72-14,789

ALLARD, Pierre, 1938-
THE PARENT REPORT AND GUIDANCE AND COUNSELING IN THE PROVINCE OF QUEBEC.

The University of Michigan, Ph.D., 1971
Education, guidance and counseling

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THE PARENT REPORT AND GUIDANCE AND COUNSELING IN THE PROVINCE OF QUEBEC

by
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A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1971

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PREFACE

I want to express my appreciation to those who were directly involved in the present study. Professor Stewart C. Hulslander, Chairman of my Doctoral Committee, was extremely helpful in giving advice, perceptive criticism, and constant encouragement. Special thanks also go to the remaining three committee members, Professors Lloyd Hughes, Wilbur Peters, and Assistant Professor Cho-Yee To. Invaluable suggestions and criticisms from all of them made the present endeavor a good learning experience as well as an interesting challenge.

I wish especially to express my lasting obligations to Sister Lucina, of the Marist Sisters, who gave of her time to help in the translation of complex French expressions, and in a special way with the original French quotations that were translated into English for the benefit of the American and English Canadian readers in general.

The hospitality and friendliness of Father Frank P. Srebernak, Pastor of Saint Francis Church, was deeply appreciated, and even makes it hard for me to go back to Québec without the feeling of losing a good friend, as well as an exemplary and dedicated priest.

Finally, a word of thanks to my typist, Mrs. Anna Belle Hunt, whose competent work can be seen throughout this dissertation.

Ann Arbor, October 1971 Pierre Allard

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INTRODUCTION

The results of "The Royal Commission of Inquiry on Education in the Province of Québec"[1] were a definite turning point in the history of education in the entire Province of Québec. After a few years of comparative studies, consultation, travels around the world, the Parent Report proposed to the Government and the population of Québec a rather radical transformation of the educational system. Sociologist Philippe Garigue states:

> The goal consists not only in the improvement of the French Canadian's education, but also in creating a systematic improvement of the whole Québec education in relation to jobs for the future of Québec.[2]

Each time a new section of the Report was published and presented to the Government, the mass media made a big issue of it. Educators were talking about it;

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[1]Hereafter references to this Commission will be made in shorter ways, such as "The Parent Report" from its president Monseigneur Alphonse-Marie Parent, vice-rector of Laval University, "The Royal Commission," "The Commission," "The Commission of Inquiry," or "The Commissioners," "The Parent Report," cf., Vocabulaire de l'éducation au Québec (Québec: Gouvernement du Québec, Ministère de l'Education, Service d'information, 1968), p. 48; Roger Magnuson, Education in the Province of Québec (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969), p. 16.

[2]Philippe Garigue, "Le carrefour actuel du sens national," Revue de l'Institut de Sociologie, 1968/1, 25.

many criticized it, and many others praised its avant-garde position on education.[3] It created a commotion throughout the Province. Following the 1966 elections, many writers, political scientists, as well as reporters, stated that it was one of the reasons for the defeat of the Liberal Party by the Conservative Party.[4] In this connection, it is worthwhile to take note of a passage from a Symposium on Education held at Laval University in Québec City in 1966:

> Québec has entered into a critical phase of its history during which changes succeed each other with bewildering rapidity: passing from a traditional society to a consumer society, passing from a school system built for a rural society to a system conceived for an urban and pluralistic society.[5]

The implications regarding a school system for an urban and pluralistic society in comparison to a system

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[3]Eloi De Grandmont, Louis-Martin Tard, and Normand Hudon, Un Bill 60 du tonnerre (Montréal: Editions Leméac, 1964), pp. 61, 62, and 70; cf. Robert Pelletier, "Le droit de l'enfant à l'auto-détermination," Revue de l'Ecole Normale, 1967, 3/4, 267.

[4]Antoine Baby, "L'école confessionnelle: domination de l'eglise et démission de la famille," in Les Valeurs chrétiennes et l'éducation, ed. by Faculté des Sciences de l'Education de l'Université Laval (Québec: Les Presses de l'Université Laval, 1967), p. 132.

[5]Jean-Marie Hamelin, "L'école et la société," in L'éducation dans un Québec en évolution, ed. by Faculté des Sciences de l'Education de l'Université Laval (Québec: Les Presses de l'Université Laval, 1966), p. 23; cf. Conseil Supérieur de l'Education, L'enseignant face à l'évolution sociale et scolaire (Québec: Roch Lefebvre, Imprimeur de la reine, 1968), pp. 33, 49; cf. Jacques Dofny, "Le Québec et la sociologie québécoise," Revue de l'Institut de Sociologie, 1968/1, 10; cf. Guy Rocher, "Multiplication des élites et changement social au Canada francais," ibid., 86-87.

developed for a rural society evidently refer to the Parent Report. Québec is a large urban society. The figures of Québec for 1970 show that 80 per cent of the population live in the cities.[6]

Many articles appeared on different aspects of the Parent Report, but none regarding its implications for the field of guidance and counseling. It became evident that such a reform of the educational system should be accompanied by reforms in the field of guidance and counseling.

It was for this reason that the idea and the desire to study the role assigned to guidance and counseling in the Commission of Inquiry's Report to the Government and the Commission's concept of the important role of orientation in the school system appeared to be a fascinating research project. A Report receiving such praise, as well as so much criticism, from such a vast number of people would naturally be a significant research project. It seemed to focus attention on controversial issues worth studying.

Father André Naud states that:

> The Parent Report is a monumental piece of work, it touches on almost all aspects of education and

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[6]Jean-Guy Cardinal, Ministre de l'Education, "L'éducation, l'économie et la formation professionnelle," Hebdo-Education, Mars, 1970, 5.

it insists on a considerable number of extremely important values.[7]

Professor Magnuson from McGill University adds that: "The Parent Commission Report in itself is a first-class comparative education document."[8]

The Parent Report provides guidance and counseling services as vital position in the proposed system of education. The Commission's concept of guidance and counseling and the position it should have at different levels of education will be reviewed.

The research study is divided as follows: the first section provides a concept of the school system and the guidance counseling. In the second, third, and fourth sections, the Parent Report recommendations on guidance at the elementary, secondary, collegiate, and university levels will be carefully studied. The fifth section will deal with guidance for adults. The last section will deal with the Parent Report and guidance service tasks.

The Commission's recommendations will be compared with what was done previously in the field of guidance and counseling to determine whether it is a progressive or regressive document.

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[7]André Naud, Le Rapport Parent et l'humanisme nouveau (Montréal: Fides, 1965), p. 7; cf. Paul-Emile Gingras, "L'école des technocrates," Relations, CCCXLIV (Décembre, 1969), 337.

[8]Magnuson, Education in the Province of Québec, p. 16.

This study will not consider the Eskimo and Indian populations of the Province, since they are under the Federal Government's jurisdiction.[9]

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[9] Ibid., p. 2.

CHAPTER I

THE PARENT REPORT, THE SCHOOL SYSTEM, AND THE NOTION OF GUIDANCE AND COUNSELING

This chapter deals with guidance and counseling as it relates to the school system, the diverse agents responsible for guidance and counseling, and the function of guidance and counseling.

Guidance and Counseling and the School System

The idea of professional guidance and counseling is approached in this Report of the Commission of Inquiry because of its increasing importance in a modern school system. In accordance with this notion the Commission ascribes to all modern school systems a three-fold goal:

> to afford everyone the opportunity to learn; to make available to each the type of education best suited to his aptitudes and interests; to prepare the individual for life in society.[1]

It is evident from the above statement that professional people in the field of guidance and counseling have a

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[1]Alphonse-Marie Parent, et al., Rapport de la Commission royale d'enquête sur l'enseignement dans la province de Québec, Vol. I: Les structures supérieures du système scolaire (2d ed.; Montréal: Fides, 1965), No. 115, p. 83; cf. Corporation des Instituteurs et Institutrices catholiques du Québec, Mémoire à la Commission royale d'enquête sur l'enseignement (Québec: 2100 Chemin Sainte-Foy, 1962), p. 249.

vital role to play in an up-to-date system of education. The variety of job openings suggests that students will need specialized help from guidance counselors to better understand their potentials, their aptitudes, and their interests. Professor Maranda of Laval University adds that personality traits must also be considered since:

> young people's aptitudes, interests, and personality vary greatly. Options exist precisely to respect as much as possible these differences and allow young people to develop to the maximum degree of their own individuality.[2]

The modern educational system proposed by the Parent's Commission insists on the coordination of the different educational sections which is something completely new in the Province of Québec:

> the determination to make available to all pupils instruction in any field or at any level encounters one particularly serious obstacle in the French schools of Québec. The historical account of its development has shown how public and private education evolved along parallel lines, with only the latter leading to classical college and university. By tradition, the public school child was directed toward manual labor, subordinate jobs in business and the service industries and toward the skilled trades. Seldom did he even consider--and the system did not encourage him--continuing his studies in the classical college and the university.[3]

The urgent problem of educational coordination was so important in the Province of Québec that the Parent

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[2]Armand Maranda, "L'école polyvalente et le sens des options," in L'éducation dans un Québec en évolution, p. 178.

[3]Parent, Rapport de la Commission, Vol. I, No. 121, p. 85.

Commission recommended that the Government solve it by appointing a Minister of Education whose function would be to develop and coordinate it at all levels and between all school systems.[4] This coordination was necessary because the partitioning of the educational system almost irremediably excluded those persons enrolled in the public system from the opportunity of choosing a profession even if they so desired.

On this subject Professors Audet and Gauthier say:

> The diverse types of education destined to complement one another had been left untouched and developed in a quasi total independance to the detriment of students.[5]

The lack of coordination in the school system was one of the major problems which made guidance and counseling practically impossible and excessively difficult in Québec. The Parent Report therefore strives to suggest practical solutions, such as the coordination of the school systems, the development of an Office of Studies in the Ministry of Education, which would take care, among other things, of "guidance and psychological services."[6]

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[4] Ibid., Vol. I, No. 143, p. 96.

[5] Louis-Philippe Audet and Armand Gauthier, Le système scolaire du Québec (Montréal: Librairie Beauchemin Limitée, 1967), p. 67.

[6] Parent, Rapport de la Commission, Vol. I, No. 162, p. 107.

In Québec as elsewhere in the world, and probably more so because of its proximity to the United States of America, the new and modern techniques of education have also contributed to the need of guidance and counseling because they have made public the job openings, the market openings and the professional possibilities which until then had been ignored. Another difficulty facing guidance counselors in Québec stemmed from the fact that education at the collegiate and university levels was not financially feasible, and thus many young people vainly aspired to such job openings, market openings, and professional openings. The Parent Report recognizes that in practice

> even in our own society, economic and family circumstances often carry as much weight as a child's own aptitudes in determining his future academic orientation.[7]

The inevitable result of this disastrous and unfortunate condition was the loss of talents which could have helped the Québec society to progress much more rapidly. This is why the Commission of Inquiry recommends gratuitous schooling at all levels. Manpower is considered to be the

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[7] Ibid., Vol. II: Les structures pédagogiques du système scolaire: Les structures et le niveau de l'enseignement (3d ed.; Montréal: Fides, 1965), No. 13, p. 10; cf. Eli Ginzberg, "The Development of a Developmental Theory of Occupational Choice," in Counseling and Guidance in the Twentieth Century, ed. by William H. Van Hoose and John J. Pietrofesa (Boston: Houghton Mifflin Company, 1970), p. 66; cf. Vivian H. Hewer, "What Do Theories of Vocational Choice Mean to a Counselor," Journal of Counseling Psychology, X (February, 1963), 119; cf. Urie Bronfenbrenner, "The Split-Level American Family," Saturday Review, October 7, 1967, pp. 60-66.

most important national resource, and all moneys put into education as investments.[8]

What are the prerequisites for educational democratization? Here is the answer given by the Royal Commission:

> Any real attempt to make education more democratic not only assumes that it will be open to everyone at all levels, but that each individual will be free to select the type of studies best suited to his tastes and his aptitudes. The prime agents in this selection are the child himself, his teachers and his parents. The school should help parents to guide a child toward the courses in which he will best develop himself. The teacher, sometimes more objective than the parents, must avoid taking only academic results into account; emotional factors, an environment less propitious for intellectual development, psychological factors can all retard a child. The guidance counselor should weigh all these scholastic and extra-scholastic factors.[9]

Paul Gérin-Lajoie, Minister of Education, insisted also on the democratization of education in a speech given at the Sorbonnes in Paris.[10] In fact, the Minister said that it was the main objective of the educational policy in Québec.

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[8]John C. Flanagan, "The Effective Use of Manpower Resources," Personnel and Guidance Journal, XLII (October, 1963), 118; cf. Max Pietsch, La révolution industrielle, trans. by Jacques Legray (Paris: Petite Bibliothèque Payot, 1963), p. 203; cf. Erik Ib Schmidt, "Le facteur ressources humaines dans l'expansion économique," in Prévoir les cadres de demain directed by Alexander King (Paris: Organisation Européenne de Coopération Economique, 1960), p. 11.

[9]Parent, op. cit., Vol. II, No. 78, p. 48.

[10]Paul Gérin-Lajoie, Ministre de l'Education, "Discours du Ministre de l'Education à la Sorbonnes," Hebdo-Education, Décembre, 1965.

It is apparent that the school system in Québec did not adapt itself to the students but the reverse is true; students had to adapt themselves to it. However, in education it is the school system which should adapt itself to the students.[11] That is why the Commissioners suggested:

> The adaptability of the system to the natural abilities of each individual will provide a much more flexible and more gradual pedagogical orientation, never completely rigid, one that will give to all a broader culture and prevent the inconveniences of too early specialization.[12]

Thus, students will not suddenly find themselves on a dead end street from which they cannot escape without wasting many precious years of their lives. It is an irremediable loss of a human being who could have helped in the social, cultural, economical, and political development of the community.

Guidance and Counseling According To the Parent Report

The precise idea of school and professional guidance according to the Parent Report will now be presented.

From the beginning the Commissioners warned that:

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[11]Jean-Guy Cardinal, Ministre de l'Education, "Conférence donnée devant la Fédération des commissions scolaires catholiques du Québec le 21 novembre 1969," Hebdo-Education, Décembre, 1969, 10.

