at school. His relationship with his parents appeared to be very poor; they do not give him understanding or encouragement. The Clinic asked that the school provide encouragement and "boosting for his morale". John's counsellor reported the findings of the Clinic to his classroom teachers. It is not known whether or not other recommendations concerning help for John were made, but the question arises: if the Mental Health Coordinator or the nurse were to "work with" the parents, what help would they be able to give?
The training undergone by Mental Health Coordinators seems to provide them with a good basis for understanding the problems of children, and for diagnosing problems through the use of sociometric and other tests, as well as explaining the significance of certain kinds of behaviour to parents, and perhaps to the child himself. Their training is child-oriented, and does not seem to prepare them to work with adults in need of aid. In John's case, it seems apparent that the parents needed help with their own problem in order to be capable of any real understanding of the situation insofar as John was concerned.

There are two Mental Health Coordinators working in the elementary and secondary schools in Vancouver. The one who spends two mornings a week at Templeton School works, as well, in six elementary schools, and, at least, one other high school. The time at his disposal for home visits is very limited. In any event, by the nature of his title, his duties seem to involve a coordination of available mental health services, including education concerning mental health for parents and teachers and the detection and tentative diagnosis of emotional problems, particularly at the elementary school level. His whole program appears to be directed toward the prevention rather than the treatment of emotional problems. This is sound as far as it goes, but it implies the use of other resources for continuing work with children.
The Mental Health Clinic relies, to some extent, on the public health nurse in the school to implement treatment plans, insofar as both parents and children are concerned. The area of mental health is a comparatively new one for school nurses, whose work in the past placed definite emphasis upon the physical well-being of children. Public health nurses have not, of course, dissipated their interest in physical well-being in favour of mental health, but recognize the inter-relatedness of the two. The mental health problem has been added to their other duties and responsibilities; there is no apparent decrease in their load of health cases which would provide them with more time for explaining mental health in general, and its particular significance as far as their child is concerned, to the parents who have been interviewed at the Mental Health Clinic. In any case, their training does not seem to prepare them to do more than explain behaviour or emotional disturbances to parents and make suggestions concerning ways in which they might help their child toward a better adjustment. Reference to the courses given for public health nurses at the University of British Columbia indicates that they take a short course which explains the "principles underlying social casework and the inter-relation of community health and welfare agencies." In addition, their course requirements include a one-unit course on "Sociology of the Family" and a longer course on "Human Growth and Development".
The latter course is described as serving "as a basis of understanding common human needs and how they may be met". The remainder of the training for public health nurses is concerned with physical health and nursing, generally.

Since neither the counsellor, the nurse nor the Mental Health Co-ordinator seemed to be trained to help John and his parents find the basis of his problems and work toward effecting those changes which will make a better adjustment for John in his relationships and attitudes at home and at school, the Mental Health Clinic might have provided some treatment. This, however, seems improbable in the light of the information contained in the 1952 annual report of the Division of Mental Hygiene of the Metropolitan Health Committee. This Clinic serves school children in all grades in Vancouver, Richmond, "North Shore" and Burnaby schools, as well as some children in Catholic Schools. Of the referrals for the year 1952, twenty-two per cent were classified as "adolescents", seventy-three per cent within the age group of six to twelve, and the remainder were children of pre-school age. While the importance of diagnosing problems of young children is recognized, it is evident, nevertheless, that the problems of the adolescent are less likely to reach the notice of the Clinic.

Of the total cases examined at the Clinic, treatment at the Mental Health Clinic was recommended for twenty-six
per cent of them, and for another forty-six per cent the treatment procedure recommended was "general supervision by public health service". There is no breakdown to reveal what proportion of treatment was carried out by the psychiatrist, the psychologist and the social worker respectively. The inclusion of some figures to indicate the extent to which parents as well as children received treatment, in terms of time or number of interviews would be helpful. The report of the social worker indicated that the primary emphasis in her work was upon conferences with individual nurses and case conferences rather than individual interviews which might be classified as "treatment interviews".

