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THE ADMINISTRATION OF THE COUNSELING PROGRAM IN THE
JUNIOR HIGH SCHOOLS OF YAKIMA, WASHINGTON



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Gregg E. Hals
August 1967

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CHAPTER I

INTRODUCTION AND PURPOSE OF THIS STUDY

I. INTRODUCTION

Concern for guidance within the schools was not significant until probably 1908 and the interest of Frank Parsons in vocational guidance. Until this time most decisions about a student's future were made by the parents and the schools were concerned only with the three R's. After 1908, interest and the need for guidance specialists has increased until the present day when the federal government is providing large sums of money for the implementing or improvement of guidance programs within the schools, not only for vocational guidance, but also for personal adjustment guidance.

Several factors have increased the need for guidance specialists in the past several years. The increased industrial development has resulted in occupational demands and improved standards of living. Changing modes of transportation and communication have given increased opportunity to travel and exchange ideas. Military service has become almost mandatory for all male youth.

Changes within the school developed pressing needs for an effective guidance program. These changes include enrollment increases, curriculum development, the school's

ability to hold students longer and philosophy of meeting students' needs.

The apparent increases in delinquency, crime, mental illness, and divorce seem to be definite indications that the social institutions, including the schools are not sufficiently successful in helping students become the useful, happy, well-adjusted citizens of tomorrow most desired by society.

Partially because of industrial changes and social disorientation and partly because of their unique physical and emotional compositions, the junior high school students present special problems requiring the assistance of specially trained adults to aid them find their place in their society. Unfortunately, these adults are frequently asked to serve the needs of the school principal as a clerk or administrative assistant first and the needs of the young people as time permits. Serving as an administrator removes the guidance specialist from the students rather than making their specialized services more readily available.

II. PURPOSE OF THIS STUDY

Statement of the problem. It was the purpose of this study to (1) establish the need for a sound counseling program in the junior high school; (2) indicate difficulties found when the counseling program serves the administrator rather than the students; and (3) offer positive recommendations

for administration of a counseling program of specific value to junior high school students in Yakima, Washington (see appendix). The recommendations were directed toward the counseling program of the junior high schools in Yakima, Washington.

Limitations of study. The study was limited to a review of the literature from 1957 through 1967 and the writer's own experiences derived from serving as a counselor for two years. The study was concerned with schools with more than 600 student population.

Definition of terms used. The term guidance refers to the total school assistance of the student in attaining his maximum potential development and adjustment. The term indicates that all school personnel are involved in the services and was used in that context.

The aspect of guidance with which this study was concerned is the counseling program. The counselor is central in the counseling program. The counselor is concerned with two problems: (1) specific assistance to students seeking additional help in adjustment or reaching their maximum potential development and adjustment; and (2) serving as an advisor and consultant for all other guidance activities and personnel within the school. The counseling program consists of the services of the counselor.

CHAPTER II

THE NEED FOR AN ACTIVE COUNSELING PROGRAM IN THE JUNIOR HIGH SCHOOL

The preceding chapter indicated that to a great extent the increased need for school guidance programs stem from the continued and intensified demands of society. The upward trend in crime statistics of adolescents and the rate of dropouts at the end of the junior high school support the assertion that the junior high school student is particularly susceptible to these pressures. It is therefore essential for the junior high school to provide a well conceived program, both instructional and developmental, coordinated with functional, active counseling support. This implies that the program of instruction and the curriculum should be governed by the unique characteristics of the junior high school student. It also implies that the guidance services should be directly involved in the instructional program with the guidance specialist responsible for coordinating guidance activities and providing specific assistance where needed. The full responsibilities of the guidance specialist, or the counselor, are discussed in Chapter IV.

I. CHARACTERISTICS OF THE JUNIOR HIGH SCHOOL STUDENT

Junior high school students range from pre-adolescence through adolescence and exhibit the developmental problems of these stages. Probably no other authority better states the wide range of personal growth and development than Havighurst when he discusses the "Developmental Tasks" of pre-adolescence and adolescence (9:16-44).

1. Building wholesome attitudes toward oneself as a growing organism.
2. Learning to get along with age-mates.
3. Learning an appropriate masculine or feminine social role.
4. Developing fundamental skills in reading, writing and calculating.
5. Developing concepts necessary for everyday living.
6. Developing conscience, morality, and a scale of social values.
7. Achieving personal independence.
8. Developing attitudes toward social group and institutions.

Continuing into adolescence, he lists these among others:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.

.....

