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A PARENT'S VIEW OF SCHOOL COUNSELLING: THE PRESENT AND THE FUTURE

In October 1969, the *Canadian Counsellor* requested a paper (p. 2) on the observations and opinions of parents about present counselling services, with suggestions that would help in future planning. I submit the following, as a parent and as a representative of other parents. Opinions about the problems were collected through interviews conducted in Edmonton with parents on welfare, single parents, parents of children with learning problems of various kinds, parents of delinquents, drug users and drop-outs, and parents with varying levels of education and ethnic background. Some had never used the counselling services while others had used them extensively.

No statistical analysis was used. Suggestions regarding the improved effectiveness of counsellors in the school and the community are based on published research papers, books, magazine articles and association with counsellors, as few parents were able to offer any constructive criticisms.

Parents generally find the same faults with the existing services as do counsellors themselves. They see a need for more and better counsellors, especially at the elementary school level. They worry about the lack of effectiveness in personal counselling and about the accuracy of vocational guidance. Most would like the help of trained counsellors in raising their children in order to prevent serious problems. Many have special concerns because of particular circumstances. It also became obvious that the public has had very little opportunity to find out about the current functions or philosophy of school counsellors. The image they have of counselling causes them to react with fear, resentment and disinterest.

The following recommendations came from this study:

1. That upon completion of counsellor training, individuals be certified according to personality and training qualifications as a
 - (a) Personal Counsellor
 - (b) Career-development Counsellor
 - (c) Elementary School Counsellor.
2. That more research be done into methods of recruiting, selecting, and training personnel.
3. That more consideration be given to preventing problem behaviour by means of group guidance, and by the use of parents and others as paraprofessionals.
4. That programs be designed for parent education with regard to:
 - (a) the school and changes within it
 - (b) more competence in family relationships
 - (c) possibilities for adult education and vocational retraining.
5. That the C.G.C.A. form a Committee for Public Information which would supervise or initiate programs which would give the public an

accurate understanding of counselling and make known the type of people needed in the profession.

CERTIFICATION

James L. Lister (1970) states that "counsellor education programs should specify in the graduate's professional credentials his capacity for entering into growth-producing relationships with students (p. 37)." He reviews tests that measure a counsellor's ability to present a client with conditions that facilitate a change in behaviour. The empathy, genuineness and positive regard that are required are not found in a large number of school counsellors, regardless of their academic achievements. Is therapy for an ailing professional image sufficient? What can parents do if they can prove the incompetence of a counselor? Can a school principal act on complaints of students and parents to remove a counsellor? Will a poor guidance counsellor, like an incompetent teacher, be shunted from one school to another leaving behind a trail of damaged lives? Or, is there some preventive action that could be taken?

Lister claims that counsellors who have the desirable qualities should be identified and given sole responsibility for the counselling of students with personal problems, subjective distress, or difficulties in understanding themselves and their world. These people I will refer to as *personal counsellors*.

The remaining counsellors, graduating with special training and talents in other areas, could be certified as specialists in such fields as *career development, elementary school counselling, group work* and even *research or administration of guidance services*. In other words "Counsellor know thyself"—then concentrate your efforts on the areas of your personal capabilities and practical success.

Personal Counselling

A personal counsellor could work at any school level. His or her job would almost correspond to that of our present school psychologists. The difference is that *his qualifications would be judged on the basis of levels of facilitative conditions instead of on years of training and degrees earned.*

Many parents have grave doubts about the value of counselling done in the school, and there are studies to show that they are justified.

Dr. Charles Truax at the National Conference of the Canadian Guidance and Counselling Association in Edmonton (June 1969) reported on his studies (Truax and Carkhuff, 1967) of the effectiveness of counsellors. As a parent I was astounded to hear of the extremely high proportion of clients who receive no benefit or are actually harmed by counsellors' attempts at behaviour modification. Parents feel that counsellors should discipline members of their own profession for the errors that are caused by lack of training, unsuitable personality, or questionable ethics.

Lister (1970, p. 36) reports Carkhuff's work suggesting that "at the beginning of graduate preparation, graduate students in the helping professions are functioning at the highest level at which, on the average, they will ever function, even at the master's or doctoral levels. The level of formal preparation bears little relationship to the helper's level of functioning."

