

**A HISTORY OF THE GUIDANCE PROGRAM  
FOR SCHOOLS OF ALBERTA**

**by**

**ATHELSTAN ARNOLD ALDRIDGE**

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APPROVED:

*Redacted for Privacy*

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Professor of Education

In Charge of Major

*Redacted for Privacy*

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Chairman of School Graduate Committee

*Redacted for Privacy*

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Dean of Graduate School

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# A HISTORY OF THE GUIDANCE PROGRAM FOR SCHOOLS OF ALBERTA

## CHAPTER I

### PURPOSE

The purpose of this study is to analyze the peculiar problems facing the writer in the introduction of organized guidance services into the schools of the Province of Alberta and to suggest procedures that may be followed in the implementation of such services. Since it is the first attempt at a provincial guidance program, some explanation of the educational system is necessary to provide a proper setting. An educational program as highly centralized as Alberta's has its drawbacks, not the least of which is the willingness of teachers and principals to wait for and accept direction and to avoid exercising too great a degree of initiative. This naturally affects the extent to which they will apply new principles and new concepts. However, there has been evident a good deal of interest and a gradual application of basic principles.

The foregoing is designed to indicate the reasons behind the organization of the thesis in the form and manner in which it has been arranged. Proposals for a future course of action assume little significance unless examined in the light of what has been previously attempted.

## CHAPTER II

### ALBERTA'S EDUCATIONAL PROGRAM

#### The Organization of Educational Services Within the Province.

##### Source of Provincial Authority.

An analysis of school guidance services in a Canadian province should properly begin with a brief examination of the organization and administration of education generally. Canada was given dominion status with a federal form of government on July 1, 1867, by the terms of the British North America Act. Specific lines of authority with regard to legislation were clearly laid down for the provinces. All residual authority beyond that clearly prescribed for the provinces remained the responsibility of the dominion or federal parliament.

##### Responsibility for Education.

One area of legislation and administration definitely assigned to the provinces was that of education. Therefore, as each province set up its government, one branch or department was created to accept responsibility for such areas as the organization of school districts, the operation of schools, the development of

curricula, and the training of teachers. It can be appreciated that with a strong central authority the early tendency was towards uniform curricula, a uniform tax structure, uniform basic qualifications for teachers, in effect, an educational system with common qualities and features in all types of schools - rural, town, village, or city.

#### Nature of Educational Organization and Administration.

Over the years more or less clearly defined areas of school administration and school operation resulted in specific branches of the Department of Education being established. Schools were under the direction of local elected boards. They were assisted financially by money grants voted by the legislature for this purpose. One division of the Department had to do with determining the actual grant a particular school would receive and making provision for the payment of this grant. Another had to do with advising the school board as to the kind of instructional work being carried on in its school or schools. This fell to Departmental officials known as inspectors, each of whom had responsibility for the schools in a particular area. Today, these men are generally called Divisional Superintendents of Schools. A third area of control exercised by the Department was in the promotion of students from grade to grade at the



high school level by means of external examinations levied at certain specified periods of a student's school life.

In effect, the educational organization aimed at offering a maximum of assistance in the administration and operation of schools but at the same time encouraging the local school board to assume a large share of responsibility and control.

#### Relationship of New Services to Those Presently in Use.

The foregoing illustrations are offered to show the degree to which centralized authority dominates a provincial educational system such as that in vogue in Alberta. It would only be reasonable to assume that when a different area of education such as guidance services is investigated, a tendency may exist among local authorities and school staffs to look towards the particular branch of the government department for assistance and advice. However, steps have been taken to increase gradually the extent of local responsibility not only from the administrative standpoint but also in matters of curriculum and measurement. This paper will attempt to show how the guidance services have grown up by liaison and cooperation between local and central authorities.

## Legislative Authority and Responsibility.

### Functions of the Council or Cabinet of Ministers.

For purposes of clarification, some mention should be made of the various bodies having responsibility for educational matters and an explanation of their relationship to each other should be included. The province is governed by a cabinet or council of ministers responsible in theory to an appointed representative of the Queen of Canada. This official known as the Lieutenant-Governor must sign all orders by the cabinet or bills passed by the law-making body, the Legislative Assembly, before they become law. His power is more nominal than real since custom has ordained that he will act on the advice of his ministers (the cabinet.) The Legislative Assembly is elected by universal suffrage at least once in four years but in general practice more often than that. The letters, M.L.A. (Member of the Legislative Assembly), are placed after the name of each member while he is in office. He represents a particular part of the province known as a constituency. The members of the cabinet or council are selected from the Assembly. The person who makes the selection is the head of the party that has gained the greatest number of seats in the election. He is the Premier and is responsible in theory to the

Lieutenant-Governor but in actual practice to the legislature, holding office only as long as he retains control of a majority of seats in the house of assembly.

Specific Responsibilities for Education That Must Be Assumed by the Legislative Assembly.

What is the authority and responsibility of the Legislative Assembly in matters educational? If we refer again for a moment to the members of the cabinet, each one is given responsibility for the operation of a department of the government of which Education is one. It should be remembered that these cabinet members or ministers as they are known are elected members of the legislature selected by the Premier to assume responsibility for a department. To the legislature they must always be prepared to give an accounting for the proper conduct of the department over which each one has control.

The particular responsibilities for things educational which the Legislative Assembly must accept may be outlined as follows:

- (a) The right and obligation to pass legislation affecting the operation and administration of schools. Over the years this legislation has been gathered together into a series of acts, such as the School Act and the School Grants Act, which are changed by amendment as

circumstances require. The amendments may be proposed by the minister or by a member of the legislature though the former usually assumes responsibility.

(b) Authority for the voting of grants in aid to local school authorities according to the needs of the situation and the amount of money available. In addition, the Assembly authorizes grants for specific purposes, such as those for special education, and for travelling teachers.

(c) The right to hold the Minister of Education responsible to it for the satisfactory operation of his department and for a reasonable approach towards the satisfactory solution of problems that may arise educationally.

Acting on the authority vested in it by the Legislative Assembly and under direct control of the Minister of Education and his Deputy Minister (the working head of the Department,) the Department of Education has responsibility in the following ways:

(a) Authority for application of the terms of the various enabling acts under which schools operate, and for the proposal of amendments to change these acts.

(b) Authority for the selection and training of teachers and inspection of their work in the classroom. In respect to the training of teachers this was absorbed some eight years ago by the provincial or state university in its two branches located in the main cities of Edmonton and Calgary. The university is supported by provincial funds and is, therefore, represented in the legislature by the Minister of Education.

(c) Authority for the appointment, payment, and control of duties of departmental officials who work directly with the teachers and the school boards. These officials are known as superintendents. In addition, high school inspectors responsible for supervision of the work of high school teachers are appointed by the Department of Education. Additional officials working with teachers and divisional boards include supervisors and assistants in Industrial Arts, Home Economics, Audio-Visual Aids, and Guidance.

(d) Authority to develop the curricula of studies governing instruction in the schools and to give approval to curriculum

experimentation at the local level. Associated with this curriculum authority is the authority to examine, approve, and introduce various texts and references which teachers and students are required to use. The latter does not mean that teachers are bound to limit their study and research to the material found in the various approved references but only that a teacher can require use of a book or books by students when the books appear on an approved list.