[12]Parent, Rapport de la Commission, Vol. III: Les structures pédagogiques du système scolaire: Les programmes d'études et les services éducatifs (Montréal: Fides, 1965), No. 894, p. 177.

> The counseling services will be a cornerstone of the educational system which we have envisaged. The new educational structures presuppose in effect that the making of definite and irreversible choices shall be deferred as long as possible; they are based on a progressive guidance program, by means of a series of graded electives, to continue through the period of post-elementary schooling.[13]

This principle is remarkable and well justified because its adoption would give guidance and counseling an increasingly important place in modern life with its multiple openings and outlets on the work market. It also represents enormous progress if we consider that in the School Code of the Province of Québec, not a single word was whispered, even in 1950, regarding the existence of professional guidance, even though the first counselors had graduated as early as 1944.[14]

Moreover, the Commissioners emphasized that school reform could succeed only on the explicit condition that professional guidance and counseling be rapidly and efficaciously organized in the schools throughout the Province of Québec. The success of this reform could be compromised by the fact that under the new régime a multitude of decisions must be made, and without the help of a guidance and

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[13] Idem, op. cit., Vol. II, No. 168, p. 263; cf. Robert H. Mathewson, "The Status and Prospects of Guidance," in Counseling in the Twentieth Century, p. 137.

[14] Wilfrid Ethier, P.S.S., L'orientation professionnelle (Montréal: L'Institut Canadien d'Orientation Professionnelle, 1951), p. 218; cf. Département de l'Instruction Publique, Code Scolaire de la Province de Québec (Québec: Gouvernement de la Province de Québec, 1950).

counseling service, this would be far more difficult. The Commissioners, for this reason, underscore the fact that the situation could become even worse.[15]

> A person's orientation or choice of career, should be settled only after a sufficient period of time, and then only as the result of alternatives chosen and rejected. It should take into account the evolution of the child, the development of his aptitudes and interests, and the experiences which he has undergone. . . . True school and professional guidance is fundamentally an act of self-evaluation by the subject--what he is, what his strong points and his limitations are--followed by a decision freely taken.[16]

In many cases, students are incapable of realizing or understanding individually who they are, and consequently it becomes impossible for them to really make a personal, reasonable, valid, and mature decision. It follows therefore that guidance and counseling must be a continual process,[17] and not a service for the school which does not know what to do with certain students, decides to send them to the guidance counselor so that he will solve the problem:

> guidance is intended first and foremost for the benefit of every child. Counseling services should help the pupil to find a solution to his own problems; it is only in this indirect sense that it will contribute to solving the problems of the school.[18]

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[15]Parent, op. cit., Vol. III, No. 1068, p. 263.

[16]Ibid., No. 1069, p. 264.

[17]Jean-Marie Beauchemin, "L'orientation processus de maturation," Bulletin de la Fédération des Collèges Classiques, IX (Novembre, 1964), 7.

[18]Parent, op. cit., Vol. III, No. 1073, p. 265.

Counselors have had too many occasions to ascertain that some school teachers and principals were making undue pressures on them to rid themselves of problem students; by placing them in a class by themselves, from which they frequently had to be transferred to a correctional institution.

The Royal Commission of Inquiry recalls repeatedly throughout its report, that the principal and major preoccupation of a guidance and counseling service must be the welfare of the student.[19]

These Commissioners state what could be called the major ideas which must inspire the guidance and counseling services in the new school system; guidance:

> must be dynamic, broad, and liberal; it must draw upon the latest findings of research; it must be completely integrated into the school system; it must be a service in the strictest sense of the word, one that will favour the collaboration of all those interested: students, parents, teachers, specialists, and employers. We might give the following definition of counseling: it is that constituent part of an educational system which seeks, in a methodical and organized fashion, to help pupils and students of any age make the most beneficial decisions in order to become well-adjusted academically and socially and to succeed professionally.[20]

This is a very important and central area which is given to the school and professional guidance services, especially considering the minimal position counseling had

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[19] Ibid., No. 1073, p. 265.

[20] Ibid., No. 1074, pp. 265-66.

before the study was undertaken by the Commission of Inquiry. This definition is not as complete as that of the National Vocational Guidance Association which adds a section on retirement.[21] Nevertheless it is an important step in the right direction.

The Parent Report proceeds to take up the question of different schools of thought in the field of guidance and counseling. It seems concerned about only one point: guidance and counseling services should avoid directive counseling. The words of the members of the Commission state:

> One of the constant concerns of counseling must be the avoidance of authoritarianism. Counseling means helping each student to arrive at a personal assessment of his own aptitudes and preferences in order that he may make the necessary decisions.[22]

Thus, they leave counselors free to use many different theoretical approaches to counseling.

Another important aspect which is brought out is that of inter-disciplinary and inter-specialization cooperation. The Parent Report puts itself abreast of contemporary lines of thought, by encouraging teamwork stressed by many

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[21]Seymour L. Wolfbein, "Labor Trends, Manpower, and Automation," in Man in a World at Work, ed. by Henry Borow (Boston: Houghton Mifflin Company, 1964), p. 171.

[22]Parent, op. cit., Vol. III, No. 1078, p. 267; cf. Kenneth Matheny, "Counselors as Environmental Engineers," Personnel and Guidance Journal, XLIX (February, 1971), 443.

authors today.[23] This is much more understandable since the modern world is extremely complex. Can the specialist, left alone, pretend to discover all of the mysteries of human nature?

> One must never lose sight of the fact that the first and principal factor in counseling is the student himself. He must first be led to accept his responsibilities. It is therefore with him and around him that any counseling must be done. This entails the collaboration of all concerned: parents, teachers, counselors and other specialists such as psychologists, physicians and social workers. All must be ready to work together and to consult and support each other in an atmosphere of mutual respect, for the greatest benefit of each student. No counseling service can hope to succeed unless there prevails such a climate of confidence and cooperation.[24]

It seems obvious that guidance and counseling services can be effective only when confidence and cooperation exist among all persons who have anything to do with the guidance of youth.

The Report also mentions the school teachers, the teacher-counselors, the teachers of "professional and educational information"[25] and the guidance counselors. Sometimes,

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[23]Cf. Louis Gadbois, "Responsabilités sociales de l'orientation," Bulletin de la Fédération des Collèges Classiques, IX (Juillet, 1964), 4, 7; cf. Réjean Charette and Claude Hamel, "Expérience de consultation en orientation: quelques précisions sur le role du consultant," in Problèmes d'Orientation: Théorie et Pratique, ed. by Réjean Charette and Jacques Perron (Montréal: Corporation des psychologues de la Province de Québec, 1967), p. 122.

[24]Parent, op. cit., Vol. III, No. 1086, p. 270.

[25]Teachers whose task it is to give information about schools and colleges as well as information about the world of work, jobs, and professions. Commonly called "professeur d'information scolaire et professionnelle."

it may be necessary to consult with a medical doctor, a social worker, or a psychologist.

The Different Responsible Agents For Guidance and Counseling

The Parent Commission mentions first the teachers, as they are most frequently in contact with the students.

The teachers' role with regard to school and professional guidance program, as it was envisaged by the Commission, is as follows: the teacher should collaborate in the application of the policies concerning guidance and counseling, with the school authorities as well as with the guidance counselors. They should help in the development and maintenance of an atmosphere propitious to the healthy development of each student. The importance between the teachers' subject and the vast domain of possible future orientations is emphasized.[26]

Two important functions are the observation of students relative to their future orientation and the encouragement of the students to consult with the guidance counselors. These are the Commission's words:

> the observation of students and the compiling of information concerning their interests, ambitions, aptitudes, behavior, motivation and even the socio-economic status of their families; the encouragement of all students, especially of those who present difficulties in adjustment or guidance problems to make use of the counseling services.[27]

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[26] Parent, op. cit., Vol. III, No. 1088, p. 271.

[27] Ibid., Vol. III, No. 1088, pp. 271-72.

As far as the teacher-counselors are concerned, they must realize that it was a non-existing reality in the Province of Québec, at least in the French system, and which nevertheless seemed to have had relative success in some places where it was put into practice. The teacher-counselors assist in the creation of a close link between the teaching staff of the school, the students, and the guidance and counseling services. It is also a formula which favors a greater integration of guidance and counseling in the very life of the school which makes for better dialogue between guidance counselors and teachers.[28] Few persons can excel as teacher-counselor, so this combined role existed solely in the English section of the educational system.

The role of the teachers of professional and educational information is then studied. They are teachers who are specialists in school and professional information and whose task it is to inform students on the multiple outlets of the work market and the professions. Because of the small number of guidance counselors, the members of the Royal Commission of Inquiry on Education suggest:

> we believe that specialists in professional and educational information having the required aptitudes might be induced to further their training in order to serve as counselors.[29]

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[28] Ibid., Vol. III, No. 1089, p. 272.

[29] Ibid., Vol. III, No. 1091, p. 273.

It is not by eliminating the teachers of information by giving them further training in counseling and guidance to augment the number of guidance counselors that a really valuable solution to the lack of personnel for guidance and counseling services of the Québec schools will be found. The teachers of professional and educational information appear to have better preparation and training than do guidance counselors in the domain of information and because of this are more useful to the students. Moreover, by fulfilling this informational service, these teachers intimately participate in the career planning of students and thus free the guidance counselors who can devote themselves more completely to their main and principal task: guidance counseling.[30]

According to Chamard and Pelletier, the teacher of information "cannot be done away with to present to students an adequate information which favors the maturational process."[31] It is also important that these teachers of

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[30]Gilbert C. Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 163; cf. James C. Hansen and Richard R. Stevic, Elementary School Guidance (London: Collier-Macmillan, Limited, 1969), p. 75; cf. Chris D. Kehas, "Toward a Redefinition of Education: A New Framework for Counseling in Education," in Introduction to Guidance: Selected Readings, ed. by Bruce Shertzer and Shelley C. Stone (Boston: Houghton Mifflin Company, 1970), p. 66; cf. Shertzer and Stone, "Counseling Individuals and Small Groups," in ibid., p. 167.

[31]Roger Chamard and Denis Pelletier, L'orientation pour tous (Montréal: Librairie Beauchemin Limitée, 1966), p. 149; cf. Robert Hoppock and Bernard Novick, "The Occupational Information Consultant: A New Profession?" Personnel and Guidance Journal, XLIX (March, 1971), 555-58.

information help students at all levels of the educational system. Guidance counselor Lapointe says:

> If guidance and counseling is not provided during the whole life cycle, if, as Super and many others think in Europe as well as in the U.S. and among us, if we must think of orientation in a career instead of a profession, it is necessary that information, essential element of guidance and counseling, be given all along the life cycle.[32]

Finally, the Parent Report studies the function of guidance counselors who are the real specialists of the domain. On this subject it will suffice to quote verbatim the words of the Commissioners:

> The specialized counselor would give the team direction and coordination, and would himself be responsible for a certain number of pupils; he would be the prime mover and leader of the team. It would also be his task to establish regular and continued contacts with the provincial guidance division, the regional school authorities, the head of the institution, the teaching staff, and both labor and management in the area. Finally, the specialist in counseling should strive actively to integrate his activities with the everyday life of the institution and with the daily concerns of the teaching staff.[33]

It seems manifest that, facing such a great task, the Commissioners became conscious of the very restricted number of guidance counselors in the Province of Québec. This is not proper to the Province of Québec, the U.S.A.

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[32]Roger Lapointe, "Cours spéciaux d'information ou information à l'occasion des cours," Bulletin de la Fédération des Collèges Classiques, IX (Novembre, 1964), 12.

[33]Parent, op. cit., Vol. III, No. 1090, pp. 272-73.

faces the same kind of shortage.[34] This is made much more arduous in Québec by the fact that guidance and counseling services should be available to all students of our immense territory, which is "three times the size of France,"[35] and by the fact that the density of the population is so sparse everywhere. This is so in spite of the fact that "Québec is the most urbanized Province in Canada."[36]

In practice how can the student of Saint-André l'Epouvante, in the county of Lac Saint-Jean, as well as those of Saint-Pierre of Wakefield, which is about thirty miles away from the city of Hull, enjoy the same competent services of guidance counselors as the students of Montréal or Québec city? The problem of student transportation is a very serious and difficult one. By dividing the Province into geographical educational regions, the Commission sought to solve this problem. Finally, the Government divided the Province into sixty-four educational regions.[37] The students are brought from considerable distances so that they are able to attend bigger and better equipped schools which can afford the services of a guidance and counseling

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[34] Occupational Outlook Handbook (1970-71 ed.; Washington, D.C.: Department of Labor, Bureau of Labor Statistics, Bulletin No. 1650), p. 62.

[35] Dofny, op. cit., p. 17.

[36] Magnuson, op. cit., p. 67.

[37] Ibid., p. 28.

team.[38] Student transportation however creates another problem; students traveling long distances tire of this but find the results of superior educational opportunities far surpass the difficulties in long distance traveling.

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[38] Corporation des Instituteurs et Institutrices, op. cit., p. 122.

CHAPTER II

THE PARENT REPORT AND GUIDANCE AT THE ELEMENTARY LEVEL

The Royal Commission of Inquiry on Education in the Province of Québec not only studies the role of guidance and counseling in the Québec school system but specifies the place guidance and counseling should have at the elementary school level. For the purpose of clarity, kindergarten classes are included in the elementary level.

Objectives of Elementary School

Once more, before tackling the problem in a direct way, the Commissioners reminded us that in the new school system, the main objective of the elementary school program was radically changed.

> Until quite recently, the main goal of the elementary school was to give to the majority of young people the basic knowledge they needed for life in society.[1]

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[1]Parent, Rapport de la Commission, Vol. II, No. 19, p. 13; cf. Jean-Charles Falardeau, "L'industrialisation au Québec," in L'étude de la société, ed. by Jean-Paul Montminy, O.P. (Québec: Les Presses de l'Université Laval, 1965), p. 108.

The elementary school was terminal for many students, but this is changing.[2] The new goal assigned to the elementary school is to teach students to learn and to think,[3] to prepare students for high school. The former educational code of the Province of Québec mentioned very clearly that students must study until the age of 14.[4] In the new "Compilation of Statutes on Education" the law on public education has been modified, and the age of 15 years completed, or 16 years old, is mentioned: "until the end of the school year during which he will attain the age of 16."[5]

The Parent Commission suggests the minimum age of 18 years,[6] so that the requirements of industry will be met, as well as the labor laws on employment. This problem is proper to the Province of Québec.[7] The Report also mentions:

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[2]Conseil Supérieur de l'Education, L'enseignant face à l'évolution sociale et scolaire, p. 14.