Carkhuff, Piaget and Pierce (1968) have described the three facilitative conditions necessary for personal counselling in terms of their assessment

on a five-point scale. Clients can be similarly rated according to depth of self-exploration or potential for change.

In order to be effective in helping a client to change his attitudes and behaviour, the counsellor must offer a higher level of facilitative conditions than the level at which the client is functioning. If he is at a lower level than the client, he can contribute to the client's personality deterioration.

Are counsellors sufficiently aware of their performance ratings? Can these be improved if they are low?

The need in schools for specialists in personal counselling is increasing rapidly. Many children have difficulty fitting into classes that require self-motivation. Self-actualization is a necessity not only for personal success but academic achievement as well. Some student rebels and nonconformists, on the other hand, need help in learning to respect the rights and feelings of others in their pursuit of freedom.

The drug problem alone will keep many counsellors busy. Dale Grant, a hopefully reformed "speed freak" who wrote about his drug experiences in *Weekend Magazine* (April 11, 1970) says

speed addiction, any addiction, is ultimately a failure of the individual, not of society. Speed is a negative attempt on the part of the user to deal with alienation. It is a confession of failure, a weakness in one's self.

If he is right, then it is naive for society to believe that education about drugs will prevent people from misusing them. Education has not stopped cigarette smoking. Can personal counselling help to strengthen the "weakness in one's self?" Would groups of students make use of peer pressure to support one another through withdrawal? Or must prevention start as a child is forming his attitudes about his worth?

Personal counselling should also have a special place in the school files. Ex-teachers and parents who know about the cumulative record systems of schools worry that a child may suffer by being labelled; maybe correctly, perhaps wrongly, but in any case permanently. Teachers and their substitutes need to know basic facts that affect the child's learning and behaviour, but not the privileged information that results from personal interviews.

There is also some concern that the increased use of tape recordings of interviews be controlled in an ethical manner. One group of Edmonton students believe, for example, that a counsellor's tape was used in court to convict them on drug charges. They have lost faith in all counsellors as a result.

Career-Development Counsellors

The word "career" implies a general course of action or conduct as in a calling, or some notable undertaking. The word "development" refers to the educational information and training for decision-making that is required in reaching a particular vocational goal, or a series of goals. A career may involve several vocations and more than one period of education.

Carl L. Bedal (1969, p. 31) lists some qualifications of a good Career Counsellor. He says

We need a well-trained, creative and enthusiastic worker to take on this vital task. He will be versed in the various techniques of making occupational information available to young people. He will feel at home working with groups of students as well as with individuals. He will be part of the teaching staff; he will have access to new and varied sources of occupational information.

If he is to teach decision-making techniques he must be a good teacher, and this differs from being a good listener. He must be able to give and interpret ability tests, and have some knowledge of computer technology.

Most parents see all counsellors as advice givers. They seem to believe that if a student comes with any sort of problem, the counsellor will diagnose the ailment and prescribe a remedy to effect a cure. If indeed a career development counsellor does work from this method, they believe his diagnosis (through testing and questioning) must be totally accurate. The remedy (job surveys, group work, occupational games, training in decision-making, etc.) must be realistic. The public often assumes that a counsellor says "Take this medicine (job or course) and you will be well." If the decisions are not to be made by a counsellor but by the client on the basis of information received or the result of training given, parents should know. (It is important to note that most parents believe that personal counselling is done according to the medical method above.)

At all times the educational and vocational information of a career counsellor must be extremely accurate. The unreliable advice given in this area is the basis for most of the criticism of school counsellors. The overwhelming problem of keeping abreast of the rapid changes in education and the areas of work and leisure may eventually be eased by computerization, but the solution will always depend on the ingenuity of man and the cooperation of men. Computerization may radically change the organization of counselling services, but it will not alter the career counsellor's three main functions:

- 1) the teaching of the decision-making process to students,
- 2) the testing of students to provide them with more self-knowledge,
- 3) the provision of educational and vocational information.