(e) Authority and responsibility for the provision of educational opportunities for all children in the province. The Department of Education must use every means at its disposal to see that schools are provided and teachers available. Of course, local responsibility vested in an elected school board for the erection and maintenance of schools and the employment of teachers brings into proper perspective the assistance that can be offered through the central authority, the Department. Encouragement of special education such as Industrial Arts, Home Economics, education for

the handicapped, will influence greatly the extent to which such services become available. Special money grants and assistance in planning offered by departmental officials can do much to encourage such special education.

#### Organization of a Provincial Guidance Branch.

##### Appointment of a Provincial Supervisor.

The organization of guidance services on a provincial basis could only be accomplished by progressive steps and when the various units of the educational administration became interested in and conversant with established and accepted techniques. The Department of Education expressed its interest in and willingness to support guidance services by the creation of a Guidance Branch in July, 1947, to which a supervisor was appointed as head. He fits into the general departmental organization referred to above as responsible to the Deputy Minister through the Chief Superintendent of Schools and the Director of Curriculum. The nature of his duties will be outlined in detail later but it is well to have in mind the general plan or organization under which Alberta schools function. This should result in a clearer impression of the direction that his

duties will obviously take him.

### A Canadian Concept of Guidance.

#### Dr. Goldring and His Position.

Dr. C. C. Goldring, Superintendent of Schools for Toronto (a city of one million people) and for the year 1953 President of the Canadian Education Association, writing in the early 1940's about guidance, states the Canadian position very well. It probably should be noted in passing that Ontario, of which Toronto is the capital city, was the first of the Canadian provinces to set up guidance services on a provincial basis. Dr. Goldring says:

"Educationists in Canada have not been so adept as our American friends in building up organizations to conduct various school activities. We trust in the teacher, and we leave to him a great variety of duties. Few Canadian cities have many teachers who devote half of their time or more to vocational guidance and counseling. The Canadian practice is to encourage the belief that personal guidance of students is one of the chief duties of a school. We strive to teach, as part of our classroom procedure, those viewpoints and attitudes that have been mentioned as being fundamental to industrial success. We look to the home-room teacher particularly to be the guide, philosopher and friend of the pupils for whom he is particularly responsible. Doubtless, most secondary school teachers and principals give considerable advice throughout the year regarding school courses designed to achieve certain known objectives. Many schools disseminate vocational information. It is the frequent practice to have leaders



in various walks of life address student bodies from time to time regarding their particular vocations. Many pupils in urban centres visit industrial plants occasionally. Many schools have established bonds of relationship between employers and the schools, and take an active interest in securing employment for pupils who are leaving school. In most schools there is more or less of a follow-up system, admittedly, often of a haphazard sort, so that the success or failure of some pupils is not unknown to the schools."

It will probably come to mind immediately why the foregoing was considered as a Canadian point of view when it is undoubtedly accepted everywhere as being the aim of a vocational guidance program. It was included to show that formally organized guidance services in Canadian high schools develop when the need for them has been demonstrated. A degree of conservatism permeates Canadian education and new ideas or new concepts are accepted with some degree of hesitation and often only when they have proved their worth through experience or by experiment.

#### The Need for Vocational Guidance Accepted.

However, Dr. Goldring does accept the need for a program of occupational guidance in each school system. In his words, "A program of occupational guidance... designed to provide every pupil with information concerning himself, with information concerning the occupations of the community in which he lives, and with

some insight concerning the inter-relationship between those two bodies of information, so that a boy or a girl would be able to make a reasonably intelligent choice of at least the first vocation he or she wishes to enter. Secondly, there should be as wide a variety of opportunities for vocational education as the community can afford. Thirdly, there should be provision for occupational placement, so that a boy, when trained to an employable level, might be inducted into a wage-earning occupation, helped to get started, followed through adjustment after adjustment until safely launched on a satisfactory work career.....Thus, vocational education in part should be based on the occupational information of the community or province - the class of jobs available, the requirements for entrants, the number in different jobs, trends, forecasts, and some estimate of what the future holds for different occupations."

A superintendent of a large city system who thinks so constructively about the place of vocational guidance in the senior high school and who feels that each teacher has responsibility for working closely with his children in the solution of their needs at any grade level, will do much to encourage the extension of guidance services when and where they seem necessary.

## CHAPTER III

### HISTORICAL

#### The History of Guidance in Alberta Schools.

Just what has been the history of guidance in Alberta schools? Undoubtedly, the creation of a provincial guidance branch grew out of felt needs in the province as a whole and from the experience gained by local administrations over the years. An examination of what had taken place in the two major cities of Calgary and Edmonton will probably help to clarify the reasons behind the present developments.

#### Early Calgary Efforts.

The present guidance organization in Calgary schools with a supervisor in charge dates from the year 1945. The annual report of the Calgary School Board for 1952 provides very interesting information on what existed prior to that time. The particular section is quoted below.

"The Board of Trustees this year appointed Mr. H.E. Panabaker, B.A., to the newly created position of Supervisor of Guidance. Mr. Panabaker has been a member of the Calgary teaching staff for twenty years and recently principal of a junior high school. In 1943 he was appointed Education Officer of Military District No. 13 with the rank

of Major. Since 1938, when guidance was first recognized in the Calgary schools as a new field of educational work in which teachers of all grades had both a responsibility and an opportunity to help children and young people get the greatest value out of their school experiences, Mr. Panabaker has been a most interested and helpful participant in all planning and experimentation.

" It was in 1938-39 that the junior high school teachers cooperated in the production of the first booklet on the subject of Guidance in the Calgary schools. It was called 'Home Room Guidance, Grades VII, VIII, and IX', and it assumed that home room periods would be thereafter a regular part of the program of the junior high school. It suggested a series of discussion topics appropriate to grade and age levels of this division and contained helpful ideas in regard to classroom organization, pupil participation and appropriate topics.

" In 1938, too, a General Vocational Guidance Committee was set up, under the sponsorship of the Board of Trustees, for the purpose of securing assistance of men and women in the professions and in commerce and industry in Calgary and to place those who were leaving school in positions somewhat in line with their interests and training. This committee was composed of representatives on the Rotary and Kiwanis Clubs, of the Board of Trade, of the Trades and Labor Council, of agriculture and of the school organization. Since its inception this committee has been very helpful to the high schools in many ways. The expression of the point of view of the organizations which receive our pupils when they leave school, the panel of men and women in various trades and professions who are prepared to interview students who are seeking first hand information about jobs, the opportunities that are made available to students to visit industrial plants and places of business - these have been of great value to the schools.

" In 1941, for the first time in the province, the Provincial Summer School offered a course in Guidance. The Board of Trustees gave financial assistance to several teachers of the junior and senior high schools to enable them to take this course, which was under the direction of Dr. W. D. Wilkins of St. Louis University. The teachers who took this course were so enthusiastic about its value that Dr. Wilkins was invited by the Board, in 1942, to give a similar course to the Calgary teachers during the month of August. Thereafter, guidance and counseling progressed in the senior high schools. Definite home room periods were provided for and spare time was granted to special teachers for individual guidance of pupils. Better pupil records have been introduced and the use of tests have been extended. Two booklets were prepared by groups of teachers: 'Guidance - A Job of Every Teacher' and 'A Program of Home Room Guidance in Senior High Schools.' The bulletin, 'Home Room Guidance - Grades VII, VIII, and IX,' was revised and brought up to date in 1944.