From the foregoing discussion, it appears that, while the services for adolescents with problems are many and varied, actual treatment, once the diagnosis indicates a need for it, seems scattered and nebulous. The child and his parents who have been interviewed by several people prior to and during the clinic examination, do not seem to be left, in the final analysis, with any one person qualified to develop an enabling relationship to help them find strength and courage to recognize their problem and, together with that person, work toward some positive change in the situation.

John, for example, appears to have ended up where he started; with his teachers and counsellor, who had earlier acknowledged their inability to deal with his difficulty by
referring it elsewhere. If John had been an abandoned boy or "neglected" in the legal sense of the word, help would have been forthcoming from the Children's Aid Society. In some instances, the Family Welfare Bureau provides casework help for adolescents, although their primary concern is with marital problems. The Mental Health Clinic refers very few cases to the Child Guidance Clinic, and schools are not encouraged to attempt private referrals to that clinic without initial examinations at the Mental Health Clinic. The information from counsellors on this point is that only a small proportion of their pupils who manifest behaviour or personality problems can be referred to the Mental Health Clinic during the course of a school year.

Counsellors at Templeton School report that referrals to the Children's Aid Society and the Family Welfare Bureau have not always been satisfactory. A recent Vancouver study of school referrals made to a family agency revealed that difficulties often arise when school personnel make non-voluntary referrals of pupils or parents to the Family Welfare Bureau. The Counsellors at Templeton School who are aware of this, do not attempt to make such referrals. On the other hand, they make an effort to describe to parents the facilities of such agencies as the Family Welfare Bureau with the hope that they will make direct application for help to the agency. Parents, generally, are unwilling to do this. Their reluctance in this

regard is understandable, as is the possible lack of ability on the part of the counsellors to interpret the functions of such agencies in a way that will relieve the anxiety the parent might be experiencing. The case of Inez is unusual, in that both the father and the child went to the Agency, although only brief contact there was possible with them.

From the foregoing discussion of the limitations of the counselling program at the school studied, and the limitations of the resources upon which counsellors rely for assistance, it seems apparent that the addition of a new member to the school staff - a school social worker - would provide the resources for developing a better balance between diagnosis and treatment services available to those boys and girls who present behaviour and personality problems at school.
CHAPTER FOUR

THE IMPLICATIONS OF COUNSELLING SERVICES

When the work of school counsellors, Mental Health Coordinators and public health nurses is presented against the actual kind of problem encountered by children at school, it is evident that all three of these groups of professional people lack some of the knowledge and skills that are required for helping adolescents with their personality or behaviour problems in the junior high school. It seems reasonable, then, before explaining how the addition of a school social worker would remedy this, and strengthen the total team work of teachers, counsellors and other staff members, to describe the professional training upon which the practice of social casework is based.

During the two year period of training which follows a Bachelor of Arts degree, the casework student completes six units of study in casework principles and practice. This includes: philosophy and methods; helping the individual with problems of social adjustment through the skills of interviewing, socio-personal diagnosis and treatment, the use of personal and community resources; casework treatment for marital, child-parent and other intra-family problems. Related to the casework courses are those concerning the development of personality; delinquent behaviour, particularly of the adolescent and the behaviour problems of children. Each of these three courses is given by a psychiatrist. Other
courses included in the two year training period are: medical and psychiatric information; community organization and resources; public welfare; social research, administration. Social work students put into practice the theory learned in the classroom by carrying out a program of fieldwork in a social agency each year, with the minimum number of fieldwork hours for the two year period being 1050 hours.

Some school principals and counsellors are of the opinion that school social workers should be teachers who have taken social work training. Of course, to be successful in the school setting, the social worker needs reasonable knowledge of educational philosophy and proper acquaintance with school programs, standards, etc. This, however, might be acquired on an "in-service training" way, with the principal, the counsellors and the classroom teacher helping the social worker to learn about the school, while she, in turn, has opportunities to make them familiar with the practice of social work.