The junior high school student is confronted with numerous physical, social and emotional needs. Satisfaction of these needs requires patience, understanding and thoughtful preparation on the part of adults who work with the

junior high student. The adults should have a thorough understanding of the wide range of individual differences and characteristics found within the junior high school student in order that they may prepare instruction, curriculum and activities which will most adequately meet these needs.

The junior high school is expected to assist other institutions in our society: the church, federal, state and local governments as well as the home in achieving full development of the junior high school student. Within a particular school, the persons charged with this development range from the classroom teacher, who is the professional co-worker of the counselor in achieving guidance objectives, to the counselor who is concerned with the effectiveness of the guidance program and with individual problems of students.

Several writers: Trump (22:131-134); Alexander (1:15-17); Brimm (3:8-10); Gruhn and Douglas (8:26-43); and Corbally, Jensen and Staub (6:255-258) offer thoughtful deliberations regarding the functions of the junior high school. Their deliberations are reflected in the statement of goals for junior high school students of Washington State (25:2):

1. All junior high school youth need to learn the fundamental skills necessary to observe, listen, compute, read, speak and write with purpose and appreciation.

2. All junior high school youth need to develop and maintain abundant physical and mental health.

3. All junior high school youth need to develop understanding of the democratic way of life and the benefits derived through individual freedoms.

4. All junior high school youth need educational experiences which contribute to personality and character development; they need to develop respect for other persons and their rights and to grow in ethical insight.

5. All junior high school youth need appropriate experiences and understandings as foundations for successful home and family life.

6. All junior high school youth need to learn about natural and physical environment and its effect on life, and to have opportunities for using the scientific approach in the solution of problems.

7. All junior high school youth need to be participating citizens of their schools and their community with increasing orientation to adult citizenship.

8. All junior high school youth need to develop a sense of values of material things and rights of ownership.

9. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time activities which contribute either to their personal growth or their development in wholesome group relationships, or to both.

10. All junior high school youth need to explore their own interests and aptitudes and to have experiences basic to occupational proficiency.

11. All junior high school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.

12. All junior high school youth need to develop respect for adults and their parents without undue dependence upon them.

II. OTHER CONSIDERATIONS

Increasing crime rates. The Federal Bureau of Investigation, in their "Uniform Crime Reporting for the United States, 1960" (23:92), and 1965 (24:112), present

statistics worthy of consideration (Table I) which reflect the increasing crime rates for young people fifteen and under:

TABLE I

	<u>1960</u>	<u>Arrests</u>	<u>1965</u>
Robbery	3,135		5,274
Auto Theft	8,611		16,662
Narcotic Drug Laws	76		1,085
Liquor Laws	1,265		3,117

All other categories listed showed similar increases.

What is the school's responsibility in view of these statistics: "Early in his school experience," states Ohlsen (16:410-411), "the potential delinquent must find genuine acceptance at school, and must also have the school's goals for him reinforced in the home."

.....

"Finally. . . these youngsters should be encouraged to participate along with their classmates in the definition and enforcement of reasonable limits. . ."

Dropouts. Although the holding power of the schools has been increasing steadily, there still exists the problem of dropouts. Schreiber (18:4) states that of the dropouts studied ". . . about 45 per cent in studies I have seen, quit school at age 16. . ." In a society which relies less and less on unskilled labor, the work category into which most dropouts eventually seem to fit, this is a problem

which must continue to be studied, and the holding power of the schools increased so that the sixteen-year-old dropout becomes an anachronism.

Size of schools. The junior high school student generally comes from an elementary school of 200 to 600 students. They have been in self-contained classrooms where they became personally involved with classmates and teacher. Frequently, they are very familiar with students in other rooms of the school. Upon arrival at the junior high school, the student is confronted with as many as 1,500 or more fellow students. They are in a semi-departmentalized program and very infrequently in the same classroom with the same classmates and teachers longer than three periods. Many students feel uncomfortable in this impersonal setting.

The wide range of physical and emotional needs and the social demands on these students emphasized by the junior high school change pose very real problems for the guidance counselor. The next consideration will be the counseling program in the junior high school as it frequently exists.

CHAPTER III

EXISTING FUNCTIONS OF THE COUNSELING PROGRAM AS VIEWED BY THE ADMINISTRATION

I. USES INDICATED BY THE LITERATURE

There have been tremendous improvements made in all areas of guidance and counseling, especially in the last ten years. Vast sums of money have been made available by the federal government specifically for this purpose. As a result of this and other factors, state school boards have begun to set standards for guidance and counseling programs, and for the training of personnel to work within these programs. However, there exists at the junior high school level procedures in the counseling program in which significant improvements can be affected which would result in more efficient utilization of staff and, most essential, increased accessibility of trained adults for students seeking help.