Elementary School Counselling

The shortage of trained counsellors in the elementary school is causing grave concern among parents, especially those whose children have special problems. The borderline retardates, the hard of hearing, the slow learners, the emotionally disturbed, the delinquents, or simply unhappy children, need help in Grade 1, not beginning in Junior High School.

Early recognition of a child's problem is of course the first difficulty. Grade 1 teachers know the children best, but are extremely busy and not all trained to make the necessary assessment of behaviour. Can they be given the sensitivity to do this in one short course? Is it up to counsellors or universities, school boards or parents to insist on some kind of training? Could counsellors diagnose a child's needs by watching video-tape of the child's classroom behaviour?

One group of handicapped children which, until recently, has been wrongly labelled with any of the above terms, is what educators now call "learning disabilities." This includes categories such as aphasia, dyslexia, perceptual handicaps, or hyperkinesis. It occurs most often in children of average or above intelligence who appear to be normal in most areas. Some actually perceive things differently from other people—like seeing things through a distorted lens. Others have problems with memory skills or conceptualization. Characteristic behaviour of children with these disabilities could include forgetfulness, disorganization, reversal of letters and bad spelling, lack of ability in sports, short interest span, restlessness, repetition,

difficulty with numbers and spatial relationships and poor general knowledge. They might have trouble making friends, learning socially acceptable behaviour, or interpreting facial expressions, voice tones and body gestures of associates. A child with low intelligence seems to be able to accept such limitations more easily than the exceptionally bright child who finds them an agonizing frustration, causing him to lash out in temper tantrums and destructive behaviour.

I talked to Mrs. Robert Reid of the Edmonton Association for Children with Learning Disabilities, and she claims that as high as seventy percent of children having behavioural problems in Junior High School began their school careers with learning disabilities. Isn't it reasonable that a child who cannot cope, cannot read, cannot learn, cannot succeed, cannot continue, must drop out? When these children turn their frustrations and failures into delinquency they are good at it because they are bright. How many bright, perpetual failers have counsellors seen for behaviour problems this month? How many have they diagnosed correctly?

The Association for Children with Learning Disabilities (there is a National group, and local groups in many Canadian cities) insists that if these children receive special training on how to cope with their disability, and thus learn to function relatively normally despite it, they can progress through school and possibly university. Physicians generally agree that the greatest hope is detection at an early age, preferably at the kindergarten level.

There are tests available to discover the area and extent of the disability. The University of Alberta has a learning laboratory under Professor Charles Norman, which uses a battery of tests designed to show strengths and weaknesses in a child's ability to perform. The Edmonton Public School Board has a Bureau of Child Study which is very helpful, but can only accept the most serious of cases, and there is very little help for the others. Most counsellors and teachers have no knowledge of the problem, and less of the treatment. Information on the subject is now available in Journals of Paediatrics, Psychiatry and Social Work, as well as Education.

Parents believe that this information should be acted upon *now* if counsellors really do have any commitment to preventing problems in youth.

After identification of a problem, the school counsellor's job must be treatment or referral to specialists or an institution. A good working knowledge and communication between the helping professions is therefore essential. Here again, a counsellor should have dependable facts. Could there be continual liaison between the school counselor and the remedial specialist, even if the student is removed from the school? On his return is he helped by the counsellor to make the final necessary adjustments? Ideally a counsellor would have continuous concern for the child over several years, whereas each teacher is limited to one grade.

If group guidance, counselling, or psychotherapy are used in elementary school, care should be taken to make them suitable to the age level of the students. Gazda (1963) notes the variables in size of group, environment and methods used.

Elementary school counsellors in particular should work closely with parents. At this age children still consider parents to be the dominant model figure and the prime authority. Because of this, parents feel it would be helpful to have some friendly, concerned person to turn to for help with the little problems which can turn into large ones if ignored. They often

lose interest in Parent Teacher Association groups, but are interested in the development of their own child. Parent interviews at report card time seem to many to be a successful method of initiating communication.

As schools recognize the need, but see the futility of trying to reach all parents with a complete course in child rearing and family living, they are beginning to offer such courses to students, thereby serving the youth who will themselves be parents in a few years. These courses are often begun in elementary school. Creighton F. Seely (1969) has suggested that counsellors have, hopefully, the type of personality and training best suited to giving family life courses. If they are recruited to do this task or help with it, it is recommended that they be watching for any emerging need for parental counselling as well.