School social work is not a recent development. In the United States, from 1906, on through the years, several

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* This is a misconception of function: the social worker is required to work in the school as a social worker, just as she might work in this capacity in a hospital, the army or an industrial plant. She is not there as a special variety of teacher any more than the public health nurse is.
experiments were conducted in various cities, under various auspices; parents were visited by special workers, or "visiting teachers" as they were called in the early years; these workers were attached to school staffs and were responsible for "problem children". A growing understanding that some difficulties in the child's school adjustment stemmed from his living experience in the home and the community was accompanied by an increasing recognition that it was important to have someone in the school system who could offer skilled service, not only to the child in school, but to his parents as well. It was through this recognition, and through research and experimentation, that social casework in the schools of American cities developed to the extent that by 1951, some six hundred school social workers were employed as members of school staffs.

In general, the amount and kind of work done by school social workers is affected by the availability of services of public and private agencies, clinics, etc. In a survey conducted in the United States in 1945, the majority of schools reporting indicated that at least four of the following responsibilities were assumed by school social workers:

(a) attendance officer.
(b) working out problems causing non-attendance.
(c) adjustment of behaviour problems.
(d) home-school relationships
(e) referrals to outside agencies
(f) direct treatment of children's difficulties.


In Michigan, state aid is provided to local districts for the establishment of a school social work service, and in this State, the general estimate is that one visiting teacher should be able to serve a school population of 2500. The majority of schools reporting in the survey to which reference has already been made, indicated that one school social worker or visiting teacher could serve from two thousand to three thousand pupils, depending upon the geographical area covered by the schools.

Social Work: Canada

School social work has not experienced in Canada the development and expansion in evidence in the United States. A few of the larger cities across Canada, such as Toronto and Calgary employ visiting teachers in the schools. The major program, however, has been developed in Winnipeg within the last ten years. The function of the school social worker in the Winnipeg schools is summarized in the following way in a report prepared in 1949 by the Child and Family Division of the Community Welfare Council of Greater Victoria:

1. Dealing with attendance problems by a casework method so as to eliminate Courtroom procedure in the majority of cases.

2. Improving home and school relationships by home visiting and interpretations of the one to the other.

3. Adjustment of personality and behaviour problems with a view to improving the
child's attitudes towards home and school.

4. Co-operation with social agencies and family and children welfare problems so that the child may receive assistance necessary to his wellbeing: i.e., clothing, food, home.

5. Co-operation with other branches of the guidance department so that children may be examined and receive special therapy when that is required.

6. Co-operation with public health nurses in order that the children may be kept in the best physical condition.

7. Treatment, interviewing and counselling of students who require assistance in adjusting to the school program.

8. Consultation with principals regarding class placement of problem children.

9. Maintenance of a file of case records of individuals studied.

10. Follow-up of children who withdraw from school at an early age to go to work.

To some extent the need for social workers in Vancouver schools has been demonstrated through research projects. One of these, concerned with school referrals to a family agency, has already been referred to in the present study. The other project was concerned with the need for school social workers in elementary schools. For a ten-week period a social worker was employed on a voluntary basis, in an elementary school, whereby conferences with personnel within the school system, social agency staffs, school nurses, and by interviews with parents and children, the need for a school social work program was demonstrated.

There are no counsellors employed in elementary schools, and mental health coordinators have been employed in Vancouver schools since Mrs. Thomson's study was completed in 1948. The junior high school was selected for the focus of the present study, in order to assess the extent to which counsellors, aided by other available resources, meet the needs of the adolescent. It is concluded that school social workers in junior high schools could provide a service for adolescents not available to them elsewhere, either in the school or the community.