The counseling program of a school centers around the counselor. His role, then, is critical in establishing an effective program. Schmidt (17:604), in attempting to determine the counselor's concept of his role in the secondary school, found that secondary school counselors and their principals indicated a positive and significant relationship between the actual and ideal roles of a counselor. In direct contradiction to this, Martyn (14:439-441) found that

43.1 per cent to 80.7 per cent of counselor's time was consumed in performing tasks which could have been assumed much more economically and perhaps more efficiently by clerical personnel. Some of the items listed as clerical duties included: the keeping of attendance records, issuing absence and tardy slips, checking through excuses, copying report card information onto permanent records, telephone answering, scheduling and registering for classes and obtaining and preparing supplies.

The contradiction posed by the two studies whether the counselor is an effective guidance specialist or an ineffective clerk makes one question which is prevalent in the junior high school. This writer's position is that information presented by Martyn exists all too frequently in junior high schools, and that every action possible should be taken to alleviate this problem. Additional studies support this view.

Cody (5:13) discusses the role of the counselor in the guidance program and in so doing also discusses duties which are unfortunately not necessarily those one would expect. Cody includes:

Keeping a wall size chart of class schedules, monitoring the lunch room, head ticket taker for athletic events, keeping attendance records, copying test scores, and serving as secretary for the administration's council meetings. . . . (5:13).

Durkee's study (7:1-2) is consistent with the studies cited by Martyn and Cody. Employed as a counselor in a

first class district in the state of Washington, the writer found that actual time available for student counseling was less than time spent on administration, discipline, and clerical duties. The major portion of this counselor's time was taken up in disciplinary matters followed by clerical duties such as cited by Martyn and administrative details involving the operation of the school.

When discussing the functions of the counselor with persons currently employed in that capacity, Stewart (19:500) found that these persons are quite frequently misused. He also stated that duties such as discipline, attendance keeping and clerking were the most consistently listed as functions expected of the counselors.

It seems very unlikely that most junior high school principals would deny the necessity of a strong, effective, readily available counseling program for the students of their schools. Perhaps the problem lies in the differentiation of counseling and guidance. It is very easily understood how a principal would desire administrative assistance in the administration of a total school program for a large student population. The role of the counselor, however, was not intended for this purpose. How inconsistent in terms of budgetary demands this practice is! Having a person qualified as a counselor and on the district pay scale at the counselors' level, yet performing duties which could very easily be performed by clerical help is financially unwise.

The number of students who drop out of school after completion of the eighth grade or after junior high school suggests a need for personal counseling. The figures cited in Chapter II dramatize the need. Certainly it cannot be stated that counseling services could serve as a positive source of relief for troubled students who in turn may not vent their frustrations in manners which impose additional burdens on society; neither can it be stated that the counseling services do not prevent many problems from manifesting themselves. It seems, therefore, that the duties which are not guidance or counseling related should be delegated to personnel hired for performance of these duties. More precisely, counselors should manage guidance related work, secretaries should manage clerical work, and administrators should concern themselves with the total management of the school and educational improvements.

Another consideration to be made is the practice of promoting persons into counseling who are not qualified, and, in many cases, have no intention of becoming qualified. McCreary (13:432) states: ". . . . The success of a school guidance program depends largely upon two essentials: the school administrator's understanding and leadership of the program and the caliber of the persons he selects to operate it."

Quite often a counseling position is used as a stepping stone for higher administrative positions. Cody

(5:13-14) describes the "Let's Pretend" person as the principal or vice principal who, in his spare time, supposedly counsels with students having difficulties with the idea that some counseling experience is a necessary prerequisite for advancement in the administrative hierarchy. The "General-ist" is the counselor who, in the absence of a teacher within the building, serves as the substitute, thereby saving the district the substitute's pay. This person is very talented as he is able to work into any type of classroom. Eventually this counselor becomes a supervisor.

One additional misuse of the counselor position is as a reward. Cody (5:15) gives the example of the teacher who has always been prompt in arriving at school, been reasonably efficient in handling administrative chores for the office and has never given the principal cause for anger is rewarded by promotion to the counseling offices and relative obscurity.

One writer suggests that the counselor himself may be the source of this dilemma. Tennyson (20:134) states that:

. . . counselors are faced with the continuing problem of defining their roles and job functions. Undoubtedly, there are factors operating within the school or communities in which these persons are employed which affect the problem, but the evidence presented here seems to suggest that there also are factors within the counselor himself which may affect the way he defines his job.

Tennyson (20:134) goes on to suggest that counselors need to learn how to enlist aid in collecting and filing information. Teachers can generally be called upon to assist in observing and collecting information about students within their classrooms. Students should not be given access to files or information which may contain personal material about other students, but they can often be used for clerical filing of other items. Additional help is generally not available because of budgetary limitations.