Thoughtful adults are concerned that guidance and family life training be done in such a way as to avoid enlargement of the "generation gap" by adding an "education gap" between parents and children. Parents have traditionally been on the top of the knowledge scale when children were "to be seen and not heard." When one considers the parental uneasiness produced when children surpassed them with new math, it is understandable that parents express concern about sex education and human relations training for students. What happens if the education gained is manifested in behaviour or attitude changes? A dominant parent, for example, needs considerable help in understanding and then accepting his child's successful attempts at independence. Thus a counsellor good enough to modify behaviour in a client must be responsible enough to see that the new behaviour is acceptable within the family situation.

RESEARCH

Obviously, if we are to achieve the kinds of specialization indicated above, we will need more research into methods of recruiting, selecting, and training personnel.

Some work by Carkhuff (1969) finds that the counsellor's ability to provide high level facilitative conditions appears to be increased through some preparation programs but not through others. But Auld and Stein (1965) state that "personnel selection becomes crucial in guidance. No amount of training will compensate for an unsuitable personality or lack of insight (p. 317)." Training programs for counselling assistants might be investigated as well.

PROBLEM PREVENTION

The prevention of problems is a thankless and somewhat unmeasurable task. No-one can count the students who did not get into trouble but might have, had it not been for a school counsellor. Still, prevention is better than cure.

The Alberta Government thought so when it started its Preventive Social Service Program. Under this act money is supplied by the provincial government to cover as much as eighty percent of the cost of preventive programs. The local government pays the other twenty percent. Yet school boards in several locations, when trying to cut education costs, are reducing guidance services. Does this mean that as therapists, counsellors are not

proving their worth? Should aid for school counselling services come under the Preventive Social Service Act?

A prevention-oriented program could include such activities as:

1. The early diagnosis and treatment of the many learning and behaviour handicaps of children, which have already been discussed.
2. Helping parents (and some teachers) to be more understanding of children and their needs.
3. Providing individualized instruction or attention for some students by using trained para-professionals. One such program was reported in *Psychology Today* (December, 1969) by Emory Cowen. Twelve Rochester elementary schools placed specially trained mothers in the classroom to find out new and more effective ways of coping with mental health and behavioral problems. Individual attention to students proved to be an important ingredient in success.

In other experiments cited in the above magazine the individual help came from undergraduate education students or senior citizens. Men were particularly good, since they offered a male model for boys in the often female-dominated primary grades.

Another similar plan is taking form in Alberta now. The Attorney General's office will soon relinquish its control over juvenile offenders in this province and probation duties will be taken over by the Department of Social Development. It is felt that a social worker can better aid the juvenile and his whole family. They are encouraging citizens to volunteer to help rehabilitate these youngsters, not with counselling but with friendship and interest. These will be ordinary people with hobbies or skills that match those of the young offender. In several provinces, the Progress Club offers the services of Uncles At Large to fatherless boys. Should school counsellors be able to call on such a Community Involvement Force for troubled youths before they become first offenders?

4. Using group guidance, and counselling techniques. In addition to using groups as a method of therapy, could they be used as a prevention against the loneliness that contributes to the failures, dropouts, and even suicides in today's huge high schools?

In an article called "Community—Who Needs It?" (*Psychology Today*, December, 1969) Donald Klein discusses man's need to commune with others. His experiment with a group of first-year nursing students showed that when they were encouraged to interact in small groups, and to discuss feelings and anxieties they had about their new environment, there was a marked decrease in the number of drop-outs of potentially good students. Could this same procedure be used with high school, or even junior high students in their freshman year? Under supervision of a teacher, a parent, or an upper classman, they would plan social events, rap sessions, projects, or field trips. If groups were small, they could meet in homes or classrooms. Sports and other extra-curricular activities are important, but do not fill the needs of a student who is not "good" at anything. He would automatically qualify for a freshman group and be invited to participate.

Other members of the school staff are not likely to see the need for preventive services as a counsellor can, but their cooperation should be enlisted early in the planning stages of any program involving them.