[3]The expression "learning to learn" or teaching to learn is from Harlow and has been used by many authors; cf. David A. Dushkin, publisher, Psychology Today: An Introduction (Del Mar, California: CRM Books, 1970), p. 82; cf. Conseil Supérieur de l'Education, L'enseignant face à l'évolution sociale et scolaire, p. 16.

[4]Département de l'Instruction publique, Code scolaire, p. 168.

[5]Paul Guérin-Lajoie, Ministre de l'Education, Recueil des lois de l'éducation: codification administrative (Québec: Roch Lefebvre, Imprimeur de la reine, 1966), p. 44.

[6]Parent, op. cit., Vol. II, No. 55, p. 35.

[7]Jacques Leclercq, La révolution de l'homme au XXe siècle (Tournai: Casterman, 1963), p. 211. He says that this is a world-wide trend.

> For a student, the length of time he will devote to study depends upon a number of considerations--his own individual aspirations and talents, the level of achievement he is able and willing to attain, the laws governing compulsory school attendance, and his duty as a citizen to prepare himself for life and to contribute useful, socially profitable work to the society of which he is a member, once he has completed an education largely financed by that society.[8]

It appears that this is grasping the problem in a satisfying way. Nevertheless, for the common good, the government alone has the authority to legislate on the matter of obligatory school attendance until a certain age.

The Parent Report, as it should be, wants the guidance and counseling services to be started and offered in kindergarten because even at that age problems arise in the lives of pupils.[9]

It adds this:

> The kindergarten will also make it possible to ascertain with sufficient promptness which children, among those on the eve of reaching the age for compulsory school attendance, are not yet mature enough to begin real school work, as well as those who are truly retarded, and to take whatever remedial steps are indicated, or even to provide special educational guidance, which should begin at the very outset of school life.[10]

Werner Correll says in his book on the psychology of learning that "a child cannot feel motivated by any

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[8]Parent, op. cit., Vol. II, No. 52, p. 34.

[9]Ibid., Vol. II, No. 142, p. 81.

[10]Ibid., Vol. II, No. 142, p. 81.

subject matter taught unless he has the necessary maturity to learn."[11] The same author in another volume has this to add: "a child who begins his schooling without being mature enough for school learning speeds toward a definitive failure."[12] Bastien also mentions that there is "no stable learning without the required degree of maturation."[13] He continues later on and says that "Readiness" means that: "the general state of growth makes a person ready for specific learning."[14]

It seems significant that this work must be done, so that all students may begin their fundamental school learning in the best possible way. In fact, solid foundations will allow the student to erect a superstructure which will not fall apart because of badly executed or assimilated basic work.

Since the work done in kindergarten requires much from the teachers, the help of specialists in guidance and counseling will without any doubt become necessary in some cases. The goal of kindergarten is:

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[11]Werner Correll, Psychologie de l'apprentissage, trans. by Richard Bourret (Sherbrooke, P.Q.: Editions Paulines, 1969), p. 58.

[12]Idem., Troubles de l'apprentissage, trans. by Richard Bourret (Sherbrooke, P.Q.: Editions Paulines, 1969), p. 83.

[13]Hermas Bastien, La motivation et l'apprentissage (Montréal: Institut Pédagogique Saint-Georges, 1964), p. 267.

[14]Ibid., p. 272.

> to make of the boy or girl entrusted to them a well-developed, well-balanced, properly oriented and happy child, and to achieve this a great deal of psychological knowledge, tact and kindliness is required.[15]

This goal was set so that children will want to learn when they go on to elementary school. It seems clear that at this kindergarten-elementary level, the freedom of choice on the part of the pupils is not as great as at the more advanced levels. Nevertheless, it is said:

> limited at the elementary level, the pupil's liberty to decide for himself will gradually increase with his age and maturity as he reaches the secondary, pre-university or vocational, and higher phases of his education.[16]

This is an interesting assertion, because it is only by allowing the students at the elementary level to make certain decisions that they will accustom themselves to make more important decisions in their future lives.

At the elementary school level, the Commission of Inquiry stresses two main problems which will necessitate the active participation of guidance counselors:

> The first of these arises from differences in the rate of speed at which individuals in a group of children will learn various subjects. . . . In doubtful and uncertain cases, or in the event of special problems a specialist in guidance may be given the task of counseling teachers. The second problem will be the detection of exceptional children requiring corrective instruction or placement in special classes or institutions.[17]

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[15] Parent, op. cit., Vol. II, No. 145, p. 82.

[16] Ibid., Vol. III, No. 1078, p. 267.

[17] Ibid., Vol. III, No. 1080, pp. 267-68.

The task attributed to guidance counselors in regard to teachers is very important, especially when the determination of a learning rhythm comes into question, because this is an important issue which can either help or be profoundly prejudicial to the child. The task of screening exceptional children in view of remedial teaching or of placement in a special group is no less important. In fact, even children understand the differences of classification existing in a school. All this is putting into practice the discoveries of modern psychology which:

> inspired educators in general and teachers in particular the importance of giving more consideration to individual differences among children. Psychology taught them not to seek identical levels of intelligence since individuals do not have the same type of intelligence or the same intellectual aptitudes. It taught them also that interests and aspirations come not only from internal factors or natural dispositions, but also from external factors such as the family, the socio-economic milieu or socio-cultural milieu where they were brought up. On the whole, psychology taught them that children differ in aptitudes and tastes, and it is this psychological imperative that has made it necessary to give consideration to, and come out with different study programs.[18]

Psychologists Hilgard and Bower reiterate these important factors in their work on theories of learning.[19]

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[18]Maranda, "L'école polyvalente et le sens des options," p. 171.

[19]Ernest R. Hilgard and Gordon H. Bower, Theories of Learning (3d ed.; New York: Appleton-Century-Crofts, 1966), p. 564.

Teaching Rhythms

Another problem talked about by the Commissioners, and which is found at all levels of teaching or schooling is the problem of teaching rhythm. The Parent Commission first talks about traditional teaching where there was generally only one rhythm, the medium rhythm. But it is a well known fact to all educators that this way of proceeding presented many difficulties. Much time was wasted by talented students who eventually became lazy, while on the other hand, slow students, unable to follow the group, made little or no progress, and finally arrived at a point where they became discouraged.[20]

To rectify this matter, the Commission of Inquiry proposed that:

> The school must take account of divergences in the talents, in the earlier preparation, and in the working rhythms of its pupils. The grouping of pupils according to their learning speeds, as far as the basic subjects are concerned, makes a richer and deeper treatment of the subject matter possible for the quick-learner, and a less taxing and more moderate treatment for those who learn more slowly. But this must not lead to the institution of another rigid classification, one based on learning speeds.[21]

And the Commissioners add:

> it should always be possible for a child to begin his elementary course in class with a given working rhythm and move on to another, or else to work in

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[20]Parent, op. cit., Vol. II, No. 175, p. 102.

[21]Ibid., Vol. II, No. 175, p. 102.

> one rhythm in one subject, and another rhythm in a different subject.[22]

Rules that are too rigid go against the implementation of a diversified and healthy guidance program accessible to all students in a school system. It also renders the services of the guidance and counseling staff partially useless. The possibility of changing from one learning rhythm to another gives students who are in a rhythm inferior to their real capacities the possibility to work and fully develop their talents. It also gives those who find themselves in a too advanced rhythm the opportunity to change to a slower one and thus avoid becoming disgusted or discouraged by school work which is too difficult for them.

Professor Bastien says on this subject:

> Even under the best possible conditions, the gifted students are bored because of a process which is too slow, while the slow students think the teacher goes too fast.[23]

Thanks to the establishment of different learning rhythms, this problem can be solved. Indeed such a policy would favor a more harmonious and personal development of almost every student, whatever his age or level of schooling might be. It seems to be a valid solution.

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[22] Ibid., Vol. II, No. 175, p. 103.

[23] Bastien, La motivation et l'apprentissage, pp. 255-56.

Work of Counselors

Then, the members of the Commission summarized the work of the specialists of guidance and counseling at this level of teaching as follows:

> Generally speaking, then, the role of the counselor at the elementary level of education will be that of a consultant to the teachers; he will strive in particular to induce the teaching staff to maintain an observant attitude toward their pupils, to gather and accumulate useful information about each of them, to organize individual records, and to assume a scientific and experimental interest in their charges.[24]

It is realistic to give guidance counselors a special role as consultant to the teachers. This role is also emphasized by Strang as being of importance.[25] Unfortunately, French Canadian universities, like many American universities, do not yet have programs to prepare guidance specialists for this school level. Steps should be taken to make this need known and then to favor the development of such programs.

The Commission also recommends that a role of animation in the gathering of student information be assigned to guidance counselors, but it would seem that organized individual records should definitely be assigned to them, a similar policy seems to have helped guidance

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[24]Parent, op. cit., Vol. III, No. 1080, p. 268.

[25]Ruth Strang, "Guidance Viewed Broadly," in Counseling in the Twentieth Century, p. 273.

counselors in France.[26] Theoretically, it is wonderful to want to create an attitude of research and experimentation in teachers. But it seems that it is utopian to believe that kindergarten and elementary school teachers will begin real research for the simple reason that firstly they do not have the time, and secondly, they do not have the required training to do so. Maybe we should urge them to take risks instead, and become researchers in a limited sense.

The Commissioners also assert that:

> Consequently, an elementary school will not require the full time services of a counselor; one counselor might satisfactorily be attached to several elementary schools at the same time.[27]

The least that can be said is that the Commission of Inquiry on Education must be congratulated for suggesting that guidance counselors should be assigned to the elementary level. In fact, the members of the Commission attribute a very important role to guidance counselors at this level, especially when we consider that practically speaking, "guidance was non-existant at the elementary level."[28]

It seems strange, however, that the Commission thinks that one specialist in the field of guidance and counseling should suffice for a number of elementary schools. Research and experimentation are of prime

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[26]Guy Sinoir, L'orientation professionnelle (Paris: Les Presses Universitaires de France, 1959), pp. 30, 58.

[27]Parent, op. cit., Vol. III, No. 1080, p. 268.

[28]Charmard and Pelletier, Orientation pour tous, p. 116.

importance in guidance and counseling, and require an enormous amount of time. In fact, it requires much more time than is often believed by school administrators. Necessary contacts of the elementary school guidance specialist with the parents of problem children is also time consuming. This seems to be a serious shortcoming of the Parent Report with regard to guidance and counseling at this level. It must also be mentioned however, that the purpose of the Parent Report is not to give us a treatise on guidance and counseling as such, but to mention its important place in a school system. The Report wants to let guidance counselors decide what they want to do, as a profession, at any level of the school system. This is wise and shows the confidence the members of the Commission put in the Corporation of Guidance Counselors of the Province of Québec.[29]

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[29]For more detailed information on elementary guidance, cf. Don Dinkmeyer, "Elementary School Guidance: Principles and Functions," in The School Counselor, XVI (September, 1968), 11-16; cf. George E. Hill, "Guidance in Elementary Schools: A Pragmatic View," in Counseling in the Twentieth Century, pp. 71-87; cf. James C. Hansen and Richard R. Stevic, Elementary School Guidance; cf. George E. Hill and Eleanore Braun Luckey, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969).

CHAPTER III

THE PARENT REPORT AND GUIDANCE AT THE SECONDARY LEVEL

Having studied the Parent Report suggestions about guidance and counseling at the elementary level, the Commissioners' suggestions for the secondary school level will now be reviewed.

Importance of Guidance at This Level

The importance of guidance and counseling services for students at the secondary level of studies is well recognized. It is as important for those who complete their schooling following high school as it is for those who enter college. It is of prime importance for those who do not go to college, since the high school curriculum offers many courses in preparation for the labor market. These students need assistance in choosing which alternatives are more appropriate for them. To accomplish this end, the Parent Report has much to say on guidance and counseling during the high school years.

The Commissioners introduce this subject with a general statement:

> At the end of their elementary course, pupils should be guided toward the studies best suited

> to their tastes and inclinations: some toward the more speculative studies and others toward more practical occupations.[1]

This is a rather evident statement, but how many schools were doing this in the past? It is a well known fact that there were very few guidance counselors in the elementary schools prior to the Commission Report. How is it possible at the beginning of high school to classify students who are accepted in such great numbers? How will guidance counselors do it in the polyvalent high schools with 1,000 or 2,000 students, especially when so little has been done at the elementary level?

Fortunately in the following sections, while they do not deny the advantages of guidance and counseling in the freshman year, the Commissioners say that it can be done over the first few years period.

> The first years of secondary education are now regarded in all parts of the world as a period both for the orientation of pupils and for a deepening of their general culture. General culture will henceforth reach a broader segment of the population and will extend for everyone, over a greater span of life. This is the protective device which can safeguard modern culture against the excesses of specialization.[2]

This insistence put on the first years of high school as years of orientation and solidification of general culture of the students is important. In fact, an excessive

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[1]Parent, Rapport de la Commission, Vol. I, No. 153, p. 103.

[2]Ibid., Vol. II, No. 19, p. 13.

and too early specialization in life can be a stumbling block for students who are too young to make a valid choice.