" A library of about seventy-five books on the subject of Guidance has been placed in the central office.

" In 1945 the opinion was expressed by the General Guidance Committee and by the Special Guidance Committees of both the junior and senior high schools that the time had come when the Board should appoint a director who would systematize the guidance activities throughout the schools and give general leadership in the further development of this work and make it of service at every grade level. In response to this request Mr. Panabaker was appointed as Supervisor of Guidance. He spent the last three months of the year attending the University of Chicago and visiting several centres in Eastern Canada where guidance work is being developed."

### Edmonton's Start.

As for Edmonton, a start was made with guidance

services through the appointment of Dr. C. B. Willis in 1935 to inaugurate a program of standardized testing in the elementary grades, to inspect and rate teachers in terms of their attitude towards children, and at the high school level to assist pupils with their vocational planning by means of counseling and as a supplement to course material contained in a provincial program, Vocations and Guidance. Dr. Willis carried on the work without assistance, due it is presumed to the effects of the depression upon school budgets. It seems reasonable that the Superintendent of Schools of that day sensed a practical value in high school vocational counseling through the placing of drop-outs and graduates in employment. If the counseling made possible successful placement of any number of students we can assume that the service justified itself. This guidance service, commencing in 1935, continued until 1938 at which time the cumulative effects of the depression resulted in it becoming another educational casualty. Another feature of this early effort was a home room program following a suggested schedule of activities. This program varied according to the interest, initiative, and capability of the individual teacher.

The foregoing will serve to illustrate that

the two largest cities had given serious thought through the years to the kinds of services that organized programs of guidance can render to children at the various grade levels. It should be noted that a period of nine years was to elapse before Edmonton would again attempt an organized program, with the appointment of a Director on September 1, 1946.

#### Early Provincial Efforts A Part of the Curriculum.

Accompanying this early Edmonton and Calgary experience the Provincial Department of Education made provision in its curriculum for the offering of an elective course at the Grade X or Grade XI levels which would give students the opportunity of investigating various fields of work, by a text book sampling. The course, "Vocations and Guidance", also stressed the need for sound attitudes towards the job and the kind of approach one should use in applying for a job. The course had its inception in 1935 when the effects of the depression were being seriously felt. Many students were returning to school to complete an otherwise unfinished educational program, while graduates were vying one with the other in attempts to "land" the few jobs available. In order to fit into the timetable organization most satisfactorily and because of insufficient material

available for research by students, it was given only two credits on the high school program. It proved over the years to be a reasonably popular course in terms of the number of students electing it, thus giving them the opportunity to study a group guidance course with a vocational bias. This course has been considered solid enough that most of the material has been retained in revised form in a new type of program now being used on a compulsory basis from Grades VII to X inclusive. Another very worthwhile result was the publication of a job study under the aegis of the teachers' organization, the Alberta Teachers' Association, the first such study produced in Canada. The book, "Choosing Your Life Work", was written as a Masters' Thesis by Mr. (now Dr.) Fred Tyler, presently on the staff of the University of California at Berkeley. It proved an excellent bit of resource material for teachers who felt rather at sea with the program, and can still be seen on classroom shelves and in use.

#### Research and Statistical Work in the Field of Standardized Testing.

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Another feature of present-day guidance has had its ups and downs in Alberta over the years. This is the standardized test which in its use has suffered variations from extremes of popularity in certain areas



to complete indifference in others. A good result emanating from these early experiences has been increased understanding by a fairly large group of Alberta teachers of what the standardized test can do and cannot do. The net effect has been that where guidance and counseling programs are now being used those responsible for the testing aspect of the programs are generally well-trained, test-conscious and test-conversant.

The Faculty of Education from its early days when it was still a School of Education, did a fair amount of research and even some test construction in the field of standardized achievement testing. The field of intelligence testing was represented by the development of the Willis-Smith Intelligence Test, the authors of which were the Dr. C. B. Willis referred to earlier and Dr. H. E. Smith, then Associate in the School of Education and now Dean of the Faculty. In achievement testing Dr. Sansom, at the time a member of the Normal School staff in Calgary and later of the staff of the Faculty of Education, developed a series of subject tests with financial assistance from the Alberta Teachers' Association. Combined with the assistance that it was able to offer its students the Faculty and education generally received a good deal of help from the Faculty of Arts and Sciences and its Department of Psychology.

Research has increased to the extent that today the Department of Psychology is making a significant contribution to the field of psychological testing in Canada. An outgrowth of the work begun and carried on by Dr. Smith is the present-day educational clinic, of which more will be written later.

## CHAPTER IV

## DEVELOPMENTS, 1945-46.

Appointment of Directors in the Large Cities.Calgary and Edmonton Take the Lead.

In September 1945, as noted earlier, the Calgary School Board appointed for the first time in its history an official to head up a guidance service, entrusting him with the responsibility for inaugurating the many aspects of a program. One year later, on September 1, 1946, its sister city, Edmonton, building upon the experience of Calgary, also appointed a Director of Guidance.

An Analysis of the Reasons Governing These Appointments.

a. Effects of the War Years. The demands of war industry and the armed services resulted in a dislocation of people as a result of which many moved to larger centres of population. This brought with it new demands which posed special problems to both municipal and educational authorities. Municipal governments had to provide housing, transportation, fire and police protection, etc., and the school boards to find not only accommodation for large numbers of new students, but also to attempt to work with business and industry in the

selection of students for employment after hours, on holidays, and following graduation or dropping out. The demands of the war years did not lessen in the period immediately following. Cheap power, satisfactory tax agreements, little interference from senior governments all combined with the discovery of new oil fields and mineral deposits to increase the inflow of people from other parts of Canada, the United States and from overseas. To illustrate, Edmonton increased its population from 120,000 to 185,000 in a period of seven years, with Calgary witnessing a similar ratio of increase. New kinds of jobs meant more careful analysis of individual capacities, abilities, and interests, not only for employment but also for those planning their educational program.

b. The Problem of Dropouts. An accompaniment of "a" above is the need for assisting the student who does not complete an educational program and who appears at the employment offices. He is uncertain about his future and may be slightly resentful towards things in general. An understanding attitude is necessary on the part of school and employment officials. If a counselor is available for him to consult during his junior and senior high school years, something can be done to provide him with the kind of basic information he needs for

the selection of a career or to assist him with the particular difficulties he is experiencing in school.

