

THE UNIVERSITY OF MANITOBA

THE DEVELOPMENT OF GUIDANCE IN THE SECONDARY
SCHOOLS OF THE DOMINION OF CANADA

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CHAPTER I
INTRODUCTION

Modern educational philosophy accepts the view that every child capable of adult citizenship, should have eleven or twelve years of free public education. At the recent convention of the Canadian Educational Association, held in Victoria, B.C. (October, 1950), figures were produced to show that approximately three hundred thousand students attend secondary schools in Canada each year and that seventy three thousand of these "drop out" before completing their secondary education.¹ The report of "The Research Committee on Practical Education," presented at this same convention, stated that of every hundred boys and girls who reach Grade VII, over half leave school before graduation. At the same time, Dr. Earl James McGrath, United States Commissioner of Education, was quoted as stating that in the United States, out of every one thousand children finishing Grade V, nine hundred have the ability to go through high school, yet only four hundred and three do so. The figures in the two cases are close enough to give mutual support to their accuracy and to emphasize the urgency of examining the causes of "drop-out" in Canadian schools as well as in those of the United States.

¹T. A. McMaster, "Report on the Twenty-Seventh Annual Convention of the Canadian Educational Association", October, 1950. Winnipeg, Manitoba. Unpublished matter. Pages 20.

This large withdrawal of young people before graduation from our secondary schools must be accepted as a challenge, not only by teachers, but by all right-thinking people who are interested in what our schools are supposed to be doing. How is this challenge to be met? One answer to this question has been to raise the school leaving age and thus prohibit the youth by law from leaving the school until he has been trained to meet modern standards of literacy. This objective has been partially attained and its proponents would further increase the school leaving age with the hope that all youth might thus reach the standard. The attempt to force many of the resulting "square pegs" through "round holes" has filled our secondary schools with rebels "creeping like snail, unwillingly to school", waiting for the day that advancing age and decreasing family pressure due to increasing subject failure, will allow them to withdraw into the employment field. Thinking administrators, knowing that the answer does not lie in compulsion, have attempted to widen the curriculum offerings, speaking meanwhile about "meeting the needs of individual pupils". Composite high schools, technical high schools and vocational high schools, have come into vogue as phases of a movement to solve the problem but it is found that the larger the course-variation possible, the greater is the need for "selection" and "guidance" to fit youth into the increasing variety of offerings. All of this has led to the development

of a professional approach to the problem which has come to be indicated by such terms as guidance, counselling, personnel work, etc.

Guidance Defined

The word "guidance" when it is used alone is a general term. When it is used with a qualifying adjective, the adjective usually indicates the special area of guidance to which reference is made. The word itself is defined and used in a variety of ways but the most authoritative and most widely accepted of these is set out by Arthur J. Jones in his Principles of Guidance.² He states "We may define guidance as any aid that is given to an individual that will help him to make an intelligent choice at the time of a crisis in his life." He further expands this definition to indicate that human beings need help in at least four areas. These are (1) in forming purposes, (2) in planning to carry out these purposes, (3) in executing these plans, and (4) in judging or appraising the worth of their own accomplishments. Purposing, planning, executing and judging, then, are the broad fundamentals of guidance and guidance means any help that is given to an individual at any time or place concerning any matter that enables him to form purposes, to originate plans, to execute these plans and to evaluate his own efforts.

²Arthur J. Jones, Principles of Guidance, New York, N.Y. McGraw-Hill Book Co., Inc. 1938. p.28.

Some teachers look upon "guidance" as the name of a school subject and even speak of teaching "guidance". Examination of the term, as defined above, will show that there is no way to teach it. Guidance can only be given. In a guidance programme about the only material that can be taught is that which is ordinarily assigned to the group guidance periods, e.g., occupational information, how to study, use of leisure time, etc. It would be more correct to think of a guidance programme as a group of specialized and related services for the students of the school.

Since the foregoing provides a very broad definition, it is usually necessary to organize guidance into specialized phases and to secure persons specially competent to help in each particular type of crisis. It is in this way that guidance becomes separated into several areas and often these specialized areas come to be thought of as the total guidance undertaking.

Guidance Terminology

Guidance has developed slowly in Canadian schools, following a pattern previously determined in the United States. It is intended to give some detail of this early development in the United States and to trace this into the provinces of Canada. It will be found as this statement develops that much confusion exists in the minds of educators as to the meaning of terms commonly used. The vocabulary of guidance has evolved along with the movement and as a

result, with varying directions of the movement, has taken on varying shades of meaning. Consequently many verbal conflicts concerning nomenclature have arisen and the terms, guidance, vocational guidance, educational guidance, child guidance, vocational training, vocational education, etc., have not always the same meaning in the minds of all persons connected with guidance. We will attempt immediately to clarify what is meant by these several terms.

Vocational Guidance; The definition of vocational guidance as set forth by the National Vocational Guidance Association has been accepted for this report—"Vocational Guidance" is the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it." "It is concerned primarily with helping the individual to make decisions and choices involved in planning a future and building a career, decisions and choices necessary in effecting satisfactory vocational adjustment."³

Another definition in slightly more detail is provided by Franklin J. Keller. He states that it is not easy to secure agreement as to what vocational guidance is but puts together all the diverse opinions to formulate the following—"Vocational Guidance (a) helps the individual to understand himself using every scientific, pedagogical and personal

³Vocational Guidance Centre, Ontario College of Education, University of Toronto, Toronto, Ont. Back cover page of catalogue, 1950.

device to arrive at a complete analysis,(b) helps the individual to understand the occupational world in which he lives, appropriating the results of every other force that contributes to his understanding of the world at large,(c) helps him to choose that field of occupation in which his individuality may operate successfully and happily and to acquire proficiency in it. (d) Finally,it helps to place him on a job within his field of occupation and to provide help such as will enable him to advance to the limit of his capacity."⁴

Educational Guidance; A student cannot prepare for an occupation without regard to his educational preparation,either general or specific,and hence "Educational Guidance" in the choice of courses and progress in them is necessary. This term is often considered to include a wide range of personal problems which are really neither vocational or educational in nature. Assistance in this area has sometimes been referred to as "personal guidance" but for the purpose of this study, most problems of this type are considered to be a part of educational guidance.

This particular type of guidance was,in its origin, sponsored by educational authorities and its keynote was the psychology of individual differences. Most of its informational data was provided by statistical surveys confined to pupil elimination and retardation and illuminated by the

⁴Franklin J.Keller,"Vocational Guidance",Handbook of Guidance. Edited by Ernest Harms,Child Care Publications,New York,N.Y.1947.Pages 541-2.

findings of the testing movement. It concerns itself primarily with those aspects of guidance which are accentuated during the period of formal, academic education, rather than with the more inclusive type of guidance which extends into the areas of adult educational and occupational life. Its informational data comprises material which every person qualified to teach should know, to which he should be able and willing to contribute and which he should be prepared to interpret and use.

Child Guidance: A number of agencies have gradually been developed to aid in the programme of educational guidance. Among these are the adjustment teacher, visiting teacher, school psychologist, psychiatrist, speech specialist, medical and dental health officer, etc. In many instances, this group of auxiliary workers has been integrated into an agency variously called, "the child study department," "the child guidance clinic", "the institute of juvenile research", and "the bureau of child study".

Child guidance, as it is generally understood and applied today, is merely the therapeutic assistance given to socially and mentally handicapped children and involves parental, community and school relations. It is generally administered by medical psychologists and is generally considered to be a science directed, first and foremost, toward the care of the socially, physically or mentally sub-normal child. The Child Guidance Movement is closely related to the Mental

Hygiene Movement and to the development of the nursery school and parental education movements. It found expression in child study associations and in parent-teacher clubs. In its highly specialized aspects, it has served parents and children through child guidance clinics. Leadership of these clinics has tended to be in the hands of professionally trained and experienced workers.

The adjustment teacher and visiting teacher are often considered to be a part of a clinic service inasmuch as they deal with the problems of children who deviate from the normal. The child guidance clinic does not ordinarily concern itself with the problems of the healthy, normal child. Beginning as an attack on juvenile delinquency, it has shifted its focus to attention to children in school and home who deviate significantly, but not necessarily in the eyes of the law, from reasonable social expectations and has broadened its scope to include parents when their problems determine the difficulties of their children.

Vocational Training and Vocational Education: More frequently confused with "vocational guidance" than any other terms are "vocational training" and "vocational education". Mr. E. K. Ford, Director of Vocational Education in the Province of Nova Scotia, has defined Vocational Education as:

Any form of instruction, below that of the university level, the purpose of which is to fit the person for gainful employment or to increase his occupational efficiency.⁵

⁵E. K. Ford, "Vocational Education in Nova Scotia", Vocational Guidance Newsletter, Department of Education, Province of Nova Scotia, October, 1948. Vol. II, No. I. Halifax, N. S. p. 2.

In practice, a modern programme of vocational education provides for the general education of the student and does not concentrate entirely on technical knowledge or occupational skills. Hence, in a vocational school, we find a fairly wide range of academic subjects, such as English, Mathematics, Science, Social Studies, and Health and Physical Education, although the content of these courses may differ somewhat from the content as offered in the academic high school.

"Vocational Training" is a term which has been used rather loosely as a synonym for vocational education. It has been used considerably in Canada since the recent war in connection with the training of veterans for trades and seems to imply a narrower concept of trade training than that in the term vocational education. It implies more concentration on the specific skills of a trade with less attention to general education courses such as are offered in a vocational school. Thus, although vocational guidance is a part of vocational education and may be a part of vocational training, it is not synonymous with either of them. Vocational guidance applies to any attempt to offer an individual assistance in choosing a career.

Scope of Guidance

The Occupational Information and Guidance Service of the United States Office of Education suggests the following six activities to be carried on by a guidance programme;

1. Occupational Information

- A. To secure information concerning local occupational requirements and opportunities.
- B. To organize and prepare for presentation the information secured relative to local occupations.
- C. To present a general background of occupational information, including requirements, opportunities, and trends, locally and in the nation as a whole.

II. Personal Inventory

- A. To secure information about individuals by means of reports, records, tests and measurements and personal interviews.
- B. To record through the use of a cumulative record system, information including;
 - 1. School record
 - 2. Tests and measurements
 - a. Intelligence
 - b. Achievements
 - c. Aptitudes
 - d. Interests
 - 3. Social and economic background
 - 4. Trait ratings
 - 5. Occupational experiences
 - 6. Recreational activities
 - 7. Physical and Health data
 - 8. Other significant information
- C. To interpret personal data as a basis for counselling by utilizing and extending the cumulative record system.

III. Counselling

- A. To assist the individual in the interpretation of his personal data
- B. To assist the individual in the identification of his major problems-vocational, educational, avocational, and personal.
- C. To assist the individual in the planning of possible solutions to his problems.
- D. To help the individual in making a start toward carrying out these plans.
- E. To help the individual, when necessary, in the modification of his plans.

IV. Exploration and Use of Training Opportunities

To secure, record and disseminate, information concerning available training opportunities at all levels for all educational and occupational fields.

V. Placement

- A. To assist individuals in securing employment through established agencies or direct service of the school or both.

- B. To help individuals to find part-time job opportunities.

VI. Follow-Up

- A. To maintain contact with all school-leavers, (graduates and drop-outs) for a period of years for the purpose of rendering further aid and assistance.
- B. To check individual achievements for the purpose of evaluating and improving the guidance programme.
- C. To furnish information as a basis for the evaluation and possible revision or enlargement of the educational programme in the light of school leavers' experiences.⁶

Purpose and Plan of this Study

The balance of this report will be concerned with (1) Tracing the growth and development of "Guidance" in the secondary schools of all of the provinces of Canada, with special emphasis on the province of Manitoba; (2) indicating the present status in each of the provinces; (3) selecting from these details, certain trends which appear to have common acceptance; and (4) drawing conclusions as to the value of the service as it has developed and indicating possibilities for the future.

Since Canadian beginnings were founded on activities practiced in the United States, chapter two of this report is devoted to an historical review of these early undertakings and to showing how Canada has utilized United States' experience in various phases of the guidance programme.

⁶Clifford E. Erickson and Marion C. Happ, Guidance Practices at Work, New York, N.Y., McGraw-Hill Book Co. Inc., 1946. pp 2-3.

CHAPTER II

HISTORY OF THE GUIDANCE MOVEMENT IN THE UNITED STATES

It is felt that this survey of guidance practices in Canada should begin by drawing to the attention of the reader, the social movements that gave rise to the practice of guidance in the United States and by following these historical beginnings into the provinces of Canada. It is hoped that we may thus lay the groundwork for the more complete statement on each province which will follow in later chapters. Canada has lagged behind her American neighbor and is only now fitting this new movement into her educational philosophy.

Beginnings of Guidance in the United States

Social movements do not appear full-blown like inventions - they grow from very small beginnings and are very difficult to detect. These beginnings are seemingly unimportant events which are later modified by social and economic conditions until eventually they are detected and used as evidence that a new movement has come into being. It is these tangible evidences of the crystallization of a movement which are often accepted and dated as the genesis or origin of the movement.

For many centuries guidance grew unrecognized, developing slowly, until near the end of the nineteenth century these tendencies found expression and were drawn out to public view. Books offering systematic occupational

information addressed to parents, educators, teachers and incidentally to the young, began to appear as early as 1747.¹ Most of these early books were written to guide in the choice of occupations and were, on the whole, very general in nature. Brewer states that events moved slowly from these early dates and that during the late years of the nineteenth century and the first years of the twentieth century, the need for vocational try-outs and for guidance in vocational education, placement and readjustment, in co-operation with the schools, was being definitely expressed but with little or no response on the part of schools or colleges.

Accompanying this growth in the field of occupational choice, another unheralded development was going on. Psychologists were developing the theory of individual differences and at the same time a growing consciousness was becoming evident and finding expression of "the brotherhood of man" and the social responsibility among individuals. Child labor laws and the very growth of vocational guidance are attributable to these underlying, deeply interwoven, social and economic factors. Thus in the natural course of our social and economic progress, this new movement crystallizing under the dominance of science and the machine on the one hand and under the aegis of philanthropy, education

¹John M. Brewer, History of Vocational Guidance. New York, N.Y., Harper and Bros. 1942. pp. 40-41.

and industry on the other, came into being and was christened "Vocational Guidance".

We have indicated earlier that this baptismal name was not broad enough to compass all the activities of the new movement and that some controversy was generated by the very name itself. Since this and the following chapters are concerned with present day principles and practises and with all aspects of guidance, the use of the phrase "vocational guidance" as a synonym of "guidance" will be discontinued and they will be used as we have defined them in Chapter I of this study.

One has only to survey current literature to realize that accounts of the origin of guidance are colored greatly by the dominant interest of the worker. The psychologist and clinic worker has a different viewpoint from the vocational guidance worker or the personnel worker. We feel that because of this we must present several different interpretations of the historical origins of guidance.

Keeping in mind the limitations stated above in regard to the origin of guidance, we feel it safe to say that the year 1908 is the first milepost in the history of guidance as a conscious process in the United States. By that time, two programmes, one in Boston and one in New York had made sufficient progress to result in local organization, to focus national attention upon the beginnings of a tendency to recognize the desirability of assistance in personal

adjustments in all the areas of life and to indicate the necessity of including occupational information and early work experience, accompanied by employment supervision, as factors in twentieth century education.

A. Boston: Civic Service House was the centre of activities; Mrs Quincy A. Shaw was the financial sponsor; and Frank Parsons was the guiding genius. Parsons had become interested in the problem of vocational placement in the years immediately preceding the end of the nineteenth century. He was appalled by the lack of training afforded either before or after employment, by the inefficient methods of selection and by the cruel waste of human effort in industry. In 1901, the Civic Service Bureau was established at 112 Salem Street, Boston, under the leadership of Meyer Bloomfield and Philip Davis. The programme consisted of a group of self-governing clubs, emphasizing the civic interests, rights and duties of its members. Parsons offered his services, and by 1905 with the able assistance of Ralph Albertson, had organized the Breadwinner's College, meeting in the evenings and on Sunday afternoons with its aim stated as;

To offer young men and women who are wage earners the elements of a broad culture and a careful training in the elements which would bring out the best methods of thought and work. The occupations and daily experiences of the pupils will be kept constantly in mind in planning work for classes. An effort will be made to discover and develop the special endowments of each individual, to make them of use to him and to his neighbors and also to bring him into contact with the life and progress of city, state and nation.²

²ibid. p.56.

Some of the courses included History and Civics, English Language and Composition, Literature and Biography, Science, Industrial History and Economics, Life Principles, Practical Psychology and Music and Voice Culture.

In 1906, Parsons delivered a lecture entitled "The Ideal City", in which he set forth the need of help for youth in the choice of a vocation and later repeated this address several times to graduating classes of one of the evening high schools of Boston. Many graduates remained after the address and asked for personal interviews - so began the individual counselling from which developed a plan for systematic vocational guidance.

In the fall of 1907, Parsons put his ideas on paper and on January 13th, 1908, the Vocation Bureau of Boston was formally opened with Parsons himself, as Director and Vocational Counsellor.

Parsons died on September 26th, 1908, but his book Choosing a Vocation arranged from his notes by Ralph Albertson was published posthumously in the following year.

Eight persons are listed by Brewer as making an important contribution to the firm establishment of Vocational Guidance in the city of Boston. They are:

1. Frank Parsons- furnished the idea for the Vocation Bureau and began its execution.
2. Ralph Albertson- Parson's constant intellectual companion

and co-organizer of the Breadwinners' Institute. He acted as secretary to the Board of Trustees of the Vocation Bureau, conducted the first course for the preparation of counsellors and prepared the script of Choosing a Vocation for publication.

3. David Stone Wheeler- succeeded Parsons as Director of the Bureau and as such assisted the committee which began the first organized work in the schools of Boston.
4. Meyer Bloomfield- encouraged Parsons from the first and assumed the directorship after Wheeler. He called attention everywhere to the need for vocational guidance.
5. Professor Paul H. Hanus- gave the movement university sponsorship by serving as chairman of the Board of Trustees of the Bureau and arranging for summer school courses at Harvard University.
6. Pauline Agassiz Shaw- supplied financial support to Civic Service House and to the Vocation Bureau of Boston.
7. Lincoln Filene- sponsored the Bureau to employers and also supported it financially.
8. Dr. Stratton S. Brooks- Superintendent of the schools of Boston - asked for help from the schools, introduced vocational counselling in the Boston school system (1909) and thus launched the movement into the school systems of the country.³

In 1917, the Bureau was moved to the School of Educ-

³ibid. p. 65.

ation in Harvard University, renamed Bureau of Vocational Guidance, and, in 1919, came under the direction of John M. Brewer, who, in 1916, had begun the first full-time programme of teaching the principles of Vocational Guidance.

The National Vocational Guidance Association was organized after the first National Conference in Boston in 1910. In 1915, the association began the publication of a four-leaf folder, known as the Vocational Guidance Bulletin. In 1922, responsibility for publication was assumed by the Vocation Bureau of Harvard University; in 1924, it became the "Vocational Guidance Magazine" and in 1933, it was re-titled "Occupations, the Vocational Guidance Magazine", and was published by the National Occupational Conference.

B. New York: Another report of early vocational guidance work in New York City, New York, is presented by Anna Y. Reed,⁴ and it seems to have proceeded simultaneously with the latter part of the work in Boston. No evidence is produced to show that it antedated the work of Parsons and it is fairly generally acknowledged that Parsons should be designated as the founder of the movement for organized vocational guidance.

It is considered interesting to reproduce the history of the movement in New York City as presented by Reed because of the very different method of origin and growth. Here, it

⁴Anna Y. Reed, Guidance and Personnel Service in Education, Ithaca, N.Y. Cornell University Press. 1944. p. 8 ff.

developed within the public school system but without official endorsement. It was sponsored and, in its origin, largely financed by the High School Teachers' Association under the leadership of Eli W. Weaver of the Boys' High School of Brooklyn.

The original beginnings were made in 1908 but the first written statement is found in the "First Report of the Student Aid Committee", Eli W. Weaver, Chairman. This report was included in the 1909-10 report of the High School Teachers' Association of New York City. The purposes, methods and accomplishments of the project are well presented in this report. Teachers, without additional remuneration were stated to be serving as counsellors in a number of high schools; bulletins on vocational opportunities were available; a career plan, including special study of his own capacities, was required of each student as a part of the English course; vocational addresses by outside speakers were in vogue and a special provision was made for employer contacts, for placement and for employment supervision.

Three immediate results are claimed following these efforts of the New York Teachers' Association. These are:

- (1) The New York City Vocational Guidance Survey, February-July, 1911. Typical school districts were included in this survey and the results were published in the Fourteenth Annual Report of the city superintendent of schools, 1912.
- (2) The organization of a number of local agencies to deal with guidance and placement. One of the outstanding

characteristics of the guidance movement in New York City was the large number of de-centralized guidance efforts which sprang up in the early period. They rendered certain very desirable community services but, in the final analysis, handicapped centralization and hindered the logical development of a unified publicly supported service.

(3) The Second National Conference on Vocational Guidance, held in New York City from October 23-26, 1912.

Spread Over the Country

Publicity concerning the Vocation Bureau of Boston and the work of the New York Teachers' Association spread over the country and soon there was an unprecedented demand for information in regard to guidance and for guidance counsellors. Some of the cities making early beginnings were Cincinnati, Grand Rapids, Philadelphia, Chicago, St. Louis, Minneapolis, Hartford, De Kolb, Omaha, New Orleans, Los Angeles, and many others. Sections of the Superintendents' Reports for these cities were devoted to Vocational Guidance and made consistent reference to the problems facing young wage earners and demonstrated that by 1911, the administrative authorities were definitely committed to vocational guidance programmes.

Of great significance was the establishment of a division of Applied Psychology at the Carnegie Institute of Technology just before America's entrance into World War I. From this development came personnel work in the army and highly significant progress in the measurement of vocational interests.

Beginnings of the Child Guidance Clinic Movement

One branch of guidance that has made rapid strides and ~~that~~ has developed a body of techniques and trained personnel of particular value to itself alone, is the Child Guidance Clinic Movement. A very excellent account of the beginnings of this movement in the United States is found in an article by Martin L. Reymert on "The Organization and Administration of a Child Guidance Clinic".⁵

He states that the first psychological clinic in the United States was established in 1896 by Lightner Wilmer at the University of Pennsylvania. However, the present child guidance clinic was developed from a broader basis than this. In the first place, the theoretical background for a clinical movement was present before this time. Freud and his group, studying hysteria and other neuroses, were calling attention to the fact of serious intro-psychical conflicts of the individual. Others of these early psychologists were Alfred Adler, Martin Prince, Boris Sidis and Adolf Meyer, all of whom made contributions in various ways to the psychology behind the clinic movement. William James and G. Stanley Hall represented a point of view that behaviour was after all an expression of the adjustment of the individual to the environment and advocated the study of the growing child to shed light on such adjustment.

The Mental Hygiene movement was also gaining impetus

⁵Martin L. Reymert, "The Organization and Administration of a Child Guidance Clinic". Handbook of Child Guidance, edited by Ernest Harms, Child Care Publications, New York, N.Y., 1947. pp. 225 ff.

at this time and Clifford W. Beers had published his book, The Mind That Found Itself - 1908, which undoubtedly had its influence on the establishment of a number of early clinics. Hence there was a sufficient body of theory, backed by political interest, to furnish the initial impulse to a clinical movement and it spread rapidly throughout the larger cities of the eastern states.

United States Practices Adopted By Canada

It will be observed from the above account of origins in the United States, that guidance practices developed in several different ways and due to diverse influences. Various types of organized groups - educational, philanthropic, civic and business, have shared in this crystallization of sociological and psychological theories. Each group or agency faced problems concerned with administration and organization and each group sought to solve its problems in its own way. Throughout much of this early history, we observe a tendency for school authorities to be "saddled with" guidance practices, not as a result of their own enthusiasm but as a result of pressure from these various groups within the community. In many areas, committees were set up under educational auspices, and in others directors or assistant superintendents or other educational officers were appointed with supervisory authority and with definite recommendations for the unification of all guidance efforts if this was possible. From its first introduction into the educational system, the important question of centralized or de-centralized control has been a very impor-

tant problem, which time has intensified rather than lessened.

American literature soon abounded with accounts of testing experiments, case histories, theories and other experimentation and, as is usual in Canadian-American relations, the overflow soon found its way into Canada and began to weave its way into Canadian thinking and practice. Canadian students have always absorbed a great deal of American culture through attendance at Universities, through reading and through adopting results of American experimentation. Thus guidance began in the early 1920's to find its place in Canadian thinking and the influences which had made themselves felt in the United States between 1890-1910 were repeated in Canada between 1920-1940, except that Canadian practice has developed after the pattern set up in colleges and schools to the south of us and we are only now entering upon a period of growth such as was accomplished in the United States. It may be observed at this point that the influence of social-civic groups has not been nearly so dominant in the Canadian growth as it was in the American.

CHAPTER III

BEGINNINGS OF GUIDANCE IN CANADA

Introduction

This chapter will attempt to point out briefly the significant events in the historical beginnings of guidance in Canada. Information for this section of the study was obtained by questionnaire from educational officers in the Departments of Education of the various provinces and from other school personnel. A copy of a sample letter, reply, and of the questionnaire will be found in the Appendix of this report.

The first reference to guidance in Canada that the writer has been able to locate is found in Brewer's History of Vocational Guidance under the heading "Beginnings in Other Countries", where he states:

Canada - In the year 1912, a number of men connected with the Winnipeg Industrial Bureau and with the Winnipeg Development and Industrial Bureau arranged a series of lectures for seventh and eighth grade children. These were published in the form of twenty or more pamphlets and widely distributed throughout Manitoba. Professor E.P. Fetherstonhaugh of the University of Manitoba, was one of the men especially interested and Daniel McIntyre, Superintendent of Schools at Winnipeg and Charles F. Roland, secretary of the educational committee, arranged for the lectures. Twenty business organizations were represented in this effort. The work was interrupted by the outbreak of war in 1914.¹

Although this is the first reference relating to guidance that can be located, it must be acknowledged that it is usual when attempts are made to trace back to the

¹Brewer, op.cit., p.235.

beginnings, to have some person find a venture which antedates the then known effort. Thus we feel that our safest ground is to mention certain facts in unorganized guidance where these are reported, but to be primarily concerned with the beginnings of organization. We will deal with this matter by provinces.

The Maritime Provinces and Newfoundland

Prince Edward Island; The Province of Prince Edward Island has "barely made a beginning in the field of guidance."² The schools of Summerside, P.E.I., have made some beginnings under the direction of Mr. Clarence Mercer, Supervisor of Schools. This programme was begun in October, 1946, in Summerside High School and has been carried on since that time. Its success has aroused the interest and support of both teachers and public with the result that other schools may soon institute programmes under the general direction of the Department of Education.³

New Brunswick; New Brunswick like Prince Edward Island "is alert to the need for a guidance programme but as yet no organized work has been done on a provincial basis."⁴ Some small beginnings have been made but up to the present no

²L. W. Shaw, Deputy-Minister and Director of Education, Province of Prince Edward Island. Letter dated Dec. 28, 1948. See Appendix.