New Trends Affecting Education

Another long passage provides a precise idea of the Commission of Inquiry's opinion on the former system and seems à propos. It suggests a new system to remedy the situation:

> It is widely admitted that secondary teaching is too much partitioned into air-tight compartments (classical, scientific, commercial, technical); it thus imposes premature choices which all too easily narrow the intellectual horizon. Pupils who have not gained admission to the arts--or classical--courses must at too early an age (when they are only twelve or thirteen years old) enter sections considered less 'cultural' or glamorous. Later is is practically impossible for them to transfer from there. . . . All these innovations aim at offering a more advanced general training to the mass of students, at making more rational choices available through a series of progressive options, and at seeking to postpone definite decisions until the age of fifteen or sixteen. By such means it may be possible to avoid mistakes in orientation, difficulties in transferring from one section to another, premature psychological and social segregation; it is hoped to meet the needs of pupils with varied aptitudes while preserving the unity of a single basic intellectual training. These purposes correspond to the aims we have suggested--a humanist education for the greatest possible number, gradually and progressively leading to specialization.[3]

The rapid evolution of tasks, the numerous changes which take place because of new technological processes and of automation, oblige an incalculable number of workers to be

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[3] Ibid., Vol. II, No. 24, pp. 15-6.

retrained or to adapt themselves to new methods and techniques, are real issues. These trends will continue more and more in the years to come. In the face of such a situation, it seems evident to the members of the Commission that the more humanistic and advanced education young people will have, the easier it will be for them to adapt to increasing changes in work and life. If it is possible to believe authors such as Duval, Hamelin, Samler, Fraser and Fourastié, among others, the worker will have to change jobs or occupations a few times during his productive working years, or consecrate several years to re-training.[4]

If it makes any sense to read the signs of the time, it appears that modern civilization is rapidly going towards a leisure civilization, and also that more advanced humanistic training will allow people to utilize in a more enriching way the numerous hours not devoted to work strictly speaking. In the Detroit Free Press we read this:

> Statistics show that workers at 54 companies in the United States are now on a four-day, 40-hour work week. And surveys of both owners and workers at those firms show that:
> --Management has higher profits and fewer problems with its employees.

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[4]Roch Duval and Jean-Marie Hamelin, L'école sans murs, l'éducateur sans frontières (Montréal: Librairie Beauchemin Limitée, 1969), pp. 70-1; cf. Vance Packard, The Sexual Wilderness (New York: David McKay Company, Inc., 1968), pp. 22, 124; Joen Fagan and Irma Lee Shepherd, eds., Gestalt Therapy Now: Theory, Techniques, Applications (New York: Harper Colophon Books, 1971), p. 7.

> --Workers say they enjoy the three-day weekends--some use the time for moonlighting to increase their incomes.[5]

This means 186 days of work a year and 179 days off each year; the civilization of leisure has certainly arrived.[6] The article also mentions that Chrysler Corporation is studying the possibility of a four-day week.

Here is what the Parent Report has to say about the humanistic preparation necessary for our modern civilization:

> From now on the school must provide everyone with a certain number of these antennae, of these channels of access, which will allow him to understand the world in which he lives and to adapt himself to it. . . . Consequently, it will be necessary, in education, to lessen the emphasis on acquiring facts, and on practice in applying them, in order to concentrate on fundamental principles, and to cultivate observation, curiosity, the spirit of personal research, the methods of work and the habit of using the various means of knowledge:

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[5]Remer Tyson, "4-Day Week Works Wonders for Some," Detroit Free Press, January 20, 1971, p. 1-A; cf. "Four-Day Week Set by Builder," Detroit Free Press, March 11, 1971, p. 11-C; cf. "Short Week Restored for City Aides," Detroit Free Press, March 13, 1971, p. 10-A; cf. Ken Botwright, "The 4-Day Work Week is Spreading," Detroit Free Press Parade, July 11, 1971, p. 16.

[6]Aurèle St-Yves, Relations humaines et pensée sociale chrétienne contemporaine (Montréal: Editions du Renouveau Pédagogique, 1968), pp. 27, 102; cf. Jean-Paul Montminy, O.P., "L'univers du loisir," in L'étude de la Société, p. 363; cf. Jean Drévillon, L'orientation scolaire et professionnelle (Paris: Les Presses Universitaires de France, 1966), p. 13; cf. William E. Hopke, "A New Look at Occupational Literature," Vocational Guidance Quarterly, XV (September, 1966), 23; cf. Philip R. Harris, "Guidance and Counseling in the Year 2000," Counselor Education and Supervision, VII (Spring, 1968), 262-66.

> mathematics, psychology, a perception of what is essential and a feeling for causality, an awareness of the connections between the disciplines and between education and real life. Training must take precedence over information; the student will have to learn how to learn, because he will have to continue learning all the days of his life.[7]

This is a magisterial text of prime importance. This text could serve as a meditation for those who work in any way with students. The goal of a modern school does not seem to augment the number of things to be learned, but rather to choose among them the things to be learned which really offer a formative and illuminative value to the intelligence. Things which really have a stimulative capacity, as far as students are concerned, should be stressed, as well as those which have a nutritious quality for students' minds.[8] Rogers says:

> We are in my view, faced with an entirely new situation in education where the goal of education, if we are going to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.[9]

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[7]Parent, op. cit., Vol. II, No. 45, p. 30; cf. Corporation des Instituteurs et Institutrices, Mémoire à la Commission, p. 106.

[8]Parent, op. cit., Vol. II, No. 60, p. 37; cf. Corporation des Instituteurs et Institutrices, Mémoire à la Commission, p. 12.

[9]Carl R. Rogers, Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 104.

Evidently all students will not succeed in obtaining a specialization at the collegiate or university level. The high school curriculum should therefore offer terminal training for those who will not be able to have access to high studies.

For those who must terminate their schooling at the secondary level, the Commissioners have this to say:

> guidance however, should avoid any premature screening of students; this is the defect in the present system of 'sections'--general, classical, scientific, etc.--which requires a child or his parents to make too early a choice, thus leading to a great number of failures and delays.10

This is a difficult task assigned to guidance and counseling services, but the new educational system will help counselors in their job.

The New School System and Guidance

It is understandable that the former Québec school system, because of the difficulty in transferring from one program or section to another, did oblige parents as well as school administrators to make choices which normally should have been the students' responsibility. But how can a student make a judicious choice at 12, 13, or 14 years of age, when he does not know much about life and little or nothing about the labor market? From another point of view, how could the former school system not cause many failures

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[10]Parent, op. cit., Vol. II, No. 46, p. 31.

or delays, when the students of the General Section, for example, were very conscious of the fact that this general curriculum did not lead to any valuable openings on the labor market?

The Parent Commission, having to face a de facto situation, tried to develop a system with many options, which without being perfect, would offer many more possibilities to today's young people. The new proposed system offers a very wide variety of possible outlets.

> The educational system should help the child to aim at the kind of course and instruction which satisfy his tastes and aptitudes; the pupil himself, his parents and his teachers should work together toward this gradual choice--which must never be irrevocable--within a sufficiently diversified and flexible system. The role of the guidance counselor will not be to unburden the school of all those who have difficulty with their studies by changing them to other schools; the guidance counselor will be of essential assistance in maintaining and giving full effect to the composite character of his institution. He should be thoroughly acquainted with the electives available, their content, the aptitudes to which they are suited, the prospects to which they lead, so that he may be able to find the electives which will make it possible for the child to reach full development, to attain a certain intellectual and emotional security and gradually to prepare for a career in which he will be truly happy and productive.[11]

The Commission of Inquiry on Education recognizes the important position that guidance counselors must have in the polyvalent secondary school. Guidance counselors are asked to understand the different options. This is a

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[11] Ibid., Vol. II, No. 49, p. 33.

heavy and difficult task, since there are about eighty professional specialties offered during the last two years of high school.[12] The Report would like counselors to understand the content of each of these specialties, i.e. the required aptitudes needed in the job openings on the labor market.

It appears that guidance counselors may understand the content of these options as well as the aptitudes and the interests they require. However, guidance counselors cannot be fully aware of all openings on the labor market:

> Nobody is actually able to predict accurately and with authority the needs in manpower of our collectivity for the next ten years.[13]

This creates a distressing situation for students and puts the guidance counselors in a different position. How can they help students in the choice of a future career for which the needs of manpower are unknown? If counselors make blind suggestions, do they not run the risk of developing a specialized and well educated labor force without jobs?

Another important factor complicates this situation in the Province of Québec. It creates a situation more

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[12]Guy Dion, "L'orientation dans un Québec qui se cherche," L'orientation professionnelle, V (Automne, 1969), 332.

[13]Ibid., p. 334; cf. Antoine Léon, Psychopédagogie de l'orientation professionnelle (Paris: Les Presses Universitaires de France, 1957), p. 22; cf. A. Kaufmann and J. Cathelin, Le gaspillage de la liberté: essai-enquete sur la psychosociologie de l'ère technologique (Paris: Dunod, 1964), p. 25.

critical here than anywhere else in Canada because most students have received their education and training in French. Their mobility in entering the labor market will be limited since Canada is a bilingual country in which the English elements are in great majority outside the Province of Québec. The English speaking labor force can move around Canada with ease perhaps with the exception of Québec. This is not so for the French speaking labor force. However, mobility in the Province must continue to exist as one goal of the Minister of Education.

> Manpower must be sufficiently mobile and the purpose of pre-work, of retraining courses, is to facilitate manpower mobility and to adapt it, when it is partly qualified, to new jobs.[14]

The Canadian Federal Government has a viable mobility policy for English speaking citizens since these people may move almost anywhere throughout the Dominion of Canada, while Québec citizens are often forced to stay in Québec because of the French language used in their work.[15]

The Commission of Inquiry on Education recognizes that in practice the process of vocational choice is a continuum. The Commission believes that a system with options can help a student to make a choice. This is why

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[14]Paul Gérin-Lajoie, "Discours du Ministre de l'Education prononcé à l'Assemblée législative du Québec, le 3 février 1966," Hebdo-Education, Février, 1966, D-12.

[15]Claude Masson, "Le destin du Québec en Amérique: choix et priorités," L'orientation professionnelle, V (Automne, 1969), 322-23.

each student is required to take at least a few courses in various basic options or disciplines. If one has never had the opportunity to have a real contact with such a discipline, how can he know whether he would or would not like to make his career in this domain? It is for this reason that each student is required to take appropriate courses in conceptual disciplines, and in disciplines where the concrete and practical aspects are emphasized. Thus, each student is allowed to discover many new possibilities. Nevertheless, it seems that it would be unfair to favor one type of discipline over the other in the eyes of students according to the Commissioners.[16]

Let us look at a quote from their Report:

> The elective system allows a child to begin serious studies in the sciences without necessarily having to abandon Latin, and it encourages the simultaneous development of verbal and mathematical, technical or other aptitudes until such time as the student can realize a little more clearly his true preferences and talents. Thus, instead of finding himself prematurely committed to a field which is not suited to him and in which he will encounter more and more difficulties, he has an opportunity to try out various types of knowledge and gradually to make his choice in the direction best fitted to his tastes and his talents.[17]

Such a system with options represents an enormous advance over the former system in which it was difficult to transfer from one program to another. It seems that options present an excellent way for students to experiment, in a

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[16] Parent, op. cit., Vol. II, No. 48, p. 32.

[17] Ibid., Vol. II, No. 85, p. 51.

concrete way, what they may have thought were their aptitudes, or preferences, for subject matter. Contact with reality is usually a desirable way of proceeding to verify tastes and gifts.

The Commissioners do not stop there, but add:

> In short, the elective system will make easier the orientation of all students, in that it will allow them, from the beginning of their secondary education, and whatever their intellectual level, to try out a number of basic techniques: leather work, woodworking, metal work, the use of machinery, cooking, etc. We should like to suggest that even students who will certainly not select this kind of occupation should be required to acquire the rudiments of one or more techniques. They should devote one or two hours per week for at least three years in this way one or two hours weekly. Many will find here self-fulfilment and pleasure; all will gain respect for manual labor and will learn something about dexterity in using their hands.[18]

These objectives appear to be valuable since they open up new horizons for students in the Province of Québec. It is this kind of learning that many students will find a way to valorize themselves, especially if they do not have too much success in other academic subjects. Whatever might be their future orientation, students will be more apt to appreciate what people in different kinds of work contribute to economic life and the labor market, because they will have had the opportunity to practically experiment some aspects of their work in one of the different options.

This may also prevent students from entering into a career leading to jobs and occupations in which they cannot

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[18] *Ibid.*, Vol. II, No. 89, p. 53.

really find happiness because their real capabilities lie in another domain. This could be one way of not becoming eternally dissatisfied persons because their work does not really correspond to what they are and what they could do.[19]

Once a student has discovered his aptitudes, he may be able to take more courses in the optional subject matters corresponding to his preferences and leading to his ulterior career. This is what the members of the Commission really mean by a school system offering different options.[20]

The Royal Commission of Inquiry is convinced that such a system with options favor the orientation of students. If choices are rather limited during the first two years of high school, they become more and more numerous in the last three years. This should favor the possibility of making more clear and more definite the vocational choice for students.

> During the first cycle, the general basic courses would obviously be preponderant, and the options would take up only a small part of the pupil's daily timetable. But already a certain choice should be possible, a choice which will stimulate the student and represent for him a first step in preparation for the future. Provision must be made, within this first cycle, for special instruction and courses in job preparation for a certain

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[19] Ibid., Vol. II, No. 100, p. 57.

[20] Ibid., Vol. II, No. 214, p. 129.

> number of cases. Once he has attained the second cycle (ninth, tenth, and eleventh years), the student will face a much broader choice of electives. He will be able to take a more advanced general course, or add an elective in one or other of the basic subjects; he will have, moreover, to devote special attention to the courses relating to his chosen field, about which, by this time, he should normally begin to have definite ideas.[21]

The division of the secondary program in two different and well defined cycles appear to have some value. Too many possible choices during the first cycle could bewilder younger students who have not had the necessary preparation to make valid choices. Thus, the possibility of making few choices during the first cycle would help by arousing a degree of maturation which would prepare them to make more numerous, and more valid choices during the second cycle. Jean Fourastié mentions the same thing: "to limit specializations to the last years of schooling."[22] Just as maturation on any level is generally progressive on the maturational continuum, so also is the capacity to make vocational choices.[23]

This real participation of the student in shaping his own orientation seems to be a certain and significant

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[21] Ibid., Vol. II, No. 216, p. 131.

[22] Jean Fourastié, Les 40,000 heures (Paris: Gonthier, 1965), p. 125.

[23] John O. Crites, Vocational Psychology: The Study of Vocational Behavior and Development (New York: McGraw-Hill Book Company, 1969), p. 164; cf. Jacques Perron, "Quelques facteurs de décision vocationnelle en fonction de l'imminence du choix à faire," in Problèmes d'orientation, p. 31.

progress if we consider that formerly students in the Province of Québec were not given this opportunity.