The problem of rendering assistance to dropouts presents a real challenge in Alberta. To illustrate, for a number of years the percentage of students who attempt the Grade IX final examination drops by some thirty percent by the time they appear for Grade X in the fall. It is true that many of these young people remain on the farm; they need encouragement to prepare themselves through the medium of home study or attendance at agricultural schools. For the others who must meet the competition of the employment market, the school should present information about training opportunities to be found in apprenticeship, or other means of learning on the job.

c. Increased Centralization. Centralization of high school education in the large units of school administration, the school divisions, has made possible the offering of a more varied type of high school program. Students, faced with the problem of what courses to select, should be encouraged to plan in terms of their possible careers. By using test results, school records, work experience, and other evidence and information, the student can select more carefully and possibly avoid

the costly trial-and-error method. Someone with time, training, and interest should be available on the school staff to assist in orienting these planning sessions.

d. Equal Educational Opportunities. Educational authorities are becoming much more conscious of their responsibilities in the education of all children. The hard-of-hearing, the visually handicapped, the slow learner, the cerebral palsied each presents specific problems. Identification of such cases poses the question of how to provide educational facilities. The guidance function varies from public relations to in-service training of teachers who have these children in their classes or who are responsible for special classes.

e. Overall Objective or Purpose. If we assume that guidance is a service in schools designed to help teachers and administrators better to understand the children they work with and to help them make better provision for the varying needs - physical, intellectual, emotional, and social - that children demonstrate, it must also be designed to assist children to understand and accept themselves. On the basis of that understanding and acceptance, they should plan their lives intelligently and independently and make satisfactory choices among the various courses of action open to them.

Accepting this as a basis, school authorities would need no additional reasons to provide for guidance services. The administrations in Calgary and Edmonton must have been willing to accept it, at least in part.

### Circumstances Preceding the Appointment of the Provincial Supervisor.

#### The Committee of Three.

The Department of Education, considering its position with respect to the action of the Calgary School Board, appointed in November 1945 a committee of three, including the newly appointed Calgary Supervisor, to consider the whole matter of Guidance in high schools. This committee was to report to the High School Curriculum Committee with its findings. A very complete report was brought forward at the Spring 1946 meeting of the High School Curriculum Committee. Among the recommendations was one asking that a Provincial Director of Guidance be appointed.

#### Scope of Duties of a Provincial Official.

As a frame of reference, the duties of the Director were outlined by the committee as follows:

- a. To assist local districts and divisions to set up guidance services;

- b. To secure and/or prepare information on occupations both within and outside the Province, to keep this information up-to-date, and to arrange for its distribution;
- c. To organize and administer a test service which would make available to guidance personnel suitable test material, and provide for them stable provincial norms;
- d. To promote the training of guidance personnel through in-service training and through the arrangement of suitable courses in summer school and in university winter sessions;
- e. To set standards for guidance work and to supervise workers in the performance of their functions;
- f. To organize guidance clinics for the demonstration of the best guidance techniques;
- g. To devise cumulative and transfer record forms suitable for recording and preserving such information as may be in the interests of pupils; and
- h. To keep such office records as are necessary.

The report or brief concluded with the suggestion that to the foregoing duties should be added those of popularizing the guidance program, of encouraging parents to utilize the service to the utmost, of cooperating with other interested organizations, such as the Home and School Associations, and of establishing liaison with employers and employment agencies throughout the Province.



## CHAPTER V

STEPS TOWARDS THE IMPLEMENTATION  
OF A GUIDANCE PROGRAMProcedure Followed.Purposes of Guidance Services.

Using the analysis of duties listed in the committee brief as a frame of reference, the Supervisor over the years has used the following purposes as the basis for his work:

- a. To further an understanding of guidance and its purposes, not only in the school situation but also in the community and throughout the Province. Primarily, this function is one of public relations and good will;
- b. To work with teachers, counselors, principals, superintendents, supervisors of instruction and guidance, and other school officials in developing and consolidating an appreciation of what the school can do to meet the needs of children;
- c. To work with teacher training institutions in providing for training courses that student teachers and others may take to prepare themselves for guidance work;
- d. To function in a curriculum sense by arranging for the provision within the various courses of studies of material that relates to various problems of child growth and development;
- e. To conduct research into the use of standardized tests and other tests for specific purposes, to arrange for their use, and to develop statistical data on a provincial basis;

- f. To encourage proper recording of students' growth by the development and introduction of cumulative type records;
- g. To provide basic information to schools for the use of counselors, teachers, and students upon which students can base their educational and vocational plans;
- h. To arrange for the gathering and assembly of current vocational information from provincial, federal, and local sources;
- i. To recommend professional material for consideration of counselors and teachers;
- j. To cooperate in the development or extension of services that may be related to or have a bearing upon school guidance;
- k. To work in close cooperation with administrative and guidance officials at all levels throughout the Province;
- l. To maintain effective liaison with business, professional, and industrial groups for the purpose of making available adequate vocational information and direction;
- m. To maintain effective liaison with special agencies that are concerned with children and their problems.

#### Steps Taken.

##### A Provincial Guidance Committee.

Since the beginnings of a provincial guidance program might have many possible approaches, it was considered essential that a small group of informed people should serve in an advisory capacity to the Supervisor of Guidance. This committee consisted of the Calgary

Supervisor, the Edmonton Director, the Dean of the Faculty of Education, the Director of Curriculum, a small school Principal, and the Supervisor. Many of the procedures and methods agreed upon formed the basis of the approach used in the introduction and implementation of the program. Gradually, as the program came to be better understood by teachers the Guidance Committee ceased to meet as regularly, though the members are still consulted individually by the Supervisor.

#### Public Relations With Teachers and the Community.

From the inception of the provincial program, the Supervisor has been forced to assume that the organized guidance field is virgin territory to many of those engaged in education at the supervisory, administrative, and teaching levels. Fortunately, the larger cities had some teachers on their staffs with training and special interest who were keen to work with the local directors. The latter proved very helpful to the provincial office in arranging for in-service training of teacher groups, in serving as speakers before service clubs, and in writing articles for teacher magazines.

In addition to radio talks, talks before service clubs, Home and School Associations, Women's Institutes, professional groups (nursing, legal, etc.) the

Supervisor has taken part in panels, discussion groups, study groups interested in and concerned with general or specific aspects of guidance. In addition, membership in or participation in the activities of associated adult groups has resulted in some increase in understanding and appreciation of what the program is attempting.

### In-service Training of Teachers.

Conventions. Conventions of teachers are held each fall throughout the Province, organized on either a territorial or divisional basis, at which visiting and local speakers present educational viewpoints and group sessions are held. Since the inception of the provincial guidance program a number of these conventions have been attended on invitation of the local committee in charge. Where arrangements can be satisfactorily completed, steps are taken to ensure as practical a kind of presentation as possible.

Teachers' Institutes. Teachers' Institutes are becoming a much more popular type of in-service training medium than the convention. It is always organized within a relatively small group of teachers (never more than a divisional staff) and can be "tailored" to meet the particular needs of the group. Superintendents are tending more and more towards this

method as being most satisfactory. In discussion of guidance practices specific areas can be examined; for example, the method most generally used in introducing the provincial cumulative record was to work with teachers of the various divisions of instruction and to apply the record to their respective classroom situations.

Study Groups. Study groups were organized for investigation of special areas in education which fell more properly in the field of guidance than of instruction. To illustrate, small groups of teachers have been making detailed study of special education, such as for the visually handicapped, the hard-of-hearing, the slow learner, and the brilliant student. From the findings of such groups, it has been possible to prepare material for publication and general distribution throughout the Province. Some of the most satisfactory material produced in the field of vocational guidance has been the work of study groups. Again, in the field of achievement testing, special projects prepared and carried out by groups of teachers have proven of value.