³Clarence Mercer, Supervisor of Schools, Summerside, Prince Edward Island. Letter dated Dec. 28, 1948. See Appendix.

⁴W. K. Tibert, Director, Vocational Education, Province of New Brunswick, Fredericton, N. B. Letter dated Jan. 10, 1949. See Appendix.

provincial organization has been set up to deal with this important movement. "The Department is, however, well aware of the importance of this work and is prepared to go ahead just as soon as a suitable man can be trained to do the job".

Three urban centres in the province have instituted their own guidance programmes. In Saint John there are two vocational guidance officers, one at the Saint John Vocational School and the other at the academic high school. Moncton also has a guidance officer and the same is true of Edmundston.

The first formal guidance in New Brunswick appears to have been offered in the Saint John Vocational School shortly after the school was opened in 1926.⁵ Dr. Fletcher Peacock was director of the school at that time and he early recognized the need for guidance services although it was not until 1941 that a guidance counsellor was appointed to the staff. During the intervening years guidance services were performed by many of the home-room and subject-matter teachers with special emphasis on try-out courses in the ninth grade.

A revision of the provincial Programme of Studies for the intermediate grades was completed in 1948 providing for try-out courses and guidance services.

⁵T.W. Cushing, Director of Guidance, Saint John, N.B., Letter dated November 21, 1950. See Appendix.

Nova Scotia; It is evident that educational leaders in Nova Scotia have been interested in vocational guidance for many years because in the first session of the Nova Scotia Summer School, held in 1927, a course in vocational guidance was included in the list of offerings. The course was taught by Dr. F. H. Sexton and Mr. A. T. Jewitt. Dr. Sexton was then, and still is, president of the Nova Scotia Technical College and he is one of the senior and most outstanding educators in that province. Mr. Jewitt, also of the Technical College staff, was equally well known in his capacity as director of the correspondence study division of the College. In 1928, the course was repeated by the same instructors. In 1929, Dr. Sexton and Mr. Jewitt were joined by the late Dr. W. D. Tait, Professor of Psychology at McGill University. This arrangement was continued in 1930, 1931 and 1932. In 1933, Dr. Sexton and Mr. Jewitt again conducted the course and in 1934, Dr. Tait again joined Dr. Sexton and the section conducted by Mr. Jewitt was taken over by Mr. E. K. Ford. Summer school was not in session in 1935 and 1936 but was resumed in 1937. No session was held in 1938 but they were continued in 1939 and 1940. In two of these years, 1937 and 1939, courses in guidance were given by N. W. Morton of McGill University. In 1940, two courses in guidance were offered, one on general principles given by E. K. Ford and one on techniques, given by Stewart Murray. In the summer of 1945, the same two courses were offered but

because Mr. Ford's services were not available, his course was taken over by Dr. Marshall of Acadia University.

Meanwhile, as may be readily imagined, there was a considerable development of guidance offerings in the schools. A considerable part of the progress which has been made in Nova Scotia towards the provision of vocational guidance services in the schools had its origin in the work of Mr. E. K. Ford, who has succeeded Mr. A. T. Jewitt as director of the Correspondence Study Division. Mr. Ford had had considerable practical experience in vocational guidance work in the State of New Jersey before returning to his native province in the early thirties. Before joining the staff of the Technical College, he was Inspector of Schools for Colchester County. Mr. Ford was active in Home and School Association work and was appointed first chairman of the first vocational guidance committee of the Nova Scotia Federation of Home and School. In his capacity as chairman of this committee, Mr. Ford was successful in stimulating considerable interest among the more active associations throughout the province, to the extent that he was asked to prepare a series of discussion aids for use by associations wishing to study the principles and techniques of guidance work. These were first distributed in mimeographed form and they were so well received that Mr. Ford was asked to expand them into handbook form. This handbook was published in 1940 by the Ryerson Press and seems to have been the first publication of its kind in Canada.

As far as the Halifax district was concerned, interest in guidance had developed to such an extent that representatives from Home and School and other groups met the Halifax Board of School Commissioners on several occasions with regard to organizing the activities in guidance and to urging the need for a person to head these activities in Halifax city. Service groups had also actively interested themselves in the subject and were attempting to secure action. Circumstances relative to the appointment of staff made it possible to secure the services of the principal of the Bloomfield High School in Halifax, in the person of Mr. H. Y. Haines, who was appointed Director of Guidance for the Halifax City Schools in 1942. This was the first appointment in Nova Scotia in the vocational guidance field. Following this appointment, it was felt that further specific suggestions and background should be given to a group of Halifax teachers and a class, scheduled for Saturday mornings, was organized in the spring of 1942. This class was conducted by Mr. Ford, assisted by Mr. H. E. Nelson, one of the provincial school teachers. The group had a membership of about twenty-five and in it were some people who had considerable training in guidance, particularly Sisters of Charity.

In the meantime, the Home and School groups had been pressing for more publicity and as Mr. Ford was still chairman of the guidance committee, he turned to radio as a means of putting the guidance concept before a larger group of teachers and before the public generally. In 1941, the first

series of broadcasts was made under the direction of Mr. Ford, through the auspices of the Provincial School Broadcasts. These broadcasts were carried on for three years. In 1941 and 1942, they were one-half hour in length but in 1943, they were reduced to fifteen minutes. Scripts for the first series were written by Mr. H. E. Nelson and for the second and third series by Mr. Stewart Murray. Mr. Ford edited the script and did most of the mike work for the three years. Through these methods and by addresses to the Home and School groups, Service Clubs, Teachers' Associations, Teachers' Institutes and other places which provided a forum, guidance was sufficiently well publicized so as to make possible the appointment of a provincial director.

It is worthy of note that the appointment of the Provincial Director was the first move of its kind in Canada, and marked the beginning of the first provincial guidance programme. The services of Mr. Stewart Murray were secured for this purpose and his duties began in August, 1943.⁶

After the appointment of the provincial director in the spring of 1943, a survey of urban schools was conducted. The first purpose of this survey was to get the reactions of teachers and local school board members to the proposed programme of guidance. A second purpose was to discover which schools would be most suitable for the establishment

⁶ Stewart E. Murray, "History of Vocational Guidance", Pamphlet distributed by the Department of Education, Province of Nova Scotia, 1945. See Appendix.

of a few model programmes.

As soon as this survey was completed, several persons actively engaged in educational work in Nova Scotia were called together as an advisory committee on vocational guidance. This committee was formed in order that adequate study might be given to all questions of policy in the development of the guidance programme in the province. Its personnel was as follows:

1. The Principal of the Provincial Normal School.
2. A representative of the Department of Education.
3. A High School Principal.
4. A High School Teacher.
5. The Inspector of High Schools
6. One member of the local Teacher Training Department selected on a panel system alphabetically by colleges.
7. A representative of the Technical Education Branch of the Department of Education.

As a result of the preliminary survey and after discussion of the Advisory Committee, four centres, Yarmouth, Kentville, New Glasgow and Glace Bay were chosen. Four model programmes under varying school conditions were instituted and all of these have made excellent progress since that time.

Newfoundland: Newfoundland, the newest of the Canadian provinces, has not yet made progress toward the institution of a guidance programme. Mr. G. A. Frecker, Secretary for Education, makes the following comment in reply to questions in regard to historical origins:

Unfortunately, no formal department sponsored "Guidance Programme" exists in this country. We have been aware of the need for such a programme but because of circumstances beyond our control, we have no official in the Department to head up the necessary organization. We hope the time may now be approaching when something concrete

can be done to make a beginning with a guidance programme.

At the Memorial University College here (St Johns, Newfoundland), each member of the faculty is required to act as student adviser to a number of students. At the beginning of the year, the student is told which member of the staff will act as his adviser. The idea is a good one and works quite well but, of course, the advisers are not trained in guidance work. The Registrar of the college is Dean of Women and she acts as general adviser and intimate friend of the lady students.

An increasing number of our larger schools have set up cumulative student records and are attempting more definite guidance programmes but no school has a paid,⁸ trained member of the staff to head up guidance work.

Ontario and Quebec

Ontario: Three dates stand out in the history of the development of guidance in Ontario. These are 1930, 1941 and 1944. In 1930, the Ontario Department of Education started courses leading to a certificate in Vocational Guidance at the Ontario Training College for Technical Teachers. This course was discontinued in 1941. In 1941, the city of London, Ontario, organized the first city-wide programme in both elementary and secondary schools. In 1944, the Guidance Branch of the Ontario Department of Education was established. In that year, Mr. H. R. Beattie was appointed Director of Guidance and immediately set out to organize the incidental guidance which had been carried out in the schools for some time. A series of guidance broadcasts for school listening was begun in 1944 and carried out each year since (except 1947) over a

⁸G. A. Frecker, Secretary for Education, Department of Education, Government of Newfoundland. Letter, dated Jan. 10, 1949. See Appendix.

network of Ontario stations of the C.B.C.

Brewer states that "In 1912, the magazine 'Training', published in Toronto, advocated vocational guidance for Canadian youth".⁹ He also states that about 1920, "a rule of the Ontario Department of Education, allowed local school boards to appoint a vocational guidance director and promised to support his activities". A series of bulletins was issued and courses for training counsellors were begun.

In 1938, a branch of the National Vocational Guidance Association was organized in Toronto. This organization has since published sixty-eight bulletins.

In 1941, Mr. M. D. Parmenter, feeling that there was a need for some agency in Canada to develop, stock and distribute, various materials useful in guidance work, opened the Vocational Guidance Centre on an experimental basis. In January, 1943, this organization began operations. The Centre planned to aid guidance workers in four main ways:

1. To select after careful examination certain American tests, forms and materials useful in Canada and to carry a modest stock of these so that Canadian guidance workers might be served quickly and without the nuisance of ordering direct from the U.S.A., clearing through customs and remitting in American funds.
2. To foster the development and production of special materials likely to be of particular value in the Canadian sit-

⁹Brewer, op. cit., p. 236.

uation, and to take steps to ensure that these materials would be kept continually up-to-date through frequent revision.

3.To take necessary steps to keep the prices of tests, special forms, occupational information monographs and other guidance materials down to the lowest possible level so as to encourage the development of adequate guidance programmes in all schools.

4.To control and restrict the sale of special instruments, such as psychological tests, with a view to restricting their use by unqualified people.

The Centre operated in a very small way for a few months. In April, 1943, it was taken over by the National Committee for Mental Hygiene, Canada, and its services were greatly extended.

Because of the speedy development of guidance in Canadian schools and the need for bigger quarters and a larger staff, the Centre, on January 1, 1945, was transferred to the Ontario College of Education. Since that time, it has operated as a division of the Ontario College of Education, University of Toronto. The original aims of the Centre as given above are its aims today.¹⁰

Quebec:

a.Protestant Schools:The following comments in regard to the

¹⁰M.D.Parmenter, Director, Vocational Guidance Centre, Ontario College of Education. Letter dated December 20, 1950. See Appendix.

Face page of current catalogue of this organization.

provincial situation in the Protestant schools of Quebec are given in a letter from Dr.W.P.Percival, Director of Protestant Education, Province of Quebec.

There is no provincial director of guidance in Quebec and most of the systematic work undertaken in this field is being carried out in the schools under the Montreal Central School Board. A good deal of guidance work is at present being done and various testing and counselling procedures are being followed in the Protestant High Schools of the province outside Montreal, but the work is still largely experimental and no standard programme has yet been worked out. It would therefore be very difficult to provide any statistical data based on the situation in the province as a whole.¹¹

The City of Montreal: In September, 1946, the guidance programme was officially launched in the high schools under the Montreal Protestant Central School Board. The counsellors were teachers of considerable experience and success who were interested in guidance and who asked permission of their principals to carry out the work. Most of these people had taken summer courses the two previous years and so they were prepared to organize and carry on a guidance programme in the high schools. Each school had its own programme and no attempt has yet been made to standardize the procedures or programme followed.

During the four years since the work was begun in the schools, more counsellors have been appointed until every high school under the M.P.C.S.B. has either one or two part-time counsellors. There are as yet only two full-time counsellors.

¹¹W.P.Percival, Director of Protestant Education, Department of Education, Province of Quebec. Letter dated January 7, 1949. See Appendix.

The Association of Guidance Counsellors was formed in 1947 to give mutual help and inspiration to the teachers involved.¹²

b. Catholic Schools: Mr. B. O. Filteau, French Secretary and Deputy-Minister of the Department of Education, Province of Quebec, has provided the following information in regard to the guidance programme in the Catholic schools of the province:

Guidance is not yet introduced in our public Catholic schools but the matter is just now being carefully surveyed by the Catholic Committee of Instruction. However, since a few years ago, there is a guidance institute now under Laval University, whose services are available to parents and schools. This institute publishes tests in French, a magazine, monographs, and trains counsellors. Many secondary schools have used its services.¹³

More detail in regard to the origin of the above-mentioned Institute at Laval University is supplied by E. Slater, Administrative Secretary, L'Ecole de Pédagogie et d'Orientation de l'Université Laval. This information was taken by Mr. Slater from the prospectus of the Institute.

L'Institut Laval d'Orientation a vu le jour, au début de septembre 1941, l'Université Laval ayant accepté de patronner cet organisme après plusieurs mois de travail fructueux accompli à Québec par l'Institut Canadien d'Orientation professionnelle de Montréal.

Le personnel du nouvel institut fit d'abord une série de conférences dans plusieurs maisons d'enseignement secondaire affiliées à l'Université Laval. Ces conférences avaient pour but de proposer l'utilisation d'examens

12

Miss M. Joy Oswald, Girl's Counsellor, West Hill High School, 4400 West Hill Ave., Montreal 28, Quebec. Letter dated November 22, 1950. See Appendix.

13

B. O. Filteau, French Secretary, Department of Education, Province of Quebec. Letter dated January 4, 1949. See Appendix.

scientifiques d'aptitudes intellectuelles, pour l'admission et le classement des élèves d'Eléments latins. Près de 800 enfants furent soumis à l'examen et plus de 200 répartis en classes homogènes, à l'automne de 1941. L'année suivante, au-delà de 1500 élèves subirent le test d'intelligence; mais, cette fois, les collèges se chargèrent eux-mêmes du travail, grâce au cours d'initiation à la méthode des tests, donné l'année précédente par l'Institut. Depuis lors, de nouvelles institutions sont venues chaque année s'ajouter à la liste des adhérents, portant à plusieurs milliers le nombre des sujets examinés. Voilà pour le domaine de la sélection scolaire.

Mais le principal effort de l'Institut a porté naturellement sur l'orientation professionnelle des jeunes gens. Dans ce domaine, la tâche accomplie révèle d'une façon très claire et l'ampleur des services que peut rendre un organisme d'orientation et la faveur avec laquelle notre jeunesse a accueilli la fondation de l'Institut Laval. Plus de 1400 jeunes gens ont eu recours individuellement à ses services durant les sept années de son existence. En outre, le Service de recherche de l'Ecole de Pédagogie et d'Orientation, en collaboration avec l'Institut Laval, a commencé à la Faculté des Sciences de l'Université Laval, en septembre 1944, à la Faculté de Médecine, en septembre 1945, à la Faculté des Sciences Sociales, en septembre 1949, à l'Ecole de Commerce et à l'Ecole de Pédagogie et d'Orientation, en septembre 1950, des expériences préliminaires qui conduiront éventuellement à une sélection plus scientifique et plus sûre des candidats aptes à ces études supérieures. Environ 1500 étudiants ont à l'heure actuelle subi cet examen d'aptitude.

On ne s'est toutefois pas limité à la seule pratique. A la demande de l'Université Laval, le directeur de l'Institut, à fait, à l'Ecole normale supérieure de la Faculté des lettres, une série d'orientation professionnelle répartie sur une période de trois mois, d'octobre à décembre 1941. En 1942-43, il augmenta considérablement ses cours, et plus de 50 étudiants les suivirent régulièrement.

L'Institut a subi avec les années quelques transformations dans son statut universitaire. Il est maintenant rattaché à l'Ecole de Pédagogie et d'Orientation. Son directeur fait partie du conseil de l'Ecole et celle-ci lui confie la responsabilité de diriger le stage des étudiants qui se spécialisent en orientation.

L'Institut a également évolué matériellement. A sa fondation, il occupait un modeste local, rue de Salaberry. Au bout d'un an, il recevait l'appui direct de l'Université

et s'installait à 8, rue d'Aiguillon, dans des locaux lieux situés, plus considérables et mieux appropriés à son but. Il est demeuré là trois ans. A la fin d'avril de 1945, il a déménagé à 71, rue d'Auteuil, où il occupe un immeuble spacieux, mis à sa disposition et à celle de l'Ecole de Pédagogie par le Séminaire de Québec.

Messieurs Wilfred Ethier, p.S.S. et Arthur Tremblay furent les pionniers de l'orientation professionnelle dans la ville de Québec et la banlieue. Monsieur Wilfred Ethier, p.S.S. fut le premier directeur de l'Institut Laval.

En septembre 1947, monsieur Gaston Gauthier, docteur en psychologie (Université de Montréal), devint le directeur de ce service pour remplacer l'abbé Ethier qui désirait se consacrer entièrement à son bureau de Montréal.

Deux conseillers d'orientation aident monsieur Gauthier dans son travail.

L'Institut Laval ne fait presque pas de travail collectif dans les écoles publiques. Toutefois, un de nos diplômés travaille actuellement dans une commission scolaire et, nous espérons que d'autres commissions scolaires suivront le même exemple. Dans la région de Montréal, monsieur l'abbé Wilfred Ethier travaille dans quelques écoles publiques.¹⁴

Manitoba

Beginnings in the Province as a Whole

The first move toward the establishment of a guidance programme on a provincial basis in Manitoba was made on the twelfth of May, 1938, when the Minister of Education, the Hon. Ivan Schultz, sent to each school district of the province, a circular announcing the establishment of a special service for young men and women, namely the Vocational Guidance Service Bureau.¹⁵ This bureau was formed under the

¹⁴Eddy Slater, Secrétaire Administratif, Ecole de Pédagogie et d'Orientation, Université Laval, Québec, P.Q. Letter dated November 24, 1950. See Appendix.

¹⁵"The Vocational Guidance Service Bureau"-Pamphlet Dept. of Educ., Prov. of Man. Winnipeg, Man. 1939 See Appendix.

direction of Mr. R. J. Johns, then director of Technical Education for the Province of Manitoba.¹⁶ Occupational information was collected and a series of leaflets was prepared and distributed. Topics of these early guidance leaflets were as follows: "The Aviation Mechanic and Air Engineer", "Nursing, A Profession for Girls", "The Auto Mechanic and His Work", "Beauty Culture", "Accounting", etc.

During the two years following this initial venture Mr. Johns did much to publicize the need for a vocational guidance service by speaking at service clubs and meetings and by organizing several groups to prepare career pamphlets, designed to be used as supplements to the guidance leaflets.

The Programme of Studies for the Schools of Manitoba for the year beginning July 1st, 1942, authorized courses in Homemaking, General Shop and Occupational Information and stated that "a syllabus of Occupational Information is available from the Director of Technical Education".¹⁷

In the year 1948, the Programme of Studies for the High Schools of Manitoba, authorized guidance and provision was made for group guidance time as well as for counselling. Each year since that time, the provision has been included and extended from year to year until it has become an accepted part of the high school programme.

¹⁶R. J. Johns was appointed principal of the projected Greater Winnipeg Technical-Vocational High School in 1948 and his former position has not been filled since that time.

¹⁷Programme of Studies, Province of Manitoba, Winnipeg, Manitoba, July, 1942. p. 22.

In 1947, in the "Programme of Studies for the Junior High Grades", twenty-five pages were devoted to outlining a possible course in guidance and providing for one period per week or two and one-half percent of the student's time in Grades VII-IX. This programme outlined four types of activity; (1) Conferences with individual pupils in which their problems were discussed, (2) Class discussions dealing with different topics on which pupils were considered to need direction, (3) Incidental class discussion arising out of school life, and (4) Assembly programmes.¹⁸

Guidance in the City of Winnipeg

The earliest reference to guidance in the city of Winnipeg has been mentioned previously in this report, (page 24) and was stated as being in 1912 in the work of the Winnipeg Industrial Development Board under the guidance of Dean Fetherstonhaugh with help from Mr. Charles Rollins and Dr. Daniel McIntyre, Superintendent of Winnipeg Schools. This work was interrupted in 1914 by the outbreak of the first World War and was not resumed.

In the minutes of the Winnipeg School Board for the year 1922, reference is found to the work of Dr. May Baer in testing the intelligence of high school students and this work was continued through the next several years.¹⁹ In 1926

¹⁸Programme of Studies for Junior High Grades, Province of Manitoba, Winnipeg, Man. 1947. King's Printer. p. 75.

¹⁹Minutes of Meetings of the Winnipeg School Board. 1922, School Board Office, Winnipeg, Man.

Dr. Mary Crawford took up this work and continued it through the years until about 1930.

From this time forward, guidance in the city of Winnipeg developed along two separate lines, one leading toward the foundation of the Winnipeg Child Guidance Clinic and the other toward the provision of an educational and vocational guidance programme in the secondary schools. Liaison was later brought about between these two groups by the formation of "The Winnipeg Guidance Club".

(1) The Child Guidance Clinic

The theory of clinical procedure in dealing with educational problems was introduced into professional teacher-training with the organization of a graduate committee in education in the year 1930 and has remained an important objective in teacher-training as conducted under the auspices of the University of Manitoba.

Dr. Peter Sandiford of the Ontario College of Education as visiting lecturer in the summer session of 1931 and Dr. William Boyd of Glasgow University, as visiting lecturer in the summer session of 1933, were ardent exponents of this point of view as was Assistant-Professor H.R. Low who joined the staff of the Faculty of Education in 1935. This eventually led to the organization of the Faculty of Education Child Guidance Clinic in 1936. Acting on the recommendation of Dr. D.S. Woods, Dean of the Faculty, President Sidney E. Smith convened and ^{chaired?} chairned a meeting of representatives of the Faculty of Education, the Medical Faculty, the Department



of Psychology, The Winnipeg School Board's Superintendent's Department and the Board of Governors of the University.

The plan was to organize a clinic as an element within the teacher-training programme, drawing its cases from the schools of metropolitan Winnipeg. Permission was secured from the Winnipeg School Board to make a study of problem children in the schools. The purpose of this clinic was purely teacher training and was not to provide service for the community and the number of cases was accordingly limited to meet the requirements of that objective.

The first meeting was held in the winter of 1937 under the direction of Dr. D. S. Woods, Dean of the Faculty of Education and with the following persons taking an active part in the clinic; Assistant Professor H. R. Low, Miss Grace Dolmage, Mr. H. L. Stein, Miss Phyllis Middleton and Dr. W. Musgrove, Psychiatrist of the Medical School.²⁰

Since that time the clinic has had at least two groups of children annually, one during the autumn season and one during the winter, making studies of problems in reading, writing, spelling, arithmetic, etc., and with tests given to determine intelligence and diagnose personality difficulties. Across the years this clinic has aided in developing a body of voluntary workers who have been formed into a staff of acceptable ability. They were the first clinic staff in

²⁰D. S. Woods, H. R. Low. "The Child Guidance Centre of the Faculty of Education, University of Manitoba". Research Bulletin, Faculty of Education, April, 1938. pp. 12-15.

Manitoba and have had tremendous influence in developing the idea and in leading the city of Winnipeg to formulate a permanent child guidance clinic for the pupils of its schools.

The Winnipeg Child Guidance Clinic, as such, was established in 1941 under the joint sponsorship of the City Health Department and the Winnipeg Public School Board. The consulting psychiatrist, one assistant and the public health nurses are employees of the Health Department, while the other clinic staff members are in the employ of the School Board. Its co-ordinator is Miss Grace Dolmage and the responsibility for policies, procedures and general administration is shared between the co-ordinator, the public health officer and the superintendent of Winnipeg Schools.

(2) Educational and Vocational Guidance in Winnipeg Schools

In the winter of 1935-36, the National Council of Jewish Women set up a committee to study the problem of vocational guidance and the method by which it could be introduced into the Winnipeg School system. Dr. H. Stein had been working with the students of Hugh John MacDonald School, making studies of the whole problem of guidance and carrying out testing experiments. He was asked to take charge of a study club with women from the above-mentioned group and with the aid of Dr. McIntosh, at that time Assistant-Superintendent of Winnipeg Schools, was instrumental in having a group of teachers from the Winnipeg staff called to a meeting with them to consider their problem.²¹

²¹This statement is authenticated by the minutes of the Winnipeg Guidance Club which mention this meeting. See page 44, this study.

In the meantime, Mr. R. J. Cochrane and Mr. Carson Abercrombie had been working with students of Kelvin High School in the noon hours and after four o'clock considering vocational problems and doing testing and experimental work. Mr. Cochrane had recently returned from a year of study at Harvard University and was deeply interested in the subject. Miss Louise Pettingell and Mr. Fred Grusz were also working in St. Johns High School at about the same time.

During this time Mr. R. J. Johns had organized a provincial study group in the suburbs of Winnipeg comprised of teachers from East Kildonan and Norwood.

The Winnipeg Guidance Group met first in September, 1939, probably as a result of the interest shown by many teachers on the staff but called to the meeting by Mr. R. Cochrane. It was originally formed as a study group with the purpose of inquiring into the nature and value of guidance and into the programmes of guidance in operation elsewhere. The following members made up the original group: Carson E. Abercrombie (Kelvin), R. J. Cochrane (Kelvin), Hugh S. Brown (Daniel McIntyre), A. E. Floyd (Isaac Newton), O. V. Jewitt (Gordon Bell), J. C. Love (Earl Grey), D. S. McIntyre (Gordon Bell), E. H. Morgan (Earl Grey), J. E. Ridd (St Johns), Wilfred Sadler (Hugh John MacDonald), J. K. Watson (Cecil Rhodes), A. E. Webster (Hugh John MacDonald).²²

Regular fortnightly meetings were held through the

²²Winnipeg Guidance Club-Minutes, 1939-40. These original minutes are in the possession of the writer and much of the following information has been taken from them.

winter of 1939-40 for study and discussion. Study was based on such texts as Brewer's Education As Guidance, Koos and Kefauver Education in the Secondary School and Jones Principles of Guidance.

All possible means were used to make the public aware of and acquainted with the problems of guidance. This group acknowledge the work of Mr.R.J.Johns in the following words:

R.J.Johns, Director of Technical Information, Department of Education has done valuable initial and basic work in educating the public, in particular by issuing vocational pamphlets, by circulating a library of guidance books, by personal counselling of students advised to go to his office and by addresses to interested groups of educators and of business men, both in the city and throughout the province.

Members of this study group addressed service clubs and teachers assembled in fall conventions. In addition the club, on two occasions, met with a study group of various Hebrew organizations. Contact was made with a group of suburban teachers and supervisors organized to study guidance under the chairmanship of Mr.S.Krawchyk of Brooklands School District. A round table discussion on guidance was conducted under the auspices of the Parent Education Association in Theatre "A",University of Manitoba. A draft outline of a guidance programme was drawn up on the suggestion of Mr.H.R. Low,Superintendent of Education,Province of Manitoba and of Dr.J.C.Pincock, Superintendent of Winnipeg Schools and was later submitted to both sources but no action was taken at that time. In 1942, it was suggested that this study club in

guidance become one section of the Winnipeg Teachers' Association convention, a meeting was called and officers elected. The first president was Mr. R. J. Cochrane and Miss Collins was elected secretary-treasurer. Later in this same year a series of radio broadcasts was prepared and delivered in an attempt to keep public interest at high level. Leadership on a provincial basis was still lacking and little progress on an organized basis was made until after the close of the war in 1945. The Winnipeg Guidance Club, however, kept up its regular meetings during this time.