By 1949, teachers could feel that parents were becoming less and less interested in the orientation of their children because of the complexity and diversity of jobs. In the proposed system, a greater participation of students in the orientation task will advantageously compensate for parents' lack of interest.[24]

The Parent Report acknowledges that some students will arrive at the secondary level and seek an immediate outlet on the labor market. Others will come and acquire the necessary preparation to continue their studies at the collegiate level. The secondary school which is faced with a vast diversity of objectives will evidently have to possess a complex organization able to satisfy the needs of every student. It therefore seems difficult to conceive a secondary education which is exactly the same for every student:

> All will get there but not all will start out with the same talents, the same preparation, the same interests, the same needs.[25]

Aware of this, it became necessary for the Royal Commission of Inquiry on Education to develop a polyvalent

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[24]Jacques Delorme, "Préparation au travail: Orientation professionnelle et apprentissage," in Travail et loisirs (Montréal: Ecole Sociale Populaire, 1949), p. 83.

[25]Parent, op. cit., Vol. II, No. 207, p. 124.

school system able to offer a training as diversified as possible to students at this level.

Objectives of Secondary Education

The objectives of secondary education are studied by the members of the Commission of Inquiry. Some of these objectives will be examined:

> By giving students an opportunity to acquire a certain training in the realm of language and in that of science, in the arts and in technical subjects, secondary education will meet the needs of all. The major aims of secondary education must, then, be to allow each student to delve deeper in the fields best suited to his abilities and his tastes, while avoiding any exclusive or premature specialization; to make available, however, to those more immediately in need of it some initial specialization; to ensure a proper balance in the components of a training which is both general and practical; to promote the student's interest in and respect for disciplines and fields of activity which are not his first choice.[26]

The Commissioners insist with reason on the need to provide all students of the high school level with a certain training in the linguistic, scientific, artistic, and technical fields for example. A complete training, in our days, can hardly be conceived without a good introduction in each one of these fields of human knowledge. A training which would not comprise such a preparation in each of these domains would deprive the students from what the members of the Commission call "elements in his general training which we believe have now become essential."[27]

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[26] Ibid., Vol. II, No. 210, p. 126.

[27] Ibid., Vol. II, No. 212, p. 128.

This is a reminder of a fundamental philosophical notion: man is made up of matter and spirit. If this is true, education must take it into consideration so that it will help students' orientation and especially at the secondary and primary levels.

> Without a just equilibrium in the utilization of these two components, the child will never learn to take an inventory and make full use of his talents, to exercise his creative talents, to taste the happiness coming from contemplating the results of the unified action of his hands and intelligence.[28]

In what measure must the arts and the disciplines of corporal expression, the natural as well as human sciences, the disciplines of synthesis and global training of personality be a part of each student's program? Who will be responsible in keeping a healthy equilibrium among these formative disciplines of a student's curriculum? The Parent Report entrusts this important responsibility to guidance counselors. To adequately succeed in such a task, the Commissioners suggest taking into consideration the interests and aptitudes of every student as well as his career requirements.[29]

There remains one important factor to consider: guidance counselors will need to convince the Minister of

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[28]Fernand Toussaint, "Les activités extra-scolaires et l'école," in L'éducation problème social, ed. by Semaines Sociales du Canada (Montréal: Les Editions Bellarmin, 1969), p. 98; cf. H. G. Rickover, "Education for All Children," in The New Technology and Human Values, ed. by John G. Burke (Belmont, California: Wadsworth Publishing Company, Inc., 1967), p. 71.

[29]Parent, op. cit., Vol. III, No. 556, p. 17.

Education to change the monetary allowances for guidance and counseling, as well as the ratio of counselors to students, if they want to do an adequate job.[30]

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[30]Arthur Tremblay and Gérard Larose, "L'approbation des budgets 1965/1966," Hebdo-Education, Avril, 1965, 8.

CHAPTER IV

THE PARENT REPORT AND GUIDANCE AT THE COLLEGIATE AND UNIVERSITY LEVELS

An analysis of the recommendations of the Royal Commission of Inquiry on Education regarding guidance and counseling at the collegiate and university levels is attempted in this chapter. The Parent Report deals briefly with these two levels of study in two separate chapters. It did not seem advisable to maintain this separate treatment of such closely related subjects. Hence guidance and counseling at these two levels of the educational system will be successively dealt with in this chapter.

Guidance and Counseling at The Collegiate Level

According to many authors, this sector of education should supply a great number of workers to the labor force in a state or province as well as in a country as a whole, because even in advanced countries there is a lack of technicians. There is no doubt that the Province of Québec lacks technicians also.[1]

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[1]Frederick Harbison and Charles A. Myers, Education, Manpower and Economic Development: Strategies of Human Resource Development (New York: McGraw-Hill Book Company, 1964), p. 169.

In a modern society, it is important that the future workers receive a good vocational orientation so that they can become as productive as possible in view of the need for more and more technicians in many fields of endeavor.

It must be mentioned that the school system formerly offered a wide enough range of specializations at this level, but there was insufficient coordination and little possibility of changing from one specialty to another once a field of study had been selected. The guidance criteria for these careers were far from satisfactory:

> Very often the only motives for choosing an education of this type are family or environmental traditions such as the trade practiced by the father of the family, mere circumstance, or the proximity of a school of this kind in the neighborhood. Once he has begun such technical or vocational training, a pupil can only with difficulty transfer to other kinds of education, because of a lack of adequate coordination between these schools and the school system as a whole.[2]

The Commissioners sought a valid solution for this state of affairs, and after much discussion they suggested the creation of institutions called "Institutes." The Québec government chose to call them: General and Professional Educational Colleges, which in French gives the abbreviation: CEGEP.[3]

In these institutions, the problem of coordination should cease to exist, since they will offer the whole range

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[2]Parent, Rapport de la Commission, Vol. II, No. 35, p. 23.

[3]Everyone already refers to them as CEGEP; cf. Vocabulaire de l'Education, p. 10.

of technical and "professional" or vocational programs. Many independent institutions were in existence before the Parent Report. A student in mechanics at one institution would find it practically impossible to change schools without having to repeat much of which he had already studied. The problem was made even more difficult because of the lack of basic standards of training in these numerous schools. At collegiate institutions and secondary schools, polyvalence and coordination will be emphasized as well as the possibility of transfer from one program to another.

Each specialty offered requires that all students take some general courses common to all "professional" or vocational and technical programs. This gives to the students the possibility of changing their orientation if they so wish with more ease but also with a great time saving element. The Parent Commission puts much emphasis on the rectification of a pupil's orientation at this level as well as at all other levels of education.[4]

To facilitate the attainment of this goal, the Commission of Inquiry, while noting that some specialization must exist at this level of education, insisted that students should not be restricted exclusively to the sole domain of a chosen specialization. It accordingly recommended that they should be initiated to other specializations in a general manner.

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[4]Parent, op. cit., Vol. II, No. 208, p. 125.

> The mind of a seventeen-year-old student needs to find its nourishment in the intellectual disciplines and in the laboratory or shop work which best suit its aptitudes. Through deep exploration of a given order of knowledge it will discover new horizons and find motivation for study. Yet it has an equal need to remain in contact with other fields of knowledge, so as not to prematurely narrow its outlook on life.[5]

It is evident that every time we talk about orientation, we also generally talk about guidance counselors. As a matter of fact, many students will need the help of some staff member if they are to make a valid choice of specialization. Choice is so important that Erickson says that it is basically the inability to choose which disturbs youth.[6] A study by a team at the University of Montréal showed also very clearly that collegiate students often need help to make good and wise choices.[7]

Guidance counselors have therefore an important role to play at the collegiate level where specialized education leads so many students directly to the labor market.

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[5] Ibid., Vol. II, No. 261, pp. 157-58; cf. Jean Piaget, La psychologie de l'intelligence (Paris: Librairie Armand Colin, 1962), p. 148; cf. Berthe Reymond-Rivier, Le développement social de l'enfant et de l'adolescent (Bruxelles: Charles Dessart, 1965), p. 151.

[6] Erick H. Erickson, "Identity and the Life Cycle," Psychological Issues, I (1959), 92.

[7] R. E. Lapointe, et al., "Le besoin d'orientation dans nos collèges classiques," Bulletin de la Fédération des Collèges Classiques, IX (Juillet, 1964), 19.

The authors of the Parent Report felt that orientation of this sort was essential if youth were to be kept in school as long as possible.[8]

It also seems evident that the longer a student stays in school, the more he should be able to develop his potentialities, the more he should acquire an integral humanistic orientation:

> It must be boldly asserted that every person has a right of access to all the various fields of knowledge, a right to the full development of his capacities and to the exercise of all his intellectual aptitudes. Only thus can he develop fully in what may properly be called a well-rounded humanism.[9]

It is easy to agree with this statement, because humanism will play a great role in the civilization of leisure.

Objectives of Collegiate Education

After preparing this brief introduction of what was expected at the collegiate level, the Commissioners then determined, in a more precise way, what they considered should be the objectives of this level of education:

> to assure the greatest possible number of students who have the necessary aptitudes the opportunity to follow studies of longer duration and better quality; to cultivate an interest and a desire for education on the part of the students in order to lessen the number of failures and premature withdrawals; to further a wiser choice of studies, better fitted to students' tastes and aptitudes; to raise the level of pre-university studies and

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[8]Parent, op. cit., Vol. II, No. 263, p. 158.

[9]Ibid., Vol. II, No. 259, p. 156.

> vocational instruction; to establish a uniform system for the transition between secondary and higher education and to give students a better preparation undertaking the latter.[10]

At this point, it would be interesting to stop a moment to have a closer look at each one of these objectives, in order to be able to note their implications.

The first objective assigned to collegiate education was to make quality programs of longer duration, in accordance with their aptitudes to undertake them. The problem of educational accessibility is also a problem of educational democratization, and it must be said in all simplicity that it was a major problem in the Province of Québec. As a matter of fact, the education which was given in the Classical Colleges (corresponding roughly to the American Liberal Arts Colleges) was not accessible to all students, in spite of its remarkable quality.[11] It is easy to understand that these private institutions could not substitute themselves for the State, especially if it involved going into debt and running the risk of disappearing from society. In such a case, they could not have continued to offer their services to the population of the Province of Québec.

A look at the technological institutions and other institutions offering some type of specialized or vocational

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[10] Ibid., Vol. II, No. 269, p. 162.

[11] Magnuson, op. cit., p. 7.

training would make it clear that, in spite of their great number, there were still not enough such schools to satisfy all the needs of the student. Québec was a pioneer in North America as far as vocational education is concerned as in 1649 the first Bishop of Québec, Monseigneur Francois de Montmorency de Laval, opened a trade school not far from Québec city.[12]

In their Report, the Commissioners mention that students must have the necessary aptitudes. It is evident that it is not helping a student to admit him to a collegiate level of studies if he does not have the aptitudes necessary to ensure success. On the contrary, such a procedure would lead only to failure, making his future possibilities even more uncertain. It is also a waste of the enormous funds that society contributes to education. In this light, it seems apparent that a good guidance and counseling service can be of great help to students.

Not everybody agrees on this subject because it is difficult to determine whether or not a given student has the necessary aptitudes.[13] Specialists do not all agree on this either, but it has been said that if students are constantly given satisfactory grades when they should fail,

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[12]Louis-Philippe Audet, Historie de l'éducation au Québec: L'organisation scolaire sous le régime français 1608-1760 (Montréal: Centre de Psychologie et de Pédagogie, 1966), p. 20; cf. William Moore, Against the Odds (San Francisco: Jossey-Bass, Inc., 1970), p. 237.

[13]Parent, op. cit., Vol. II, No. 271, p. 163.

this, in time, will lessen the effectiveness of education, and eventuall will harm the profession these students have chosen, by lowering the quality of its members.

The second objective is the development of students' interest and motivation so that the percentage of failures and the number of drop outs will decrease. Evidently, this is a difficult goal to attain. Nevertheless, it seems realistic to accept the view that motivation and interests are two determining factors to success. Guidance and counseling specialists are prepared to play an important role in this field.

When students are admitted in fields of studies corresponding to their real purposes and goals, it will be far easier, as they progress in their programs, to interest them and to motivate them more and more. The guidance counselor's role consists of helping to solve the problems of youth, who show little interest cr motivation, either because of deficient orientation which did not correspond to interests or aptitudes, or because a psychological or other problem exists which conflicts with the interests and motivation, and which drains their individual psychological energies away from their studies.

The third objective is helping students to choose a vocation in accordance with their interests and aptitudes. Such an objective aims to offer to each student there areas of study which correspond best to his personal needs, since

each student is so idiosyncratic, and thus it seems of value to subscribe to such an objective. Most likely, this is why the Commissioners have included this statement in their Report:

> Because of these diverse aims, the institute must offer a varied choice of subjects, by means of which well-rounded courses of studies may be formulated to suit the different specialties selected by students.[14]

The fourth objective that the members of the Commission wished to implement was the upgrading of studies at this collegiate level. This was seen as a necessary and important task. Few colleges, with the exclusion of Classical Colleges, accepted the same basic standards of training in preparing students for life and work. One reason was that Classical Colleges were all affiliated with a university which granted the bachelor of arts degree; therefore they saw to it that their staff met their academic requirements.[15] The technical colleges and schools were directly under the supervision of either the provincial government or private corporations and were considered second rate. Thus they had difficulty finding qualified teaching personnel. Further, these schools had diversified entrance requirements which made transfer from one to another very difficult.

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[14] Magnuson, op. cit., p. 7.

[15] Robert Morissette, "L'initiation au travail: bilan d'une expérience pilote," La revue de l'école normale (Automne, 1967), p. 319.

This is also one of the reasons why, especially at the technical level, the government of the Province of Québec decided to open a college to prepare trade and industrial arts teachers. It must be said that in the Classical Colleges, in general, the conditions for admission were about the same all over the province, but in the case of technical, vocational, and specialized institutions, admission policies varied from one college to another.

The fifth objective concerned uniformity of the requirements to pass from the secondary level to the collegiate level and then to the university level. Its purpose was to give a better collegiate preparation to students aspiring to higher studies. It is not easy to bring out the true importance of this objective, because of the numerous and varying customs practiced in schools at this technical or vocational level. The Parent Report also focused attention on a remarkably dominant point, regarding our former educational system, i.e., it had many repercussions on student orientation and guidance in the Province of Québec.