#### Development and Introduction of Cumulative Records on a Provincial Basis.

Alberta schools have had available for use for many years types of report forms which could be obtained

by purchase from the Department of Education. Because they were rather well prepared and made for a degree of uniformity in recording not otherwise possible a great many schools accepted them. When students moved from one center to another the teachers were better able to judge the degree of progress achieved by the student in terms of what was recorded on the form. However, these forms were more interested in listing the subject success the student was achieving than recording the kind of all-round growth he was experiencing. Also, each report form was for a single year at the end of which the student took home the report on which was marked his success or lack of success in the year's work.

A felt need existed for some kind of record which would attempt to show how the student was growing as a person from his entry into Grade I and through the years until his graduation or the conclusion of his school life. The information that would be assembled would be very valuable to his principal, counselor, or teacher in assisting him with special questions of concern to him. It was also felt that if a cumulative record were developed on a provincial basis, it would facilitate the transfer of information from one school to another in event of a move, to colleges or university, to training institutions of one kind or another and the

student would benefit from better understanding of him by those in authority.

A careful examination of many record cards in use led to the development of a form that bore close similarity to one that had been developed by the Edmonton Public School teachers and guidance services. Due acknowledgment was paid to the assistance received with the recognition that information considered of value in schools would be generally applicable to the Province as a whole. Calgary schools had also worked out a form for their use, some features of which were included in the provincial form. There is nothing unique about the record card; it is of the folder type and includes pertinent information in the following areas: home and family history; personality development; standardized test results; scholastic record; extracurricular activities, interests, and work experience; follow-up and post-school record.

Once the record was completed a major task to be considered was how best to inform school authorities and teaching staffs of the purpose and use of such records. It must be appreciated that it was entirely new to most Alberta teachers and, therefore, required a good deal of explanation. For this purpose, a manual of explanation and directions was prepared, used for two years, and revised again. This aspect of the work more or less

naturally fell to the Supervisor. Included in his duties for a period of nearly four years was also the task of explaining how and why the record might be used. An early decision was to restrict its use to grade schools where teachers were better trained and staffs more permanent. This meant that rural schools were without the record, but little could be done to overcome this since it was virtually impossible to ensure the kind of safe-keeping essential if the records are to be properly maintained.

As teachers continued to use it they came to realize something of its potentialities. With information assembled over a period of several years, teachers and counselors have many worthwhile, constructive items about individual students upon which counseling can be based. Of course, not all staffs have the same ability or the same interest in the maintenance of the records. Consequently, records vary a great deal in their value and use. A total of approximately 140,000 record cards have been distributed to schools outside the cities of Calgary and Edmonton, just about equal to the school population in any one year.

#### Work in the Field of Curriculum.

It has been assumed from the beginning of the plan that the relationship between the curriculum and child



guidance is a close one in that the kind of learning experiences the child undergoes is important in terms of his mental health and general social well-being. Consequently, in working with teachers, guidance officials are bound to stress the vital part played by the teacher in making these learning situations meaningful and enjoyable to the student.

In terms of the curriculum itself, a course of studies was provided for as an elective for either Grade X or Grade XI students. It included an analysis of the world of work, a study of occupations, and an examination of personal factors that are of importance in the job world. This course, Vocations and Guidance, was instituted in 1935 and proved only moderately successful because of indifference and lack of understanding by teachers. However, the demands of the post-war world were such that consideration was given by the appropriate curriculum committee to the place of vocational information in both the Junior and Senior High Schools.

His relationship to the Curriculum Branch and to the development of teacher appreciation for the guidance function in the usual classroom situation caused the Supervisor of Guidance to be included in the personnel of both committees mentioned in the previous paragraph. In the spring of 1947 the Calgary School Board had been given permission to introduce a trial course on

occupations in its Grade IX classes. Because of the success attending this trial and because of the fact that about thirty percent of the student population in Grade IX does not register for Grade X and is, therefore, potentially on the employment market, the Junior High School Curriculum Committee directed that the Calgary course be tried out on an experimental basis in a small number of schools outside the City of Calgary.

The success resulting from this trial run suggested that such a course might come into general use with some slight alteration and the addition of certain material. The latter related particularly to the field of health. It should be noted that at this time all programs in the Junior High School were undergoing change with the unit method approach being introduced and the courses themselves being rewritten. Health as previously offered in Grades VII to IX had become decidedly monotonous to both students and teachers. Should it be rewritten on a unit basis by itself or could it tie in with this experimental work on occupations?

Two years of experimenting with the occupations material saw the addition of material on school orientation, study methods, personal problems and group living. These areas of study were considered as a practical means of introducing homeroom or group guidance, by

by providing for it on the curriculum. The reception by teachers and students was such that the Curriculum Committee felt the course might be extended to include the Health program through the three Junior High School grades. This would make possible a sequential arrangement of topics from Grades VII to IX. Two further years of experimenting resulted in the development of a nine-unit, three-period per week course called Health and Personal Development. It is nothing more or less than a social living program supplemented by material on health. The latter, incidentally, has been built with the functional and practical approaches in mind; the former method of studying terminology without applying it has been dispensed with.

Career planning and occupational information forms an important part of the new course because of the present demands of industry and because of the thirty percent referred to earlier. Obviously, not too much attention is paid to it in Grades VII and VIII but in Grade IX it receives a good deal of attention. As for Grade X, the former course, Vocations and Guidance, needed a thorough overhauling and the Health program was in more or less the same state. The Senior High School Curriculum Committee, therefore, decided that the new program for the Junior High School in Health and Personal Development should be extended to Grade X on a sequential basis.

Direction for the new program came from the Curriculum Committees through the Supervisor of Guidance, who assumed responsibility for much of the course writing in the new field of Health and Personal Development. Guidance has a definite place in the Alberta Curriculum.

#### Publication of Materials.

A major job facing the Guidance Branch was the preparation of materials to assist schools in introducing aspects of guidance. Obviously because of immediate possible results and ease of understanding, the place to begin was with occupational information. Every effort was made to encourage the building of libraries of occupational information in all high schools. A description of how such a library could be started was developed, lists of free and low-priced materials were published at intervals from Canadian sources and other sources such as the Science Research Associates' Guidance Index, an Alberta Occupations Series was got under way with the help of local industry, meetings were held with Federal Government officials to increase the flow of job description pamphlets, detailed analyses of occupational trends in the Province were published at intervals; in short, the schools were constantly encouraged by the supply of practical material and by conferences, newsletters, and

answers to letters of inquiry.

To assist in educational guidance, information was assembled on degree and non-degree courses available in Canadian colleges and universities. These have been kept up-to-date by additional issues each year. Significant changes needing immediate attention are noted in issues of the Guidance Newsletter, which is published at intervals.

The relationship of testing to guidance has received a good deal of attention and materials have been produced to assist schools in developing policies with respect to the use of standardized tests. Professional material for the direction and use of counselors has been produced by the Guidance Branch or reproduced in digest form from other sources.