The first record of time being made available for counselling on a teacher's programme in the City of Winnipeg, was in the fall of 1942. Miss Louise Pettingell and Mr. F. Grusz had been engaged in guidance work in St. Johns High School for several years and had administered a series of intelligence and personality tests. In September, 1942, Mr. G. J. Reeve, principal, recognized these two teachers as counsellors and provided time on their programmes to carry out the work. In 1943, Mr. J. Katz and Miss C. Griffiths were given the same recognition at Isaac Newton, Mr. H. Stein and Miss M. Jerrard at Daniel McIntyre and Mr. D. S. McIntyre and Miss E. Flanders at Gordon Bell. Several years later, this arrangement was extended to Lord Selkirk and Kelvin High Schools.

After the war, the return of many teachers trained in armed forces techniques of counselling and personnel work gave added impetus to the programme in the schools. Added enthusiasm was given in the fall of 1947 when a team of

experts were engaged to help the teachers make a self-survey of the school system with a view to discovering the strengths and weaknesses of the educational system of the city. The report of this survey team, called the "Reavis Report", was submitted to the School Board in September, 1948, and recommended, among other things, co-ordination of all guidance activities under the supervision of one official, a director or co-ordinator of guidance. His function would be to organize and administer guidance in the Winnipeg schools and to co-ordinate it with other educational services. This recommendation has not yet been carried out and as a result the programme is, at present, making little forward progress and is not likely to until some steps are taken to give direction and leadership to the movement.

The Western Provinces

Saskatchewan: Guidance received official recognition in Saskatchewan during the summer of 1944, when the Department of Education created a new branch under a Director of Guidance. Mr. T. M. Spencer was named to fill the new position.

The first guidance classes in Saskatchewan were organized in Nutana Collegiate Institute, Saskatoon in 1937. They provided personal and social guidance for the students in Grades IX and X. A member of the staff devoted one period a week to each grade. During the next few years the number of guidance teachers was increased, first to five and later to seven and a counselling service was introduced. In 1943 the Collegiate Board took definite action and guidance classes

were started in the other two collegiates of the city. In each school, the principal became the chief guidance officer but instruction was given by classroom teachers. A committee of representatives from the three schools was appointed to co-ordinate the guidance programmes.

In 1943, the Moose Jaw Collegiate Board appointed a Director of Guidance. This officer met teachers who were interested twice each month to discuss procedures and techniques. Through discussion and directed reading, he helped them to prepare for guidance work. A syllabus was prepared and the programme has proceeded with considerable success.

The Regina Collegiate Board, in 1944, encouraged its teachers to take summer courses in guidance work by offering a grant of one hundred and fifty dollars to two teachers in each collegiate institute. Guidance programmes were begun in Scott and Balfour Technical Collegiates. A committee of teachers who had guidance training assisted and advised the principals and home-room teachers.²³

At the same time that the Director of Guidance was appointed, in 1944, guidance gained definite recognition in the high school curriculum of the province. In that year, the programme of secondary education was reorganized. Guidance was allotted time on the daily schedule for Grades IX and X to be extended to Grade XI in the fall of 1948 and to

²³"Guidance in Saskatchewan"- A pamphlet prepared by T.M. Spencer, Director of Guidance, Province of Saskatchewan, Regina, Saskatchewan. Not dated. See Appendix.

Grade XII in the fall of 1949.

In 1947, twenty-five hundred dollars was offered by the Department of Education to pay the cost of courses in guidance to be taken by the teachers during the summer months at the University of Saskatchewan.

Some idea of the early progress of the movement may be gained from the following quotation from the report of the Director of Guidance for the years 1946-47:

During the past year the five aspects of the guidance programme—promotional, consultative, informational, supervisory and instructional, were consolidated. Bulletins dealing with the gathering and recording of information about students and obtaining information about occupations were written and distributed to all schools in the province. Vocational guidance charts and monographs about several occupations were sent to all schools and addresses of organizations which provided free occupational information were published in the S.T.F. "Bulletin". All schools received copies of a university directory and a list of trade schools bonded and registered in Canada."²⁴

Alberta: The provincial programme of guidance in Alberta received its start in July, 1947, with the appointment of a supervisor, Mr. A. A. Alldridge. Some attempt at guidance had been carried out in Calgary schools prior to this date and a programme of home-room guidance had been attempted in Edmonton schools some years before this. The high school programme of the Province of Alberta has had an elective, Vocations and Guidance I, on it since 1944. This elective is given to any student in Grade X or XI desiring it.

²⁴Annual Report of the Department of Education, Province of Saskatchewan, 1946-47. King's Printer, Regina, Sask. pp. 81.

The steps leading to the appointment of the Director of Guidance are set out in the Forty-First Annual Report of the Department of Education, Province of Alberta-1946²⁵ and include the following:

A guidance sub-committee, under the leadership of Dr.H.E.Smith was set up late in 1945 by the High School Curriculum Committee to study the whole question of guidance with respect to the needs of the province and to bring in recommendations as to what might and should be done. At the meeting of this committee held on February 22,1946, the following two important resolutions were adopted;

- 1.That this committee is of the opinion that the first step necessary in instituting a guidance programme is the appointment of a Provincial Director of Guidance.
- 2.That before the Minister is approached on this matter, the sub-committee on guidance be asked to prepare a statement indicating the need for guidance work, the method to be employed and the duties of the director.

In accordance with the above resolutions, the following proposals were advanced in March,1946, and presented to the Minister on May 10,1946:

- 1.Grade VII-XII- One period per week to be set aside for counselling and guidance.
- 2.The material covered in the period allowed should include

²⁵Forty-First Annual Report of the Department of Education, Province of Alberta,1946.King's Printer,Edmonton, Alta,1947.pp.6.

- a description of the programmes of study, educational opportunities, personal problems, social adjustments, occupations and employment.
3. The appointment of a full-time director of guidance.
 4. Source materials to be made available by the Department of Education.
 5. Testing materials to be supplied to school boards at cost.
 6. Special grants to be made to schools instituting guidance programmes.
 7. Divisional superintendents to encourage the guidance service.
 8. Instruction in guidance principles should be given at the Faculty of Education.
 9. School Boards should be encouraged to provide full-time or half-time supervisors of guidance.
 10. The Director of Guidance should be instructed to keep a file of the most capable students in the schools of Alberta.
 11. A cumulative record form and transfer form should be made available for essential guidance data in schools.

Progress toward realization of many of the above-stated objectives has been made and details of this progress will be given in later chapters of this study.

The City of Calgary: Guidance began to receive attention in the city of Calgary in the early months of 1939 and in September, 1939, a committee of junior high school teachers prepared a bulletin entitled "Home-Room Guidance, Grades VII-IX." This bulletin was mimeographed by the Calgary School Board and widely distributed, proving of great value in providing

suitable topics for discussion in home-rooms.

In 1941-42, a committee of junior high school teachers extended this work by preparing a booklet, "Guidance- A Job for Every Teacher". This booklet gave specific information in regard to the organization and conduct of a home-room.

In October, 1944, these early outlines were revised and re-distributed under the title "Home-Room Guidance- Grades VII-IX".

During these same years the programme for the senior high schools had made good progress under the general guidance committee. This committee was organized under the Calgary School Board in 1938 to secure the assistance of men and women in the professions, in commerce and in industry to help high school students become acquainted with the opportunities and requirements of various vocations open to them in Calgary and also to assist in their satisfactory placement. The prime movers in this project were two members of the Board at that time, Mr. Roy M. Edmanson and Mr. Robert T. Alderman. The original committee was representative of the Rotary and Kiwanis clubs, The Board of Trade, The Trades and Labour Council and the school organization. This committee organized a panel of men and women willing to discuss with students, various aspects of their work and arranged for students to visit industrial plants and places of business.

The number of organizations having representation to this committee was gradually extended until, by 1948, it included representatives from the following: The Business and

Professional Women's Club, The Society of Industrial Accountants of Alberta, The Chemical Institute of Canada, The Calgary Chapter National Office Management Association, The Calgary Personnel Association, The Calgary Board of Trade, The Rotary Club, The Kiwanis Club, The Calgary Contractor's Association, The Provincial Institute of Technology and Art, The National Employment Service, The Provincial Guidance Clinic, The Calgary Trades and Labour Council, Canadian Vocational Training and the school organization.

In 1945, a supervisor of guidance, Mr. H. E. Panabaker, was appointed and the various beginnings were drawn together to form a unified programme.

British Columbia

Though individual attempts at guidance go back to the 1920's, guidance work was introduced on a province-wide basis in 1937.²⁶ In that year with the introduction of the junior high programme of studies, group work in guidance was placed on a compulsory basis for grades VII-XII. One period each week in each grade was provided. A counselling service for schools was outlined at the same time but was not placed on a compulsory basis.

In 1944, the provincial government set up a division of Educational and Vocational Guidance and appointed a Director, Mr. H. P. Johns.

Since that date the emphasis has been placed upon the development of an effective counselling service. The School Act was amended in 1947 to permit the payment of

special grants on behalf of full-time or half-time counsellors appointed with the approval of the Department of Education. By the regulations pursuant to that Act, any secondary school (junior or senior high school) of two hundred and fifty pupils may employ one full-time or two half-time counsellors over and above the number of teachers permitted under the pupil-teacher ratio. The regular salary grant to the school board is paid on behalf of the counsellor or one of the two half-time counsellors. According to years of experience, grants rise to \$2240 annually. When the school has an attendance of five hundred pupils, grants will be paid for two full-time counsellors (or comparable time on a half-time basis). Thereafter, one extra counsellor per five hundred pupils may be employed. The Department is, in most cases, encouraging the use of the half-time counsellor.²⁶

²⁶ H.P. Johns. All of the above details are taken from a letter received from Mr. H.P. Johns, Director of Educational and Vocational Guidance, Province of British Columbia, dated January 12, 1949. See Appendix.

CHAPTER IV
DEVELOPMENT OF GUIDANCE IN EASTERN CANADA

Introduction

Guidance has made good progress in two provinces of Eastern Canada, Ontario and Nova Scotia. These two provinces have developed provincial organizations which have enabled guidance to take its place as the underlying philosophy of the entire curriculum. The appointment of Mr. Stewart Murray as Provincial Director of Guidance in Nova Scotia was the first move of its kind in Canada and marked the beginning of the first provincial guidance programme. M.D. Parmenter organized the Vocational Guidance Centre in Ontario in 1943 and this event has proven to be a very important development. All of the provinces of Canada now use its services to some extent and its organization has proven of inestimable value in spreading the techniques and principles of guidance. A director of guidance was appointed in the province of Ontario in 1944.

Present Situation

In Prince Edward Island, Newfoundland, New Brunswick and Quebec there are still no provincial organizations although several of these provinces state that this is the next move in the development in their area. In Prince Edward Island a programme is carried on in Summerside under Mr. Clarence Mercer, Supervisor of Schools. In New Brunswick, the cities of Saint John, Moncton and Edmundston, all appointed Directors of

Guidance in 1945-46 and have operating programmes. The Directors appointed all had considerable experience and training before their appointments and completed the requirements for their Master's Degrees soon afterwards. The province of Nova Scotia has developed its programme to an amazing extent and thirty-seven centres (all the towns in Nova Scotia), report more or less complete programmes. The most complete of these are located at Halifax, Yarmouth, Digby, Liverpool, Glace Bay, Kentville, Middleton, Annapolis Royal and Dartmouth. Mr. Stewart Murray, the director, reports that about an equal number of village schools, not included in the above figure, carry on guidance programmes which are more limited than those of the town schools. In the province of Ontario, all moderate-sized and large secondary schools have time allotted for individual guidance work. Group work is carried on in all secondary schools and many elementary schools have established the fundamentals of a guidance programme. Main centres are located in Toronto, London and Hamilton. In the province of Quebec, most of the systematic work is carried on in schools under the Montreal Protestant Central School Board and in Laval University. In Montreal, each high school has a guidance counsellor. This involves eleven schools within the M.P.C.S.B. and two outside the Board. There are two guidance consultants, trained under the Pilot Project at Toronto who are available for consultation in the elementary schools. There is no formal guidance programme in the elementary

schools. There are twenty-three counsellors in the thirteen high schools of the city. The development in Laval University is outlined on pages 36-38 of this study.

Standard Programme

The provinces of Eastern Canada, in schools where guidance is practised, ordinarily have group guidance periods assigned to a course in "Occupational Information", time for individual counselling and, where possible, stress forums and industrial visits. Vocational guidance, in the form of occupational information and an occupations course is commonly a principal part of the programme. This is true of Summerside, P.E.I., where the following details are mentioned, "a library on occupational information, a course in Occupations opposite our Latin offering on the assumption that most students in this division will not be going on to college, or, for that matter, beyond Grade X."¹ In Saint John, New Brunswick, "the programme consists of testing and individual counselling on educational, personal and vocational problems".² Nova Scotia reports six activities in its provincial programme, (1) Occupational Information through classes in occupations and reading materials, (2) Keeping Cumulative Records, (3) Counselling, (4) Educational guidance and preparation, (5) Placement, and (6) Follow-up of students leaving school during the year".³

¹Clarence Mercer, op. cit. See Appendix.

²F. W. Cushing, op. cit. See Appendix.

³Annual Report of Director of Guidance, Province of Nova Scotia, Superintendent's Annual Report, 1944. P. 132.

The programme in Ontario is fairly uniform throughout the province. Three booklets, issued by the Ontario Department of Education, contain outlines of the programme—"Guidance in Elementary Schools",⁴ "Guidance-General Statement"⁵, and "Occupations-Supplementary Lesson Aids".⁶ The first of these contains suggestions for guidance in the elementary schools of Ontario and detailed information for group work in Grades VII and VIII. The second outlines a course of study for "Occupations" in Grade IX and suggestions for "Occupations" in Grade XII. The third contains lesson outlines for suggested topics designed for use in a general guidance programme at any level.

The topics for the Grade VII programme are:

1. How to Study
2. Your School Subjects
3. Your Report Card
4. How Far Shall I Go in School
5. Stories of Successful People, e.g., Henry Ford, Sir F. Banting, Alexander G. Bell, Andrew Carnegie, George Carver, Thomas Edison, Lord Strathcona, etc.
6. Part-time Jobs
7. Introduction of Occupations
8. Getting Along With People

The topics for the Grade VIII course are:

1. Your Final Year of Elementary School
2. How to Study
3. Your School Subjects
4. Growing Up
5. Building Good Human Relationships
6. Leisure Activities
7. The Dignity of Labour
8. The World of Work
9. The Advantages of an Education

⁴Guidance in Elementary Schools, Department of Education, Province of Ontario, October, 1948. pp.19

⁵Guidance-General Statement-Department of Education, Province of Ontario, January, 1947. pp.23.

10. Educational Pathways
11. Choosing a Secondary School Course
12. Your Next School

The topics for the Grade IX course are:

1. The New School
2. You and Your Education
3. How to Study
4. The World of Work
5. Fields of Occupations
6. Personality and Character
7. Factors to Be Considered in Choosing an Occupation

The topics of the lesson plans in the booklet on "Occupations-Supplementary Lesson Aids" are:

1. The New School
2. What Our School Has to Offer
3. Choosing a Course
4. On Being a Good School Citizen
5. Education from the Cradle to the Grave
6. Extra-Curricular Activities
7. What Do You Do When You Do As You Please?
8. How To Study
9. How to Read a Chapter and Know What Is in It.
10. How to Train Your Memory
11. How to Prepare for and Pass an Examination
12. The Library
13. Interdependence of Workers
14. What Should Be My Attitude Toward Work?
15. Individual Differences
16. Habit Formation
17. What Are My Special Abilities? Where Can I Use Them?
18. Personality
19. Courtesy

Suggestions for the "Occupations Course" in Grade XII are:

1. Self Appraisal and Improvement
 - (a) Individual Differences
 - (b) Discovering One's Abilities
 - (c) The Importance of Personality
 - (d) What is Success?

- (e) Study Habits
- (f) Wise Use of Leisure Time
- (g) Good Citizenship
- 2. Occupational Studies
 - (a) Choosing a Career
 - (b) Survey of Occupational World
 - (c) How to Make a Study of an Occupation
- 3. Success in the World of Work
 - (a) What Have You to Offer?
 - (b) Finding a Vacancy
 - (c) Application Forms and Special Tests
 - (d) Letters of Application
 - (e) The Employment Interview
 - (f) Making Progress
- 4. Further Education
 - (a) Education as a Life-Long Process
 - (b) Training Courses Beyond High School
 - (c) Selection of Grade XIII Courses

The guidance programme in Ontario includes the keeping of a notebook and the "Occupations Course Text-Notebooks", published by the Vocational Guidance Centre, Ontario College of Education, University of Toronto, Toronto, Ontario, are suggested. Six of these text-notebooks have now been published under the titles:

1. Growing Up
2. You and Your Future
3. The Service Occupations
4. The Producing Occupations
5. Success In The World of Work
6. Your Further Education

Other aspects of the work in Ontario are audio-visual aids, talks by outside speakers, vocations nights, and industrial visits.

There is no standard programme in the city of Montreal.

At the beginning, each school was allowed to devise the programme which suited best and we have been allowed to carry on in this manner. However, in comparing programmes, there is a good deal of similarity depending on the amount of time allowed. The stress is on educational guidance with some vocational and social guidance. Most

counsellors do a good deal of personal counselling, group work, testing and keeping of cumulative records for all the students in the school.⁷

Child Guidance Clinics

Child guidance clinics in Eastern Canada have not yet been woven into the school system as closely as in the city of Winnipeg. However, the cities of Toronto, Ontario, and Montreal, Quebec, have expressed interest in the pattern of the Winnipeg clinic and have made some beginnings toward establishing a similar pattern. Both of these cities have psychiatric clinics organized under the Municipal Health Departments and primarily interested in diagnosis. These clinics are only connected to the schools inasmuch as cases may be referred to them. Close liaison and inter-relationship within the school system as in the Winnipeg clinic is still in the formative stages. The city of Toronto has instituted a visiting teacher service but a clinic which operates inside the framework of the school system doing remedial and preventive work is still far from an actuality in all of the provinces of Eastern Canada. There are no child guidance clinics in any of the Maritime provinces.

Measurement

The testing programme in Nova Scotia consists of Interest tests given to Grades VIII, IX and X and I.Q. Tests to Grades III, VI and IX. A systematic testing programme has been worked out in the city of Halifax by the director, Mr. H. Y. Haines. Mr. Stewart Murray, Provincial Director of Guidance,

⁷Miss M. Joy Oswald, op.cit., See Appendix.

adds a further comment:

Next month we expect to introduce the differential aptitude tests battery recently published by the Psychological Corporation.⁸

In Summerside, P.E.I., testing has been done principally as a basis for remedial teaching in reading. Tests used in Saint John, New Brunswick, include standardized tests of subject achievement and intelligence tests. The source of most of the tests used in the Maritime provinces is the Vocational Guidance Centre, Toronto, Ontario.

The following comment by Miss M. Joy Oswald, explains the testing situation in the city of Montreal:

We order all our material from the Vocational Guidance Centre in Toronto. We use a group test of mental ability, the Kuder Preference Record for Grade IX, and various other tests, e.g., personality, aptitudes, etc., as the occasion demands. The forms used are mostly of our own device.⁹

Laval University, in the city of Quebec, prepares and uses tests in the French language. Tests of general intelligence, special aptitudes, personality and work habits are constructed, validated, and used.

In Ontario, the Vocational Guidance Centre is the distributing agency for all guidance requirements, including tests, occupational materials, etc. Tests used include: the Dominion Intelligence Tests; Otis, Group Tests of Intelligence; Kuder, Preference Record; Beattie, Mathematics Fundamentals;

⁸Stewart Murray, op.cit., See Appendix.

⁹Miss M. Joy Oswald, op.cit., See Appendix.

Traxler, Silent Reading; Minnesota Paper Form-Board Test of Mechanical Aptitude, Detroit Vocational Test for Clerical Workers, etc.

Cumulative Records

The province of Nova Scotia has developed an adequate cumulative record folder and questionnaire form. During the months of December, 1944, and January, 1945, a committee of nine members worked with the director of guidance in the preparation of this cumulative record form. A manual for use by teachers using the form accompanies it. "The Provincial Record has been well received and it has been put in operation in twenty-three urban and six village school systems. Later the use of this record was extended until almost all of the schools of the province now use it."¹⁰

The province of Prince Edward Island has not yet developed a form of its own but plans are now going forward to adopt the Nova Scotia form. The city of Saint John, New Brunswick, has developed its own form as have the cities of Moncton and Edmundston. Mr. G. A. Frecker, Secretary for Education, Province of Newfoundland, provides data on this province: "An increasing number of our larger schools have set up cumulative student records and are attempting more definite guidance programmes but no staff has a paid, trained member of the staff to head up guidance work."¹¹ In the city of Montreal, each school is equipped with a Kardex file system, kept in

¹⁰Report of the Director of Guidance, Superintendent's Report, Dept. of Education, Prov. of Nova Scotia, 1945. pp 137.

the principal's office. Each counsellor keeps a file of more personal material on each student in the school. Autobiographies are written and kept in this file.

The Province of Ontario has developed two forms, both of which are in wide use within the province and in other provinces. The first of these is the "Hamilton Cumulative Record Folder" and the accompanying "Suggestions to Users" and "Student Information Form". The Vocational Guidance Centre has issued a form titled "The V.G.C. Cumulative Record Folder". This folder and student information form has been widely used in the Province of Ontario as well as in Manitoba and in cities in Eastern Canada. It is probably the most widely used form in Canada today.

Acceptance

The position of guidance in eastern Canada varies from full acceptance in Ontario and Nova Scotia to its position in Newfoundland and Prince Edward Island, where no real beginning has yet been made. Somewhere between these two extremes lie the provinces of New Brunswick and Quebec with acceptance in the larger centres and signs of extension.

Mr. Clarence Mercer of Summerside, P.E.I., sums up the situation in his province in these words—"This province needs adequately trained personnel, space, records, and the adoption generally by the school authorities and the public of the

¹¹G. A. Frecker, Secretary for Education, Province of Newfoundland, St. Johns, Newfoundland. Letter dated January 10, 1949. See Appendix.

idea of a guidance programme for the proper adjustment of youth throughout each grade in school." The province of Newfoundland is in equally unfortunate circumstances in regard to the development of guidance but some hope may be held out in the statement by G.A.Frecker, Secretary for Education, that "we hope the time may now be approaching when something concrete can be done to make a beginning with a guidance programme".¹²

The provincial situation in New Brunswick is described by W.K.Tibert, Director of Vocational Education, in the following words: "The Department of Education of this province is well aware of the importance of guidance work and is prepared to go ahead just as soon as we can get a man trained to do the job. We hope that by a year from now we will be starting our provincial organization".¹³ The situation in the centres which have set up programmes is described by T.W. Cushing, Director of Guidance, Saint John, New Brunswick:

The guidance programme, limited as it is, has found ready acceptance with the students and our chief difficulty has been keeping up with their demands for service. The teachers did not accept the guidance programme quite so readily at first, probably because they did not understand it, but, as they learned how it might help them to do a better job, they have accepted it more readily.

The city administration, in the areas where guidance services have been established, is, of course, interested in it and is supporting it as fully as its finances will permit. It is difficult to gauge the public acceptance of such a new educational service but it appears

¹²ibid., See Appendix.

¹³W.K.Tibert, op.cit., See Appendix.

that those interested are beginning to understand and to desire guidance services. Probably one of the jobs of the organizer of any guidance programme is selling his service to the public." 14

Guidance has made unofficial progress in the province of Quebec, in both Protestant and Catholic schools. The situation in the city of Montreal and in Laval University has been fully described earlier in this report. No plans are at present underway to co-ordinate the work although guidance practices are gradually spreading throughout the Protestant schools outside of the city of Montreal. In the current issue of the Handbook for Teachers enough emphasis is given to the topic to indicate that the Department attaches significance to its growth and extension.

In the province of Nova Scotia, the Department of Education recognizes guidance, educational, vocational, moral and social, as the keynote of a modern educational system and has charted its course in accordance with this recognition. The service is well accepted by students, teachers, administrators and public. This same situation is observable in Ontario where the provincial director has the full support of the Department of Education in carrying out his programme and where teachers, pupils and public accept it as part of the educational programme.

Organization

Provincial Directors have been appointed in Nova Scotia and Ontario. In both of these provinces the normal situation

14T.W.Cushing,op.cit., See Appendix.

is to have a director or supervisor in each town or city, who is responsible for the programme. In smaller centres, this official is a part-time teacher. In three cities of New Brunswick, St. John, Moncton, and Edmundston, directors have been appointed.

Most of the guidance personnel in Eastern Canada have received their training at the Ontario College of Education, University of Toronto or at Columbia Teachers College. Summer school classes for teachers are offered in Nova Scotia and Ontario as well as isolated courses in guidance subjects at the University of New Brunswick.

The province of Ontario has taken a significant step, peculiar to itself among eastern provinces, in the provision for certification in guidance. Three classes of certificate are provided for, Elementary, Intermediate and Specialist. Each of these is issued in interim and permanent form. The requirements for the certificates are, in general, successful completion of courses in guidance work, successful experience and for the Specialist's Certificate, the completion of a thesis on a topic approved by the provincial Director of Guidance. All teachers in training at the Ontario College of Education take a short series of lectures on the general principles of guidance. It is significant that since the certification plan was started in Ontario, over seven hundred teachers have taken either the summer courses provided by the Ontario Department of Education or other courses for which they have claimed and obtained credit.

CHAPTER V

DEVELOPMENT OF GUIDANCE IN MANITOBA

Present Situation

Guidance has been accepted as an integral part of the school curriculum in the Province of Manitoba and provision of time for group guidance and counselling is made in Grades VII-XII. The current programme of studies for junior high grades (VII-IX) published in 1947, devotes twenty-four pages of its contents to outlining techniques and activities for the guidance teachers of these grades.¹ One period per week or two and one-half percent of the pupil's time is set aside for this purpose. Three percent or twenty-four hours per year is allowed for guidance in the senior high school (grades X-XII). At the present time there is no Director of Guidance and no official of the Department of Education has been delegated to accept special responsibility for this phase of the programme. The result has been that in the province at large much of the work done has been of an incidental nature and that teachers lack leadership in an aspect of the curriculum with which they are least familiar. Special summer classes sponsored by the Department of Education have been held during the past five years and some schools are making beginnings which will, in time, prove of value in developing a live, working programme in rural areas.

The cities of Winnipeg and Brandon have developed

¹Programme of Studies for Junior High Grades, Province of Manitoba, King's Printer, Winnipeg, Man. 1947. pp. 76

programmes which more adequately represent the modern idea of guidance.