First of all, it would be advisable to look at the problem of admissions at the collegiate level, then at the requirements to pass from this level to the university level, and finally at the requirements for study at the university level.

In this light, the point of departure is the great difference between the French and English sections of the

Québec educational system. For example, English students, after the completion of their high school education immediately enter the university in order to study for a general B.A., for a B.A. or B.Sc. specialized degree.[16] In French Canada, only those students who had taken a traditional B.A. from a classical college really had the opportunity to see the doors of the university open to them, and choose whatever field was pleasing to them. Further, a few other students in French Canada, who had graduated from certain private or very special high schools, could be admitted directly to the university school of engineering.[17]

From 1935 on, admissions of this sort became more numerous, as the schools of sciences began to accept students directly from high school.[18] This policy was further enlarged from 1955 onward, as certain other university schools or departments adopted similar policies.[19]

At technical institutions, students were often admitted directly from the 7th, 8th, or 9th grades before 1940.[20] But from this date forward, junior or senior standing was required by all of them.[21]

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[16]Parent, op. cit., Vol. II, No. 32, pp. 21-2; cf. Magnuson, op. cit., p. 35.

[17]Parent, op. cit., Vol. II, No. 33, p. 22.

[18]Ibid., Vol. II, No. 36, p. 23.

[19]Ibid., Vol. II, No. 36, p. 24; cf. Magnuson, op. cit., p. 47; Jean-Claud Falardeau, op. cit., p. 108.

[20]Parent, op. cit., Vol. II, No. 35, p. 23.

[21]Magnuson, op. cit., p. 64.

The Parent Report, however, suggested the standardization of admission requirements at all levels. Further, it recommended that the elementary level would normally consist of six years, the secondary level five years, and the collegiate level three years.[22]

Even graduates of teachers colleges were not admitted by all university schools or departments. It is only recently that the government of the Province of Québec and universities have reached agreement on this subject.

At this point, it is essential to deal with the question of preparation for studies at the university level. The Parent Report considered many of the problems in this area and recommended:

> A final result of the system which we propose will be to have uniform entrance requirements for university studies in all the various faculties.[23]

However, the standardization of admission requirements at all university schools and departments required an approximately equivalent preparation on the part of all those who seek admission at the university level. The Commission therefore recommended that students be required to take some basic courses from all schools and departments, but not equivalent preparation and training in the sense that every student would take exactly the same courses at the collegiate level.

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[22]Parent, op. cit., Vol. II, No. 99, p. 57.

[23]Ibid., Vol. II, No. 321, p. 204.

It was with this goal in mind, that the members of the Royal Commission suggested a basic general training for all students of this educational level. In the future it proposed that all be required to take courses in French, English, philosophy, and physical education. Then according to their future program of study, they would either choose courses leading them to the labor market with a specialization or would choose different basic courses preparing them for the particular university school or department they had chosen.[24]

The philosophical principle underlying this proposition is the following: a student desiring to change his field of specialization should be able to do so without having to repeat these basic common courses. Formerly a student who wished to change his specialization could rarely afford to do so because it would have meant beginning all over again, and in this sense his situation was irremediable or in terms of additional years of schooling which was quite prohibitive. Now, in such cases, the only additional courses a student would have to take would be those strictly related to his specialization. No additional general courses would be required.

> Pre-university and vocational education will be aimed at students whose preferences are in process of crystallization and are about to assume definite form. At seventeen or eighteen, a certain proportion of young people know to what career they wish

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[24] Ibid., Vol. II, No. 274, p. 165.

> to devote themselves, or at least the sector of the work-a-day world in which they will spend their lives. However, not all these young people are realistic; their plans and choices can still be colored by their dreams. For such students the time has come for them to assess their tastes and aptitudes, to know and to accept their limitations. The remainder, still undecided, hesitate to make up their minds; the growing diversity of careers will, for an increasing number, make a choice more and more difficult. Thus the majority still needs help to see clearly and to choose wisely. This means that most students will require the help of guidance counselors and enlightened educators. Yet it should be remembered that at their age they are capable of analyzing and recognizing their own needs; they will therefore take an active part in making their own choices and learn to evaluate their academic achievements in this perspective.[25]

This long passage was quoted intentionally. It is rich in explicit references to the work that guidance and counseling services must offer to students at this level. A more detailed analysis is in order.

When it is mentioned that 17 or 18 years is the age of crystallization, the Parent Report probably refers to the views of authors such as Osipow who gives an overall view of major existing theories of career development.[26]

The Commissioners nevertheless were realistic and recognized that certain students could still be at the phantasy level insofar as their future orientation projects are concerned. In such cases, specialists in guidance and

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[25] Ibid., Vol. II, No. 272, p. 164.

[26] Samuel H. Osipow, Theories of Career Development (New York: Appleton-Century-Crofts, 1968), pp. 71-2; 75-7; 124.

counseling would have to assist them in making up their own minds in as clear and precise a way as possible insofar as their future is concerned, taking into consideration their personalities and potentialities. In such cases, guidance counselors should spare no effort to help them discover their interests, aptitudes, and desires, as well as their limitations.

Next the Report emphasized the fact that the number of human activities related to work is growing all the time and is so vast and complex that it is not surprising to discover that some students are finding the decision regarding their choice of vocation much more difficult to make, than when the number and complexity of jobs was not so great. Thus, the necessity arises to have someone to help them, and guidance counselors, because of their professional preparation, are equipped to do this for them efficaciously.

Finally, students in the collegiate age bracket are more able than elementary and secondary students to analyze and recognize their own needs. If such is the case, it would seem evident that more personal responsibility must be given to them in their personal orientation. It also becomes important for guidance counselors to make the students realize the value of their school results when they make a decision about their vocation.

Role of Counselors at This Level

The Commission of Inquiry reminds its readers of the guidance counselors' role at this level of education of the school system:

> The function of the counseling service will be to examine the student's marks in the various subjects in the light of the occupation of his choice, and in some cases, to examine what leads a student in a given direction.[27]

When a counselor confronts a student with his school results and the possibility of making a definite vocational or professional choice, he has given him a chance to learn an important aspect of reality about himself. For example, a student wants to become a nuclear physicist. The counselor confronts him with his poor results in mathematics and sciences. What happens, then, is a clear realization that he will either have to improve his work in these areas or forget about becoming a nuclear physicist. Counselors and teachers know that school results are only one means of predicting the possibility of success in specific fields of the world of work, but it is an important one which cannot be forgotten.

The process of adaptation to academic subjects, especially to specialized academic subjects indicating a field of orientation, is in some way a relative means of predicting to a certain extent the possible adaptability

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[27]Parent, op. cit., Vol. III, No. 1042, p. 250.

of a student to a profession related to this field of orientation.

As far as the examination of the individual's internal motivations for a possible orientation is concerned, it is helpful to avoid mistakes at this time, but it should not happen often. It can help a student who feels a need to study his possible adaptation to a professional career, as well as be useful to society's well being by avoiding one more dissatisfied, unhappy, and probably maladapted citizen if the candidate is not suited for that profession.

To the Commissioners, it seemed inevitable that in spite of all the efforts made by guidance and counseling services, there would be a certain percentage of failures among students on this educational level. Consequently, for them, an important part of the guidance counselor's job would consist in facing and trying to solve this serious problem.

> In the case of failure in a number of courses, the counseling service should advise the student and help him find employment either in the occupation for which he has been trained or the optional courses that are the quickest route to the kind of employment he seeks. The counseling service should be kept informed of available present or future job openings by the Regional Advisory Committee formed of representatives from industry, business and public utilities in the area and by a province-wide system of information about the labor market, set up in collaboration with the Department of Labor.[28]

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[28] Ibid., Vol. III, No. 1044, p. 251.

Evidently, for the student who has to face failure, it is a distressing experience and every effort should be made to help him avoid it to any extent possible, because of the disastrous repercussion it can have on him and his future life. Nevertheless, it seems certain that this situation will occur, in spite of Glasser's hope of having schools without failure.[29] Guidance counselors will have to do all they can to eliminate or at least to minimize the damages and help students regain confidence in themselves. Failure often closes the doors to a career desired for a long time or permanently, and sometimes strongly shakes the students involved. This is why the Parent Report considers that it should be an important task of guidance counselors to take special care of these young men and women. This re-valuation of a student's orientation is arduous but in all sincerity and serenity a radical solution must be found. If it is well done, taking care not to wound the student's susceptibility, the individual will be able to face reality and reorient himself. Consequently:

> the counselor should therefore strive to evaluate the chances of success, to help the student make a personal decision, and to sustain him if necessary in any difficulties he may encounter.[30]

It also appears essential that the student making his second attempt not end as the first one. Again, this

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[29]William Glasser, Schools Without Failures (New York: Harper and Row, 1969).

[30]Parent, op. cit., Vol. III, No. 1083, p. 269.

is when a guidance counselor is faced with a delicate task, but because of his training and preparation it is essential that he face up to such problems.

Guidance and Counseling at the University Level

In the first place, in the reform proposed by the new school system, the members of the Commission of Inquiry suggest universities eliminate the general training of students at the college level in the schools or departments that were offering such training. The reason behind their suggestion is that this will allow them to consecrate themselves with more fervor to strictly graduate and university education.[31] It has been shown in the preceeding pages how certain departments or schools in universities were accepting students after their graduation from secondary schools, and thus had to give them general as well as specialized training. This general training should now be left to colleges.

The authors of the Report suggest that the universities of the Province of Québec should develop a first diploma which could open doors to the labor market. This already existed in many schools and departments, but not in all of them. For example, the degrees of Bachelor of Psychology, or of Bachelor of Education in Guidance and

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[31] Ibid., Vol. II, No. 314, p. 199.

Counseling, the first granted by Laval University, the second by the University of Montréal in 1961, did not offer possibilities of employment for the labor market. Both were only transitory degrees.

The Commissioners therefore recommend that:

> henceforth the first university diploma should be sufficiently specialized, as much in the French as in the English universities, for it to be regarded and accepted by all as a diploma which may be terminal and lead to employment.[32]

Once more it would be dishonest to say that this was in every school or department, but this situation should not have existed de facto, even in a few cases. It may sound harsh, but why grant a degree which does not lead anywhere, but to a cul de sac, and which merely gives good training to an individual. Sound training is always useful in some ways, even if it were only to give a sense of personal accomplishment to an individual, but this is not enough to get him a job.

> At a time when the countries having the most specialized form of education are seeking to give greater flexibility to the organization of higher education, to extend the range of its electives, to allow for an expanding field of employment, we must hesitate to urge our universities to move solely in the direction of a first degree involving too intense specialization.[33]

The study of comparative systems of education is in itself a specialization which grows more and more, and which

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[32] Ibid., Vol. II, No. 319, p. 202.

[33] Ibid., Vol. II, No. 315, p. 200.

has among its goals the avoidance of mistakes made in other systems in the same country, or in another country. The Parent Commission therefore used this comparative science, and that is why it recommends that while specializing in a particular field of studies, the student might also have the opportunity to choose in other fields of learning some courses which could well complement his chosen specialty.[34]

Then the Commissioners tackled the problem of student numbers at this level of education. The Province of Québec had to suffer a long time from the restricted number of students who had access to a university education. One of the ways to remedy this deplorable situation would be to have a more flexible threshold of access, better guidance and counseling services, and by reorganizing education at this level:

> This growth in university enrolments, which has already begun, poses a three-fold problem: the development of university institutions, the guidance of students in order to avoid as much as possible setbacks and losses of time and, finally, the reorganization of university education itself.[35]

It is clear that the democratization of the educational system in Québec will allow a greater number of young men and women to attain this university level. This will certainly be a great and profitable phenomenon for

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[34] Ibid., Vol. II, No. 316, p. 201.

[35] Ibid., Vol. II, No. 328, p. 210.

the entire Province. Nevertheless, this will require the enlargement of existing universities and the creation of new ones. It is in this perspective that the Commissioners recommend the creation of new universities.[36]

Since the student population at this level will be greater, another problem will have to be faced, and a reference here is made to the problem of youth's guidance. It is not enough to allow more young people to enter universities, to study at this level, but it is also necessary to make certain that failures and unnecessary waste of time be reduced to the minimum degree. In order to do so, the Parent Report places much hope in guidance and counseling services. It is a truism to say that failures and losses of time are expensive to the government, but the fact is, they are. This is one more reason why the Commissioners believe that it is appropriate to make a selection among students, and also to make available to them the services of guidance counselors.

> As far as higher education is concerned, we recommend that each establishment have one, or even several, guidance counselors at the service of students who must give up their studies or who are thinking of changing courses; the universities must no longer leave to their own devices students whom they drop as though they had no further responsibility for them. And, finally, the problem of selecting students must be met. This selection is at present made by means that are far from rational.[37]

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[36] Ibid., Vol. II. No. 328, p. 210.

[37] Ibid., Vol. II, No. 352, p. 230.

This passage can easily be left without comment, because it speaks for itself. Nevertheless, a few remarks can be made. The fact of not assisting students who needed help seems unjust, because in the last analysis, students who fail are the ones who most need help from guidance counselors. Probably some of them could be reoriented towards another university, or school or department, and perhaps could in this way succeed in advanced studies and thus society will benefit from their knowledge and competence. It is certain that to become a productive member of society is better than to become a frustrated and dissatisfied human being, because of the fact that one can only function at a minimum percentage of his real capacity and cannot sustain comparison.

Finally, the Parent Report suggests that university education should be reorganized. First of all, it is a fact that universities had too many schools or departments which were too independent, did not cooperate with one another, and did not allow students to make cross enrollments, or to take complementary courses in another school or department because of a certain bigotry. As an example, the Superior Teachers' College at Laval University was offering certain courses having the same title, substantially the same content, but not the same professor as the Department of Guidance and Counseling or the School of Educational Sciences. What was happening? None was willing to recognize

as valid this course when taken by a student not enrolled in his own school or department. The same thing was occurring at the University of Montréal. This is a deplorable situation, which is detrimental to the student because he must repeat the course or courses in question.

Another problem related to the first one existed. If there were fifteen students in a certain school, twenty-five in another, and ten in a third, the university could probably have saved money by hiring one or two professors instead of three, and by merging the students into one or two groups. Or it could have merged the groups and allowed each of the three professors to teach less courses and spend more time on research. But, most of these schools did not want to have anything to do with each other.