#### Work with Industry and Employment Services.

Canada operates an employment service somewhat similar in setup to the United States Employment Service, but there is no counterpart in the provinces to the state services. The Federal or National Employment Service has offices located throughout the provinces; for example, Alberta has eight such offices. An intimate working relationship has been established between the school counselors and the employment counselors, especially that branch of National Employment Service known as

the Special Placement Section concerned with youth. Though it has not progressed too far in the field of testing and research, National Employment Service does make available reliable information on the employment situation in a monthly bulletin which is distributed through the Supervisor of Guidance to all schools.

Alberta has in force a particularly good Apprenticeship Act to which many of our graduates and dropouts are directed. The financial aspect is sufficiently encouraging and the cooperation of employers such that this province has the highest per capita number of apprentices of any province in the dominion. The Director of Apprenticeship, a former Superintendent of Schools, has always exhibited the keenest interest in school guidance, realizing the mutual satisfaction that will result from cooperation of his staff with counselors.

As for industry, in both Calgary and Edmonton the Personnel Associations have encouraged counselors to take membership. The personal contacts established between the counselor and the personnel officers of companies stands both parties in good stead when it comes to filling vacancies. Along with the officials of National Employment Service these two groups have done a great deal to work out satisfactory placements for graduates and dropouts. The provincial Supervisor of Guidance

had a hand in the organization of the Edmonton Personnel Association and served as its first president.

Counselors and teachers of Vocations and Guidance shared in a follow-up study conducted across Canada from 1947 to 1950 by the Canadian Education Association. The study attempted to trace some 39,000 students who had dropped out of school and what had happened vocationally to them. The close cooperation extended by both teachers and dropouts resulted in probably the most ambitious project ever attempted being successfully carried out.

#### Work in the Field of Mental Health.

The Provincial Department of Health has maintained since 1927 a clinical service without cost for those people who are mentally disturbed. In the case of children of school age, free examination and testing suggests what disposition should be made of the child educationally. The two clinics now functioning consist each of a psychiatrist, a clinical psychologist, and two psychiatric social workers. They visit various parts of the province on regular schedules working closely with the various Superintendents of Schools, the Supervisor of Guidance, the Principals, and Counselors. The results of their diagnoses have generally provided something in the way of satisfaction to those most vitally concerned,

the children and their parents, and have either verified the opinions of counselors or assisted them in analyzing the nature of the problem. Since the creation of the Guidance Branch in the Department of Education close liaison has been maintained with the clinics and their assistance obtained in the analysis of problem cases that have come to the attention of the Guidance Branch and have been difficult of solution.

The Supervisor of Guidance has been an active member of a small group of professional people interested in the organization of a mental health association. Means of bringing to the attention of counselors and teachers current information in the field of mental health has resulted in the distribution of pamphlets and films, and information by radio programs.

The Educational Clinic of the Faculty of Education has been used in working with special cases involving speech and hearing difficulties, poor reading progress, and emotional blocks. It supplements the work of the Guidance Clinics and has rendered very valuable service. For the past two years special two-day clinics have been arranged by the Supervisor of Guidance during which difficult cases in a particular school have been worked with. The excellent results obtained suggest the need for extension of this work but, unfortunately, the



members of the clinic cannot be spared further from their lecture duties in the faculty.

#### Work in the Field of Special Education.

Recognizing the need for special educational assistance to that part of the school population which is handicapped in particular respects, the city school systems have organized opportunity classes for the hard-of-hearing, the visually handicapped, and the slow learner. Unfortunately, because of insufficient classroom accommodation and a degree of parental opposition to some children attending such classes, we still have a large percentage of the slow learners in the ordinary classroom situation. Another factor that has militated to a certain extent against the opening of additional rooms has been the shortage of trained teaching staff. The Faculty of Education has recognized this by making available for the past several years courses during the winter and summer sessions with visiting instructors available for the summer.

In order to encourage public understanding and appreciation of special education and to interest and inform teachers of the needs in this field, a Northern Alberta Chapter of the International Council for Exceptional Children was organized some three years ago with the Guidance Branch taking an active part. The Supervisor

served as the first president and is for the current year vice-president of the Northern Plains Conference of the Council. The convention for 1954 will be held in Alberta. Every effort has been made to offer advice and assistance to teachers outside the cities in problems associated with special education. Investigations are now being conducted to determine how many children actually need special services and it is presumed that when the survey has been completed something definite in the way of assistance will be provided for in schools where it is not at present being offered. It should be noted in passing that the Provincial Department of Education, though it does not maintain schools for the blind and the deaf, does provide such instruction in schools in other provinces without cost to parents if and where financial need is indicated.

The organization referred to above has done a good deal to develop better understanding and appreciation of the needs in special education. With continued growth of interest to be expected other aspects of guidance for such children must receive the attention they deserve.

#### Supervision of Counseling and Guidance Programs.

Where a new or different program is introduced, whether it be in education or industry, close supervision is necessary to iron out the difficulties that develop.

The Guidance Branch has considered as one of its functions supervision of counseling as it is introduced into the various schools and school systems of the province. As well, it is the policy in Alberta schools for officials of the Department of Education to inspect the work being carried on so that assistance can be offered where needed and the teachers given the benefit of advice and suggestion from these officials. Reports on the work of the schools are prepared and submitted to the respective school boards for their consideration. Therefore, the Supervisor can use such a medium for suggesting additional equipment, increase in guidance staff, improved counseling and library facilities, and so forth. Such supervisory visits are occupying an increasing share of attention, especially when requests are made for a survey of what a school division should be doing in guidance. Reports of guidance services are confined to the high school grades from Grades VII to XII.

#### Extension of Guidance Services.

##### Cooperation with Directors of Guidance in Calgary and Edmonton.

The policy followed in the Guidance Branch has been to assist where possible and upon request with the extension of guidance services in the two cities. Those

responsible for the programs are trained people, the systems have complete autonomy in the operation of their schools (providing they work within the terms of the School Act), and the officials of the Department of Education in inspection of services only offer suggestions as to where and how improvement might be carried out. The city counselors through their own administrative officials are provided with materials that might prove helpful, with information in special areas of guidance, with answers to enquiries that are made. The Directors serve as members of the Provincial Guidance Committee and assist in the determination of the policy. They are called on to lecture at Summer Sessions and are concerned through the year with the public relations aspect of the work, usually accepting invitations to speak or to share in discussion of problems related to guidance and its application in the educational program.

#### Supervisors of Instruction and Guidance in Rural Divisions.

A problem that is causing considerable concern is how best to introduce guidance services into rural divisions. A great deal of centralization has been carried out in the past ten years with the result that many two and three-room schools have now increased in size many times. The larger staff of teachers resulting from

this centralization often has one or more members with training and interest in guidance. Gradually, time-table provision is being made for such teachers to function as counselors for one or more periods per day. This does little to answer the problem of overall direction and assistance for the division as a whole. Special grants have been available for some years for a supervising teacher, responsible to the Superintendent and the local school board, to assist beginning teachers in rural schools. Every effort is being made to obtain people for these positions with training and experience in guidance who would not only provide the assistance to the beginning teacher, but would assume responsibility for the introduction of guidance services. Several of these Supervisors of Instruction and Guidance have been at work with very good results. They are able to do the in-service training necessary for the proper use of cumulative records, for the development of testing programs, for the development of an appreciation of good mental health principles, for public relations in guidance, and also to offer the necessary help to the beginning teacher. To the busy Superintendent these Supervisors have proven a tremendous help. It is hoped that before too great a lapse of time every division will have one of these officials to direct the guidance program.