The area of discipline is often discussed as being in the realm of counselor responsibilities. Excellent comments concerning this are stated in the Minnesota Administrator's Guidance Handbook (12:51-52). Groups which the counselor has under his immediate control such as a test situation require immediate attention to discipline. The students expect it here just as they do in the classroom. The counselor may happen upon events occurring in hallways or on the playground which also demand discipline.

These situations will arise often enough without creating more opportunities for them to come up. Assignments such as study hall, lunchroom and hallway supervision are difficult for counselors to carry out without hurting the guidance program. . . (12:52).

The counselor is also frequently expected to serve as a judge and enforcement officer for acts of a more serious nature. The classroom teacher uses the counselor's office as the dumping ground for students he cannot handle or with

whom he does not want to take time to assist.

Disciplinary judgements and action are properly the province of the principal's office and should remain there. Rarely, if ever, should the counselor be the person to whom teachers send discipline cases directly from their classroom for disciplinary judgement and action (12:52).

Most assuredly the counselor has a responsibility in discipline cases. However, the responsibility should be confined to follow-up work with individual students, their parents, teachers and other persons or agencies concerned to assist the student in finding a solution to his behavior problem.

The misuses of the counselor's position and functions discussed thus far in this chapter demonstrate the importance of a comprehensive counseling program with the responsibilities clearly outlined and maximum effort being generated toward the achievement of the performance of those responsibilities. Chapter IV will deal with this topic.

II. THE COUNSELOR IN YAKIMA JUNIOR HIGH SCHOOLS

This study was directed toward improving the counseling program as practiced in the junior high schools in the city of Yakima, Washington.¹

¹The writer was employed as a boy's counselor in one of the junior high schools in this city from September, 1965 through June, 1967. All statements made for the remainder of this chapter are based on first-hand experiences, interviews and discussions with other counselors and with administrators in cooperative efforts within the district to improve the counseling program and through this, the entire guidance program.

There are three junior high schools each with a student population exceeding 600. The largest is approximately 1,100 students. In 1965-1966, one school had an assistant principal and a girl's counselor. Each of the other two schools had a boy's counselor and a girl's with no administrative assistance for the principal. At the beginning of the 1966-1967 school year, one male counselor was added within each building. Only one of the additional persons had an advanced degree in guidance and counseling. For the 1967-1968 school year, one of the male counselors has been designated as the assistant principal in each of the two buildings not having an assistant principal previously.

Thus far, there have been two outright examples of misuse of the counselor's position; the employing of personnel without specific graduate degrees in the field of counseling and the use of the counselor's position as a stepping stone for administrative positions.

The duties of the persons serving as counselors include the following: acting as the center for disciplinary action for students referred from teachers and all other sources, many of which could have been more appropriately solved with the teacher immediately upon happening; keeping of attendance records, excuses and requests for early dismissal; recording test scores, report card grades and attendance information on permanent record cards; handling locker problems; and, occasionally substituting in a classroom.

Numerous other functions are carried out by the counselors which are vital to the administration of the counseling program. But the extraneous duties which are necessary for the administration of the total school program are not within the realm of functions which should be expected of a counselor. What is expected is discussed in Chapter IV.

With the staffs of the Yakima junior high schools being more nearly in line with recommended standards made by the State Board of Education,² this writer is now concerned with the future of the counseling program in Yakima junior high schools. There have been no policy statements made concerning office personnel duties or functions. There was an attempt made during the 1966-1967 school year to determine job descriptions but neither were these completed nor were the ideas presented fully accepted by all. What is needed is a specific set of responsibilities for the personnel within the counseling program toward which the district can be aiming. The remainder of this study is directed at establishing these responsibilities.

²Each junior high school should have a full-time principal, a full-time vice principal when enrollment reaches 600, and additional help for enrollments over 1,000. They should have a full-time secretary with additional assistance when the enrollment passes 600. There should be qualified counselors with one hour of staff time for every 50 students (25:5).

CHAPTER IV

THE RESPONSIBILITIES OF THE PERSONNEL WITHIN THE COUNSELING PROGRAM AS SUGGESTED BY THE LITERATURE

The function of the counseling program can be stated as follows: taking into consideration the needs of the junior high school student, the counseling program is concerned with providing services which will assist the student in knowing himself; what he is and what he may become.

Wrenn lists the American Psychological Association's objectives for counseling as follows:

- (a) the client's realistic acceptance of his own capacities, motivations, and self-attitudes;
- (b) the client's achievement of a reasonable harmony with his social, economic and vocational environment; and, (c) society's acceptance of individual differences and their implications for community, employment, and marriage relations (26:179).