Guidance activities in the city of Winnipeg received added impetus in the year 1947-48, when a team of experts from the University of Chicago, under the chairmanship of William C. Reavis, Professor-Emeritus of Education, Department of Education, University of Chicago, was engaged to make a survey of the school system. Robert C. Woellner, Associate Professor of Education, University of Chicago, was charged with the survey of guidance and under his direction, a detailed report of activities in this field in the city of Winnipeg was prepared by a committee of teachers. The report was published in September, 1948.²

This report proved to be the stimulus for an attempt to co-ordinate guidance activities in the city. The Winnipeg Guidance Club, which had provided the nucleus of the original survey group, undertook the task of drawing up a programme for the secondary grades of the city. In June, 1949, this work was completed and in September, 1949, a draft copy of this report was circulated to all Winnipeg teachers interested in guidance. Two hundred and nine pages of mimeographed material, outlined teaching units for grades VII-XII.³ It contained a series of "resource units" designed to help

²Report of the Directed Self-Survey, Winnipeg Public Schools, Committee on Field Services, Department of Education, Univ. of Chicago, September, 1948.

³Winnipeg Guidance Club, Report on Guidance Activities in the Winnipeg Schools, Unpublished Material, Sept. 1949. pp. 209.

the classroom teacher to present the important material of group guidance.

At the present time almost all of the junior high schools in the city (20) and all of the senior high schools (6) are making some attempt to follow the programme. The degree of success in the junior high school varies from school to school and even from classroom to classroom since, on the whole, guidance at this level is organized on a home-room basis. Counselling is incidental. In the senior high schools half-time counsellors are in charge of the programme. Counselling time is provided and an adequate service is being developed.

There is no supervisor or director of guidance, but the superintendent, Dr.H.McIntosh, has, in the past, supervised the activities and cooperated with a coordinating committee appointed from the Guidance Club to make recommendations to him. Undoubtedly, a greater degree of efficiency would result if a director or Co-ordinator could be appointed but, as yet, no move has been made in this direction.

Standard Programme

Provincial

The Provincial Programme of Studies for the Junior High Grades provides for a group guidance programme organized around seven activities:⁴

1. Activities to get pupils started right.
2. Activities concerned with organizing the class.
3. Activities to help him do his school work efficiently.
4. Activities to help him to get along with others.
5. Activities to help him to become a good citizen.

6. Activities to help him to live safely.
7. Activities to help him to choose a vocation wisely.

It provides also for counselling and record keeping. No special guidance folder is recommended but the teacher is advised to keep the standard record card, provided by the Department of Education properly filled and filed. Details of this record card are given in the January, 1951, issue of The Manitoba School Journal:

We have an excellent cumulative record form, which, if kept carefully from grade one, would become more and more useful as the pupil concerned advanced through the grades, and after the pupil's graduation, would be most valuable reference material. This form, available from the Text Book Bureau, provides, of course, for a complete record of school achievement, and, in addition, for personality ratings on the results of various types of tests. It is made up in the standard letter size file—actually the report card itself is a file folder in which correspondence and memos concerning the pupil can be kept. These report forms were prepared through the efforts and the devotion of a great deal of time and thought on the part of Brother Bruns of Provencher School, St. Boniface, Principal Softley of Norwood, Inspector C. J. Muller and others, in the hope that they would be used, at least by the larger schools of the province where such reports of a confidential nature as these could be built up and kept.

Today's recognition of guidance as an important part of the school programme certainly includes a cumulative record. Such a record will save a great deal of time as the pupil progresses with his card from teacher to teacher—time which would otherwise be spent in duplication of effort in finding the level of ability, interests and personal qualities of the pupil.⁵

⁴Programme of Studies for Junior High Grades, 1947.
op. cit., pp. 52.

⁵Manitoba School Journal, January, 1951. Vol XII. No. 5. Deputy-Minister and Chief Inspector's Page, Cumulative Records, pp. 3. Published for the Department of Education, Province of Manitoba by the Public Press Ltd., Winnipeg, Man.

The Programme of Studies for Senior High Schools speaks of guidance as being divided into four main areas—educational, vocational, personal and social. It lists objectives and purposes of a guidance programme for the province.

The programme for Level I (Grade X) is as follows:⁶

Educational Guidance

Ability and Achievement

1. Survey data from previous standardized and school tests.
2. Retest with suitable intelligence and reading tests.
3. Survey general achievement in the various school subjects.
4. Use diagnostic tests in language, reading and mathematics.
5. Carry out individual counselling in particular cases.
6. Survey study habits in school and at home.
7. Assist in developing good study habits, e.g. budgeting time.
8. Study the guidance folder recommended for school use.

Interests

1. Survey out-of-school activities, sports, home duties.
2. Survey interests in the various school subjects.
3. Survey interests in reading.
4. Survey tests in non-academic fields.
5. Administer two or three personal interest inventories.

Possibilities

1. Discuss further education in present school.
2. Discuss opportunities for education in other institutions, e.g. high schools, universities, etc.

Vocational Guidance

Vocational Information

1. How to study an occupation (Brewer, Stewart)
2. Study of occupational fields— a general study by the class of broad occupational categories. (Brewer, Stewart)
3. Investigate specific occupations on a basis of individual interests.

Vocational Interest

1. The Kuder Interest Inventory might be used as an exploratory device.
2. Use a vocational interest check list.

Vocational Aptitude

1. Personal interview and observation.
2. Assessment of achievement in school subjects.
3. Aptitudes needed for various occupations.

⁶Programme of Studies for the Schools of Manitoba—Senior High Schools, 1950-51. Dept. of Educ., Winnipeg, Man. pp. 83-85.

Vocational Counselling

1. Using data to arrive at a decision regarding a vocation.
2. Arriving at individual decisions.
3. Group and individual discussion of occupations
4. Procedure in seeking a job.
5. What the employer expects (Stewart).

Personal Guidance

Physical Development

1. Variability in growth and development of adolescents.
2. Characteristics of normal adolescent growth-physical changes.
3. Making best use of physical equipment
4. Refer to individuals who have overcome handicaps.
5. Habits of good physical hygiene.

Mental Development

1. Variability in growth and development of adolescents.
2. Success relative to ability, industry and methods of work.
3. Maturation, a factor in mental development.
4. Learning, remembering and forgetting.
5. Characteristics of good mental health.

Emotional Development

1. Basic personality needs—security, affection, independence, social approval, recognition, success, new experiences, likeness to others, possession.
2. Effects of emotions on one's behavior.
3. Emotional control.

Moral Development

1. Emphasis on the development of a system of values basic to democratic living.

Social Guidance

1. As a member of a family.
2. As a member of the school and community.
3. Relationships with age mates.
4. Individual rights and responsibilities.
5. Characteristics of a good democratic citizen.
6. Manners and morals.
7. Learning to live with people.

Guidance II (Grade XI) instructs the teacher to continue the work begun in Guidance I with special emphasis on individual interests and needs.

Guidance III (Grade XII) continues the programme of Guidance I with emphasis on opportunities for further education and vocations. The problem of personality adjustment is also

given continued attention in this grade.

Winnipeg Schools

The guidance teachers of the city of Winnipeg considered that the above outline did not provide enough direction to teachers, inexperienced and untrained in guidance work. Although they were not unanimously in favor of a hard and fast outline of group guidance lesson material, it was decided that, under the present organization, where homeroom teachers, often not particularly interested in guidance, are charged with carrying out the programme, the material would not be given adequate attention by all teachers unless more help was supplied to them.

A meeting of a core committee of experienced and qualified guidance personnel decided on the format of the material to be prepared. The objectives of each grade (VII-XII) were drawn up and it was decided that each grade outline should contain sufficient teaching material for at least twenty teaching periods. Each outline was to be called a "Resource Unit" and was to follow the headings- Objectives, Activities-Introductory, Developmental, Culminating, and Teaching Aids. A chairman was appointed for each grade and a committee of six or seven members of the Guidance Club was struck off to act under his direction. Meetings of the chairmen were called regularly to examine and check on the material in each grade as it was prepared.

The resulting material is now being used on a trial basis and will be re-drafted after a trial period of use. The titles of the resource units at each grade level are as follows:

Grade VII (33 pages)

1. Orientation to new school surroundings.
2. Orientation to the departmental system.
3. Preparation for class elections.
4. "Student Information Form" administered.
5. "Dominion Test of Intelligence" administered.
6. Adjustment between school and other activities.
7. "Question Box"-problems suggested by pupils for discussion.
8. Home study methods.
9. Preparation for examinations.
10. How to write examinations most effectively.
11. "Question Box".
12. "My Life Story"-Autobiography.
13. Sportsmanship-In and out of sports.
14. Tolerance at home and International Understanding.
15. Elementary Principles of Parliamentary Procedure.
16. Hobbies.
17. Smoking.
18. Home Responsibilities.
19. Bicycle Manners and Safety.
20. The Significance of French in Course Planning.

A student information form particularly adapted to Winnipeg schools was included in this material for trial use and later revision.

Grade VIII (19 pages)

The resource units for this grade were much longer, planned for use during several periods, and thus were not so numerous. The titles were as follows:

1. How Do I Rate as a Student?
2. You and Your Leisure Time.
3. "Why Behave"?
4. School Citizenship
 - (a) You are a citizen of Canada.
 - (b) The good citizen at School.
5. Citizenship in the Home.

A copy of the Vocational Guidance Centre Workbook-"Growing Up" was included in the distribution of this material with the request for teachers to study it and to order sufficient copies for student use from the supply department

if they felt that it would be useful.

Grade IX (76 pages)

This programme was much more detailed than the others and gave a great deal of illustrative material for teacher use. The titles of units included were as follows:

1. Student Information Form
2. Home Study.
3. Etiquette and the Social Graces (5 units).
 - (a) Good Manners in School.
 - (b) Good Manners in Public Places.
 - (c) Good Manners in the Home.
 - (d) Dating.
 - (e) Personal Problems.
4. Sportsmanship
5. Allowances and Part-time Work (2 units)
 - (a) Your Share in the Family Budget
 - (b) Out-of-School Employment.
6. Classifying Occupations
7. The Producing Occupations
8. The Service Occupations
9. Analyzing an Occupation
10. Preparing Vocational Ladders
11. What is the School's Place in Preparing its graduates for an Occupation?
12. Relating Work to School Subjects.
13. Relating Work to School Courses in Manitoba.
14. Factors in Selecting an Occupational Field.
15. The Senior High School Programme in Manitoba.
16. The General Course.
17. The Commercial and Agricultural Courses.
18. The Home Economics and Industrial Courses.
19. The Technical-Vocational High School.
20. Choosing a Course.
21. Choosing Your Course.
22. Relating Occupations and Individuals.
23. Making the Selection of a Suitable Course.
24. Completing the Selection of a Suitable Course.
25. The Interview.

Other topics for a selected group planning on leaving school at the end of Grade IX include:

1. Finding the Vacancy.
2. Letters of Application.
3. Application Forms and Special Tests.
4. The Employment Interview.
5. Advancing in the Job.

Grade X (26 pages)

The following topics are developed as resource units for Grade X:

1. Orientation to School
2. School Government
3. Student Information Forms
4. Testing--American Council of Education Psychological Test.
5. How to Study
6. How to Organize Your School Life
 - (a) Academic
 - (b) Extra-Curricular
7. Examination Results
8. Subject Evaluation
9. Personal Re-analysis
10. How to Study an Occupation
11. Film Parade of Occupations
12. Part-time Employment
13. Looking for Employment
14. The Technique of the Employment Interview
15. Getting Along on the Job
16. Drop-Outs
17. A Survey of Occupations in the Winnipeg Area.

Grade XI (31 pages)

The resource unit titles listed for Level IIa or first year Grade XI are as follows:

1. "My Summer Job" or "How I Spent My Vacation".
2. Getting Back to School
3. Getting Acquainted with myself
4. Emotions
5. Intelligence
6. Habits
7. Heredity and Environment
8. Physical Development
9. Mental Development
10. Facing the Facts About Learning
11. Motivation and Frustration
12. Personality
13. Getting Along With People
14. Resource
15. The Good Life
16. The Type of Job in Which You Will Be Most Interested.
17. "What is Education?" Its Aspects and Values.
18. Family Living.

Grade XII (24 pages)

The resource unit titles in Level IIb, second year Grade XI or Grade XII are as follows:

1. Necessity for Having a Vocational Choice
2. Personality Rating Chart
3. Personal Qualifications for the Job.
4. Guidance—An Aid in Occupational Choice.
5. A Realistic Approach to Occupations
6. Opportunities in Canada.
7. University Courses in Manitoba
 - (a) Under-graduate
 - (b) Post-graduate
8. Professions not covered by the University of Manitoba.
9. Scholarships and Bursaries.
10. Opportunities for Training in Clerical Work.
11. Trades and Crafts.
12. Getting and Holding a Job.

The material, as presently in use, is considered to be a draft copy only and revisions are contemplated as experience demonstrates weaknesses. Meetings are now being held of teachers who have used the outlines with the object of reducing over-laps and repairing omissions and it is planned ultimately to re-issue the material in booklet form.

It must be understood that the above material is the group guidance section of the programme only and that individual work is done in counselling periods in the senior high school. Many of the discussion topics during the routine interviews are related to and grow out of the group periods. Special interviews are arranged with students who are not making satisfactory progress or adjustment in the high school situation. Counselling time in the junior high school is not regularly provided and thus much of the counselling at this level is incidental, taken care of during spare moments during the day or after hours.

Child Guidance Clinics

There are at least four child guidance clinics active in the province. One is in the city of Brandon, one is maintained by the school district of Winnipeg, one is operated by the Faculty of Education, University of Manitoba, in connection with their teacher training programme and the Provincial Child Guidance Clinic which operates at the Psychopathic Hospital and deals particularly with suburban children.

The Winnipeg Child Guidance Clinic is the largest of these and is more closely woven into the school system than the others. For this reason its organization will be discussed in some detail. A full outline of the aims and philosophy, organization, and programme of this clinic is presented in an article by Miss Grace L. Dolmage, Co-ordinator, published in a recent issue of "Canadian Education".⁷

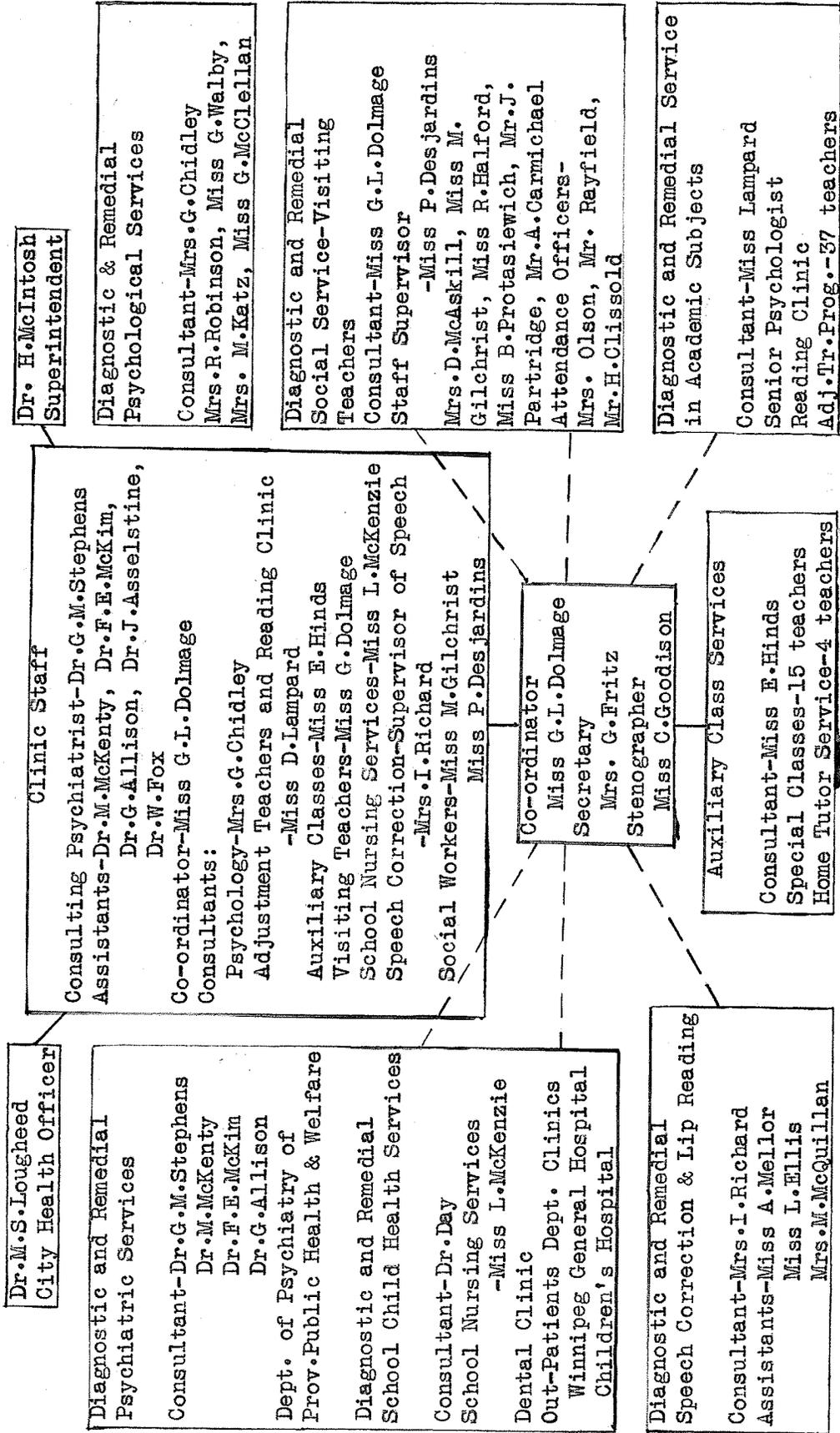
Table I, on the following page, illustrates how the personnel of the clinic is inter-related with those of its allied services. It shows the relationship between the employees of the School Board and those of the Department of Health, and demonstrates the complexity of the organization of a modern child guidance clinic. The Winnipeg Clinic, in the words of the co-ordinator, "attempts to bring together the resources representing modern sciences dealing with human behavior- the psychiatrist and other physicians, especially pediatricians, and psychologists, as well as psychiatric soc-

⁷ Grace L. Dolmage, "The Winnipeg Child Guidance Clinic", Canadian Education, Official Publication of the Canadian Education Association, Toronto, Ont. March, 1948. pp. 52-77.

Table I

THE WINNIPEG CHILD GUIDANCE CLINIC
School District of Winnipeg

CHART OF CLINIC PERSONNEL AND PERSONNEL OF ALLIED SERVICES



ial workers, nurses, principals, supervisors and teachers, for the study and guidance of the children of the city of Winnipeg."

It should be understood that the clinic proper is principally a diagnostic agency. It makes its recommendations to the authoritative bodies of the agencies and organizations related to it and they carry out the details necessary in implementing the clinical recommendations. These agencies are the Children's Aid Society, the Family Bureau, the United Hebrew Social Welfare Society, the Y.M.C.A., the Y.W.C.A., the Y.M.H.A., the City and Provincial Welfare Departments, the Juvenile Court and the new Family Court and, of course, schools themselves. Suggestions for clinic study come from many sources including public health nurses, speech therapists, psychologists, adjustment teachers, visiting teachers, class teachers, principals, parents and social agencies.

The different aspects of the work include an extensive preventive and diagnostic programme of mental hygiene, a diagnostic and remedial programme of speech, psychological and health problems. A testing bureau is maintained, an adjustment service, a reading clinic, a visiting teacher department, ungraded classes, occupational classes, home tutors for the physically handicapped, classes for the hard-of-hearing and the blind, sight saving classes and provision for the socially maladjusted child.

The Winnipeg Child Guidance Clinic has done much to publicize the guidance programme and the work of the clinic

among teachers and the general public. Specialists in the clinic conduct in-service training, summer school and evening school classes. During the course of a year, the aims and methods of different aspects of the clinic are interpreted to many groups in the community. Miss Dolmage lists the following groups as having been addressed by guidance clinic personnel in the year 1948: the Manitoba Medical Association, the Winnipeg Medical Society, the Canadian Association of Social Workers, Home and School Associations, Parent Education groups, Service Clubs, Church groups and others.⁸

Measurement

Provincial

No provincial agency exists to aid in test selection or supply. The Provincial Programme of Studies at both junior and senior high school levels lists tests recommended for use by teachers who have had training in their administration and use. In general, the source of tests recommended is the Vocational Guidance Centre, Ontario College of Education, University of Toronto.

For many years the Department of Education has supervised the administration of tests at the end of Grade IX to determine the eligibility of students to do senior high school work. This programme of testing has been supervised by the Inspectoral staff and has aided materially in the selection of senior high school pupils. These tests were

⁸Dolmage, ibid., pp. 77.

first given in 1935 and until 1944 were prepared by the Inspectors themselves. No attempt at standardization was made and the results were used only in a general way to compare students over the province. Subject achievement, general knowledge and reading ability were surveyed during these years. In 1945, standardized tests were used for the first time when the "Dominion Group Test of Learning Capacity"-Form A, was given to all Grade IX pupils in the province of Manitoba. In 1946, "Form B" of this same test was used. In 1947, three tests were administered, viz., Otis Self-Administering Test of Mental Ability, Intermediate, Form A, Traxler, Silent Reading Test for Grades 7-10, and Tessler, Test of Reading Comprehension. In 1949, the tests used were the Otis Self-Administering Test of Mental Ability-Intermediate, Form A, again and H.R. Beattie's Test of Mathematical Fundamentals. Reading tests were given to both Grade IX and X students in this year with the Grade IX's writing the Haggerty Reading Examination-Sigma, Form A, and the Grade X's writing the Co-operative English Test of Reading Comprehension, Test C 1. The use of similar tests was continued in 1950. One of the inspectors has headed up a group of his colleagues who spend a large part of the summer vacation in preparing a statistical analysis of the results of this testing. The Inspectors use the results as a check on the achievement standings forwarded by the school and on which promotions are based.

City of Winnipeg

A fairly adequate testing programme exists throughout

the entire Winnipeg school system. The Winnipeg Child Guidance Clinic has a staff of trained psychometrists who supervise individual testing and who may be called in at any time by the school staff to administer specialized individual tests. The equipment of the clinic is quite adequate to serve the city system. It includes a wide variety of intelligence, performance, achievement and personality tests and adequate supplementary equipment- a Keystone Telebinocular machine for detection of visual difficulties, materials for laterality tests for detection of incorrect articulation of certain consonants, a reading rate controller for increasing rate of reading, a metronoscope to aid in phrase reading and films to improve perception, phrasing and reading rate.

Group tests of various types are administered in the elementary school by the teachers under the supervision of the clinic or, by the adjustment teachers. In the junior high school, the adjustment teachers often supervise the testing programme or the guidance staff, in general, look after it. The California Short Form Test of Mental Maturity is given near the beginning of the child's schooling and again at the entrance to junior high school. The Department of Education tests in Reading, Mathematical Ability and General Intelligence are used at the end of Grade IX.

In the senior high schools, all Grade X pupils are given the American Council of Education Psychological Test which provides language (L) scores, quantitative (Q) scores, and general intelligence (T) scores. The Dominion Group Test

of Learning Capacity, Advanced Form, is also administered to most of the pupils at this level. In Grade XI, the Kuder Preference Record Form is used to determine vocational interest and the Bell Adjustment Inventory, Student Form, is used for special cases as an aid in discovering sources of personal and social maladjustment. In Grade XII, the Advanced or College Form of the American Council of Education Psychological Test is used with all general course students. Other tests are used according to the wishes of the counsellors and aptitude tests, both mechanical and clerical are in use on an individual basis in the various high schools. Arrangements have been made to secure supplies of tests through the Supply Department of the School Board and all guidance requirements are ordered in the spring for delivery in the fall. In general, the source of supply is the Vocational Guidance Centre in Toronto.

The V.G.C. and the Hamilton Cumulative Record Folders and Student Information Forms have been used in the past but almost all secondary schools, at present, are using the V.G.C. Form. In the recent survey by the Guidance Committee, blank manila tag folders with a new specially designed questionnaire form were recommended but are not yet in general use.

No instruction manual is available for interpreting the use of guidance questionnaire or record folders to the teachers. Most of the information obtained by use of the above-mentioned tests and questionnaires are used in counselling.

Acceptance

The guidance programme in Manitoba is still imperfectly understood by teachers, students and general public and sometimes even by administrators. On the provincial scale, it is difficult to institute an overall pattern due to rapid turnover of teachers and also to the pressure on the teaching staff due to large classes, wide range of curriculum offerings, lack of instruction in guidance principles in training institutions, difficulty of obtaining supplies and information, lack of demand by public or students, etc. There has been little pressure placed on the provincial Department of Education to institute leadership in this field although some demands have been made from time to time usually from urban groups.

In the city of Winnipeg, the programme grew with little or no leadership from the administrative level, although a sympathetic hearing has always been given to teachers seeking tests or supplies. As the body of trained and interested teachers and principals grew, the administration has cooperated fully in developing the programme. Counsellor's rooms have been made available in all of the senior high schools, tests and supplies are readily available, counselling time is provided in all senior high schools and group guidance time at both junior and senior high levels. More and more principals are finding the service useful and are co-operating in its expansion, although guidance has not, as yet, taken its place as a unifying influence on the whole programme of

the school. Regular meetings of staff personnel to consider guidance problems are not generally held and guidance officers are not, in general, consulted as to changes in the whole school programme.

A quotation from the Reavis Report⁹ will make clear the opinion of the survey group as to the acceptance of the service in city schools:

In schools where specialized guidance officers are provided, the teachers accept them and refer problems to them. Most junior high school principals express themselves as favorable to the inception of the programme but find difficulty in providing teacher-time beyond the one period per week per class as provided by the Department of Education of the province. Where guidance facilities are provided, the students accept the service and voluntarily seek help from the guidance officer. Guidance records are used, where available, by all school officials—class teachers, nurses, visiting teachers, etc.

Organization

Enough has been said about the lack of directors or supervisors on both city and provincial bases to indicate that appointment of such officials would be a very welcome occurrence to the people in the province interested in the growth and development of the service.

Guidance is not included as a regular topic on the programme of teacher-training in the Provincial Normal School although reference is made to it at several places in the course of the year's work. The staff includes several persons with special training but as yet there is no plan to inaugurate the service as a regular feature of teacher-training in the Normal School.

⁹Report of Directed Self-Survey, op.cit., P.311.

The Faculty of Education, University of Manitoba, has been the mainspring from which guidance practice and procedure has developed. It has provided teacher training to its graduates through its special child guidance clinic and through courses to its graduates. Post-graduate students have attended classes in Mental and Achievement Testing, Psychology, Statistics (both elementary and advanced), Guidance in the Elementary and Secondary Schools, Personnel Service in the Senior High School, etc. These students have spread throughout the province and provide the real hope for keeping alive this new and worthwhile service.

No special certificates are issued to guidance personnel and most counsellors are selected on the basis of their interest in and willingness to do, the work. Where staff is qualified, of course, training in post-graduate courses is a factor in selection. Recently a series of courses for undergraduates leading to the degree of Bachelor of Pedagogy has been inaugurated and is proving popular with teachers wishing to improve their professional standing.