If, as is the case in the majority of American schools, one school social worker can be expected to be responsible for from two to three thousand pupils, it can be assumed that in Vancouver, one worker could be employed half time at Templeton Junior High School, where the pupil population is approximately fourteen hundred, and half-time at Point Grey Junior High School, which has a population of approximately the same number. Since, in each of these schools, the services of counsellors, public health nurses and mental health coordinators are available, the ten-point program in use in Winnipeg can be examined in order to ascertain in which of the ten areas the social caseworker could work most effectively, either alone or in conjunction with other staff members, particularly counsellors.
1. The two Attendance Officers which serve all elementary and secondary schools in Vancouver do not carry out any form of treatment plan for pupils who are chronic absentees or truants. A relatively small proportion of pupils presenting attendance problems reach the Mental Health Clinic. Counsellors deal with such problems only on an admonishment or advice-giving basis. The school social worker could work on a treatment basis in this problem area.

2. Public health nurses and mental health coordinators are at present expected to carry out home visits, but these are not maintained on a regular basis. Where behaviour disorders or emotional problems are manifested by a pupil at school, the school social worker could provide casework treatment on a regular, casework basis to the child and his parents, through visits to the home or more often, and economically, through regular intervals at the school.

3. The problems referred to in this section are usually diagnosed at the Mental Health Clinic. The social worker could relieve the public health nurse of the responsibility for preparing social histories for the junior high school pupils, leaving her free for more extensive work of this kind in the elementary school. After clinic examination, service would be provided by the caseworker for the child or parents, based on the relationship established during the preparation of the social history. The caseworker
would consult with the counsellor, mental health co-
ordinator and school nurse concerning the school records
required for the social history.

4. Counsellors experience difficulty in effecting satisfactory
referrals to social agencies. The school social worker
would help parents to accept referral to whatever social
agency could best meet their needs, and those of their
children, would follow up the referral to iron out any
difficulties, and report the progress of treatment to
school personnel.

5. The caseworker would cooperate with the Mental Health
Clinic or the Child Guidance Clinic in the carrying out
of treatment plans. This would include interpretation of
treatment to counsellors and classroom teachers.

6. The social worker would work with the public health nurse
with particular reference to children whose emotional
problems were manifested in physical symptoms, or where
both health education and casework were needed.

7. A large proportion of interviewing and counselling
regarding adjustment to the school program is the function
of the counsellor, unless the problem is such that case-
work treatment seems indicated, in which case referral
would be made to the social worker by the counsellor.

8. The social worker would participate in staff conferences
which are now held by the principal, counsellors and
classroom teachers for the purpose of arranging class
placement for problem children.

9. The caseworker would maintain a file, separate from those
maintained by counsellors, on each treatment case.

10. At present, little follow-up on young school leavers is
maintained at Templeton School, and nothing is known
of the system, if any, at Point Grey, Counsellors and
social worker could formulate a follow-up plan and
work cooperatively with it.

The plan which has been outlined, is, of course,
tentative for several reasons. The focus of the present
study has been primarily upon counselling services and not
upon all services available to junior high school students.
The mental health coordinator, the public health nurse, the
Mental Health Clinic have been discussed, generally, in terms
of their relationship to counsellors. An examination of
counselling programs in other secondary schools and a study
of the specific function of mental health coordinators and
public health nurses in the mental health program would
provide a more comprehensive basis for assessing how best
the social worker could fit into the junior high school setting.

"Proverbially, the gap between accepted theory and
practice, what we know or agree is efficient and what we actually
do about it, is wide in many phases of our education programs". This
fact is evidenced in the study of counselling at one
junior high school. There is considerable variation between
counselling as defined and counselling as practiced. This

is due in part to the nature of the counselling courses, in part to a school regulation which makes counselling possible, but does not insist upon training for it. Counsellors are providing a valuable service to the teenagers in the school who, during the period of stress and strain that must be experienced as they move toward adulthood, need all the support they can get. The adolescent who manifests his problems in the school, regardless of their origin is fortunate in that they are usually detected and diagnosed. At present, however, treatment is not always provided. It remains for the treatment role to be assumed by the social caseworker as a member of the school team of professional people.
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