PROGRAMS FOR PARENT EDUCATION

Daniel L. McCarthy, of the Easter Seal Child Development Center in Milwaukee, Wisconsin, works with children who have learning problems. School counsellors, working with children who have many kinds of problems, might benefit by looking at some of the approaches used at this center. "The focus," says Mr. McCarthy (1967), "is on the whole child, not just on his disabilities." Therefore an integral part of their work is a "parent counselling and education program."

The Center recognizes that parents of handicapped children, share with all other parents, the primary responsibility for their development to the point of school readiness.

We also recognize that enlightened cooperation from the family in the environment beyond the Center has strong bearing on the success of the program efforts on behalf of the child. The emphasis in the parent program is multiple: assist the parents in understanding their children and their disabilities; develop or adapt child rearing practices and skills to best meet the special problem presented in specific situations; and aid parents in better understanding their own psychological and emotional structure and how they can best use their resources for optimum functioning as adults and parents. Concurrently, the counselling staff helps parents to comprehend and share in what the Child Development Center is attempting to do in its work with their children.

The fact that the parents, by sending their children to the Centre, admit that there is a problem, is perhaps instrumental in preparing them to become involved in therapy.

Rev. Larry Beggs (1968) found this to be a factor in rehabilitating runaway children. Parents often did not recognize the severity of the problem until the child created a crisis by leaving home. At this time they became ready to accept family counselling.

Could counsellors make use of a crisis situation to involve parents in helping the child?

This might even be done in groups when many children have a common problem—such as being arrested! During April, the Edmonton Police Department made a mass raid on suspected drug traffickers and users. Most of the arrests were of sixteen-year-olds. The parents were shocked, hurt, defensive, and desperate for someone to offer some sympathy and understanding. Because of suspended sentences, they had to continue living with these teens, make decisions about discipline, curfews and such, but felt alone and insecure. Would a group approach help here? Can longer lasting benefits be achieved by helping the parent as well?

Keeping informed about the school and its aims.

Conscientious parents who do not have, or have not discovered, such severe problems as above, are more interested in the new methods used in school and their application in family living.

I investigated two of several parent-school relationships that have been functioning in Edmonton. Both of these schools have leaned toward an open climate and relaxed atmosphere. Parents were worried about the freedom, openness and honesty between students and teachers and the apparent lack of discipline. New teaching methods were being used and a new philosophy of education taking shape. Both schools made the initial move toward communications with parents, but each did it differently.

School A, Louis St Laurent-Cartier McGee (a Junior and Senior High complex) is a new school in a new district. As plans were being made for the school, a communications committee was set up, involving parents. They discussed, with the staff, the new policies and approaches to the curriculum and student problems. The committee now consists of four parents, four students, four teachers (including the head of the counselling department), plus the principal and a parent chairman. If any parent, teacher or student has questions or criticisms his representative takes it to the committee for discussion and returns with their reactions to it. In some cases a general meeting is held. The committee makes recommendations, but does not directly set policies.

Parents are beginning to feel that, while this has been a good beginning, it needs to be explained to involve more of them. They may form sub-committees to consider such things as a family drop-in center, and outlines for a family life education course.

School B, Jasper Place Composite High School, had a larger program. It is a much larger school and they included all parents in the area; that is, from pre-school to university and both public and separate schools. The project was set up by the Counselling Department rather than the Administration, as in School A.

The parent group was established

1. to provide parents with an opportunity to explore their own thoughts and opinions about issues that arise while bringing up children.
2. to provide parents with the opportunity to meet a variety of people from the helping professions in their own community.
3. to provide school counsellors with an opportunity to meet parents and others in the helping professions outside the school.

As they wanted to use discussion and personal participation as their central dynamic, a five-week series of discussions was prepared. The one hundred and fifty participants registered for all five. Each session began with a theme talk by an "authority," then discussion groups were formed with two or more Resource people in each one.

Topics for this series were

1. Communications—a mini-lab. It was felt by a significant number that this was the single most important happening of the series.
2. Drugs and Alcohol—implications for youth and society.
3. Discipline.
4. Sex and interpersonal relations.
5. World of Work—influenced by a changing society.