### Counseling Services in Smaller Cities and Towns.

The smaller cities in the province have had counseling service available at the senior high school levels since the beginning of the provincial program. This has now been extended to include the junior high school. The teachers serving as counselors work on a half-day basis each for counseling and teaching.

An increasing list of town schools is making provision for counseling services by a staff member on the basis of one or more periods per day. This is being encouraged in the hope that the service will prove so useful that it will soon be extended in the particular schools. One of the means that has proven very successful in increasing understanding at the local level has been the Careers Night or Careers Day in which parents and students are provided with the opportunity of hearing from well-qualified speakers about the occupations of the students choice. Large attendance in the rural points has convinced some staffs and more school boards that a properly organized guidance program can assist in finding job satisfaction for the graduate and the drop-out. These events have come into quite general use with the members of the Guidance Branch acting as the directing force to get them underway. Several of the evenings booked for the current year are repeat performances.

### Increase in the Guidance Branch.

As the program was extended into various areas of activity and into the different parts of the province, it became apparent that the Supervisor would need assistance. Curriculum demands were increasing, more extension work in rural areas was needed, additional materials had to be prepared. Provision was made for the appointment of an assistant who took office in July 1951, four years after the program got underway. With the increased staff it is confidently expected that certain areas which have not received the attention they should have will now be more fully investigated.

### Provision for the Training of Counselors.

A major concern has been the training of teachers in guidance practices so that those who are called upon can assume counseling positions and others can incorporate into their classroom procedures principles of guidance and mental health. An explanation of the teacher training program will point up the relationship of new programs, such as guidance.

All teachers in Alberta receive their training under the Faculty of Education with the various courses counting towards the Bachelor of Education degree. Four years of training is required but people working on the

degree program may begin to teach following their second year of training, return for winter study whenever they wish, or work off their degree credits through summer sessions. However, a rather serious shortage of teachers during the war years and continuing through to the present necessitated temporary measures to alleviate the situation. People willing to take seven months of training are given a temporary license to teach for a period of three years. They are permitted to enter the Faculty with less than senior matriculation standing (university entrance) but if they wish to proceed with further training on a degree program, they must complete high school standing. The introduction of the Temporary License Program has helped materially in providing teachers but for obvious reasons can only be considered as a temporary measure.

#### Junior and Senior Certificates in Guidance.

To give status to guidance training and to encourage a degree of specialization provision has been made for the issuance of two certificates. The Junior Certificate may be earned by students during the Bachelor of Education program. It requires two courses only - a basic psychology (educational psychology) and a course on the principles and practices of guidance. As would be expected a significant number of these certificates



has been issued. The Senior Certificate must be earned through experience and additional study. The applicant must be in possession of the Junior Certificate, have at least two years successful counseling, must be recommended by a superior, and complete three additional courses - a senior psychology, a course in testing or a clinical course in which testing is used, and a course on the organization and administration of guidance services. It is expected that as the guidance program develops school boards will require counselors to be in possession of at least the Junior Certificate.

#### Guidance Courses in the Faculty of Education.

In order to provide the theoretical background necessary for implementation of a guidance program at both local and provincial levels, the Faculty of Education has reorganized its courses in Mental Health and has given new emphasis to the work of the Educational Clinic and the field of testing. As well, introductory and more advanced courses in guidance theory and counseling have been introduced. The certificate programs have been made possible by the wholehearted cooperation of the Faculty members. In both branches qualified instructors with majors at the doctoral level in guidance are available. Approximately two hundred teachers enrol for guidance courses each summer session.

## CHAPTER VI

## PLANS FOR THE FUTURE

Experience gained up to the present suggest certain trends and the possible direction of the guidance movement in Alberta schools. A start has been made in most areas but this start has been predicated upon the principle of making haste slowly. It would have been a very simple matter to build an ambitious program on paper and attempt to introduce all or most of it literally overnight. Should such a procedure have been followed so many weaknesses would have been evident in the structure that it might have collapsed like a house of cards.

A first and primary consideration is the development of ways and means to assist in creating better understanding by teachers at large of the part that each of them can play in working towards the full realization of the educational potential in each child. Acceptance of the total growth concept of education will encourage the kind of classroom atmosphere in which positive steps towards this total growth can take place. Therefore, we must be continually on the alert to seize every opportunity of spreading the guidance philosophy and the guidance concept of education. Reference to various media for improving teacher understanding was made in

outlining what has been accomplished in Alberta guidance. This is but a start and must be followed by measures that are constructively planned.

### Development of a Provincial Testing Program.

Much misunderstanding and confusion exist in the minds of teachers generally as to the use and value of standardized tests. Some teachers and teaching staffs become so test conscious that they cannot see the trees for the woods and lose sight of the practical application of the information that the tests give them. No serious attempt to introduce a program of standardized testing has been undertaken up to the present. However, it is rather difficult to think of a guidance program without giving some consideration to the very worthwhile service that test results can render to the thoughtful and child-conscious teacher. Among the questions that might be considered are the following: (1) When and for what purposes should standardized tests be used in the school and classroom situation? (2) How can test results be used to encourage remedial programs for the assistance of students who are not measuring up in their studies? (3) How much attention should be paid to results obtained from tests administered under standard conditions? (4) What is the most satisfactory

relationship of these results to other factors affecting the scholastic growth and development of the student?

(5) Why should provincial norms be obtained and how should these norms be applied to the educational progress of a student?

The foregoing questions illustrate but a few of the problems associated with the use of standardized tests. Tests are in fairly general use in Alberta but few teaching staffs have worked out definite programs for their use and what application will be made of the test results obtained. So many sins are committed in the name of testing that it behooves anyone working in the guidance field to plan well and wisely before deciding upon the use of batteries of tests. A good deal of loose talk about I.Q.'s amongst the members of teaching staffs that should know better convinces one of the need for a well-articulated testing service available for the direction and use of teachers.

What are the essential steps to be carried out in providing such a service?

#### Organization of a Test and Research Bureau.

Assistance must be offered to schools in the proper use and application of tests. Some body or department will have to assume responsibility for

directing the experimentation and research necessary in selection of tests in particular fields and in arranging for the determination of norms. Naturally, there will be a wide variety of questions asked by school staffs as to the kinds of tests for specific purposes. Particularly will this be true in the field of achievement testing. Some groups may be interested in building tests of their own. They will want someone to whom they can refer perplexing problems that they encounter. Again, the Department of Education itself is interested in province-wide testing programs to assist in determining the general level of progress being attained. The results of the testing programs can prove generally useful in confirming or modifying the curriculum. These are but a few of the tasks that can be assigned to a Testing and Research Bureau. As it is at the present time several branches of the Department are passively interested with no one branch having overall responsibility. It by the very nature of its responsibilities should be closely allied to the work of the Guidance Branch and, therefore, can be considered as a necessary feature of guidance services.