Job placement is not a feature of the guidance programme in Manitoba except in the schools of the city of Winnipeg where very cordial relations exist with the local branch of the National Employment Service. This agency has a liaison officer, Mr. J. Mullan, whose special function is to promote harmonious understanding between his office and the schools. A special form is provided to the schools on which they report on young people seeking employment and the

special Youth Department of the National Employment Service arranges interviews and attempts to place boys and girls in positions upon the school's recommendation. Their staff often attend meetings of the Guidance Club and speakers from their office advise the club on vocational trends. They issue a weekly bulletin on the employment situation and copies of this report are mailed to all school counsellors. Industrial visits of counsellors are arranged by this office to provide teachers with up-to-date and accurate pictures of conditions in vocations and industries.

CHAPTER VI

DEVELOPMENT OF GUIDANCE IN THE OTHER WESTERN PROVINCES

Introduction

The three western provinces of Canada, although starting later than their eastern neighbors have moved rapidly toward integrated programmes and cumulatively have outdistanced their eastern counterparts. Saskatchewan, Alberta and British Columbia have all appointed provincial directors of guidance and are moving towards educational systems interwoven by guidance practices and embodying its principles. Large cities in all three provinces have appointed supervisors and teachers and administrators have taken hold of the programme with the wholehearted idea of absorbing its teachings into the school system.

Present Situation

Six hundred centres in the province of Saskatchewan have guidance programmes of varying quality. The main centres are Regina, Saskatoon, Moose Jaw, Weyburn, Swift Current, Yorkton, Prince Albert and North Battleford.¹ The grades included in the programme are usually IX-XII, although individual attempts have extended it downward into the elementary school. A Provincial Director of Guidance, T.M.Spencer, was appointed in 1944 and since that time the programme has been centralized and co-ordinated throughout the province.

In the province of Alberta, a provincial Supervisor of Guidance, A.A.Aldridge was appointed in July, 1947. Prior

¹T.M.Spencer, op. cit., See Appendix.

to that time attempts had been made to institute programmes in the schools of Edmonton and Calgary. At the present time, counsellors are being employed, as such, in all high schools and in many of the junior high schools of these two cities. Edmonton has a counsellor in each of its high schools, devoting half-time to this work and one intermediate or junior high school has a counsellor employed similarly during the current year. Plans are to extend this service to two more junior high schools during the year 1950-51. Guidance directors were appointed in Calgary (H.E.Panabaker) in 1945 and in Edmonton (W.P.Wagner) in 1946. High schools in Lethbridge, Medicine Hat and Red Deer also have half-time counsellors. There are teachers in many of the schools who are doing a good deal of work in guidance both through a high school elective course and by doing individual counselling. This service is largely offered to the high school grades with emphasis placed on Grades X and XII.²

The province of British Columbia set up a Division of Educational and Vocational Guidance under a director, H.P. Johns, in 1944. Since that date, the emphasis has been placed upon the development of an effective counselling service. The School Act was amended in 1947 to permit the payment of special grants on behalf of full-time and half-time counsellors appointed with the approval of the Department of Education. At present, thirty-four schools and seventy-six counsellors are operating under this reimbursing scheme. Few of the one

²A.A.Aldridge, op.cit., See Appendix

hundred and twenty-odd secondary schools in the province are without organized counselling services and it is expected that the majority of these having the required two hundred and fifty pupils will be included in the special grant plan within the next year. All junior and senior high schools in the province (134) have guidance programmes but the main centres are located at Victoria, Vancouver, New Westminster, Richmond, Nanaimo, Port Alberni, Kamloops, Vernon, Kelowna, Penticton, Oliver, Rossland, Trail, Nelson and Cranbrook. Grades VII-XII are included in the programme.

Standard Programme

The standard programme in the province of Saskatchewan is considered to require (1) personnel; (2) a testing programme; (3) a cumulative record system; (4) group guidance; (5) individual counselling; (6) conferences with parents, teachers, employers and others; (7) a placement programme (employer contacts, follow-up research); (8) a guidance library with continuous occupational information service; (9) use of auxiliary services such as films, radio, national fitness and health programmes.³

The group guidance programme in this province is divided roughly into grade classifications as follows—personal guidance in Grade IX, vocational guidance in Grade X and psychology in Grades XI and XII.

The Grade IX course is arranged around seven topics:

1. Getting acquainted with the school.
2. Learning to Study

³Programme of Studies for the High School, Bulletin 1, Department of Education, Prov. of Sask., Regina, Sask. 1946. pp. 18.

3. Group discussions of such topics as:
 - a. Getting along with the family
 - b. Home duties
 - c. Spending allowance
 - d. School problems
 - e. Attitude toward authority
 - f. Care of property
4. Working and Living
5. Surveying Occupations
6. Factors involved in choosing an Occupation
7. Selecting Courses for next Year.

The Grade X course is arranged around the following topics:

1. How to Study
2. Personal and Social Development
3. Relating education and Vocations
4. Getting information about Occupations.
5. Your Future Education.

The Grade XI and XII course is arranged around the following topics:

1. Psychology and Its Methods.
2. Human Needs and Human Adjustments.
3. The Physical Means of Adjustment.
4. Reflexes and Emotions.
5. Intelligence.
6. Habit.
7. Conditioning.
8. How Meaning Arises.
9. Heredity.
10. Physical Development.
11. Mental Development.
12. Learning.
13. Personality.
14. Enhancing the Ego.
15. Motive and Frustration.
16. Personal Culture.
17. How to Get Along With Other People.

The programme in Alberta is still in the formative stages. The high schools have had an elective, Vocations and Guidance I, on their course for a number of years. This is offered in Grade X or XI to any student desiring it. During the year 1949-50, the content of this elective was revised

and a personal development course for grades VII, VIII, and IX was introduced on a trial basis in Grade IX in nine selected schools throughout the province. This course involves three major aspects:

1. How to study and planning for the high school
2. Personal growth and development
3. Introduction to the study of occupations and how to apply for a job.

In the past the major emphasis has been placed on counselling and this aspect of guidance will not be neglected in the future but the Department of Education is considering the extension of the projected group guidance course into all levels as is done in other provinces with well developed programmes.

In the year 1937, the province of British Columbia placed group guidance in Grades VII-XII on a compulsory basis with one period per week in each grade set aside for this purpose. A counselling service was outlined at the same time but was not placed on a compulsory basis. The attempt to carry on the group programme in one period per week has not been found satisfactory and during the past year the programme has been revised so that guidance will become a five-period-a-week subject in grades IX, X and XI with the provision for the single period being continued in grades VII and VIII. Details of this new extended group guidance programme are not yet available.⁴

⁴H.P. Johns, op. cit., See Appendix.

Child Guidance Clinics

Child Guidance Clinics in the Province of Saskatchewan are operated by the Provincial Department of Health. Clinics have now been opened in Regina, Moose Jaw, Weyburn and Saskatoon and it is expected that the service will be extended.

Child Guidance Clinics in the province of Alberta are operated by the Provincial Department of Health in close liaison with the schools. Clinics have now been set up in Calgary and Edmonton, members of which travel in teams through southern and central Alberta. Liaison is established with the school superintendent in each division and children are referred by school authorities with the consent of the home. It is planned to expand this service by the location of clinics in other parts of the province. Every effort is made to take care of the very important aspect of follow-up.

The province of British Columbia also operates its clinics under the Provincial Department of Health with the exception of the city of Vancouver where the clinic is under the direction of the Metropolitan Health Board. Excellent cooperation exists between the clinics and the schools and referrals are made freely from the schools.

It will be observed that the plan in the three western provinces follows that of Ontario and Quebec. Manitoba alone, as represented by the city of Winnipeg, has deviated from the traditional pattern by setting up a clinic operating under the direct control of the school board but with partial responsibility to the Department of Health.

Measurement

A testing service has come into existence in the province of Saskatchewan. The Guidance Branch has a library of intelligence, school achievement, aptitude and personality tests. Teachers are able to see samples of various tests before they choose any particular one for their schools. Plans were made in the year 1950 for the use of certain tests in a survey of the province. The main source of tests has been the Vocational Guidance Centre in Toronto but in 1949 the Saskatchewan Book Bureau stocked a supply of tests for the use of the schools of the province.

The Programme of Studies⁵ makes the following statement in regard to tests for Grade IX:

The object of a testing programme is to obtain as much information as possible about a student. The programme consists of the administration of as many different types of tests as the principal and teachers are convinced are worthy of use, among which might be, academic aptitude tests, reading tests, mechanical and clerical ability tests, interest and aptitude tests, art tests, music tests, personality inventories and the like.

In the Programme of Studies, 1948,⁶ the following tests are recommended for use with Grade XI classes:

Interests

1. Kuder Preference Record
2. Lee and Thorpe-Occupational Interest Inventory

Mechanical Ability

1. Revised Minnesota Paper Form Board
2. Mechanical Comprehension Test-Bennett

⁵Programme of Studies for the High School, 1946.
op. cit., pp. 18.

⁶Programme of Studies for the High School, Bulletin 3,
Department of Education, Province of Saskatchewan, Regina, Sask.
1948. pp. 13.

Clerical Ability

1. Minnesota Vocational Test for Clerical Workers
 2. National Institute of Psychology Clerical Test
- Personality

1. The Adjustment Inventory, Student Form, Bell.
2. California Test of Personality
3. The Personality Inventory, R.G. Bernreuter

In the province of Alberta, a co-operative testing programme is envisioned for the future. However, this venture is still in the initial stages and, at the present time, is only under consideration. The School Book Branch, Edmonton, Alberta, stocks a supply of authorized tests which are sold at prices comparable to those of the V.G.C. in Toronto, who are their source of supply. The list of authorized tests is as follows:

Intelligence

1. Detroit Beginning First Grade Intelligence Test
2. Detroit Advanced First Grade Intelligence Test
3. Haggerty Intelligence Examination, Delta 1, Grades I-III.
4. Otis, Quick Scoring Ability Tests, Alpha, Grades I-IV.
5. Otis, Self-Administering Test of Mental Ability
Intermediate, Form A and B, Grades 4-9.
Higher Examination, Forms A and B, Grades X and XII.

Aptitude Tests

1. O'Rourke Mechanical Test, Grade IX through University.
2. Minnesota Clerical Test, Grade IX " "

Interest Inventory

1. Kuder Preference Record

In the city of Calgary, an intelligence test is administered to beginners in Grade I and another similar test in Grade VI or Grade VII. In Grade IX, four tests are administered-(1) Kuder Preference Record, (2) Minnesota Clerical Aptitude Test, (3) Minnesota Paper Form Board Test of Mechanical Aptitude, (4) Bennett, Test of Mechanical Comprehension or Stenquist Test of Mechanical Aptitude.

A complete testing service is maintained in British

Columbia. The main source of tests is Science Research Associates, Chicago, Ill., California Test Bureau, Hollywood, California, and the Vocational Guidance Centre, Toronto, Ont. This province has developed a number of forms useful to the counsellor in interviewing and keeping records and these are supplied to the schools of the province free or at minimum cost. They are printed by the Department of Education and normally produced in pads of fifty. Some of these forms include:

1. Personal History Record
2. Home Teacher's Report
3. Personality Rating Form
4. Activity Report Form
5. Work Experience Record
6. Record of Student's Plans
7. Teacher's Anecdotal Form
8. Teacher's Analysis of Student in Need of Counselling
9. Record of Interviews
10. Counsellor's Transfer Card
11. Counsellor's Record Folder (Size $8\frac{1}{2}$ x 11)
12. Counsellor's Record Folder (Size $8\frac{1}{2}$ x 14)

No other province in Canada has the variety and scope of forms provided by British Columbia and it is probable that the necessity of a large-scale testing programme is minimized by these forms. The testing programme is largely left to the discretion of the teacher.

Cumulative Records

All three of the western provinces have developed their own cumulative record folders and student questionnaire forms. They are in folder form, size $8\frac{1}{2}$ x 11, although the province of British Columbia supplies folders in size $8\frac{1}{2}$ x 14, if desired. The most detailed of these is from the province of Alberta where twenty-two sub-divisions are set up (two and

one-half pages of questions). All questionnaires seek student information in regard to the following topics:

1. Home Background
2. School History and Record of Class Work
3. Mental Ability and Academic Aptitude
4. Achievement and Growth in Different Fields of Study
5. Health
6. Out-of-School Experiences
7. Educational and Vocational Interests
8. Special Aptitudes
9. Personality
10. Plans for the Future

Many cities in these provinces have developed their own cumulative record folders and student questionnaire forms containing spaces for information which the counsellors consider of special importance in their peculiar situation. Examples of such cities are Regina and Saskatoon in Saskatchewan, Calgary and Edmonton in Alberta, and Victoria and New Westminster in British Columbia. Special forms of all types are much more diversified and more fully developed in these provinces than elsewhere in Canada and probably are an indication of the importance attached to guidance as a school activity in western Canada.

Acceptance

Guidance is fully accepted by all three Departments of Education with British Columbia being in the leading position. Many of the schools in British Columbia have thoroughly modern and efficient counselling suites and guidance laboratory rooms. Mr. H. P. Johns, Director of Guidance in this province states:

Acceptance depends almost exclusively upon the teaching

personnel in the school and varies so much from school to school that I would not care to estimate it. I should like to point out the tremendous influence the principal has as chief administrative officer in the local school unit.⁷

A.A. Aldridge, Supervisor of Guidance, Province of Alberta, gives his opinion of the guidance situation in his province in the following words: "I believe it is fair to state that Alberta educational authorities are now becoming guidance conscious. Interest is developing steadily on all sides."⁸

The service is well accepted by students, teachers and administrators in the province of Saskatchewan. The counselling service is particularly well accepted. T.M. Spencer, Director, states that "teachers feel their lack of training but are attempting to remedy this defect. The public, as yet, is not too well informed as to the service. Attempts have been made to remedy this defect."⁹

Instruction in guidance is included in teacher-training programmes and in summer classes for teachers in the province of Saskatchewan. In the year 1946-47, a plan of awarding scholarships to teachers attending summer classes for guidance instruction was introduced and in that year twenty-three teachers were awarded such scholarships.

Two methods are being used in the province of Alberta

⁷H.P. Johns, op. cit., See Appendix.

⁸A.A. Aldridge, op. cit., See Appendix.

⁹T.M. Spencer, op. cit., See Appendix.

to assist teachers in guidance, (1) Institutes are being conducted throughout the province in which teachers are given instruction in the basic principles including a detailed study of the cumulative record and some indication of the place that testing occupies in the programme. As well, an introduction to the case study method of problem solving is given to the teacher and an opportunity presented for attempted solution of certain type problems. (2) The Faculty of Education is making provision for guidance courses as part of teacher training. These courses will be available at the summer session as well as during the winter. It is expected that teachers who wish to specialize will be able to take a guidance pattern in the B.Ed. programme.

Organization

All of these provinces have directors and many cities have supervisors within the system. The British Columbia plan of grants-in-aid mentioned previously is a significant development and is worthy of closest attention by the other provinces.

The duties of the director in the province of Saskatchewan are varied. The guidance programme at present is pursuing an eight point plan; (1) By means of addresses and published articles, the general public is being made aware of the meaning and importance of guidance; (2) the services of the director of guidance are available to school boards and teachers, who wish information and advice about estab-

lishing guidance programmes or about mental hygiene problems in their particular schools;(3)since 1941, the University of Saskatchewan has offered a six weeks summer school course in guidance for teachers. This course is given at Regina College as well as at the University. During the winter term the College of Education is conducting a guidance course for candidates who seek the B.Ed.degree. These courses will be continued and extended.(4)A committee of teachers is making a syllabus for each year of the high school course. When it is completed, this syllabus will become part of the regular high school course of studies.(5)A guidance library has been assembled.(6)A vocational information service has been established.(7)A testing service has come into existence.(8)Plans are now complete to make a survey of agricultural, industrial and professional occupations in the province. The director is in charge of the furtherance of these varied projects. It is hoped to overcome the greatest obstacle to present progress, the shortage of trained guidance workers and counsellors by means of attaining several of the above-stated objectives.

Since the provincial programme was introduced in the province of Alberta interest has developed steadily. Every effort has been made to bring before the public, generally, the fact that such a programme is in existence. Student groups are addressed as well as Home and School Associations and other groups. Teacher institutes are held, radio programmes are provided and teachers-in-training given instruct-

ion. Temporary difficulties in this province, which may be considered as obstacles to growth which will be overcome with time, are; (1) Inadequacy of training and appreciation on the part of teachers, generally; (2) the cost of providing the services of specialists, which assumes some significance when one considers the heavy expenditures being made for new school buildings and the rise in the level of teacher's salaries, (3) the need for a good programme of public relations to inform those interested in education of the value that can be gained from an expanded guidance programme, (4) the general shortage of teachers, which means the employment of many people on a temporary basis in order that schools can be kept open.

The Director in the Province of British Columbia is in charge of the organization and administration of all guidance and counselling services in the schools and is also in charge of the in-service programme carried on by the provincial government. Instruction in guidance is provided for in the teacher training programme but only in the way of a general introduction or over-all view of the service. "Specific training for counsellors is not given, nor recommended, at this level, but we feel that the prospective counsellor must first be a teacher and appreciate some of the problems of a teacher-in-service before he attempts to train as a counsellor."¹⁰

¹⁰H.P. Johns, op. cit. See Appendix.

One of the features of the guidance service in British Columbia has, for some years, been the close co-operation built up on a provincial basis between industry and business and the schools. For example, all schools have been supplied with job studies prepared by industry under the supervision of the Provincial Guidance Division. At present, twenty-six industries are covered in this series. The British Columbia Products and Industrial Bureau annually awards three thousand dollars in bursaries to students making the best original job studies in their guidance classes. Bi-monthly statements of employment trends in British Columbia are issued to all counsellors.

Schools are equipped with a standard filing system for occupational information and the Provincial Division of Educational and Vocational Guidance assists in issuing lists of available and inexpensive pamphlet material. Classified lists are issued every second month. Direct issues of pamphlets secured are also frequently made. For example, in one year, four hundred and ninety pamphlets were listed and classified and an additional fifty-five were issued directly to all secondary schools. During the same year, another eighteen studies in the "British Columbia Occupations Series" were prepared and issued by the Department of Education and a total of seven prepared by business groups.

The province of British Columbia shares with Ontario the distinction of being one of the two provinces in Canada to set up certification requirements for counsellors. Details

of the British Columbia plan are given by H.P. Johns, Director, as follows:

The inauguration of the counsellor-grant scheme highlighted the need for additional specialized training leading to certification. Requirements for certification were drawn up after detailed and thorough consultation with experts in various parts of Canada and the United States and are, in basis, those recommended by the U.S. Office of Education and the National Conference of State Directors of Guidance. Though many courses in the guidance field have been and are still available, the Department of Education through its own Summer school of Education has undertaken the specialized counsellor training programme. Last year, fifty counsellors took an intensive five weeks course and next summer will continue their studies, together with another group commencing the first summer's programme. Heading the list of counsellor trainers is Dr. Franklin R. Zeran, until recently in charge of counsellor training at the U.S. Office of Education and now Dean of the Faculty of Education at Oregon State College.¹¹

¹¹libid., See Appendix.

CHAPTER VII

PRESENT TRENDS IN CANADA

General Statement

Five provinces of Canada are committed to provincial guidance programmes. Nova Scotia, Ontario, Saskatchewan, Alberta and British Columbia have appointed Directors and are now co-ordinating their facilities and enlarging their scope. Three other provinces, Manitoba, Quebec and New Brunswick, have made beginnings and certain large cities in these provinces have programmes which will, in time, spread into rural areas. Only two provinces, Prince Edward Island and Newfoundland, have not made significant beginnings but even in these two areas, educational officials express themselves in favor of the inauguration of a plan when circumstances warrant such a move.

The provincial procedure involves acceptance of a programme by the Department of Education and the appointment of a Director of Guidance. This official is in charge of the organization and administration of all guidance and counselling services in the schools. The programme normally extends over grades VII-XII or XIII, where such a grade is provided. Large cities or inspectorial divisions appoint supervisors who work under the direction of the provincial director. In the schools themselves, the principal is the important official and determines the nature of the programme in his school. It is customary to appoint counsellors

on a half-time basis with a full-time counsellor heading up the work in large schools. The classroom teacher is expected to take a large share in the work and attends meetings called by the guidance staff to discuss individual members of her class. She refers problem cases in need of special study and is expected to supply information to the guidance staff in the form of special reports on progress, anecdotal records and personality ratings.

The normal programme is developed around two aspects of guidance, group guidance and individual counselling. The counselling phase embodies many aids to the gathering of information in regard to students, including tests, cumulative record folders, student questionnaire forms, autobiographies, anecdotal records, personality rating forms, teacher's report forms and counsellor's interview forms. The group guidance phase is regulated by a carefully worked out list of suggested topics divided into grade levels. These often include suggested procedures for presenting the material. Work books have not been well developed except in the province of Ontario but the keeping of notebooks is advocated in most of the provinces. Text books have not been adopted although lists of reference texts for teachers use are commonly provided. One period per week per class is the common time allotment.

Child guidance clinics in close liaison with the school are generally administered in close association with the Department of Health.

Testing services have grown up with the guidance programme and usually consist of intelligence tests, aptitude tests (mechanical and clerical), and interest and personality inventories. The Dominion, Otis, California and Detroit Mental Tests are commonly used in the schools of Canada. Other tests regularly used are the Kuder Interest Inventory, Minnesota Paper Form-Board Test of Mechanical Aptitude, Minnesota Test of Clerical Ability, Bell Adjustment Inventory and Bernreuter's Personality Inventory.

Cumulative Record Folders are used in eight of the ten provinces and it is common for large cities to develop forms differing from those used in the provincial programme. In the provinces of Nova Scotia and Ontario, extensive instruction books are supplied to aid the teacher in using the cumulative record form. This is not done in the other provinces.

Administrators and students accept the programme where offered but it is common for teachers to misunderstand the purpose and scope of the work. This opposition is gradually being overcome by summer courses, in-service training courses, and by giving instruction on the general principles of guidance in teacher-training institutions. Post-graduate courses in guidance are offered by many of the universities of Canada but it is not common for a counsellor to take a B.Ed. degree with sufficient variation of courses to round out his entire training. The public, in general, is not too well versed in the aims and purposes

of the service and several provinces feel the need of a good public relations programme. Obstacles to development centre around lack of trained personnel, cost, and lack of understanding by teachers and administrators.

Features of the Programme in Canada

Each of the provinces has developed its programme individually but in general the pattern established is common to all. However, some deviations seem to stand out and warrant special mention. Outstanding among these are:

1. The Winnipeg Child Guidance Clinic.

The inter-woven pattern of the Winnipeg Child Guidance Clinic with the Winnipeg School Board is peculiar to this clinic in the Dominion of Canada. No other school district has so thoroughly adopted this aspect of the guidance programme as to set up a special department to deal with it. Inquiries are being received from many regions in regard to its organizations and it is possible that the idea may be favorably received in other areas. The Province of Alberta has developed the plan of travelling clinics administered by the provincial Department of Health.

2. Relationships with National Employment Service.

The Special Placements Division of the National Employment Service has made all efforts to co-ordinate its work with that of the schools where possible. The provinces of Manitoba, Saskatchewan and Ontario, particularly in large cities, have made special efforts to use the placement service provided by this organization and to promote closer

liaison between their separate efforts. This is a development to be welcomed and promoted since the National Employment Service is particularly fitted to do placement and could in co-operation with the school improve the service in this phase of guidance.

3. Counsellor-grant Plan.

The province of British Columbia has promoted the guidance service by means of its counsellor-grant plan. This plan is only possible in a province whole-heartedly committed to the guidance service and holds out high hope for all who are interested in guidance throughout the Dominion of Canada. Only British Columbia among the provinces of Canada has had sufficient faith in the programme coupled with sufficient educational funds to provide this arrangement. It is a development to be watched and emulated by other provinces when the opportunity presents itself.

4. Vocational Schools.

Ontario, more than the other provinces of Canada, has adopted the plan of establishing vocational high schools in large and moderate-sized centres to provide practical training in vocations coupled with academic high school training. This plan has developed over a number of years and provides an outlet for students who are not academically minded and who are interested in trade training. The plan has had significant success in the province and should be investigated by the others when finances permit. The Winnipeg School District in co-operation with the Dominion and Provincial govern-

ments has recently erected a school of this type which is, at the moment, opening its doors for students. This school is the most modern of its type in Canada and is an important development in Canadian education. Its relationship with the guidance programme is in the extra avenue which it provides in counselling and student selection of future vocations.

5. Certification of Counsellors.

The provinces of Ontario and British Columbia have provided leadership for the Canadian guidance service in their plans for certification of counsellors. Interest and extra-curricular activities, necessary in all good counsellors, may be taken into account but training and experience have taken their place as essential requisites to good counselling. There is a tendency for classroom teachers to feel that guidance personnel, partially removed from the regimen of the classroom, have a newly-discovered "soft-spot" in the school programme. Many of these persons, seeking promotion or lighter teaching loads, profess interest and due to the shortage of personnel are placed in counselling positions. The thought "if he can't teach, make him a guidance counsellor" has cast discredit on the movement and has even resulted in the opinion, sometimes expressed, "that all guidance personnel are "crack-pots." The answer to this unfavorable opinion is to raise qualifications necessary for the positions until teachers with qualifications, training and interest are selected. Certification under the control of the provincial director of guidance will eliminate much of

this improper selection of personnel and do much to overcome present difficulties.

6. "Vocational Guidance Centre".

The Ontario "Vocational Guidance Centre" has made a contribution to guidance in Canada that is unequalled by any other branch of the service. Standard prices, ease of ordering, elimination of exchange difficulties and customs regulations have simplified the problem of securing tests and supplies. Selection of tests suitable to the Canadian situation is also a major contribution of this service. The "V.G.C. Mailing Service" is widely accepted by Canadian schools and Nova Scotia, Ontario, Manitoba and Saskatchewan schools subscribe to this service and receive its monthly quota of material. Thus a common source and supply of Canadian material is assured. Their "Occupations Monographs" have filled a need. Their text-notebooks are widely used and contain excellent ideas for group guidance workers.

7. Extension of Time for Group Guidance

British Columbia is the first Canadian province to take steps to place guidance on the same standard as the other school subjects by allotting it five periods per week per class. This is an important development and it will be watched with interest by the other provinces.

8. Forms Used

The Province of British Columbia has developed an important addition to the service in its practice of printing many standard guidance forms which are distributed to the

schools free or at minimum cost. One of the great needs of a growing service is a simplification of procedures and while a large variety of forms may not be the complete answer, they supply basic ideas which may be modified as circumstances warrant. The province of British Columbia has gone to great lengths to fill this need in its schools.

9. "Newsletters" and "Bulletins."

The Province of Nova Scotia provides a monthly "Guidance Newsletter" which keeps personnel posted on significant happenings in their field. The Ontario "Vocational Guidance Centre" began publication of a monthly mimeographed bulletin which this year has been transformed into a regular printed magazine "The School Guidance Worker". The western provinces of Saskatchewan and British Columbia have also experimented with mimeographed newsletters to keep their personnel posted on significant developments.