An evaluation questionnaire was given at the conclusion of the series. All parents were favorably impressed, and thought the project should be repeated. No fees were charged for the first series but all agreed that they would have paid to attend. (All resource people volunteered their services.) It was decided that parents need a chance to investigate their own feelings before being confronted by the attitudes of the younger generation. They need the reinforcement of a group of their peers in order to gain confidence in their own stand. Parents and children may meet later to learn to communicate better.

One of the unforeseen outcomes of this project was that twenty-one parents (or fourteen percent) have volunteered to become actively involved in helping the school on committees or as supervisors or chaperones.

The parents suggested some future discussion topics:

Where, when, and how to seek help.

Education for leisure time, including family activities.

Drop-outs.

Developing self-awareness in children.

Sense of values.

Family living, interpersonal relationships, changing roles.

Motivation.

Behaviour problems, emotional development of teenagers.

Current concepts in educational techniques and goals.

Teacher training.

Happiness and discouragement.

Economics, working mothers, part-time jobs.

It must take courage for a school staff to expose itself to the enquiries and criticisms of the public, but those teachers involved with the projects above felt that the results were worth the risk and the time and effort as well. The school board was somewhat less enthusiastic, as they do not feel obliged to educate parents. Perhaps this is another area for financial support from some other department or level of government, or could be included in adult education programs.

The list of discussion topics suggests that parents are concerned about activities in the school as well as in the home. But any educational program will inevitably include both areas because the successful teaching methods and the needs of children are the same in both environments. Discussions focusing on the school, as above, will drift to home problems while those which follow, presented in the home, will focus on family relationships but can relate to schools as well.

Competence in Family Relationships

Educators have traditionally used books, pamphlets, and magazines to educate parents. Now is the time to reach the non-reading public as well with that constant companion of many home-found parents—television.

Group participation is even possible. The new Metropolitan Edmonton Education Television Association has recently broadcast a series on human relations in the family. They advertised widely in church groups, teen groups, and others, and encouraged viewers to form groups of neighbours and friends. Program discussion guides were sent out to stimulate thought and conversation, and an hour-long phone-in program followed via the radio. Each group then returned a program evaluation sheet to the T.V. station. This experiment suffered some technical difficulties but M.E.E.T.A. officials feel it was successful enough to try it again. These programs were produced in England but the station is also interested in producing public education programs according to local needs, using local talents. This, I presume, would include local guidance personnel, if they express an interest.

The C.B.C. and C.T.V. networks are willing to cooperate with public service organizations in producing safety tips, health warnings, and mini-commercials. Just as the dental association suggests brushing teeth after

meals, could not the C.G.C.A. advocate self-esteem as a basic need or responsibility as part of freedom? The Canadian Federation of Home and Schools ends its commercial with the question "Did you ask your child about his school today?" With meaningful questions of this type left in one's mind every day for a month there is a definite urge to open the doors of communication.

Perhaps television is the place to answer the "where, when, and how" questions about counselling put forth by the parents of school B, previously mentioned.

Adult Education and Vocational Training

A counsellor, specially trained and certified as a Career Development Counsellor (or whatever label is used) should, I think, be able to choose between working with children in school, or adults, or a combination of the two. If we can believe the predictions that adults will be required to retrain for new jobs or update their education four or five times in a lifetime, there will be an increasing demand for good counsellors in this area.

Parents also feel they would like some way of keeping relatively up-to-date on vocational trends so that they can discuss intelligently their child's educational and vocational plans. They appreciate having career fairs as they value the chance for the two generations to seek out information together with a common goal in mind. Good publicity of such an event is, of course, essential.

COMMITTEE FOR PUBLIC INFORMATION

In its plans for the future, I think the C.G.C.A. should include the establishment of a *Committee for Public Information*. This group should supervise publicity concerning the functions and limitations of the counsellor's role, and use their expertise in human understanding to assist the media to be a positive force for good mental health. The sales pitch should not, however, precede some perfection of the product!

Could some controls be applied, by such a body, to the hiring of persons for counselling via radio and television? Perhaps the public's false image of counselling has come from these sources.