It is true that the basic preparation in the objectives stated above should be the primary responsibility of parents. However, it must be noted that guidance for children from the home has gradually become more complex, and many parents apparently find it difficult to instruct their children in the full complexity of basic social values. This is not an attempt to blame parents for failure to meet their responsibilities. It is an indictment of our total society. No longer is it possible for any one person to be even partially well informed about all phases of our society due to the

tremendous strides in technological progress and advances in fields of applied and general knowledge. Therefore, it becomes necessary for persons within the school to make some attempt to aid students in becoming as useful a member of our society as he is able; and, in assisting him in understanding his potential and his limitations. All personnel within a given school have this responsibility but the organization of this responsibility and trained assistance for the implementation of it come within the realm of leadership of two people: the principal and the counselor. In order to determine the procedures for administration of the counseling program, the responsibilities of these two persons have to be considered.

I. THE RESPONSIBILITIES OF THE PRINCIPAL

The principal must be the educational leader of his school. He is the leader of all the school's external and internal relationships, functions, activities and responsibilities. Direction of learning through leadership of his staff, relations with students and parents, cooperative efforts with other members of the line and staff of district administration, and the opinions which develop within and of his school are all within his field of operation. His responsibilities toward the areas of instruction, supervision and guidance are perhaps the most challenging of any pursuit in educational administration (6:268).

To better understand the role of the principal in the counseling program, consider his responsibilities in relation to guidance and counseling. Mortensen and Schmuller (15:144-146) and Zeran and Riccio (28:181-188) include the following as being among the responsibilities of the principal in his role as administrator of the counseling program:

1. Understanding the developmental processes of the junior high school student and the need he has for guidance and counseling services. The developmental tasks listed in Chapter II imply that the junior high school student is affected by a wide variety of physical and emotional changes, many of which will require skilled support in facing to surmount what may very likely be a crises in his life. The principal has to be aware of this need and help provide for it.

2. The selection of well-trained counseling specialists who are personable in manner and appearance and in whom the principal will have confidence that they will have the ability and skills necessary to work with students, staff members and other specialists and agencies for the benefit of the students. This assumes the principal and counselor will have a basic understanding of the objectives of the counseling program and the duties and role of the counselor. The counselor's responsibilities will be discussed later in this chapter.

3. The selection of teachers and other staff members whose first concern is the development of the students and their needs. This is considered only from the standpoint of guidance. It is understood that there are other factors involved in the hiring of staff members which are not to be ignored solely for the sake of the guidance and counseling programs.

4. Assisting in the orientation of new staff members to the counseling program, the standards and policies of the program in the school and district, and their responsibilities to the students in relation to the program.

5. Allowing for a free interchange of ideas, presenting ideas of his own but not demanding his view be accepted, and encouraging the examination with the possible implementation of thoughts may have definite value. What better way to develop morale and confidence than for a leader to accept the thoughts of others as valid deliberations. With the rapidly changing world increasing in tempo, the principal cannot expect to keep abreast of new developments related to guidance and counseling. Consequently, since the student is the prime consideration, the principal should seek all the assistance possible to remain in stride with the community and world.

6. Working out a consistent program of public relations with the counselor pertaining to the counseling

program to develop community confidence in the services offered and in the people involved in the services. This ranks in importance with the students' understanding and having confidence in the counseling program and people involved. Parents will be more eager to encourage their children to go to the counselor with problems. They will also be more willing to approach the counselor themselves, possibly with problems of which the counselor was unaware and with which he may be able to give assistance.

7. The allowance of time for students to see the counselor. This presents some difficulty as many schools have a six-period day, all of which is taken up in instructional time. Nevertheless, with a thorough understanding of the objectives of the counseling program by all personnel, a solution can be found even though it may require missing some class time. Teachers who are sympathetic toward the counseling program and understand its value are not going to object if they are convinced that the student is receiving help.

8. The allowance of time for counselors to counsel and work with direction of the guidance program. If the counselor's time is occupied with administrative and clerical duties and he is therefore unable to adequately perform his functions, the students are being deprived of the service they may need most.

9. Provision of adequate facilities for the counseling program. Included here should be: private rooms for individual counseling; conference rooms for small group sessions, staff consultations and testing; an easily accessible center for storage of records; clerical work area; and, storage space for other materials.

10. The supervision of the total guidance and counseling programs. The principal has responsibility for all that occurs within his building; therefore, he is accountable for what occurs in the guidance and counseling programs.