### Analysis and Recommendation of Tests.

Analysis and recommendation of tests for specific purposes must be considered as part of the work of a testing and research bureau but until such a bureau is set up the Guidance Branch will need to provide some direction and assistance to teaching staffs that are expressing an interest in testing and may be encountering difficulty in selecting specific tests. Steps are now being taken to encourage research at local levels with respect to the suitability of certain steps and also to encourage the development of testing programs based upon established principles such as long-range planning, cooperation of staffs and students, clearness of purpose, etc. If and when the bureau is established the Guidance Branch will need to continue its assistance in testing as part of the in-service training accompanying the extension of guidance services.

### Development of Provincial Norms.

A word should be stated about the relationship of provincial norms to educational and vocational guidance. Local conditions and uniformity of test administration may influence the application of the norms accompanying a test. Recognizing such influences it is necessary for counseling and guidance generally that steps be taken to

gather the information upon which local norms can be built. This should not wait for the test bureau but can be started now as a further stage in the development of testing programs. Leadership from the Guidance Branch and counselors must be forthcoming in order to give something in the way of direction and suggestion.

#### Consideration of Ways and Means for Pupil Accounting and Promotion.

Guidance services are predicated upon the assumption that pupils have certain needs and that these vary with the individual. A problem that has always been with us in education is how best to analyze and minister to these needs. The tendency often in the classroom is to follow more or less a routine procedure in presenting, reviewing, and evaluating the material to be studied without too much attention being paid to the students themselves; in other words, instructors are often subject minded and teach courses rather than students. A problem facing any educational system and a continuing one is how best to stimulate students to do the job of work of which they are capable. Proper use of anecdotal and cumulative records by teachers and counselors is one of the best means that the school has to reach the pupil and to recognize what his peculiar and particular needs are at any one time. As an accompaniment to the

interview, for example, they render a very worthwhile service. Reports to parents and promotion policies are two accounting devices that are often criticized and for which guidance services will have to assume an increasing share of responsibility and concern. As suggested earlier these are continuing since conditions with pupils change often from day to day and certainly from year to year. Policies acceptable to school, home, and the pupil himself at one stage of his school experience may not satisfy at another.

#### Extension and Improvement of Services for Special Education.

The aim of an educational program is to provide equal educational opportunities for all children. With approximately twelve percent of the school population in the category of exceptional children for whom special educational methods have to be arranged, it can be appreciated that public understanding must be gained in order that appropriate steps can be taken when funds are made available. Since the exceptional children group contains the visually handicapped, the hard-of-hearing, the slow learners, those with cerebral conditions, with heart ailments, brilliant children, in fact, anyone who deviates in marked degree from normal children it can



readily be seen that the problem of education is a complex one. The relationship of counseling and guidance services to the special needs of the groups can readily be seen. Not only is it necessary to develop an informed public but it is equally necessary to see that teachers generally recognize what they can do to assist anyone who is represented in this group. Special classes can be organized where numbers are available but often these children must be members of the usual class. Sympathy with and appreciation of their needs should be present in the teacher and in the classroom atmosphere. Again, where special classes are to be organized teachers must be ready and willing to take the training required. Proper means of identification must be developed, parents encouraged to appreciate the part that they can play, school boards informed and kept up-to-date on what can and is being done. Those responsible for the guidance program will have a hand in all the phases suggested above. Without their interest and possible direction the program in exceptional education can well fall short of what it should and could be.

Alberta has a long way to go and those in guidance must be prepared to assist.

Ways and Means of Improving Teacher Understanding of  
the Guidance Function.

Continued Work with Educationalists.

Continued work with teachers, counselors, supervisors, and administrative bodies is essential. One can never assume that teachers are as well informed and as interested as he would like and steps must be taken to ensure that various kinds of training methods and devices are used more or less continuously. Where possible local officials should be encouraged to carry on the kind of in-service training program that best suits the needs and situation. Methods should be developed through experience at both the provincial and local levels so that maximum benefit will result. Provincial guidance officials should seek to encourage divisional school boards to appoint someone within the division to head up the guidance program. A very worthwhile start has been made in this regard by those divisions who have Supervisors of Instruction and Guidance to serve as assistants to the Superintendent, assuming responsibility for providing advice and suggestion to the beginning teacher and also directing the introduction of cumulative records, the development of a divisional testing program, the counseling and referral of special cases, in-service training of counselors

and teachers at the local level, the carrying out of a public relations program with parent-teacher groups, service clubs, etc., and the setting up of library facilities for occupational information.

#### Encouragement of Special Training.

Cooperation with administrative officials and the teacher-training institutions to ensure that every opportunity is offered embryo teachers to take special training in the field of guidance. A minimum requirement which must be striven for is a basic course in mental hygiene for all teachers in training. As guidance services expand there will be more demand for those with additional training to serve in a counseling capacity in the school systems.

#### Extension of Clinical Facilities.

Extension of clinical facilities by the use of school psychologists and social workers and an increase in the number of clinics must be aimed at. Included in special services would be those of visiting teachers, not only for beginners and for work with problem cases, but also for work with those children requiring special education and with their parents. The present clinics are doing an excellent job but their services are spread

altogether too thin. A program of parent education must be carried out so that parents and the public generally will have some idea of the great good that can be accomplished by the addition of a few more well-trained specialists.

#### Assistance with Special Problems.

Guidance services at the provincial level must be expanded before too great a lapse of time to offer special assistance with problem cases that develop and that do not appear capable of solution at the local level. Such assistance should be in addition to that provided by the clinics since the latter are not sufficient in number to deal with all the special problems that arise. They must spread themselves over too great a territory to do the follow-up work that is essential if satisfactory solutions are to be reached. Educational guidance services can and do work with teachers, with parents, with employers, with juvenile court authorities, with family court judges, with anyone who is genuinely interested in arriving at the solution of a problem case and who can make some contribution towards this solution.

## CHAPTER VII

## SUMMARY

The start that has been made over the past six years merely indicates the direction that guidance should take if it is to achieve a moderate degree of success. The emphasis has been on increased teacher understanding and appreciation of the needs of children and how the school can contribute towards the satisfactory solution of problems presented by these needs. Every effort has been exerted to encourage parental cooperation with the school with the thought in mind that an informed public is the strongest ally that education can have to assist it in its struggle against those influences that are seeking to undermine what it is doing and what it stands for.

Guidance services must reach the point in the thinking of educationalists that they become an accepted and integrated part of the whole school program. In building the Alberta program those responsible have been more concerned with gaining general understanding by teachers of the part that they can play than with the setting up of a program dependent upon the specialist. When guidance ceases to have classroom meaning it can expect little sympathy and less cooperation from the teacher. It is true that programs can be imposed from

above by administrative fiat. Guidance by its very nature cannot afford to be associated with such orders since it is concerned with people, their feelings and problems. If it is more concerned with form than with human values it ceases to be guidance. Whether or not one is willing to accept statements about the interchangeability of guidance function and education it does bear close relationship to those features of education concerned with the needs of children. Froehlich calls guidance applied educational commonsense. The commonsense approach lies in making it practical and functional. To accomplish this the teacher must do his share just as the counselor, the principal, the superintendent do their shares.

The experience of these six years indicates that teachers are naturally guidance minded and are willing to go along with the changed emphasis that guidance suggests provided they can see that the effort will prove worthwhile.