10. Canadian Tests.

Canadian workers have, for some years, been engaged in developing tests particularly suited to the Canadian situation. Many achievement tests in academic subjects have been developed but to date few of these are sufficiently well validated to have reliability. Three exceptions to this statement are "The Mental Ability Test" by S.R. Laycock, Professor of Education, University of Saskatchewan, which has been standardized on 8,500 children, "The Dominion Group Test of Learning Capacity" developed by the Department of Educational Research, Ontario College of Education, University of

Toronto and the "V.G.C. Intelligence Indicator" by M.D. Parmenter, an adaptation of the well known Henmon-Nelson Tests. These three tests have had a great deal of success in the Canadian situation and are becoming more and more accepted in Canadian schools.

11. Industrial Relationships.

The Province of British Columbia has made another significant contribution to the cause of guidance in the development of its relationship with industry in the province. Schools tend to become secluded and are often accused of being removed from the practical side of life. The plan of close co-operation with industry keeps the school in close touch with business and industry and serves the further purpose of providing public relations in regard to the programme. It promotes understanding and good-will between organizations concerned in the long run with the same objective.

General Conclusions

The guidance programme has grown unobtrusively and even now in the mid-period of its development, is making a significant contribution to Canadian education. Ontario and British Columbia have deviated from the standard pattern to the greatest degree and have become leaders among the Canadian provinces. It is worthy of note that the province of British Columbia has established a programme similar to those of California and Oregon while Ontario has followed the pattern established in Chicago and New York. This would be expected when it is recalled that Canadian counsellors often

attend United States Universities within reasonable distance of their home province and carry back impressions and ideas which are embodied into their programmes and teachings when they return.

CHAPTER VIII

POSSIBLE FUTURE DEVELOPMENTS

Guidance is in a state of transition—guidance workers everywhere seem to be groping for what is sound and worthwhile in the newer developments. All indications point to a rapid expansion of guidance services in schools and universities and educators predict an immediate and rapid expansion of services that would bring tears of joy to the eyes of the Father of Guidance, Frank Parsons. Progressive educators everywhere are accepting this new service, forecasting that it will break down the errors of mass education and will individualize our present system in a thorough-going manner. Guidance stands as a challenge to educational traditionalism and it is no longer necessary to choose whether one will have a guidance service but only to decide what form that service will take. To select from the mass of material that which will fit and accomplish the aims and objectives of education is the problem. It is difficult to forecast what will be but to select the good and workable from what is, and to forecast developments is not such a difficult task.

From its first introduction into the educational system, both in schools and colleges, the problem of centralized or de-centralized control has been a moot question which time has intensified rather than lessened. De-centralized beginnings have been the rule in Canada; the individual teacher in the school has been the originator without benefit of co-operation, co-ordination or leadership. In provinces

which have successful programmes these individual efforts have been drawn into a co-ordinated effort by centralization under the control of a Director of Guidance.

Problems are still to be faced and many improvements must still be made in the Canadian guidance service but present indications are that the right road is being followed. General conclusions to be drawn from Canadian beginnings and some statements as to future developments centre around the following:

1. The guidance service should be extended to all, not simply to the obviously maladjusted. Guidance looks toward the development, insofar as possible, of each individual's potentialities. That about seven percent of the secondary school population is maladjusted in a greater or less degree is probably a conservative estimate.¹ Whether this figure is accurate or not, it should be clear that seriously maladjusted students are in the minority. It is a basic tenet of guidance that its services should be made available to the many rather than to the few.

2. The above statement leads into the problem of individual and group approaches to guidance. The secondary school must make use of both approaches, the one to supplement the other. Both have their strongpoints and their limitations. In general, the advantage of the group approach is the saving of time and

¹D. W. Lefever, A. M. Turrell and H. I. Weitzel, Principles and Techniques of Guidance. The Ronald Press Co., New York, N. Y. 1941. pp. 34.

money which it affords. The individual approach leads to more intimate knowledge of the individual, is the more pleasant for the counsellor but must not be carried on to the exclusion of the group method.

3. When two or more individuals are engaged in guidance, some one should "head up" the work. This person would normally be the principal of the school. The ideal situation would be and is, that in which the principal is the guidance officer but in larger schools this is not possible due to pressure of other duties. The principal should be the psychological leader as well as the educational leader of the school and the guidance programme in the school will stand or fall as he takes an active part and intelligent interest in it.

4. It would appear that the guidance service must develop some method of evaluating the success of its efforts. This has always been a difficult task but should be possible to some degree. Some suggestions as to how guidance activities may be evaluated are:

- (1) The extent to which suitable educational and occupational information is available and used.
- (2) The effectiveness of group activities as methods of disseminating educational and occupational information.
- (3) The extent to which essential information regarding students is available.
- (4) The effectiveness of the Director or chief counsellor who is charged with leadership responsibilities in winning the confidence of all parties.

(5) The cost of the service in terms of accomplishments.

(6) The results of the counselling procedure - this is very difficult to evaluate.

5. Certification of counsellors should be developed and extended. It is possible that degrees of certification depending upon the qualities of the counsellor for specific tasks might be developed. Carefully drawn up lists of qualities necessary for different levels of certificates would have to be prepared and prospective counsellors carefully evaluated.

6. The development of a Placement Service closely associated with the National Employment Service is to be desired. The Special Placement Division of this service is anxious to cooperate with the schools and with its facilities is in a better position to do satisfactory work than is the individual school. The recently developed practice of placing a panel of school counsellors in the National Employment Office on a weekly, monthly or yearly basis to do special youth placement and follow-up while on loan from the school system is a development that should be explored in larger centres.

7. Public relations must be carried on to familiarize school personnel and laymen with the guidance service and its possible contributions to general education. In-service training courses in charge of Directors of Guidance, post-graduate courses, special under-graduate courses, general courses in teacher-training institutions and staff meetings to discuss guidance in schools should be developed and extended.

8. The Department of Labor and the Dominion Bureau of Stat-

istics can and are willing to do much to supply up-to-date and accurate information on Canadian occupational trends. A branch of the Canadian Educational Association with permanent personnel could do much to disseminate material helpful in an "Occupations" programme.

9. The facilities of the "Vocational Guidance Centre" or similar enterprises in other provinces should be fostered, encouraged and extended.

10. The preparation and use of Canadian tests should be fostered and encouraged by means of grants, bursaries and scholarships. A beginning has been made but this should be continued and use of these tests encouraged by provincial or federal authorities.

The words of an American author, applicable to the United States situation in 1941, apply equally to the guidance service in the schools of Canada today:

Guidance today stands at the crossroads. While enjoying widespread popularity, it is, at the same time, most imperfectly understood. Guidance may be in a position to permeate the entire educational structure and effect a thoroughgoing re-organization, or it may become simply the greatest educational fad of the century and go the way of all fads.²

²ibid. preface, pp. 5.

APPENDIX "A"

SHOWING SAMPLE LETTER, REPLY AND QUESTIONNAIRE FORM USED

1. Sample Letter.

736 Warsaw Avenue,
Winnipeg, Manitoba.
December 23, 1948.

Mr. L. W. Shaw,
Deputy-Minister of Education,
Department of Education,
Province of Prince Edward Island,
Charlottetown, P.E.I.

Dear Sir:

I am directing this enquiry to you as Deputy-Minister of Education in the hope that you will forward it to the officer in charge of the administration of Guidance in the province of Prince Edward Island or to the person most likely to be able to supply information in regard to this phase of educational activity.

We, in the province of Manitoba, are interested in the development of all phases of this subject and have made some beginnings toward establishing it in our schools. The personnel of the schools in the city of Winnipeg have recently conducted a self-survey directed by Dr. W. C. Reavis, Professor-Emeritus in the Faculty of Education in the University of Chicago. As a follow-up of this survey, I have been interested in and am now engaged in writing a report upon, the development of guidance in the schools of Canada. I wish to secure material for this report in the body of which I hope to include statements on the early history and later development of Guidance in each of the provinces.

I am aware that this activity is in its early phases in most of the provinces and that it is not easy to indicate definite dates of significant importance in its development. However, I would appreciate any report that you feel able to make. I am attaching a sheet to indicate the possible direction of replies but hope that you will not feel bound by this if you wish to make a more complete statement or include outlines of the work. Printed articles or outlines would be satisfactory if this would make the task easier.

Thanking you and trusting that I may be able to return this service to you in some manner in the near future, I remain,

Yours respectfully,

This project is sponsored by D. S. Woods, Dean, Faculty of Education, University of Manitoba, Winnipeg, Man.

APPENDIX "A"

2. Questionnaire Form Used.

Replies need not be placed on this sheet

Outline of desired information

1. (1) Earliest beginnings of guidance activities in province or city. Significant events with names and dates.

(2) Later significant developments with dates

2. Present Situation

Number of centres with guidance programmes (if city-no. of schools)

Main centres

Number of schools involved

Grades included

Some obstacles to progress

Some detail of standard programme-i.e. educational, vocational, counselling, group guidance, child guidance clinic, etc.

Main source of tests and forms used

Acceptance by

Students

Teachers

Administrators

Public

Cumulative record form used-Sample if possible

Details or samples of other forms used

Duties of director or progress toward appointment

Inclusion in teacher training programmes (dates)

Summer classes for teachers

3. Other information of interest.

APPENDIX "A"

3. Sample Reply to Letters Received

736 Warsaw Avenue,
Winnipeg, Man.
January 27, 1949.

Mr. L. W. Shaw,
Deputy-Minister of Education,
Department of Education,
Province of Prince Edward Island,
Charlottetown, P.E.I.

Dear Mr. Shaw:

I am in receipt of your reply to my enquiry of December 23rd, 1948. I appreciate immensely your prompt response and the reference to Mr. Mercer. He has written and given an interesting and informative account of the programme in Summerside. We, in Manitoba, are in your own position. Winnipeg has made a beginning with a very effective child guidance clinic and some counselling in the Junior and Senior High Schools but we have only made a beginning toward a provincial programme and have not yet appointed a Director of Guidance. We are interested in making progress and feel the need for expansion of facilities but the opportunity has not as yet widened sufficiently to permit a great deal of centralization and co-ordination.

I have had an excellent response across all the provinces of Canada and consider it a great tribute to the education departments of the various provinces. I am now engaged in the problem of organizing the material to give a significant cross-sectional view of guidance practices in the schools of Canada.

May I repeat my gratification to you for your part in my investigation and assure you that if I am in a position to be of service to you at any time in the future, I would be very happy to return this service.

Yours sincerely,

APPENDIX "B"

SHOWING COPIES OF LETTERS RECEIVED IN REPLY TO QUESTIONNAIRE

1. Letter from L.W. Shaw

Government of the Province of Prince Edward Island
Department of Education

P.O.Box 188
Charlottetown,
Prince Edward Island,
Canada.
December 28, 1948

Mr. Ross L. Donald,
736 Warsaw Avenue,
Winnipeg, Manitoba.

Dear Mr. Donald:

I have your letter of December 23rd. In this province we have barely made a beginning in the field of guidance. I think the best procedure for me to follow is to pass your letter along to Mr. Clarence Mercer, Supervisor of Schools, Summerside. Mr. Mercer has introduced into his school the beginning of a very fine programme of guidance and I think if you hear from him you will get something of a picture of what we are attempting to do in this province.

Very sincerely yours,

(L.W. Shaw)
DEPUTY MINISTER and
DIRECTOR OF EDUCATION.

APPENDIX "B"

2. Letter from Mr. Clarence Mercer

D.O. Stewart, Chairman

Constance Enman, Secy

Office of

BOARD OF SCHOOL TRUSTEES

Summerside, P.E.I.

December 29, 1948

Mr. Ross L. Donald,
Winnipeg, Man.

Dear Mr. Donald:

As I have been working on a guidance programme in Summerside High School, I have been asked by Dr. L.W. Shaw to reply to your letter.

A guidance programme was introduced here by the Supervisor in October, 1946, after completing a year's post-graduate study in Guidance at Harvard University. The programme as in other schools consists of 1. Testing, 2. Occupational Information, 3. Counselling.

Our source of supply for tests and guidance materials is the Vocational Guidance Centre, Toronto. We are on the monthly mailing lists for current trends. Over a period now of three years we have quite a library on occupational information as well as refresher bulletins on the conducting of a programme.

A course in Occupations is offered in Grade X opposite our Latin offering; this is done on the assumption that most students in this division will not be going on to college or for that matter beyond the present grade.

From time to time forums are conducted by representatives from industry and the professions; on the other hand visits are made by interested groups of students to places of industry and practice.

The chief difficulty lies in the shortage of teachers trained in guidance work both on the vocational and educational level. The detailed work necessary for carrying on a functional programme is too great and burdensome for the school administrator.

Another serious drawback is the lack of cumulative

APPENDIX "B" CONT'D

2. Letter from Mr. Clarence Mercer (Cont'd)

records in this school. Plans are under way to adopt a form presently used by the Guidance Department of the province of Nova Scotia.

In the Maritimes generally there are two essential needs: 1. Summer classes for teachers, 2. Inclusion of guidance techniques in teacher-training.

Educational Guidance in Elementary School

As a result of testing and observation we have instituted in Summerside remedial teaching for faulty reading. Forty pupils spend thirty minutes daily with the remedial teacher and the teacher, who has received training in the Ontario College of Education, is quite pleased with the results as produced by standardized tests from time to time. It is hoped that in time better adjustments will be made in other subject-matter fields as well as in mental health.

Much remains to be done in the way of providing adequately trained personnel, space, records, and the adoption generally by the school authorities and the public of a good guidance programme for the proper adjustment of youth throughout each grade in school.

Indeed, the role of the school in guidance should not end then; it should be the moral responsibility of the school to help adjust post-school youth through its guidance programme. To this end the school must reach out into the community on the post-school level, throw open its doors, light up its classrooms, and serve as a clearing house for information and a clinic for the youth it must serve. This is our long range view of a good guidance programme.

Yours sincerely,

(Clarence Mercer)
Supervisor.

3. Letter from W.K. Tibert.

Province of New Brunswick
VOCATIONAL EDUCATION BOARD
Education Building

Fredericton, N.B.,
January 10, 1949.

APPENDIX "B"

3. Letter from W.K. Tibert (Cont'd)

Mr. Ross L. Donald, Counsellor,
Faraday Junior High School,
Mountain Ave. and Parr St.,
Winnipeg, Manitoba.

Dear Mr. Donald:

Your letter addressed to Dr. Peacock has been passed to me as the Doctor is ill at present.

I note your enquiry re vocational guidance as being carried on in this province. Some small beginnings have been made, but up to the present no provincial organization dealing with the topic has been set up.

We have, however, a man selected for the job and who will be entering Boston University at the end of the present month to take their course in guidance. We hope by a year from now we will be starting our provincial organization.

Three centres in the province have organized their own guidance program. In Saint John they have two vocational guidance officers, one at the Saint John Vocational School and the other at the academic high school; Moncton also has a guidance officer and the same is true of Edmundston. This is as far as we have gone at the moment.

The Department is well aware of the importance of this work and are prepared to go ahead just as soon as we can get a man trained to do the job.

The man we have selected was principal of one of our first regional high schools, has served four years in the Air Force overseas and since his return has been employed in our rehabilitation programme. We feel that with his experience and the work he gets at the University he should be fairly well equipped to undertake the work. I regret that we have nothing further to give you. I would suggest that, if you would like to have more of the details as to how it has been worked out that you write Mr. T.W. Cushing, Vocational Guidance Officer, Saint John School Board, Saint John, N.B.

Yours sincerely,

W.K. Tibert,
Director,
Vocational Education.

APPENDIX "B"

4. Letter from T.W. Cushing.

THE BOARD OF SCHOOL TRUSTEES OF SAINT JOHN

SAINT JOHN, N.B.

November 21st, 1950.

Mr. Ross L. Donald,
736 Warsaw Avenue,
Winnipeg, Manitoba.

Dear Mr. Donald:

Thank you for your letter on November eighteenth with your request for information about the history of the development of guidance in the Province of New Brunswick.

I have made a detailed study of your Winnipeg self survey particularly of the section dealing with guidance services and I found it a very interesting and helpful document.

If the answers to your questions seem to be very brief, it is because there is very little to tell.

Subsection I - Earliest beginnings of guidance in the Province.--To the best of my knowledge the first formal guidance was offered in the Saint John Vocational School, a Composite School covering grades VII to XI at that time, shortly after its beginning in 1926. Dr. Fletcher Peacock was then Director of the Vocational School and he early recognized the need for guidance services although it was not until 1941 or thereabouts that a guidance counsellor was appointed to the staff in the person of Mr. Donald Worrell. During the intervening years guidance services were performed by many of the home room and subject matter teachers with special emphasis on try out courses in the ninth grade.

Subsection II - The Provincial Department of Education had appointed a curriculum committee which completed the revision of the Programme of Studies for the Elementary Schools (grades I-VI) in 1939. The committee then went on to revise the curriculum for the Intermediate School (grades VII, VIII, & IX) but was interrupted in this task by the outbreak of War. One of the first purposes which the Committee set for the Intermediate School was the provision of try-out courses and guidance services. The new Programme of Studies however, was not completed until the beginning of the school year 1948-49. Meanwhile the cities of Saint John, Moncton and Edmundston appointed Directors of Guidance in 1945-46.

APPENDIX "B"

4. Letter from T.W. Cushing (Cont'd)

The Directors appointed all had considerable training before their appointments and completed the requirements for their Master's degree soon afterwards.

So far no provincial guidance set up has been organized and it appears to the guidance people presently in the field that this step is the next logical one.

Section II - Present situation

Number of centres with guidance programmes - To the best of my knowledge only Saint John, Moncton and Edmundston have guidance programmes. Probably a number of other High Schools in the Province are doing something in this line but it is not well organized as yet.

Number of schools involved --

Edmundston - about forty-four departments, all grades, one to twelve. Mostly testing and individual counselling on educational, personal and vocational problems.

Moncton - seventy departments, grades seven to twelve, group guidance in the lower grades, testing and vocational counselling in the upper grades.

Saint John - about one hundred departments in four high schools are served by one full time counsellor and three half-time teacher counsellors. These counsellors are attached to the staffs of the schools where they work but the work is co-ordinated through the office of the supervisor of guidance who is attached to the administrative staff of the City schools. In Saint John the Supervisor also is in charge of the testing programme for all grades and does considerable individual testing and counselling at all grade levels.

Most of the tests used in Saint John are purchased through the Vocational Guidance Centre in Toronto although we obtain some tests directly from the publisher. I know that both of the other centres also purchase tests from the Vocational Guidance Centre, but have no idea of the extent of their purchases.

The guidance programme, limited as it is, has found ready acceptance with the students and our chief difficulty has been keeping up with their demands for service. The teachers did not accept the guidance programme quite so readily at first, probably because they did not understand it,

APPENDIX "B"

4. Letter from T.W. Cushing (Cont'd)

but, as they learned how it may help them to do a better job, they have accepted it more readily.

The City administrators in the areas where guidance services have been established are of course interested in it and are supporting it as fully as they feel their finances will permit. It is difficult to gauge the public acceptance of such a new educational service but it appears that those interested are beginning to understand and to desire guidance services. Probably one of the jobs of the organizer of any guidance programme is selling his guidance programme to the public.

I am sending under separate cover a sample of our Cumulative Record form and samples of our home reports. As you can see some of these are in the process of revision and have not yet been finally approved by the administration.

Several of the Maritime Universities have offered isolated courses in Psychology, Testing and the like but none of them has yet offered a complete scale guidance training programme. The present guidance people in the province received their training at the Universities of Boston, Columbia, Toronto (O.C.E.) and Montreal.

I hope that the information that I have provided will be of some assistance to you in preparing your report.

Yours very truly,

T.W. Cushing,
Director of Guidance.

5. Letter from Stewart Murray

Nova Scotia

DEPARTMENT OF EDUCATION

Division of Vocational Guidance

Halifax, N.S.,
December 30, 1948.

Mr. Ross L. Donald,
736 Warsaw Avenue,
Winnipeg, Manitoba.

APPENDIX "B"

5. Letter from Stewart Murray (Cont'd)

Dear Mr. Donald:

In reply to your letter of December 23rd, I think that it can best be answered in terms of your outline of which you probably have a copy which you will use for a check.

- I.
 1. A brief account of the history of guidance in Nova Scotia is enclosed.
 2. Recent significant developments are covered in general terms in the Annual Reports to the Superintendent of Education (enclosed).
- II.
 1. The mimeographed check sheet will show guidance activities being carried on in all the towns of Nova Scotia. There are about an equal number of village schools which are not reported on this check sheet. Because they are smaller, the guidance activities are much more limited than those of the town schools.
 2. Grades VII-XII are included in guidance programmes.
 3. Obstacles to further growth are much the same as those found anywhere else in Canada, namely, lack of funds and lack of trained personnel, and the newness of the programme to the tax-paying public.
 4. The details of the various programmes are indicated in the Annual Reports.
 5. There are no child guidance clinics in Nova Scotia at present, although the matter is receiving some serious study at the present time.
 6. Testing programmes are as yet undeveloped in Nova Scotia. The Vocational Guidance Centre in Toronto is the chief source of supply. Intelligence tests are the ones most commonly used. Next month we are introducing the differential aptitudes tests battery recently published by the Psychological Corporation.
 7. The guidance programmes in Nova Scotia have been well accepted by the groups mentioned in your outline. Acceptance seems to be limited chiefly by lack of time, money or staff for carrying on the work. A sample of the Cumulative Record forms and Manual are enclosed.
 8. In each town or city the Director of Guidance is resp-

APPENDIX "B"

5. Letter from Stewart Murray (Cont'd)

onsible for the programme. In most cases he or she is a part-time teacher and in all cases co-operation with other staff members is emphasized. Counsellors have been trained chiefly at Columbia Teachers College, although two are graduates of the Ontario College of Education. Summer courses are held each year at the Nova Scotia Summer School. - see also the Annual Reports for further information on these courses.

III. 1. Copies of our monthly Newsletter are enclosed. Beginning in January, 1949, we expect to establish an occupational survey system which will be continuous from year to year and will cover the entire province.

I hope this is what you require, and if there are any further specific questions which you may wish to ask, do not hesitate to write us.

Yours very truly,

Stewart Murray,
Director of Guidance.

6. Letter from G.A. Frecker.

COMMISSION OF GOVERNMENT

NEWFOUNDLAND

Department of Education

St. John's,
Newfoundland.
January 10, 1949.

Mr. Ross L. Donald, Counsellor,
Faraday Junior High School,
Mountain Avenue and Parr St.,
Winnipeg, Manitoba.

Dear Mr. Donald,

I have for reply your letter of December 23rd last. Unfortunately, practically no formal Department sponsored "Guidance Programme" exists in this country. We have been aware of the need for such a programme but because of circumstances beyond our control we have no official in the Depart-

APPENDIX "B"

6. Letter from G.A.Frecker (Cont'd)

ment to head up the necessary organization. We hope the time may now be approaching when something concrete can be done to make a beginning with a guidance programme.

Good teachers in all ages have endeavoured to help their pupils in every way possible to become well integrated members of society and to choose courses of study and vocations or professions suited to their abilities and aptitudes. Unfortunately, modern society is so complex that a teacher without training in "Guidance" is very seriously handicapped in the matter of giving her pupils positive and reliable assistance, and, consequently, there is a genuine need for guidance personnel on the staffs of large schools and in Departments of Education.

At the Memorial University College here, each member of the faculty is required to act as student advisor to a number of students. At the beginning of the year, the students are told which member of the staff will act as his advisor. The idea is a good one and works quite well, but, of course, the advisors are not trained in guidance work. The Registrar of the College is Dean of Women and she acts as general advisor and intimate friend to the lady students.

An increasing number of our larger schools have set up cumulative student records and are attempting more definite guidance programmes but no school has a paid, trained member of the staff to head up Guidance work. Usually, a member of the staff accepts Guidance work as an extra responsibility.

In your letter you referred to the directed self-survey made by the Winnipeg Board last year. I have a copy of the report. . . Winnipeg is to be congratulated on this big undertaking. It will undoubtedly stimulate activity on many educational fronts.

I am sorry I cannot be of more positive assistance to you in your present undertaking.

Yours sincerely,

G.A.Frecker,
Secretary for Education.

APPENDIX "B"

7. Letter from W.P.Percival

DEPARTMENT OF EDUCATION

QUEBEC

Office of the

DIRECTOR OF PROTESTANT EDUCATION

January 7, 1949.

Mr. Ross L. Donald,
Counsellor,
Faraday Junior High School,
Mountain Avenue and Parr St.,
Winnipeg, Man.

Dear Mr. Donald,

I have received your inquiry of December 23 concerning the development of Guidance in the Protestant schools of this Province.

There is no provincial director of Guidance, and most of the systematic work undertaken in this field is being carried out in the schools under the Montreal Central Board. I would therefore suggest that you apply for particulars of the work being done in Montreal to Mr. Robert Japp, Education Officer, Montreal Protestant Central School Board, 3460 McTavish Street, Montreal 2.

A study of the whole question was made about two years ago by a committee of the Provincial Association of Protestant Teachers. You may be able to obtain a copy of this committee's report if you apply to Mr. G.W.C. Ginn, Executive Secretary of the Provincial Association of Protestant Teachers, 1410 Guy Street, Montreal.

A good deal of guidance work is at present being done and various testing and counselling procedures are being followed in the Protestant high schools of the Province outside Montreal, but the work is still largely informal and experimental, and no standard programme has yet been worked out. It would therefore be very difficult at this stage to provide any statistical data based on the situation in the province as a whole.

Yours truly,

W.P.Percival,
Director of Protestant Education

APPENDIX "B"

8. Letter from M. Joy Oswald

THE MONTREAL PROTESTANT CENTRAL SCHOOL BOARD

ASSOCIATION OF GUIDANCE COUNSELLORS

4400 West Hill Ave.,
Montreal 28, Que.,
Nov. 22, 1950

Mr. R. L. Donald,
Counsellor,
Gordon Bell High School,
Winnipeg, Man.

Dear Mr. Donald,

As chairman of the Association of Guidance Counsellors, I feel heir to your letter to Mr. Japp. I shall try to give you the information which you want.

II. Beginnings of Guidance in Montreal

In September, 1946, the guidance programme was officially launched in the high schools under the Montreal Protestant Central School Boards. The counsellors were teachers of considerable experience and success who were interested in guidance and who asked permission of their principals to carry out the work. Most of these people had taken summer courses the two previous years and so they were prepared to organize and carry on a guidance programme in the high schools. Each school has its own programme and no attempt has been made to standardize the procedure for which we counsellors are thankful.

Later Developments

During the four years of the existence of guidance, more counsellors have been appointed until every high school under the M.P.C.S.B. has either one or two part-time counsellors. There are as yet only two full-time counsellors. I know there are guidance programmes in some of the large consolidated high schools of the province but I am only familiar with the set-up in Montreal. Our Counsellor's Association was formed for mutual help and inspiration.