11. The assisting in providing of materials; educational, vocational, social, personal and administrative. Included here is the encouragement of use of the materials indicated above, support of programs of value involving use of these materials and assisting in obtaining funds for the purchase of these materials.

12. Assisting with in-service training; an area which requires close cooperation with the counselors in planning and presenting training to aid other staff members in their associations with students and utilizing the services of the counseling program. This would include such items as understanding and use of referral processes to the counseling services and to more specialized personnel who might be available through additional services of the school district or other community agencies concerned with the development of youth.

13. Assisting in developing cooperation between the services of the school district and agencies throughout the community.

14. Understanding the testing program. Required here is knowledge of the use of tests, their purposes, values and limitations. The principal also serves the public relations function here in helping to enlist community understanding and acceptance of the testing program.

15. The evaluation of the counseling program. In cooperation with the counselors, possibly through follow-up studies or other methods, continuous attempts should be made to determine the effectiveness of the counseling program.

The principal, then, has many and varied responsibilities in his role as the administrator of the counseling program. If he is unable or unwilling to meet these responsibilities and work conscientiously for a thorough, active program, then it is the students who lose. The principal who is concerned about the students within his school and their future as citizens of society has no alternative.

II. RESPONSIBILITIES OF THE COUNSELOR

To be remembered also, and this is no new adventure for most readers, is that man is not only technological man or economic man. He is what he is because he dreams and because he loves. It is love that supports each child during a long period of infancy in which he must learn all anew with very little aid from instincts. The child must learn from parents, from those who teach and from those who counsel,

for a period of fifteen to twenty years. This is a fourth of his life span in which he must be cared for and be guided in opportunities for learning. No other creature has this period of dependence and care, and only love can make it possible (24:vii).

The statements above allude to the role of the counselor. His most important consideration is of the individual student. All other activities follow that consideration. Hoyt poses a possible time division for the counselor and his tasks (10:695). He suggests that one-half of the counselor's time should be spent working with individual or small groups of students; one-third of the counselor's time should be occupied in working with all others involved in the broad area of guidance including teachers, administrators, parents and community agencies; one-sixth of the counselor's time should be involved with the collection, studying and interpretation of data which will assist in carrying out the first two tasks successfully; and, the remainder of the time should be involved in activities involving all students in order to better understand them and they the counselor. This time division defines the counselor as serving the students.

To better understand the counselor's role, consideration must be given to his responsibilities. Discussion of counselor responsibilities by Byrne (4:176-185), Blanchard and Flaum (2:274-275), Brimm (3:50-54), and Schreiber (18:125-129) place these responsibilities in the same general

categories. The following broad areas of responsibility present a summation of the thoughts of the writers named above:

- a. counseling with students on matters of self-understanding, decision-making, and planning, using both the interview and group situations;
- b. consulting with staff and parents on questions of student and student management;
- c. studying changes in the character of the student population and making a continuing interpretation of this information to the school administration and to curriculum development committees;
- d. performing a liaison function between other school and community counseling resources and facilitating their use by teachers and students (26:141).

Further division of the above thoughts into more specific responsibilities is accomplished by Tooker (21:263).

1. First of all, he is an educator. He knows the problems of the classroom teacher, and he knows the behavior of children as viewed from across the teacher's desk. He knows the organization of his school from the superintendent to the janitor. . . .

2. He has direct responsibility for individual counseling of students assigned to him. This responsibility is more directly related to educational and vocational than to personal counseling but, as we all recognize, it is impossible to limit this relationship to one or the other. The important thing is to recognize one's limitations in therapy and to establish methods of appropriate referral.

3. He often has responsibility for group methods in guidance.

4. He is expected to establish relationships with great numbers of individuals, so that students will come to identify him as a person to whom they can turn for advice and help within the school setting.

5. He is expected to be familiar enough with standardized test . . . so that he can utilize test results in the process of counseling.

6. He is often given considerable responsibility in arranging transfers of students for both academic and personal reasons.

7. He is called upon to help in . . . building and maintaining cumulative record systems.

8. . . . to function as a resource person in . . . educational projects. . .

Other areas suggested by Tooker (21:264) as being within the realm of specific counselor responsibilities are:

1. A knowledge of local business and industry and a working relationship with their leaders with all efforts directed toward providing occupational information for students. This would be primarily for ninth graders in junior high school.

2. Special guidance related functions such as orientation should be the responsibility of the counselor. The transition from the self-contained classroom of the elementary school poses very real problems for many students. Also, the transition from junior high school into high school with its thoroughly departmentalized and specialized program presents decisions with which the students may have difficulty. The counselor, working with teachers and administrators, should plan programs to ease these transitions.

3. In-service training of teachers in helping them to understand their role in the guidance and counseling program should be a very vital responsibility of the counselor.