Of course, when such a situation exists in a university, you can imagine how difficult and practically impossible it is to transfer credits for one or more courses taken at different universities. Many reasons were given as to why acceptance of credits were refused. Thus the same course had different names in different schools, and a student was obliged to repeat it even if the content was practically identical. Another tactic was to allow two credit hours for a course at one university and three credit hours at another, which made arguing the value of credit impossible. It was therefore more than urgent to recommend that the government do something to correct the situation.

The implication is not that every program should be the same in each university, but that there should be agreements on courses which are fundamentally the same.

A student having a first degree from one university could not be admitted to the following degree in another university. Here again, there was a great lack of coordination and cooperation among various universities. For example, one university was granting an M.A. in psychology after three years of study, while one could get the same degree of M.A. in psychology at another after four years. Here, obvious injustice was caused to students who had taken the four-year program in comparison with those who needed only three years. Everyone was granted the same graduate degree. All received the same salary if they decided to go to work in the educational system. It is evident that the one who had taken a four-year program should have received higher pay than the other. Fortunately, this had been rectified since the publication of the Parent Report.

The Parent Report suggests greater inter-university coordination and cooperation, for the greater good of all students, between schools or departments of the same university, and also for a better functioning of the total educational system of the Province of Québec. The Commissioners suggest also greater cooperation between the universities.[38]

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[38] Ibid., Vol. II, No. 366, p. 241.

These proposed solutions in themselves will greatly help in the better orientation of university students in Québec. Moreover, the Commissioners encourage the organization of guidance and counseling services in the universities, because, after an inquiry, they discovered that such services were non-existent:

> we recommend that every institution of higher learning provide counseling for its students.[39]

There is another problem which is closely related to guidance and counseling services in universities that the members of the Commission of Inquiry brought to light: the selection of students for professions intimately related to public welfare, i.e. pastoral ministry, social service, psychology, sociology, education, medicine, guidance and counseling, etc.[40]

All the disciplines which are taught in a university and which lead students to a profession in which they will have social or welfare relationships with the population, require on the part of those who want to practice them, good physical health as well as mental health, psychological

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[39] Ibid., Vol. II (136), p. 251.

[40] For instance, studies have demonstrated that some personality characteristics make for less effective counselors: lack of tolerance for ambiguity, and a high degree of deference toward authority. So this should be taken into consideration, and more studies should be conducted; cf. Shelley C. Stone and Bruce Shertzer, "The Militant Counselor," Personnel and Guidance Journal, XLII (December, 1963), 345; cf. C. Harold McCully, "Conceptions of Man and the Helping Professions," Personnel and Guidance Journal, XLIV (May, 1966), 911-18.

as well as affective equilibrium, and also adequate motivations, according to the Commission.[41]

What is brought out by this requirement is the fact that someone should really verify these points, so that the conditions judged to be minimal will be found in all the candidates for these professions. This kind of work will require personnel qualified in psychology and counseling. This is one more reason why a university should have a functional team of guidance counselors.

Among these professions the Parent Report puts emphasis on the teaching profession, since it is concerned with reform of the educational system. Teachers must possess a functional psychological and affective equilibrium. They must also possess adequate motivations along with future social workers, psychologists, and physicians. There must also exist some differences if they wish to teach at the elementary, secondary, collegiate, or university level:

> in any guidance given to candidates for teacher training, consideration must be given to certain professional and psychological aptitudes which are, in their own way, as important as aptitude for abstract studies or receptiveness to general culture.[42]

The Commissioners went further since they knew that such an objective could not immediately be realized. They suggested that in the universities not having

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[41] Parent, op. cit., Vol. II, No. 441, p. 303.

[42] Ibid., Vol. II, No. 441, p. 303.

psychological and guidance counseling services, the schools and departments of education should choose among their teaching staff, certain professors who would offer a counseling service to future teachers. They also recommend that these professors, chosen to replace counselors, should have experience and personal qualities which would allow them to make up for the lack of guidance counselors who would be able to help students in the field of education in the best possible way.[43]

As a conclusion to this chapter, it appears that it can be asserted unequivocally that the Parent Report has made valuable suggestions to improve guidance services at the collegiate and university levels, and to propose the creation of non-existing services. It also appears that the Commissioners have brought out the importance of such guidance and counseling services at the same levels. This is a step forward and it will help many students.

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[43] Ibid., Vol. II, No. 441, p. 304.

CHAPTER V

THE PARENT REPORT AND GUIDANCE FOR ADULTS

The problem of guidance and counseling for adults is difficult for any modern society which desires to eliminate unemployment and promote economic and social progress. The Royal Commission, aware of this fact, devoted a section of its report to this neglected but vital field.

The importance of this portion of the educational system is closely related to the fact that until very recently, approximately only one half of the students who matriculated in secondary school were graduated.[1] This does not mean that those who did not graduate did not have the necessary aptitudes. In fact,

> whereas among the Canadian Provinces, Québec had the lowest secondary school retention rate before 1950, it now has one of the nation's highest.[2]

The accessibility of a school corresponding to their needs could not always be found in their geographical area. Another reason to leave school early was their desire to work for a living as soon as possible,

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[1]Parent, Rapport de la Commission, Vol. II, No. 468, p. 321.

[2]Magnuson, Education in the Province of Québec, p. 37.

forgetting the importance of appropriate training to arrive at, keep, and advance in a job in our rapidly changing modern world. Fourastié says:

> Our generation lives an explosion which is properly inhuman, during which society changes in three years as much as it did in 30 years at the beginning of the 20th century, more than in 300 years before Newton, and more than in 300 years at the stone age.[3]

And Rogers says:

> Very few people seem to realize that one of the basic questions for present-day and future man is the question of how rapidly the human organism can adapt to the almost unbelievable speed of the changes brought about by technology.[4]

The Commissioners were aware of the fact that these young people would soon be overwhelmed by the technological and professional developments of modern civilization and that sooner or later they would contribute to augment the number of the unemployed labor force. In fact, those in the employment areas realize that in an industrial country the job openings on the labor market for those who have not graduated from high school are few.[5] The Commission of Inquiry envisaged this problem of the unemployed, young and others in its recommendations:

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[3] Fourastié, Les 40,000 heures, p. 239; cf. "The Educational Problem in a Technological Society," in Burke, op. cit., p. 66.

[4] Carl Rogers on Encounter Groups (New York: Harper and Row, Publishers, 1970), p. 163.

[5] Occupational Outlook Handbook, pp. 18-9.

> The future security of all these people, and also the prosperity and progress of Québec as a whole during the next ten or fifteen years, will depend on what measures are taken immediately to provide all these people with guidance, further education and means of acquiring culture.[6]

This quotation indicates the Commissioners' understanding and awareness of this modern reality and its practical impact on the population. Education in Québec is a factor in the development, progress, and prosperity of its people. Laflamme states that "the common good of a nation is not conceived any more without a generalization and democratization of education."[7] The members of the Commission believed that if the government wanted to make sure that the Province of Québec had what it needed to prepare a better future for its citizens, it would have to solve this problem. The educational system in the Province must make available for adults the necessary educational opportunities to further their education and to re-orient themselves as far as jobs or occupations are concerned.

It was stated in Chapter III on guidance at the secondary level how polyvalence makes guidance and counseling difficult for students at that level. It seems that guidance

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[6]Parent, op. cit., Vol. II, No. 470, p. 323; cf. Corporation des Instituteurs et Institutrices, op. cit., p. 251.

[7]Raymond Laflamme, "Sectarisme d'Eglise ou sectarisme d'Etat," in Les Valeurs chrétiennes de l'Education, p. 200; cf. Corporation des Instituteurs et Institutrices, op. cit., p. 108.

and counseling will not be less difficult for adults who have started their re-education at that stage. The Parent Report provides adults the possibility of choosing among polyvalent courses. Nevertheless, guidance and counseling services must also be made available to them.[8] This will enable them to profit as much as possible from the numerous and diversified courses offered.

> The adult who wishes to resume his studies is confronted with the same problems as the student who must make a choice in the face of an ever expanding range of occupations and professions and of courses offered leading to them. If no one comes to his assistance, the adult runs the same risks of unprofitable groping, loss of time and outright mistakes as the student who has to make up his mind without help. Hence it is essential that the guidance services of the school commissions and institutes be set up in such a way that they can satisfy the needs of the adult populations.[9]

By entrusting the responsibility of continuing education at the secondary level to the school boards, the Parent Commission wanted to make education available to every citizen throughout the Province of Québec. There are sixty-four such regional school boards.[10] The division of the Province in educational regions was a step toward educational democratization, especially for the rural population.

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[8]Parent, op. cit., Vol. II, No. 470, p. 323.

[9]Ibid., Vol. II, No. 477, p. 327.

[10]Magnuson, op. cit., p. 28; cf. Gérald Fortin, "Structure des occupations: évolution et état actuel," in L'étude de la société, p. 216.

The school boards will need to provide guidance and counseling services and to organize them in such a way that not only the regular school population will be able to use them, but also the adult population returning to school to further their education. Evidently this will require a larger staff qualified to handle the problems of the adult population. The universities will need to organize programs for guidance counselors geared to such a population if the need becomes greater.

Adults will face the same problems as young people when faced with the multitude of possible options offered by a polyvalent high school. One way which this population can help is the life experiences they have had. Guidance and counseling approaches are not the same at the elementary, secondary, collegiate, and university level. Can we expect them to be the same for adults who have known the labor market's requirements and for young people who do not? It appears reasonable to state that if guidance and counseling services want to meet the adult population's needs, the school boards should have a qualified personnel available for adults.[11]

The goal of the Commissioners seems to imply this when they say:

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[11]Parent, op. cit., Vol. III, No. 1085, p. 270.

> One of the first things to be done in the organization of that continuing education for which they are responsible is to arrange for the adult population the use of their guidance-counseling facilities.[12]

It has become necessary to develop continuing education over the years and continuing guidance and counseling must equally become a reality. In fact, according to the Parent Commission, continuing education cannot function adequately without continuing guidance and counseling. Beauchemin says the same thing:

> Continuing guidance and counseling must be considered in a serious way. We have seen it previously, guidance and counseling is a necessity by the fact that work is a lifelong task and by the fact that there are constant changes in professional activities and in working people themselves. The services that guidance and counseling can give are required at any stage of life and must be available to everyone when required.[13]

These two notions of continuing education and continuing guidance complement and compensate each other. As Wolfbein states:

> Guidance is and must be a developmental process over the lifetime of the individual; it must be present in overt form at the elementary school level, where basic attitudes toward the world of work are so often formed and hardened, and in the post-high school and adult periods as well to help the older person to relate to his changing environment.[14]

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[12] Ibid., Vol. II, No. 477, p. 327.

[13] Beauchemin, "L'orientation: processus de maturation," in Bulletin de la Fédération des Collèges Classiques, IX (Novembre, 1964), 8.

[14] Wolfbein, op. cit., p. 172.

Continuing guidance and counseling is of prime importance in the modern world because:

> The improvement of the skilled labor force, its necessary relocation, the accelerated training of specialists for new positions, the legitimate desire for social mobility and advancement, the return of married women to work, the employment of the aged--all these conditions require a growing number of adults to seek guidance at various stages of their lives. It will therefore be necessary for adults, as well as children and adolescents, to turn to their counseling services for guidance. In the light of this fact, counseling and vocational guidance assume an altogether different dimension: they extend from the beginning of adolescence to the end of active life, while never becoming fixed or final in character.[15]

This quotation is the crux of many serious problems that face modern society. Some of these problems arise from the fact that many people in the labor force require uptraining, retraining, and preparation for new jobs. It also arises from the fact that there is the legitimate desire of people to move up in the social hierarchy. Present tendencies in relation to these problems seem to indicate that these trends will not be diminishing but rather augmenting in the future.[16]

The Province of Québec needed some reforms in these domains. One goal of the Royal Commission of Inquiry was to change this de facto situation, even if it would require

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[15]Parent, op. cit., Vol. III, No. 1071, p. 265.

[16]Fourastié, op. cit., pp. 12-13; cf. Drévillon, op. cit., p. 61; cf. William Van Hoose and John J. Pietrofesa, "An Overview: Counseling in the Twentieth Century," in Counseling in the Twentieth Century, p. 14.

long and sustained efforts necessary for the overall good. It would also be dishonest to say that nothing was done in the domain of continuing education. The efforts however were often poorly planned, and the goal was to make some courses available to adults without due consideration for their orientation.[17]

To get a better idea of this unfortunate situation, the Parent Report did not hesitate to mention the facts:

> It has been observed that adults taking courses in recent years often possess incoherent records; they are registered in a good number of courses taken at random, with the result that they waste both their time and their money.[18]

In the face of such situations, it was natural for the Commission to correct them or at least alleviate them as much as possible. For the Commissioners it became evident that one efficacious and sure way of avoiding as far as possible such wastes of money and time, was to establish functional guidance and counseling services.

This first section on continuing education was organized for those who did not have the opportunity to complete their elementary or secondary education. The Parent Commission recommends the creation of a section on continuing education for people at the collegiate and university levels.

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[17]Société Canadienne d'enseignement postscolaire, L'éducation des adultes au Canada: Vue d'ensemble, essaie de définition, orientation (Québec: L'Imprimerie Clermont, 1952).

[18]Parent, op. cit., Vol. III, No. 1085, p. 270.

In general, for people who already have training at the collegiate and university levels, it will not be a question of training to change occupation or profession as it will be a question of keeping up to date. This is one reason why the Commissioners prefer recommending periods of studies to keep abreast of the new developments in their fields.

> Automation is causing the disappearance of many types of work; it is opening new fields of activity; a quarter of the pupils of today will, as adults, hold jobs now unknown. The trades and occupations that do survive will be profoundly modified. Hence it will be absolutely necessary for the great majority of the workers of tomorrow to undertake more advanced studies in their chosen field, to participate in refresher or retraining courses. It is even now expected that, in the major occupational fields, after every five or ten years of work, an interval of several weeks' or several months' duration will have to be devoted to full time retraining.[19]

It follows from this that all professionals in the field of education should be aware of the importance of preparing youth for these changes. Mention must also be made that the professional people in guidance and counseling will have to avail themselves of retraining, such as, the use of computers and other technical devices which are now used in counseling.[20]

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[19] Ibid., Vol. II, No. 463, p. 319.