This committee could be a powerful force in urging the National Film Board and the C.B.C. to produce more information for young parents. It could also insist on a higher educational and emotional quality in television for children.

Another function might be to make the public aware of the result of research done by C.G.C.A. members, especially Canadian research. Creighton F. Seeley's work regarding sex education in Alberta schools went unnoticed in Edmonton, as the citizens debated whether or not to start such a course in the schools. We heard, instead, about attitudes in California, Sweden, or New York.

Could regional councils, once they have gained confidence in the professional competence of their members, inform the public by regularly making surveys of the types of problems their clients are trying to solve? Good counsellors knew the extent and severity of the drug problem long before most citizens were aware of its existence. If the suicide rate increases or there is general disrespect for certain rules, procedures, or persons, the

trends should at least be noted. Counsellors could then make plans for emergencies. This might mean the establishment of tutoring classes for unwed mothers or a tour of the hospital's adolescent psychiatric ward.

Or survey results might need public attention. Recommendations to school boards, governments, or other agencies would be supported by facts (if they are possible to tabulate) or at least an average of the best in educated guesses.

For better or worse, parents play a big role in the life of a child. It would seem that if a school counsellor is to effectively help a child whose problems originate in the home, then he must investigate the family circumstances and either recommend or provide family counselling if necessary. Are there not studies to show that a person's newly learned pattern of behavior is not continued when he is removed from a supportive environment? Isn't this the basis of group therapy, T groups, and so on? The family is the child's most basic, long lasting group.

Is family involvement too expensive and time consuming to be included in the list of future goals of the Counselling profession? Is it truly economical to exclude the family?

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LE POINT DE VUE DES PARENTS SUR LE COUNSELLING SCOLAIRE: LE PRESENT ET L'AVENIR

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A la suite d'une invitation de la revue "*Conseiller Canadien*", on a fait une enquête pour connaître les opinions des parents sur les services actuels de counselling scolaire. On espérait ainsi faciliter la planification pour l'avenir. On a constaté que les parents reconnaissent le besoin d'un plus grand nombre de conseillers mieux qualifiés, particulièrement au niveau de l'école primaire. Les parents sont préoccupés par l'inefficacité des services d'orientation professionnelle et du counselling d'adaptation personnelle. La plupart d'entre eux reconnaissent l'importance de leur rôle comme parents, mais ils ont rarement l'occasion d'apprendre à bien l'exécuter.

Il semble assez clair que si le conseiller scolaire veut aider un enfant dont les problèmes ont une origine familiale, il doit alors examiner la situation familiale et procurer lui-même ou recommander un counselling familial si cela est nécessaire.

Les études ne montrent-elles pas qu'une personne abandonnera les comportements qu'elle vient à peine d'acquérir si elle est privée d'un milieu social adéquat qui l'aide à les maintenir? La famille procure à l'enfant le groupe de relations le plus fondamental et le plus durable.

Il y a toutefois beaucoup d'obstacles qui rendent difficile la possibilité d'obtenir le nombre de conseillers requis pour accomplir la tâche. Le personnel actuel n'exécute pas toujours ses fonctions de façon adéquate, ce qui ne va pas sans ternir l'image de la profession et sans décourager des candidats de valeur. Il est difficile d'obtenir de l'argent pour mettre sur pieds un service additionnel dont on n'a pas encore démontré la nécessité ou l'efficacité. Plusieurs bons conseillers perdent leur temps à accomplir des tâches qui pourraient être assignées à des assistants, à des instituteurs, des secrétaires, et ainsi de suite. Le public ignore le genre de personnes que requiert la profession de conseiller.

En conséquence, cette étude recommande une amélioration de la qualité des services de counselling basée sur un meilleur usage des méthodes de formation et de sélection. De même, on recommande qu'au terme de sa formation, le conseiller soit breveté dans un domaine de counselling approprié à sa personnalité. On souhaite aussi fortement que les parents aient l'occasion de mieux connaître le milieu scolaire, la nature des relations humaines et de l'éducation permanente. Enfin, on recommande que soit constitué à l'échelle nationale un comité de renseignements pour le public de façon à mieux faire connaître le counselling.

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