A dynamic school faculty views guidance specialists as its agents and assistants in helping pupils overcome obstacles to optimum development and performance in their studies. Guidance is not an end in itself, but it is an important element in the achievement of legitimate educational aims. Yet, unless teachers see guidance as chiefly their responsibility and counselors as helping them, guidance assumes a grossly distorted role in the total program (11:127).

All of the responsibilities of the counselor lead into a refined specific definition of his role. He is the leader of the guidance services of his school with his primary consideration being the individual student.

III. CONCLUSIONS

The administration of the junior high school counseling program is dependent upon the understanding of the purpose of the program and the roles and responsibilities of the people involved. The primary responsibility remains with the principal. He has to provide the personnel, the space and the time for the program. He has to support the counselor and encourage full utilization of the counselor and counselor's special skills and knowledge.

Extra duties and responsibilities of an administrative, clerical or disciplinary nature should not be included in the counselor's duties.

Without the principal's support of the roles and responsibilities of the people discussed in this chapter, it would be very difficult to provide the services needed for the students of the school.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This study has thus far been concerned with the need for a sound counseling program in the junior high school. Also discussed was current practices of many administrators in using the counselor and counselor's position and suggested responsibilities of personnel charged with administration of the counseling program. This chapter will summarize the thoughts presented and offer recommendations directed at improvement of the counseling program at the junior high school level, particularly in Yakima, Washington.

I. SUMMARY

The junior high school is composed of students with an extremely wide range of physical, emotional and social attributes. These students face a multitude of decisions about themselves, their friends and their parents. Every phase of their society is pressuring them to conform to one standard or another. Confusion and frustration frequently exist as a result.

The junior high school attempts to meet the needs of its students through careful development of curriculum, instruction, activities, guidance and specialized counseling services. It is the counseling program with which this study has been concerned.

The principal has specific responsibilities in his role as administrator of the counseling program just as the counselor has specific responsibilities in his role as guidance specialist within the school.

Areas for which the principal is responsible include community understanding of the counseling program and testing program, provision of space for the counseling services, provision of time for the counselors to operate, encouragement and development of new ideas in relation to the counseling program and assisting in evaluation of the counseling program.

The counselor is responsible for providing specific assistance to specific students seeking additional help in adjustment or reaching their maximum potential and providing leadership in maintaining and improving the guidance program of the total school. Specific responsibilities include individual counseling, small group counseling, in-service training for teachers in regard to the guidance and counseling programs and collecting and interpreting information concerning the students within the school.

Both the principal and the counselor have to understand the other's role and there has to be a free exchange of thoughts and ideas concerning the counseling program and their involvement therein.

Too often, the counseling program becomes difficult to distinguish from the administrative procedures of the

school. The principal sees his counselors as assistants or clerks and assigns to them duties which they are poorly prepared to perform and which have no relation to the counseling program. Some of the duties include keeping attendance records, checking and filing excuses and sitting in judgement in discipline cases.

The position of counselor is frequently misused. It provides a stepping stone for higher administrative positions, apparently with the feeling that, in some cases, this experience is necessary. It is occasionally used as a reward for teachers who have avoided irritating the principal throughout their teaching career. Most of the personnel assigned in this manner are not qualified to serve as a counselor and many never become qualified.

The Yakima junior high schools are guilty of many of the practices cited above. This writer found, while employed as a counselor in one of the junior high schools, he was asked to assume many duties not generally accepted by current authorities as being within the realm of counselor responsibilities.

The administration of the counseling program is the responsibility of the principal. He is expected to use the counselors to operate the program but he is held accountable for the results of the program. Therefore, lines of communication should remain open between the principal and counselor and each should be informed of the other's actions in regard to the counseling program.

II. RECOMMENDATIONS

The study has been directed at the administration of the counseling program within the junior high school. The statements made in this section are directed specifically toward improvement of the counseling program of the junior high schools in Yakima, Washington.

The physical facilities and basic personnel for the counseling program already exist in Yakima junior high schools; therefore, the recommendations stated here are intended to stimulate better utilization of personnel and facilities.

In order to make recommendations pertinent to the program in Yakima, a person not discussed previously has to be considered since he has some responsibility for organization of the counseling program. The Director of Student Personnel Services is the additional person.

The only information regarding the function of the director in Yakima schools is stated in the district policy handbook and the statements made there are inconsistent. The handbook first states, while discussing administrative relationships, ". . . guidance consultants are responsible to the Superintendent on matters of program, policy and personnel" (27:6141). The director is defined as a guidance consultant. The handbook later states the following:

The function of the consultants is to give information and counsel to those with whom they work, to make recommendations and where needed to give assistance in carrying out these recommendations. In every case the final decision rests with the principal. . . All matters pertaining to the professional aspects of guidance and counseling are the responsibility of the principal (27:6141).