II. Present Situation

In Montreal, each high school has a guidance prog-

APPENDIX "B"

8. Letter from M. Joy Oswald (Cont'd)

ramme. This involves eleven schools within the M.P.C.S.B. and two outside our Board. There are two guidance consultants who were trained under the Pilot Project at Toronto. They are available for consultation in the elementary schools. There is no formal guidance programme in the elementary schools. Grades included are from grades VII to XII. The counsellors, I think, are satisfied with the progress of guidance in our city. Any changes move slowly and some are impatient to see quicker results. We would like to see more full-time counsellors but lack of personnel has made this impossible except in two cases. There are twenty-three counsellors altogether in the thirteen high schools in Montreal.

Unfortunately, not all principals are "sold" on the value of guidance but these gentlemen do not actually interfere with the work of the counsellor. Most of the principals however boost our cause.

Programme: May I repeat, again and again, we have no standard programme. At the beginning, each school was allowed to devise the programme which suited best and we have been allowed to carry on in this manner. However, in comparing programmes, there is a good deal of similarity depending on the amount of time allowed.

The stress is on educational guidance with some vocational and social guidance. Most counsellors do a good deal of personal counselling, group work, testing and keeping of cumulative records for all the pupils in the school.

Tests and Forms: We order all our material from the Vocational Guidance Centre in Toronto. We use a group test of mental ability, the Kuder Preference Record for Grade XI and various other tests- personality, aptitudes- as the occasion demands. The forms we use are of our own device, mostly.

Acceptance: The success of the guidance programme, I feel, rests with the individual counsellor and the acceptance or rejection of the guidance services by teachers and students depends on the personality and performance of the counsellor. Naturally this varies, but on the whole the programme is accepted which is evident from the number of requests for interviews by the students.

I think I can say that the administration recognize the contribution that the guidance programme can make and have accepted it as part of the educational process.

By this time, the public knows that there are counsellors in our high schools. They invariably call us vocational guidance counsellors and think we are only interested in preparing the students for careers.

APPENDIX "B"

8. Letter from M. Joy Oswald (Cont'd)

Cumulative Records: Every school is equipped with a Kardex File system, a copy of which I am enclosing. These cards are kept in the principal's office. Each counsellor keeps a file of more personal material on each student in the school. I am enclosing a student information sheet from one of the schools. Most of us ask the student to write their autobiographies which we use in the counselling situation.

Director: We have no Director of Guidance in this province. As far as I know there is no thought of appointing such a person in the immediate future.

Teacher-Training Programmes: There is no provision in our three teacher training schools to train counsellors as such. Most of us received our training during the summer at Teacher's College, Columbia University and a number of us have our M.A. in guidance and counselling.

Summer Classes: There were no classes offered by any of the colleges or universities in this province last summer.

Sorry this has been so lengthy, I hope I have answered your questions and given you the material you wanted. We counsellors really do enjoy our work and now in the fifth year we are pretty well established. Our programmes are the result of a trial and error method over a period of time until we found what worked and what was of little value.

Yours sincerely,

(Miss) M. Joy Oswald,
Girl's Counsellor,
West Hill High School.

9. Letter from B. O. Filteau.

DEPARTMENT OF EDUCATION

QUEBEC, P. Q.

Quebec, January 4, 1949.

Mr. Ross L. Donald,
Faraday Junior High School,
Winnipeg, Man.

Dear Sir:

I am pleased to give you the information you asked regarding Guidance.

APPENDIX "B"

9. Letter from B.O. Filteau (Cont'd)

Guidance is not yet introduced in our public Catholic schools but the matter is just now being carefully studied by the Catholic Committee of Instruction. However, since a few years, there is a Guidance Institute, now under Laval University, whose services are available to parents and schools. This Institute publishes tests in French, a magazine, monographs and trains counsellors. Many secondary schools have used its services. You may have further information in writing to Mr. Arthur Tremblay, l'Institut d'Orientation, 71 d'Auteuil, Quebec.

Yours very truly,

B.O. Filteau,

French Secretary and
Deputy Minister.

10. Letter from Paul L'Archevêque.

ÉCOLE DE PÉDAGOGIE

ET D'ORIENTATION

71, Rue d'Auteuil

Université Laval
Québec.

Faculté Des Arts

Ré: Votre lettre du 18 Novembre 1950
adressée à M. Arthur Tremblay

Mr. R. L. Donald, Counsellor,
Gordon Bell High School,
Maryland St. and Wolseley Ave.,
Winnipeg, Man.

Depuis ces sept dernières années, nous poursuivons des travaux de recherches en vue d'une meilleure de recherches sélection des étudiants à diverses Ecoles ou Facultés de l'Université Laval (Médecine, sciences, sciences sociales, commerce, garde-malades, pédagogie).

Jusqu'à cette année, nous nous sommes limités à tenter des prédictions touchant le succès académique futur des étudiants de première année en nous basant sur les résultats de tests obtenus (intelligence générale, aptitudes spéciales, personnalité, habitudes de travail) ainsi que sur les antécédents académiques.

A partir de cette année, nous reprendrons les données

APPENDIX "B"

10. Letter from Paul L'Archevêque (Cont'd)

objectives disponibles pour essayer d'y découvrir les meilleurs facteurs de prédiction, à l'aide de corrélations qui seront calculées entre les succès académiques obtenus par les étudiants et les résultats qu'ils auront fourni aux tests mentionnés plus haut.

Espérant que ces quelques brefs renseignements vous seront utiles, permettez-moi de vous souhaiter beaucoup de succès dans votre travail.

Votre tout dévoué,

Paul L'Archevêque,
Directeur du Service
de Recherches.

11. Letter from Eddy Slater.

ÉCOLE DE PÉDAGOGIE

ET D'ORIENTATION

71, Rue d'Auteuil

Université Laval
Québec.

Faculté Des Arts

Québec, le 24 novembre,
1950.

Mr. R. L. Donald, Counsellor,
Gordon Bell High School,
Maryland St. and Wolseley Ave.,
Winnipeg, Man.

Monsieur,

Pour faire suite à votre lettre du 18 novembre courant adressée à monsieur Arthur Tremblay, vous trouverez ci-dessous quelques informations de Pédagogie que j'ai extrait du prospectus de l'Ecole de Pédagogie et d'Orientation de l'Université Laval.

L'Institut Laval d'Orientation a vu le jour, au début de septembre 1941, l'Université Laval ayant accepté de patronner cet organisme après plusieurs mois de travail fructueux accompli à Québec par l'Institut Canadien d'Orientation professionnelle de Montréal.

APPENDIX "B"

11. Letter from Eddy Slater (Cont'd)

Le personnel du nouvel institut fit d'abord une série de conférences dans plusieurs maisons d'enseignement secondaire affiliées à l'Université Laval. Ces conférences avaient pour but de proposer l'utilisation d'examens scientifiques d'aptitudes intellectuelles, pour l'admission et le classement des élèves d'Éléments latins. Près de 800 enfants furent soumis à l'examen et plus de 200 répartis en classes homogènes, à l'automne de 1941. L'année suivante au delà de 1500 élèves subirent le test d'intelligence; mais, cette fois, les collèges se chargèrent eux-mêmes du travail, grâce au cours d'initiation à la méthode des tests, donné l'année précédente par l'Institut. Depuis lors, de nouvelles institutions sont venues chaque année s'ajouter à la liste des adhérents, portant à plusieurs milliers le nombre des sujets examinés. Voilà pour le domaine de la sélection scolaire.

Mais le principal effort de l'Institut a porté naturellement sur l'orientation professionnelle des jeunes gens. Dans ce domaine, la tâche accomplie révèle d'une façon très claire et l'ampleur des services que peut rendre un organisme d'orientation et la faveur avec laquelle notre jeunesse a accueilli la fondation de l'Institut Laval. Plus de 1400 jeunes gens ont eu recours individuellement à ses services durant les sept années de son existence. En outre, le service de recherche de l'École de Pédagogie et d'Orientation en collaboration avec l'Institut Laval, a commencé à la Faculté des Sciences de l'Université Laval, en septembre 1944, à la Faculté de Médecine, en septembre 1945, à la Faculté des Sciences Sociales, en septembre 1949, à la Faculté de Commerce et à l'École de Pédagogie et d'Orientation, en septembre 1950, des expériences préliminaires qui conduiront éventuellement à une sélection plus scientifique et plus sûre des candidats aptes à ces études supérieures. Environ 1500 étudiants ont à l'heure actuelle subi cet examen d'aptitude.

On ne s'est toutefois pas limité à la seule pratique. A la demande de l'Université Laval, le directeur de l'Institut a fait, à l'École normale supérieure de la Faculté des lettres, une série de cours d'orientation professionnelle répartie sur une période de trois mois, d'octobre à décembre 1941. En 1942-43, il augmenta considérablement ses cours, et plus de 50 étudiants les suivirent régulièrement.

L'Institut a subi avec les années quelques transformations dans son statut universitaire. Il est maintenant rattaché à l'École de Pédagogie et d'Orientation. Son directeur fait partie du conseil de l'École et celle-ci lui confie la responsabilité de diriger le stage des étudiants qui se

APPENDIX "B"

11. Letter from Eddy Slater (Cont'd)

spécialisent en orientation.

L'Institut a également évolué matériellement. A sa fondation, il occupait un modeste local, rue de Salaberry. Au bout d'un an, il recevait l'appui direct de l'Université et s'installait à 8, rue d'Aiguillon, dans des locaux mieux appropriés à son but. Il est demeuré là trois ans. A la fin d'avril de 1945, il a déménagé à 71, rue d'Auteuil, où il occupe un immeuble spacieux, mis à sa disposition et à celle de l'Ecole de Pédagogie par le Séminaire de Québec.

Messieurs Wilfrid Ethier, p.S.S. et Arthur Tremblay furent les pionniers de l'orientation professionnelle dans la ville de Québec et la banlieue. Monsieur Wilfrid Ethier, p.S.S. fut le premier directeur de l'Institut Laval.

En septembre 1947, monsieur Gaston Gauthier, docteur en psychologie (Université de Montréal), devint le directeur de ce service pour remplacer l'abbé Ethier qui désirait se consacrer entièrement à son bureau de Montréal. Deux conseillers d'orientation aident monsieur Gauthier dans son travail.

L'Institut Laval ne fait presque pas de travail collectif dans les écoles publiques. Toutefois, un de nos diplômés travaille actuellement dans une commission scolaires suivront le même exemple. Dans la région de Montréal, monsieur l'abbé Wilfrid Ethier travaille dans quelques écoles publiques.

Au cas où vous aimeriez avoir des informations plus précises sur les activités des conseillers d'Orientation dans la province de Québec, vous trouverez ci-jointe une liste de nos diplômés ainsi que leur adresse et les endroits où ils exercent leur profession.

L'Ecole de Pédagogie et d'Orientation a publié des monographies sur le sacerdoce, le travailleur social, l'avocat, le briqueteur et le bibliothécaire. Nous publions aussi des documents dont vous trouverez les titres dans les deux numéros spécimens de la revue Pédagogie-Orientation que nous vous ferons parvenir sous pli séparé.

Veillez agréer, cher Monsieur, l'expression de mes meilleurs sentiments et l'assurance de ma collaboration.

L'Ecole de Pédagogie et d'Orientation.

par: Eddy Slater
Secrétaire administratif.

APPENDIX "B"

12. Letter from H.R. Beattie

ONTARIO

DEPARTMENT OF EDUCATION

Office of the
Director of Guidance.

Toronto 2,
January 5, 1949.

Dear Mr. Donald:

In reply to your letter requesting information on the development and present status of guidance work in Ontario, may I say that I am afraid that you have asked for information which I do not feel qualified to give. In the first place all attempts which have been made (and there have been a number) to trace back to the earliest beginnings of guidance have always resulted in some person finding some venture which has been credited with being the start. This can be expected as it is extremely difficult to separate incidental guidance work from the more specialized phases. In fact, I would like to feel that the emphasis placed on guidance work means an attempt to make more effective the incidental guidance work of our schools through organization and the use of specialized techniques when the schools are ready to make effective use of them. Guidance should be an integral part of our educational system. Its chief function is to integrate the services of the school.

Also I feel that it is somewhat difficult to answer your questionnaire as it calls for evaluation of the present status of Guidance in Ontario. It is extremely difficult for me to make an evaluation as I have been closely connected with the programme. However I shall give you certain facts concerning our programme which I hope will give some indication of the service which we are providing. We are confident that the work will expand. That seems to be the best indication that a service is being provided.

I extend to you and to any others interested in guidance, an invitation to visit us here. It will afford an opportunity to see our programme in operation, and to evaluate it for yourselves.

I trust that this material and also what is being sent to you under separate cover will prove helpful.

Yours very truly,

H.R. Beattie

Director of Guidance.

APPENDIX "B"

12. Letter from H.R. Beattie (Cont'd)

OUTLINE OF DESIRED INFORMATION

1. Earliest Beginnings of Guidance in the Province.

2. Later significant Developments with Dates.

- 1930-The Ontario Department of Education started courses leading to a certificate in Vocational Guidance at the Ontario Training College for Technical Teachers. This was discontinued in 1941.
- 1941-London organized first city-wide programme in both elementary and secondary schools.
- 1944-The Guidance Branch of the Ontario Department of Education was established.

Present Situation

Number of centres with Guidance Programmes. All moderately-sized and large secondary schools have now some time allotted for individual work. Group work is carried on in all secondary schools. Many elementary schools have now established the fundamentals of a guidance program.

Main Source of Tests and Forms Used. The Vocational Guidance Centre of the Ontario College of Education serves as our distributing centre for educational and occupational materials, tests and guidance materials of all types. By an arrangement between this office and the Vocational Guidance Centre a budget of material is sent nine times a year free of charge to each secondary school and to each elementary school inspector.

Cumulative Record Form Used-See circular H.S. 21, page 11.

Duties of Director-See circular H.S. 21, page 8.

Inclusion in Teacher-Training Programmes. All teachers-in-training at the Ontario College of Education take a short series of lectures on the general principles of guidance.

Summer Classes for Teachers. See Regulations Respecting Special Certificates. Since this plan was started over 700 teachers have taken either the summer courses provided by the Ontario Department of Education or other courses for which they have claimed and obtained credit.

Other Information of Interest.

A series of broadcasts for school listening on Guidance have been given each year since 1944 (except 1947) over a network of Ontario stations of the C.B.C.

The staff of the Guidance Branch now consists of a Director and three assistants.

While this information does not answer all questions I trust that it will be helpful.

H.R. Beattie.

APPENDIX "B"

13. Letter from M.D. Parmenter

VOCATIONAL GUIDANCE CENTRE
ONTARIO COLLEGE OF EDUCATION
University of Toronto

December 20, 1950.

Mr. Ross L. Donald,
Counsellor, Gordon Bell High School,
Maryland St. and Wolseley Avenue,
Winnipeg, Man.

Dear Mr. Donald:

I must apologize for the very considerable delay in replying to your letter of November 18th. We have been extremely busy at the Centre during the last few weeks.

I started the Vocational Guidance Centre back in 1941 on an experimental basis. It soon became evident that there was indeed a real need for some organization in Canada to develop, stock and distribute various materials useful in guidance work. Developments in connection with the Centre are indicated on the inside back cover of the enclosed catalogue. Some idea of the wide range of materials now handled by the Centre may be obtained by looking through the enclosed catalogue. We publish, you will note, a monthly bulletin and operate the V.G.C. Mailing Service.

In addition to being a producer and distributor of guidance materials, the Centre looks after a training program in guidance for graduate students and for students proceeding toward a high school assistant's certificate.

We expect to publish an article on the Centre in the January, 1951 issue of our bulletin, *The School Guidance Worker*, and a copy will be sent to you as soon as available.

I take it that Mr. Beattie has given you information about development of the guidance program in the schools of Ontario. No doubt he has sent you a copy of the Department's publication relating to Guidance activities in the Intermediate division. This little publication does present in excellent fashion a picture of the program as now set up.

Hoping that the information provided herein will be of some value to you,

Sincerely yours,

M.D. Parmenter,
Director.

APPENDIX "B"

14. Letter from T.M. Spencer.

PROVINCE OF SASKATCHEWAN

Department of Education

Regina, January 4, 1949.

Mr. R.L. Donald, Counsellor,
Faraday Junior High School,
Mountain Avenue and Parr St.,
Winnipeg, Manitoba.

Dear Sir:

In reply to your letter of December 23, I am enclosing your questionnaire together with literature which describes the aims and accomplishments of the guidance branch of the Saskatchewan Department of Education.

Under separate cover I am mailing copies of the new High School Bulletins 1, 2 and 3 which will help you to understand the organization of the courses.

I hope that this information will be of service to you.

Yours faithfully,

T.M. Spencer,

Director of Guidance and
Examinations.

Reply to Questionnaire.

- I. 1. Earliest beginnings of Guidance in the Province.
Re definite programme- Saskatoon, 1937
See literature enclosed.
2. Later significant developments with dates.
Moose Jaw-1943
Regina-1944 See literature enclosed.

II. Present Situation

Number of centres with guidance programmes-600 approx.
Main centres-Regina, Saskatoon, Moose Jaw, Weyburn, Swift
Current, Yorkton, Prince Albert, North Battleford.
Number of Schools involved-600 approximately
Grades included- 9-12 mostly
Some obstacles to further growth- Trained guidance
workers and counsellors.
Detail of standard programme- See bulletins.
Child Guidance Clinics- Regina, Moose Jaw, Weyburn.
Two more expected to open in 1949.

APPENDIX "B"

14. Letter from T.M. Spencer (Cont'd)

Main Source of Tests and Forms Used- Vocational Guidance Centre, Toronto. Will be carried by Saskatchewan Book Bureau in 1949.

Acceptance by-

Students	{	Yes	Students most appreciate the counselling service. Teachers feel lack of training. Public not too well informed
Teachers			
Administrators			
Public			

Cumulative record form used- Yes

Duties of Director or progress toward appointment- See literature.

Inclusion in teacher-training programmes- Yes

Summer Classes for teachers- Yes

Progress of Guidance in Saskatchewan

GUIDANCE

(1946)

The year's work in Guidance may be classified under five headings: (1) Promotional, (2) Library Service, (3) Occupational Information Service, (4) Classes for Teachers, (5) Grade IX Course of Study.

Promotional

At fifty-two meetings scattered over the Province, the meaning, importance and need for guidance were described. The audiences varied from men's service clubs and Home and School associations to teacher's conventions and from trustees' conventions to the staff at the School for the Deaf. A week was spent in each of the six larger units where work was done with students in their school during the day and meetings of their parents were addressed during the evening. Plans were completed for a series of broadcasts for the 1946-47 school radio programme.

Library Service

A Guidance section was added to the extension library of the Normal Schools at Saskatoon and Moose Jaw, greatly increasing the availability to teachers of books and other Guidance materials.

Occupational Information Service

Arrangements were made with local professional and business people for the preparation of monographs descriptive of approximately two hundred different occupations. Quantities of Air Force occupational reviews and Army occupational outlines were secured for free distribution to

APPENDIX "B"

14. Letter from T.M. Spencer (Cont'd)

schools. An arrangement was made with the Grolier Society whereby it will supply, without charge, a sufficient number of charts and occupational information monographs so that each school in the province will be able to have at least one set.

Classes for Teachers

With the co-operation of the University of Saskatchewan, summer school courses in Guidance were offered to teachers, and enrolment in these classes was urged by means of memoranda and the teachers' magazine.

GUIDANCE

(1946-47)

During the past year the five aspects of the Guidance programme, promotional, consultative, informational, supervisory and instructional, were consolidated. By means of addresses at public meetings, trustees' conventions, teachers' conventions, teachers' institutes and home-school associations, the meaning and importance of Guidance was explained. The Guidance lending library was extended. Bulletins dealing with gathering and recording of information about students and obtaining information about occupations were written and distributed to all schools in the province. Vocational guidance charts and monographs about several occupations were sent to all schools and addresses of organizations which provide free occupational information were published in the S.T.F. "Bulletin". All schools received copies of a university directory and a list of trade schools bonded and registered in Saskatchewan. The directory gives information about entrance requirements, duration, and cost of tuition and textbooks for the courses offered by leading universities of the Dominion. It also gives an approximate figure for board and room in university cities. Several schools were visited and problems discussed with the guidance workers. In collaboration with the Curricula branch the Grade X Guidance course of study was planned and a summer school class for teachers arranged. Twenty-three teachers were awarded scholarships for this class.

APPENDIX "B"

15. Letter from A.A. Aldridge.

GOVERNMENT OF THE PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

Edmonton, Alberta.
January 10, 1949.

Mr. Ross L. Donald,
Faraday Junior High School,
736 Warsaw Avenue,
Winnipeg, Manitoba.

Dear Mr. Donald:

In reply to your letter of December 23, 1948, I may state that the provincial programme of Guidance in Alberta received its start in July, 1947, with the appointment of a supervisor. Some attempts at guidance had been carried out in Calgary schools prior to this date, and a programme of Home Room Guidance had been attempted in Edmonton schools some years ago. For information on the earlier attempts in Calgary, I would suggest that you write to Mr. H. E. Panabaker, Supervisor of Guidance, Calgary School Board, Calgary, and for Edmonton to Mr. W. P. Wagner, Director of Guidance and Secondary Education, Edmonton School Board. Under separate cover I am forwarding some material that is now being used in Alberta schools, including a copy of the Cumulative Card, of which about 30,000 are now in use in the graded schools outside of the cities of Edmonton and Calgary, both of which have a record developed within their system. Our high school programme has had an elective, Vocations and Guidance I, on the programme for a number of years. This is given usually in Grade X or XI to any student desiring it.

In attempting to get a provincial programme under way it was felt that the function of the Department would largely be concerned with consideration of how the curriculum could best be adapted to assist students in appreciating problems of personal growth and development as well as providing background material for the selection of a life career. Recognizing that the basic tools of a guidance programme are adequate records and use of standardized test material an attempt has been made with the Cumulative Record to take care of the former and to recommend temporarily the use of tests that have reasonably valid norms and are easily administered. Again, an important service that can be rendered is the provision of background material to assist in appreciating the problems of youth. You will note that in

APPENDIX "B"

15. Letter from A.A. Aldridge (Cont'd)

the material being forwarded an attempt is being made to provide the sort of thing that will most generally be of value to the teacher and the counsellor.

Though a good deal of incidental counselling and guidance is given by all teachers it is recognized that provision must be made for training in the specialized aspects of guidance. Two methods are being used to assist teachers in guidance: (1) institutes are being conducted throughout the province in which teachers are given instruction on the basic principles, including a detailed study of the cumulative record and some indication of the place that testing occupies in a programme. As well, an introduction to the case-study method of problem solving is given to the teacher and an opportunity presented for attempted solution of certain type problems; (2) the Faculty of Education is making provision for guidance courses as part of teacher training. These courses will be available at the summer session as well as during the winter. It is expected that teachers who wish to specialize will be able to take a guidance pattern in the B.Ed. programme.

Proposed curriculum changes at the present time include a revision of the present high school elective and consideration of a personal development course for grades 7, 8 and 9. The latter is taking the form of a grade nine trial course in nine selected schools throughout the province, during the current academic year. The course involves three major aspects: (1) how to study and planning for the high school; (2) personal growth and development; (3) introduction to the study of occupations and how to apply for a job. The excellent reception that this course is receiving from the students has given us some encouragement to feel that a properly organized course would be of value to the students in grades 7 and 8. You will appreciate that this type of course is now coming into fairly general use throughout both Canada and the United States.

As to the present situation, I may state that in Calgary, counsellors are being employed as such in all high schools and in many of the Junior High Schools. Edmonton has a counsellor in each of its high schools, devoting half-time to this work and one intermediate or junior high school has a counsellor employed similarly during the current year. This latter service will be extended to take in at least two more such schools for the year 1949-50. High schools in Lethbridge, Medicine Hat and Red Deer also have half-time counsellors who remain as classroom teachers for the other half-day.

APPENDIX "B"

15. Letter from A.A. Aldridge (Cont'd)

There are teachers in many of the schools who are doing a good deal of work in guidance both through the high school elective and individual counselling. This work is largely given to the high school grades, with the emphasis being placed on grades 10 and 12.

Obstacles to further growth might be listed as (1) inadequacy of training and appreciation on the part of teachers generally; (2) the cost of providing the services of specialists which assumes some significance when one considers the heavy expenditure being made for new school buildings and the rise in the level of teachers' salaries; (3) the need for a good programme of public relations to inform those interested in education of the value that can be gained from an expanded guidance programme; (4) the shortage of teachers means the employment of many people on a temporary basis in order that schools can be kept opened.

I might state that some of the above should not be considered as obstacles but more generally as temporary difficulties which will be overcome with time.

Child guidance clinics in the province of Alberta are operated by the provincial Department of Health in close liason with the school. Clinics have been set up in Calgary and Edmonton, members of which travel in teams through southern and central Alberta. Liason is established with the school superintendent in each division and children referred by school authorities with the consent of the home. It is planned to expand this service by the location of clinics in other parts of the province. Every effort is made to take care of the very important aspect of follow-up.

With respect to tests used, I am forwarding an approved list which must be considered as temporary. We are very much interested in the development of a co-operative testing programme but as it is at present in the initial stage, I can only draw to your attention the fact that such a programme is receiving definite consideration.

In the eighteen months since the provincial programme was introduced, interest has developed steadily. Every effort has been made to bring before the public generally the fact that such a programme is in existence. Student groups are addressed as well as Home and School Associations, teacher institutes held, radio programmes provided and teachers-in-training given instruction. I believe it is fair to state that Alberta educational authorities are now becoming guidance conscious.

APPENDIX "B"

15. Letter from A.A. Aldridge (Cont'd)

The above information may be somewhat more general than you require, but I believe that if it is used in conjunction with the material being forwarded a fairly good picture of the present situation can be obtained. If further information is required please do not hesitate to write.

Yours sincerely,

A.A. Aldridge,
Supervisor of Guidance.

16. Letter from H.E. Panabaker.

CALGARY SCHOOL BOARD

CALGARY
Alberta, Canada

November 21, 1950.

Mr. Ross L. Donald,
736 Warsaw Avenue,
Winnipeg, Manitoba.

Dear Mr. Donald,

As a first step in answering your letter of November 18th, I am forwarding under separate cover copies of reports to the General Guidance Committee for several years and also our cumulative record forms. If, after perusing these, you still have specific questions you would like answered, please list them and I shall do the best I can to answer them.

Yours very truly,

H.E. Panabaker,
Supervisor of Guidance.

APPENDIX "B"

17. Letter from Harold P. Johns.

DEPARTMENT OF EDUCATION

VICTORIA, B.C.

January 12th, 1949.

Mr. Ross L. Donald, Counsellor,
Faraday Junior High School,
Mountain Avenue and Parr St.,
Winnipeg, Manitoba.

Dear Mr. Donald:

I should like to acknowledge receipt of your letter of December 23rd and to apologize for my delay in giving you the details requested. However, we have been rather busy in the office over the holiday season and in making plans for our coming summer session, and I have just not had the time to outline all the details requested. I think the accompanying page may give you some of the information you require.

Yours sincerely,

Harold P. Johns,
Director,
Educational and Vocational
Guidance.

Reply to Questionnaire.