The statements from the policy handbook first indicate the responsibility of the director is to the program, policy and personnel. The statements are then altered to indicate his responsibility is as a consultant only and that the building principal has total responsibility.

General Recommendations

1. It is recommended that the Yakima School District re-define the function of the Director of Student Personnel Services. The director should serve not only as a consultant to the guidance and counseling services of the district but he should be responsible for personnel, policy and the program of the guidance and counseling services of all schools within the district. This is necessary for consistency. He would be directly responsible to the Superintendent. The building principals should be responsible to the director in all matters concerning the guidance and counseling services within his building.

2. It is recommended that the Yakima School District plan for the addition of an assistant principal responsible for guidance and counseling services within the individual

schools as well as the administrative assistant principals currently employed.

3. It is recommended that Yakima School District work toward the provision of a full staff of counseling specialists as recommended by the Washington State School Board (25:5).

Recommendations for Director of Student Personnel Services

To provide for better utilization of personnel and facilities within the counseling program in Yakima junior high schools, it is recommended that the director:

1. Plan and organize meeting of principals and counselors from the junior high schools for the purpose of determining objectives of the counseling program on the basis of the particular needs of junior high school students in the Yakima area.

2. Establish qualifications for the future selection and retention of counselors in cooperation with the junior high school principals and counselors. The qualifications should be within the limits of the minimum state recommendations.

3. Specify responsibilities of each person within the counseling program in cooperation with the junior high school principals and counselors.

4. Provide a basis for evaluation of the counseling program in the junior high school and its relation to the

total program. This should be done in cooperation with the junior high principals and counselors.

Recommendations for the Building Principal

To provide for better utilization of personnel and facilities within the counseling program of Yakima junior high schools, it is recommended that the principal:

1. In cooperation with the Director of Student Personnel Services and the junior high school counselors, determine objectives of the counseling program for Yakima junior high schools.
2. Establish qualifications for the future selection and retention of counselors in cooperation with the junior high school counselors and the director.
3. Participate with the director and the counselors in specifying responsibilities of each in relation to the counseling program.
4. Plan with the counselors within the individual schools the most efficient use of the counseling staff and facilities in order to best meet the particular needs of the students served by the school.
5. Work with the director for the provision of clerical assistance for the counselors.
6. Consult with the counselors in establishing a basis for evaluation of the counseling program within the individual schools.

7. Provide within his school methods of handling discipline other than through the office of the counselor.

Recommendations for the Counselor

To provide for better utilization of personnel and facilities within the counseling program of Yakima junior high schools, it is recommended that the counselor:

1. In cooperation with the Director of Student Personnel Services and building principals, develop objectives for the counseling program of Yakima junior high schools.

2. Establish qualifications for the selection and retention of counseling specialists in cooperation with the director and the junior high school principals.

3. Participate with the director and the principals in specifying responsibilities of each in relation to the counseling program.

4. Plan with the principals within the individual schools the most efficient use of the counseling staff and facilities in order to best meet the particular needs of the students served by the school.

5. Plan with the principal for the establishment of a basis for evaluation of the counseling program within the individual schools.

6. Continually evaluate himself to determine his effectiveness in his role as guidance specialist within his school.

Concluding Remarks

This study has been concerned with the administration of the counseling program in junior high schools with a student population exceeding 600. The need for the counseling program within the junior high school has been discussed as have current misuses of the counselor and his position. With attention directed at the program in Yakima, Washington, recommendations which this writer felt would assist in a more complete utilization of staff and facilities have been offered. Acceptance of the recommendations listed and attention given to accomplishing the intent of the recommendations could provide the students of Yakima junior high schools with the services this writer feels they are not fully receiving.

It is understood that present budget problems limit the possibility of immediately increasing personnel levels. However, if objectives, roles and responsibilities are defined and plans for future changes are begun, full realization of complete counseling services for the junior high schools can be achieved in the near future.

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APPENDIX

YAKIMA PUBLIC SCHOOLS

YAKIMA, WASHINGTON

July 17, 1967

To Whom It May Concern:

Mr. Gregg Hals is completing graduate work at Central Washington State College. He is planning to conduct a study of the administration of the counseling and guidance programs in Yakima Junior High Schools.

We are aware of the work he is intending to do and are hopeful that the study and data compiled will be of value to Yakima as well as others.

M. L. Martin
Superintendent of Schools

MLM:rh

Please note:

The signature has been redacted due to security reasons.