I. (1) Beginnings. Though individual organized attempts at guidance go back to the 1920's, guidance work was introduced on a provincial basis in 1937. In that year, with the introduction of the Junior High School Programme of Studies, group work in guidance was placed on a compulsory basis for Grades VII-XII. One period each week in every grade was provided. A counselling service for schools was outlined at the same time, but was not placed on a compulsory basis.

(2) Developments since 1944. In 1944 the Provincial Government set up a Division of Educational and Vocational Guidance.

Since that date, the emphasis has been placed upon the development of an effective counselling service. The School Act was amended in 1947 to permit the payment of special grants on behalf of full-time and half-time counsellors appointed with the approval of the Department of

APPENDIX "B"

17. Letter from Harold P. Johns (Cont'd)

Education. By the regulations pursuant to that Act, any secondary school, (Junior or Senior High School) of 250 pupils may employ one full-time or two half-time counsellors over and above the number of teachers permitted under the pupil-teacher ratio. The regular salary grant to the School Board is paid on behalf of the counsellor or one of the two half-time counsellors. According to years of experience, grants rise to \$2,240 annually. When the school has an attendance of 500 pupils, grants will be paid for two full-time, (or comparable time on a half-time basis). Thereafter, one extra counsellor per 500 pupils may be employed. The Department is, in most cases, encouraging the use of the half-time counsellor. At present, 34 schools and 76 counsellors are operating under this reimbursing scheme. Few of the 120-odd secondary schools are without organized counselling services, and it is expected that the majority of these having the required 250 pupils will be included in the special grant plan within the next year.

The inauguration of the counsellor-grant scheme highlighted the need for additional specialized training leading to certification. Requirements for the certificate were drawn up after detailed and thorough consultation with experts in various parts of Canada and the United States, and are in basis those recommended by the U.S. Office of Education and the National Conference of State Directors of Guidance. Though many courses in the guidance field have been and are still available, the Department of Education through its own Summer School of Education has undertaken the specialized counsellor-training programme. Last year, 50 counsellors took an intensive five weeks' course, and next summer will continue their studies, together with another group commencing the first summers' programme. Heading the list of counsellor trainers is Dr. Franklin R. Zeran, until recently in charge of counsellor training at the U.S. Office of Education, and now Dean of the Faculty of Education at Oregon State College.

The rapid increase in population in British Columbia has necessitated a very extensive building programme. This has had one very desirable result: many secondary schools with thoroughly modern and efficient counselling suites and guidance laboratory rooms.

One of the features of the Guidance Service in British Columbia has for some years been the close co-operation built up on a provincial basis between industry and business, and the schools. For example, all schools have been supplied with job studies prepared by industry under the supervision

APPENDIX "B"

17. Letter from Harold P. Johns (Cont'd)

of the Provincial Division of Guidance. At present, twenty-six industries are covered in this series. The British Columbia Products and Industrial Bureau annually awards \$3,000 in bursaries to students making the best original job studies in their guidance classes. Bi-monthly statements of employment trends in British Columbia are issued to all counsellors.

Schools are equipped with a standard filing system for occupational information, and the Provincial Division of Educational and Vocational Guidance assists in issuing lists of available and inexpensive pamphlet material. Classified lists are issued every second month. Direct issues of pamphlets are also frequently made. For example, in one year 490 pamphlets were listed and classified, and an additional fifty-five were issued directly to all secondary schools. During the same year, another 18 job studies in the "B.C. Occupations Series" were prepared and issued by the Department of Education, and a total of 7 prepared by business groups.

II. Number of Centres with Guidance Programmes: all junior and senior high schools in the province (134).

Main Centres: Victoria, Vancouver, New Westminster, Richmond, Nanaimo, Port Alberni, Kamloops, Vernon, Kelowna, Penticton, Oliver, Rossland, Trail, Nelson, Cranbrook.

Grades Included: VII - XII inclusive.

Some Obstacles: I believe the chief obstacles have been two in nature. First, lack of trained personnel. This problem is gradually disappearing. Secondly, in the group work the attempt to carry the programme on the basis of a one-period-a-week assignment. We have not found this to be an effective teaching device and are currently revising our programme so that guidance will become a five-period-a-week programme covering Grades IX, X and XI, with the provision for the single period in Grades VII and VIII.

Details re Standard Programme: I think this question has been covered earlier. The actual programme in group guidance is at present under revision. Child guidance clinics are operated by the Provincial Department of Health, and in Vancouver by the Metropolitan Health Board. We have experienced excellent co-operation.

Main Sources of Tests: Science Research Associates, Chicago, Ill., California Test Bureau, Hollywood, Cal., and Vocational Guidance Centre, Toronto, Ont.

APPENDIX "B"

17. Letter from Harold P. Johns (Cont'd)

Acceptance: This depends almost exclusively upon the teaching personnel in the school and varies so much from school to school that I would not care to estimate it. I should like to point out the tremendous influence the principal has as the chief administrative officer in the local school unit.

Cumulative Records: Enclosed is a copy of the Counsellor's Record Folder. Not included in it is the Progress Record Card, which contains a complete academic record of the child from his entry to school and has, for a great many years, been prescribed in all British Columbia schools. It was embodied with the counsellor's records at the time the counselling scheme was introduced.

Duties of the Director: is in charge of the organization and administration of all guidance and counselling services in the schools, and is also in charge of the in-service programme carried on by the Provincial Government.

Teacher-Training: a general introductory or overall view of the guidance service is attempted. Specific training for counsellors is not given nor recommended at this level, but we feel that the prospective counsellor must first be a teacher and appreciate some of the problems of a teacher-in-service before he attempts to train as a counsellor.

Summer Classes: I believe this question has been covered above.

APPENDIX "C"

SHOWING COPIES OF CERTAIN PAMPHLET MATERIAL RECEIVED

1. History of Vocational Guidance in Nova Scotia.

Note: These notes on History of Vocational Guidance in Nova Scotia, are divided into two sections. Section I deals with courses given in guidance, particularly in connection with the Nova Scotia Summer School for teachers. The Nova Scotia Summer School is an institution which is supplementary to the Provincial Normal School. The second section deals with development of the growth of the practical application of guidance in the schools of the province.

SECTION I

It is evident that the educational leaders in Nova Scotia had been interested in vocational guidance for many years, because in the first session of the Nova Scotia Summer School, held in 1927, a course in vocational guidance was included in the list of offerings. The course was taught by Dr. F.H. Sexton and Mr. A.T. Jewitt. Dr. Sexton was then, and still is, President of the Nova Scotia Technical College, and is one of the senior and most outstanding educators in the province. Mr. A.T. Jewitt, also of the Technical College staff, was equally well known in his capacity as Director of the Correspondence Study Division of the College. The calendar statement of the 1927 course, reads as follows:

"The object of the course is to inform teachers of the best methods they can pursue in placing before their students the requirements and opportunities for young workers in various occupations, counselling them in their choices, co-operating with employers to get satisfactory employment for their pupils, and following up the boys and girls until it is known they are satisfactory in their placement and progress.

The course is to consist of: The history and need of vocational guidance; methods used for discovering vocational aptitudes; intelligence tests and trade tests etc; occupational surveys; study of census and occupational statistics in Nova Scotia; the requirements for the various vocations and professions; opportunities for training in schools, colleges, universities; apprenticeships; methods of counselling youths entering industry; established employment organizations; forms, files and records; problems of adolescents; directed self-analysis; opportunities for education of workers; methods of securing co-operation of pupils, parents, and employers."

In 1928, the same course was given by the same instructors. In 1929, Dr. Sexton and Mr. Jewitt were joined by the late Dr. W.D. Tait, Professor of Psychology at McGill Univ-

APPENDIX "C"

1. History of Vocational Guidance in Nova Scotia (Cont'd)

iversity. The calendar statement for the course given in these three years reads as follows:

"The object of the course is to inform teachers of the best methods they can pursue in placing before their students the requirements and opportunities for young workers in various occupations. One of the lectures will deal with the psychological aspects of Vocational Guidance, the place of intelligence tests and other tests for the determination of aptitudes and capacities. Other topics will include occupational surveys; occupational statistics. The field of business and opportunity in Nova Scotia; requirements of various vocations and professions; opportunities for the education and training of workers; problems of the adolescent; direct self-analysis; methods of securing co-operation of pupils, parents and employers."

This arrangement was continued in 1930, 1931, and 1932. In 1933, Dr. Sexton and Mr. Jewitt again conducted the course, and in this year a slight change is noticed in the calendar announcement.

"The aim of this course is to give teachers some knowledge of the ways in which they can help adolescent boys and girls to find out what occupations they are best fitted for, and to guide them towards training and employment. The complexity of the modern industrial and business world is baffling to young people, and they need wise counsel and help in choosing their future occupations. Their parents usually have not the knowledge to guide them to a wise decision and the school must undertake this service. As no organized service of vocational guidance has yet been developed in Nova Scotia, it is necessary for the ambitious teacher to become acquainted with the current practice in other places. By helping perplexed boys and girls to decide what occupations they may enter with reasonable prospects of success, and by assisting them in planning their training for such vocations, the public and high schools assume fuller significance to the young people, and bridge the gap between formal education and the entrance into practical life.

The lectures deal with the following topics: How the teacher may organize vocational guidance in a school or community, and help to secure employment for juniors; methods of securing the co-operation of pupils, parents and employers in training and placement; opportunities for special vocational and professional training; occupational surveys; capacities and characteristics required of the individual for various occupations and professions; self-analysis; the significance of intelligence, aptitude and achievement tests."

APPENDIX "C"

1. History of Vocational Guidance in Nova Scotia (Cont'd)

One sentence in this statement is of interest. It is the one which reads as follows: "As no organized service of vocational guidance has as yet been developed in Nova Scotia it is necessary for the ambitious teacher to become acquainted with the current practice in other places." This sentence implies that the educational authorities interested in this phase of education, were already thinking of the day when an organized programme would develop in Nova Scotia. In 1934, Dr. Tait again joined Dr. Sexton in offering the course. In this year, the section formerly taught by Mr. Jewitt was taken over by Mr. E. K. Ford. For the next two years the Summer School was not in session, but it was resumed again in 1937. No session was held in 1938, but sessions were held in 1939 and 1940. In two of these years, 1937 and 1939, courses in guidance were given by N. W. Morton of McGill University, under the same calendar statement as the last one given above. In 1940, Dr. Tait returned for the last time to offer a course. In 1944, two courses in guidance were offered, one on general principles given by E. K. Ford, and one on techniques, given by Stewart Murray. In the summer of 1945, the same two courses were offered, but because Mr. Ford's services were not available, his course was taken over by Dr. Marshall of Acadia University.

SECTION II

This section will deal with the development and the growth of guidance in the schools. A considerable part of the progress which has been made in Nova Scotia towards the provision of vocational guidance services in the schools, had its origin in the work of Mr. E. K. Ford, who has succeeded Mr. A. T. Jewitt as Director of the Correspondence Study Division. Mr. Ford had had considerable practical experience in vocational guidance work in the State of New Jersey, before returning to his native province in the early thirties. Before joining the staff of the Technical College, he was Inspector of Schools for Colchester County. Mr. Ford was active in Home and School Association work and was appointed first chairman of the first vocational guidance committee of the Nova Scotia Federation of the Home and School. In his capacity as chairman of this committee, Mr. Ford was successful in stimulating considerable interest among the more active associations throughout the province, to the extent that he was asked to prepare a series of discussion aids for use by associations who wished to study the principles and techniques of guidance work. These were first distributed in mimeographed form, and they were so well received that Mr. Ford was asked to expand them into handbook form. This handbook was published in 1940 by the Ryerson Press, and seems to have been the first publication of its kind in Canada.

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1. History of Vocational Guidance in Nova Scotia (Cont'd)

As far as the Halifax district was concerned, interest in guidance had developed to such an extent that representatives from Home and School and other groups, met the Halifax Board of School Commissioners on several occasions, relative to organizing the activities in guidance and the need for a person to head them up in Halifax City. Service groups had also actively interested themselves in the subject and were attempting results. Circumstances relative to the appointment of staff made it possible to secure the services of the Principal of the Bloomfield High School in Halifax City, in the person of Mr. H. Y. Haines, who was appointed Director of Guidance for the Halifax City schools in 1942. This was the first appointment in Nova Scotia in the vocational guidance field. Following this appointment, it was felt that further specific suggestions and background should be given to a group of Halifax teachers, and a class, scheduled for Saturday mornings, was organized in the spring of 1942. This class was conducted by Mr. Ford, assisted by Mr. H. E. Nelson, one of the Provincial school teachers. This group had a membership of about twenty-five and in it were some people who had considerable training in guidance, particularly Sisters of Charity.

In the meantime, the Home and School groups had been pressing for more publicity, and as Mr. Ford was still chairman of the Guidance Committee, he turned to radio as a means of putting the guidance concept before a larger group of teachers, and before the public generally. In 1941 the first series of broadcasts was made under the direction of Mr. Ford through the auspices of the Provincial School Broadcasts. These broadcasts were carried on for three years. In 1941 and 1942 they were one half-hour in length. In 1943 they were reduced to fifteen minutes. Scripts for the first series were written by Mr. H. E. Nelson and those for the second and third series by Mr. Stewart Murray. Mr. Ford edited the scripts and did most of the "mike" work for the three years. Through these methods and addresses to the Home and School Groups, Service Clubs, Teachers' Associations, Teachers' Institutes, and other places which provided a forum, guidance was sufficiently well publicized so as to make possible the appointment of a Provincial Director. It should also be added that the continued interest in guidance shown by the same educational leaders who had been interested as far back, or even previous to 1927, was of considerable help in bringing about the Director's appointment. As a matter of fact, a committee of teachers and other educational leaders which was appointed to make a study and revision of the curriculum in Nova Scotia, included mention of vocational guidance in their report, which was published in 1935. This report is in the form of a handbook, and is still used as a guide by the

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1. History of Vocational Guidance in Nova Scotia (Cont'd)

teachers of the province.

It is worthy of note that the appointment of the Provincial Director was the first move of its kind in Canada, and marked the beginning of the first Provincial Guidance Programme. The services of Mr. Stewart Murray were secured for this purpose and his duties began in August, 1943. Mr. Murray taught for ten years in the schools of this province. He has had experience in Junior and Senior High School work, in the Industrial Arts field, and in rural schools. He holds a degree in education from Rutgers University and from Columbia Teacher's College, having completed more than two years of graduate study in vocational guidance and psychology at the latter institution.

During the two and one half years since his appointment, considerable progress has been made. Well over a hundred teachers have taken summer courses in guidance, and ten or twelve of these are taking their Masters' Degree in the guidance field. Attention was first given to urban centres of which there are forty-five in the province. At the present time, forty-two of these are offering an Occupations Course in Grade IX, twenty-four of them have introduced the new Provincial Cumulative Record Form. Five of them have trained teacher-counsellors and by next year this number will be doubled. Over half of the forty-five village schools are offering the Occupations Course, and about six of the latter have introduced the Provincial Record. All urban schools mentioned above have substantial files of Occupational information. In addition, a County Unit of sixty-six rural schools has begun a guidance programme. In each school in the unit, the programme consists mainly, and for the present, of an Occupations Course, Information Files and a Cumulative Record.

2. The Manitoba Vocational Guidance Service Bureau.

In Canada for some time, school authorities have recognized the need for the provision of vocational guidance throughout the secondary school period. Efforts so far have been experimental and scattered. But now there is a definite trend toward a more systematic attack on this very live problem in different parts of the country. It is realized that in few fields are the existing social facilities more inadequate than in vocational guidance. The ever-increasing complexity of our industrial economy emphasizes the need of young persons for vocational guidance in choosing and preparing for occupations that will be suited to their respective abilities, needs and interests, and in which they will have an opportunity to secure employment. The complex opportunities and pitfalls of modern life make it practically

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2. The Manitoba Vocational Guidance Service Bureau.

impossible for most high school pupils to make a wise choice of future occupation on the basis of casual observation of the world about them.

For the young person in school, educational guidance and vocational guidance overlap and are inseparable. Educational guidance to assist individuals to select their courses of study in school is an essential part of an adequate vocational guidance programme. Throughout the period of a child's secondary education, vocational guidance should give focus and significance to the knowledge gained in school work. Before any specialized training for a specific occupation is begun, vocational guidance should be available to encourage an intelligent choice of occupation on the part of the pupil.

Every young person should have opportunity for guidance prior to the choice of a vocation. Some make a choice without ever realizing either their capabilities or their shortcomings; others do not realize the true requirements of the occupations they select. Some choose a vocation because they have a vague idea it will interest them, without ever considering whether they are suited by temperament or by ability to undertake the work. But perhaps the greatest difficulty is knowing what various careers will require of a person, so later in actual practice it will not prove to be something quite different from what was expected. The need for guidance is no longer debated. The question is how to begin.

It was to answer this, and to lay the foundation for future vocational guidance that on the twelfth of May 1938, the Minister of Education, the Hon. Ivan Schultz, sent to each school district of the province a circular announcing the establishment of a special service for young men and women, namely, the Vocational Guidance Service Bureau.

The following excerpts from the circular may be of interest at this point:-

"The Department of Education is establishing a special service for young men and women, with the idea of providing them with full information in regard to any occupation or profession in regard to which, information is desired. We realize many of our young people find it difficult to find employment or to choose that line of work for which they are best fitted. It is important they should know the requirements for entrance to professions, the special qualifications needed, whether or not they have any particular aptitude, the probable cost of training, and the possibility of employment

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2. The Manitoba Vocational Guidance Service Bureau (Cont'd)

after training. These are the types of questions the Bureau will answer....."

"This is a new service and the Department of Education earnestly hopes that the young people of the province will not hesitate to submit their enquiries. Principals, teachers, and parents are invited to make use of the service on behalf of any of their pupils or children and in particular to make known to the students in school and to young people generally the fact that the service is available free of charge....."

"In the meantime, suggestions are invited from educationalists as to the value of such a service and in what way it can best serve the public."

The invitation so expressed met with immediate response. The interest has continued. Principals, teachers, pupils, and parents have referred to the bureau in matters pertaining to vocational guidance. From June to January, 1939, inclusive, nearly 500 persons have received information about 56 vocations, either by personal call or by correspondence. The latter served 475 persons. Several persons, (teachers), have been interested in obtaining suitable lists of books and pamphlets for a guidance shelf in their libraries. Others have sought assistance in planning projects to introduce the study of vocations in their daily programs. The Bureau seeks to be a central depot on information. The following table sets forth the range of subjects and the degree of interest in different vocations as indicated by the inquiries received:-

INQUIRIES ANSWERED BY LETTER TO

THE END OF JANUARY, 1939

Accounting	19	Law	6
Advertising.....	3	Librarian	4
Agriculture.....	7	Library List.....	4
Application Forms....	1	Mechanics, All.....	17
Art, Commercial	6	Machinist	1
Aviation	69	Militia	3
Archaeology.....	1	Mine Worker	2
Barber	1	Music	4
Banking	2	Mineralogy.....	1
Ballistics.....	1	Nursing	51
Beauty Culture.....	20	Optometrist.....	3
Bookkeeping.....	16	Optician	3
Civil Service.....	14	Patents.....	1
Clerking.....	8	Photography.....	2
Carpentry.....	2	Plumbing.....	1
Dentistry.....	7	Police.....	13

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2. The Manitoba Vocational Guidance Service Bureau (Cont'd)

Dental Mechanic	1	Programs	9
Doctor	5	Radio Operator & Service	16
Dressmaking.....	25	R.C.A.F., R.A.F.....	6
Druggist.....	7	Railroad, various.....	3
Engineering (all)....	33	Stenography.....	21
Electrician.....	6	Salesmanship.....	3
Elocution.....	1	Teaching.....	6
Forestry	22	Telephone	3
General Information..	19	Telegraphy	2
Home Economics	6	Interior Decorating	1
Hotel Training	1	Veterinary	2
Journalism	5	TOTAL.....	475

Occupational information is being collected. This is done by appraisal of available literature, questionnaire and interview. When a particular field is reviewed as thoroughly as possible at the time, the information is prepared, subjected to criticism of those who are in the line of work and then finally takes the form of a guidance leaflet. For example in the preparation of the monograph on the "Aviation Mechanic", information was secured from the Department of Transport, Ottawa; Flight Lieut. Shields, Department of Transport, Winnipeg; Trans-Canada Airways; Canadian Airways; and Starratt Airways and Transportation Limited. Qualified persons in each case reviewed the write-up and made constructive criticisms. In this manner, it is hoped to keep the material collected, up-to-date and to present as authentic a picture as possible.

Guidance Leaflets, available for school libraries and pupils prepared to date are:-

"The Aviation Mechanic and Air Engineer"...	9 pp.
"The Auto Mechanic and His Work".....	11 pp.
"Nursing, A Profession for Girls".....	6 pp.
"Beauty Culture".....	6 pp.
"Bookkeeping".....	5 pp.
"Accounting".....	5 pp.

It is planned to publish career pamphlets, as supplementary to the guidance leaflets from time to time. A small charge of ten cents will be made for the career pamphlets.

The first one "Careers in Science", published with permission of the author, Dr. W. F. Geddes, now of University of Minnesota, former chemist-in-charge, Dominion Grain research Laboratory, Winnipeg, is now ready. Dr. Geddes presents the results of all his research in the industrial, government,

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2 The Manitoba Vocational Guidance Service Bureau (Cont'd)

and professional fields for employment of the graduate in science. It is of particular value to the senior high school and junior university young men and women.

A career pamphlet on nursing which will comprise articles from contributors in the several fields of employment is nearing completion.

It is very gratifying to note the generous and gracious manner in which those approached have given of their time and experience. All have expressed much sympathy with the principle of vocational guidance. When a number of men were asked for information about the vocation of radio service men, they arranged for a meeting of eight representatives of the Radio Service Men's Association of Manitoba. They are now working on the subject, and are very desirous of making a good job of the guidance leaflet. There can be no question of either the interest in vocational guidance or the need of it.

The lack of vocational guidance for the large numbers of rural youth is particularly serious, because young people in the country have not only to decide, as city young people do, how much and what sort of education and training they will attempt, but also whether they will go or stay when the time of earning comes.

The need of guidance in the matter of vocational careers among farm youths is especially urgent from four angles:

1. Lack of information as to rural occupations.
2. Over-optimism about city occupations.
3. Especial need for motivating education through vocational guidance.
4. Need for knowledge of city occupations.

A comprehensive guidance service in rural communities should result in keeping on the farm those who are suited to farm life and should distribute these among different types of farming according to their aptitudes and interests. The advantages, as well as the disadvantages with which the young people on the farm are already familiar, should be considered. The same policy would throw much light on city occupations. A wise guidance plan should keep those who will profit best personally, and who will serve society best by going or staying. There is no reason to assume that any more would be attracted to the city by a carefully planned guidance programme than there is under the present haphazard system.

The guidance that is needed should be of an advisory not a deterministic sort. It must be confessed that in the

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2. The Manitoba Vocational Guidance Service Bureau (Cont'd)

present development, educators lack much of the essential information needed for a sound guidance programme. The tools of individual diagnosis that are used are, in general, rather unreliable. There is lack of any well developed body of knowledge regarding the relationship between personal characteristics and success in the various types of occupations. Much work must be done to develop counselling procedures. It means study and preparation by the interested teacher. Despite these shortcomings, there is enough information and technique available to assist young people greatly in making a more intelligent choice of their life work in a thoughtful considered basis, rather than on the basis of some trivial inconsequential circumstances. The need for suitable provisions for guidance cannot be over-stressed.

R. J. Johns
Director of Technical
Education.

August, 1939.

3. Guidance in Saskatchewan.

Guidance received official recognition in Saskatchewan during the summer of 1944, when the Department of Education created a new branch under a Director of Guidance. A description of the aims and achievements of this branch will follow a brief sketch of the development of guidance in this province.

The first guidance classes in Saskatchewan were organized in Nutana Collegiate Institute, Saskatoon in 1937. They provided personal and social guidance for the students in grades IX and X. A member of the staff devoted one period a week to each grade. During the next few years the number of guidance teachers was increased, first to five, and later to seven, and a counselling service was instituted. In 1943 the Collegiate Board took definite action and guidance classes were started in the other two collegiates of the city. In each school the principal became the chief guidance officer, but instruction was given by classroom teachers. A committee of representatives from the three schools was appointed to co-ordinate the guidance programme.

In 1943 the Moose Jaw Collegiate Board appointed a director of guidance. Twice a month this officer met teachers who were interested in guidance. Through discussion and directed reading he helped them prepare for guidance work. A syllabus was prepared and the programme has proceeded with considerable success.

The Regina Collegiate Board, in 1944, encouraged its

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3. Guidance in Saskatchewan (Cont'd)

teachers to take summer courses in guidance by offering a grant of \$150 to two teachers in each collegiate institute. Guidance programmes have now been begun in Scott and Balfour Technical Collegiates. A committee of teachers who have guidance training assist and advise the principals and home-room teachers.

The programmes in the three cities have certain features in common. Cumulative records are used. Students are tested for intelligence, achievement in school subjects, personality, and various aptitudes. Personal, social, educational, and vocational guidance is given through group instruction. A counselling service is also in operation.

These paragraphs give some idea of the progress this province had made up to the time when the Department of Education created its guidance Branch. At present this office is pursuing an eight point programme.

- (1) By means of addresses and published articles, the general public is being made aware of the meaning and importance of guidance.
- (2) The services of the Director of Guidance are available to school boards and teachers who wish information and advice about establishing guidance programmes or about mental hygiene problems in their particular schools.
- (3) Since 1941 the University of Saskatchewan has offered a six weeks' summer school course in guidance for teachers. This course was given at Regina College as well as at the University. During the winter term the College of Education is conducting a guidance course for candidates who seek the B.Ed. degree. These courses will be continued and extended.
- (4) A committee of teachers is making a syllabus for each year of the high school course. When it is complete this syllabus will become part of the regular high school course of studies.
- (5) A guidance library has been assembled. At present it consists of some 150 titles and as many booklets and pamphlets. It is a lending library and a bibliography goes to each school in the province, the Department of Education paying both sending and return postage on books that are borrowed. Many teachers, home and school clubs, and study groups have availed themselves of this service.
- (6) A vocational information service has been established. Books, folders, monographs, and courses on occupations are available to teachers and students. Information about the requirements, advantages, and disadvantages of occupa-

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3. Guidance in Saskatchewan (Cont'd)

ations and about accredited schools is given to any person who requires it. The Audio-Visual Instruction Branch has a library of films which deal with occupations and which are available to schools.

(7) A testing service has come into existence. The Guidance Branch has a library of intelligence, school achievement aptitude, and personality tests. Teachers are able to see samples of various tests before they choose any particular one for their schools. Plans are now being formulated for the use of certain tests in a survey of the province.

(8) A survey of agricultural, industrial and professional occupations in this province will be undertaken. When this is complete and machinery has been devised for keeping it up to date, the Guidance Branch will be able to advise students and others with regard to opportunities in these fields.

The Guidance Branch is still in its early infancy. When, however, it becomes better known, and when, possibly, it has been extended, it will render services that are urgently required by all young people today.

T.M. Spencer,
Director of Guidance,
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