[20] Donald E. Super, et al., Computer-Assisted Counseling (New York: Teachers College Press, 1970); cf. Robert L. Havens, ed., "Technology in Guidance," Personnel and Guidance Journal, XLIX (November, 1970), the whole issue; cf. U.S. Department of Health, Education, and Welfare, Computer-Based Vocational Guidance System (Washington, D.C.: U.S. Government Printing Office, 1969).

It is evident that many people have considered that once students have terminated their studies and have chosen a career, it was for life. This does not seem evident today.[21]

The Commissioners also mentioned the unavoidable fact, which seems to be irreversible, of the reduced time spent at work every week. This situation provides many more hours for rest, recreation, and leisure. The Commissioners feel that this extra free time should be used profitably, should favor cultural development, should contribute to humanize people more and more. They hope that this free time could enhance

> the progress of mankind, improve living conditions, enrich the mind, and raise the cultural level of the human person.[22]

The members of the Royal Commission of Inquiry feel that continuing education should play an important and prime role in the vast field of culture and humanism. Continuing education could also help adults to keep up to date in our world which is in constant evolution. An evolution which fills us with admiration, but also with distress at times, says Barbin.[23] To attain this goal, it seems that

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[21] C.E.D.C., Investissements intellectuels dans l'agriculture et développement économique et social (Paris: Organisation de Coopération et de Développement Economique, 1963), p. 36.

[22] Parent, op. cit., Vol. II, No. 464, p. 319.

[23] René Barbin, S.J., Pédagogie religieuse et relations humaine (Montréal: Les Editions Bellarmin, 1966), p. 13; cf. Donald H. Blocher, Developmental Counseling (New York: The Ronald Press Company, 1966), p. 113.

education at all levels would make people realize fully the need to constantly enlarge their own culture:

> The educational system will be effective only to the extent that it produces adults able and anxious to study on their own, to improve and cultivate their capacities.[24]

According to the Commissioners, education gives people the desire to occupy their free time to help other people in need. Once more, many persons will want to know how they can be more useful to their fellow human beings, and guidance counselors should be available to help them.[25]

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[24]Parent, op. cit., Vol. II, No. 466, p. 321.

[25]Fourastié, op. cit., pp. 219-20; cf. C. Gilbert Wrenn, "Human Values and Work in American Life," in Borow, op. cit., p. 37.

CHAPTER VI

THE PARENT REPORT AND GUIDANCE SERVICE TASKS

The tasks which the Parent Commission attributes to guidance and counseling services is presented and summarized in this chapter. The place set forth for guidance and counseling by the Commissioners in the system of education which it proposed to the government and people of the Province of Québec will be discussed.

According to the members of the Royal Commission of Inquiry on Education, guidance and counseling services normally have five main tasks: administration of tests, scoring and interpretation of tests, individual counseling interviews, research, and finally, close relationships with the world of work.

Administration of Tests

The first task of guidance and counseling services, according to the members of the Commission, consists in the administration of varied tests.[1] It is a universally accepted truth today that the different types of intelligence, interest, aptitude, and personality tests are interesting sources for obtaining valuable knowledge and

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[1]Parent, Rapport de la Commission, Vol. III, No. 1092, p. 273.

information about students. It is also admitted that tests can help guidance counselors in attaining their goal, that is, help students as much as possible in making vocational decisions.[2]

When it is understood that the type of polyvalent secondary school will have a student population varying from 1,000 to 2,000 or even more, we can also understand that guidance counselors will not be able to have a deep and personal knowledge of each student. This will be true since numerically there is a great lack of guidance counselors in our Province. So accordingly, the Commission believes that tests will have to become: "an essential part of a guidance and counseling service."[3]

Scoring and Interpretation of Tests

The second task of guidance and counseling services consists in scoring and interpreting tests. The enormous amount of time that tests require on the part of the counselor is well known. The Parent Commission recommends that a provincial computerized center be established at the Ministry of Education. Such a center would help greatly and would save time and money to each guidance and counseling service.[4]

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[2]Léon, Psychopédagogie, p. 20.

[3]Parent, op. cit., Vol. III, No. 1093, p. 274.

[4]Ibid., Vol. III, No. 1092, p. 273.

This provincial computerized center could have the best available instruments to mechanically score the diverse tests according to the latest developments in the field. It can easily be understood, even if it is not explicitly mentioned in this section of the Parent Report, that this provincial computerized center would then possess the necessary information for finding specifically French Canadian norms, for colligating the different tests that it would receive to score. Finding provincial norms is an interesting field for research and therefore for the progress of the psychometric field in the Province of Québec.

The Commissioners also insist on the fact that such a provincial service should not be allowed to become a means of limiting the use of tests by guidance and counseling specialists. Guidance counselors must be free to use different tests of their own, or to score and interpret them in their own school if they so wish.[5] It can be understood that the Parent Commission wanted to avoid too rigid a centralization by the provincial Ministry of Education.

It is also known that tests are only one way of obtaining information about students and are very often only an aid to further study and observation of students.

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[5] Ibid., Vol. III, No. 1092, p. 273.

This is well stressed in Brammer and Shostrom, hence there is no need to follow on this aspect further here.[6]

Personal Counseling Interviews

. The third task of guidance and counseling services consists in making it possible for students to have individual counseling interviews if they so wish. The Commission also realized that the need for guidance and counseling by students "is usually distributed along a more or less normal curve,"[7] the possibility of meeting with a guidance counselor in a one to one relationship must exist.

The members of the Commission of Inquiry think that such a possibility for a personal counseling interview must exist in particular for the group of students who:

> will never attain sufficient maturity to make personal choices either academically or professionally. The latter will always need the highest degree of guidance to determine their course of conduct and will remain incapable of free and independent decisions.[8]

Such a group of students is found almost in every elementary and secondary school, and it is certain that such a service, if available, would help them greatly if they

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[6]Lawrence N. Brammer and Everett L. Shostrom, Therapeutic Psychology: Fundamentals of Actualization Counseling and Psychotherapy (2d ed.; Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), pp. 148, 156.

[7]Parent, op. cit., Vol. III, No. 1093, p. 274.

[8]Ibid., Vol. III, No. 1093, p. 274.

wanted to use it. It is clear that the Commissioners did not wish to restrict this service to this type of students only.

Many students may find their own orientation in a logical and sure way without individual and personal help from a counselor. Many others will also find their own orientation by actively participating in group guidance activities. Nevertheless, apart from students who cannot get along without the specific help of guidance counselors, there exist different types of young people who may wish to meet individually with guidance counselors once or several times for many reasons.

Fortunately, the members of the Royal Commission of Inquiry understood all these needs and have seen the importance of safeguarding the following principle:

> that every student remain at liberty to consult a specialist in guidance, that the latter be prepared to receive whatever student may wish to consult him; and that the interviews take place, if necessary, during class periods. Occasionally such interviews with students may have to be supplemented by one or more interviews with their parents.[9]

The Parent Report appears to have found the right solution on this subject, and has given us a valid view on this prime task of an up-to-date and well-organized guidance and counseling service.

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[9] Ibid., Vol. III, No. 1093, p. 274.

Research

The fourth task of guidance and counseling services consists in doing research. Evidently, research must be done in one's own milieu and environment since every guidance and counseling service must be well integrated in its physical, geographical, sociological, and psychological, as well as economic, milieu.

It is evident that a guidance and counseling service having the time for research can, for example, work on local norms for different kinds of psychological tests, can help teachers or groups of teachers to better the conditions of studying different school subjects, can experiment on the efficacy of counseling with students, can experiment on the contribution of motivation in school success or vocational development, to give but a few examples of possible research projects. In this respect, the cumulative folder can help research:

> Such files constitute a mine of information and observation which will be able to serve in psycho-educational and guidance and counseling researches. Without these basic facts, there cannot be any serious research, and research is indispensable to the progress of educational methods and techniques.[10]

The Parent Report rightly insists on this vital task of research for any guidance and counseling service which hopes to remain up to date, which wants to stay at the

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[10]Guy Gaudreau, "Le dossier cumulatif," Bulletin de la Fédération des Collèges Classiques, IX (Juillet, 1964), 29.

avant-garde of modern counseling practices. The Commissioners have this to say:

> In an educational system concerned with its students and open to innovation the counselors' service might play a dynamic part, while at the same time contributing to the advancement of scientific research.[11]

The Royal Commission of Inquiry on Education, even though it did not elaborate on the subject of research, will encourage guidance counselors to defend their cause when they ask the school boards to give them more time and facilities for research. Merely mentioning research as one of the main tasks of guidance services is a step beyond what existed de facto in Québec. In the past, the lack of guidance counselors was frequently used by the school boards as an excuse for not freeing guidance specialists to do research.

The question must be raised now as to whether research should take precedence over the other tasks of guidance services. Research is as necessary as the other tasks, if guidance counselors are to offer adequate and up-to-date services to students. In so vital a domain as guidance and counseling, a lack of time for research would be detrimental to students and to counselors.

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[11]Parent, op. cit., Vol. III, No. 1094, p. 274.

Relationships With the World of Work

The fifth task attributed to guidance and counseling services consists in having close relationships with the world of work.[12] Because of the complexity of tasks, occupations, professions, the Commissioners assigned this task to two different organisms: a provincial organism of guidance and counseling related to the Ministry of Education, and an organism proper to each school region related to guidance and counseling services.

It is a known fact that specialists in the field of guidance and counseling can hardly keep up to date in the domain of psychological understanding of students. Thus, it would be an illusion to ask each counselor to go out and look for good information on the subjects of the economic structure and of the labor market of Canada and of the Province of Québec. This task is therefore attributed to the:

> provincial counseling service of the Department of Education, through its school and vocational information section, provides material on employment opportunities.[13]

The responsibility of the guidance and counseling services of a school district consists in knowing as much as humanly possible about the local and regional labor market. When we consider the territorial vastness of the Province of Québec, it is much more reasonable to limit this function to

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[12]Wolfbein, op. cit., p. 163.

[13]Parent, op. cit., Vol. III, No. 1095, p. 275.

their own district. Such a service should be directed and coordinated by a specialist in the field of guidance and counseling at the local level. This does not mean that the bulk of the work could not be done by the teachers of professional and vocational information.

Once again the Parent Report takes a definite step in the right direction on this point. Their suggestions are very advanced in comparison with the prior conditions existing in the Province of Québec. By attributing these five tasks to guidance and counseling services, the Commissioners revaluated the profession and proved that they have faith in guidance counselors and their specialized training.

The place of guidance and counseling in a school system was seen and well understood by the Royal Commission of Inquiry:

> The counseling service of each school should supplement this source of documentation with a direct and first-hand knowledge of the local and regional labor market, and should maintain contacts with key informants capable of keeping it posted on the current situation and any foreseeable changes.[14]

If guidance and counseling services sincerely wish to attain the place which they deserve in the educational system of the Province of Québec, they should begin to function in a modern way:

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[14] Ibid., Vol. III, No. 1095, p. 275.

> Counseling must be organized in schools along rational lines, in accordance with proven methods, so as to utilize fully the scientific techniques and knowhow at the disposal of counselors.[15]

And this is so because:

> It is not possible to develop a composite, flexible and democratic program of study without continued guidance at all levels. . . . particularly in secondary school, it should take its place at the very core and centre of instruction, and constitute one of the daily concerns of the entire teaching personnel.[16]

Guidance and counseling has a bright future in Québec, if guidance counselors really do their work and are constantly aware of the need to keep abreast of new experiments and discoveries in the field, as well as to participate in provincial and local experiments and discoveries.

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[15] Ibid., Vol. III, No. 1077, pp. 266-67.

[16] Ibid., Vol. III, No. 1075, p. 266.

CONCLUSION

It was stated in the introduction that the Parent Report had given to guidance and counseling the place that it deserves in a modern system of education. The different aspects of this educational reform have been studied.

The first chapter dealt with the important role that the Parent's Commission assigned to guidance and counseling in the school system as proposed to the Government of the Province of Québec. This new educational system was planned in such a way that the different options would not be irreversible, consequently allowing reorientation on the part of the students. The Commissioners also urged the government to create guidance and counseling services in every school because of the tremendous impact of such services in our modern world. All of these points are steps forward.

One recommendation seemed regressive: augmenting the number of guidance counselors by urging teachers of professional and educational information to acquire further training and become guidance counselors. It must be admitted that the desire to have more guidance counselors

is a valuable and worthwhile goal. However, wanting to attain such a goal by practically eliminating a vital service as the one performed by the teachers of information is a destructive way of doing it. In fact, other incentives could be found which could bring the same results; for instance, the government could offer scholarships, loans, increased financial rewards, better professional status.[1] Such would be means for the implementation of the student aid program which is "unrivaled in Canada."[2]

In the second chapter, the necessity of having guidance services at the elementary school level was stressed by the Commissioners since the goal of elementary education does not consist any longer in ultimately preparing students for life but in preparing them for secondary school. The role of guidance counselors is primarily for consulting with teachers, parents, and school administrators. However, counselors must not forget that their real service and their duty is helping the students. This was not stressed by the Parent Commission and it is one of its shortcomings. Guidance services should help in the collection and organization of data about students which would help in

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[1]Robert H. Mathewson, "Manpower or Persons: A Critical Issue," Personnel and Guidance Journal, XLIII (December, 1964), 399; cf. Dugald S. Arbuckle, "The Conflicting Functions of the School Counselor," Counselor Education and Supervision, I (Winter, 1961), 54-59.

[2]Magnuson, Education in the Province of Québec, p. 54.

their future orientation. These recommendations seem to be progressive in comparison with what was done prior to the Commission's study.

The main deficiency that can be detected at this level is the belief that one guidance counselor, serving as a consultant to the staff, in many schools and with the parents of many students would be sufficient. If the counselor is to accomplish successfully all the work assigned to him, he will certainly not be able to accomplish such a task in its entirety. In the last year of elementary school, guidance counselors should organize a special program to prepare students, in an immediate way, for high schools. For instance, conferences on the different programs in high school and their goals, so that students will not arrive in secondary schools and have to adapt to too many things at the same time.

In the fourth chapter, the importance of guidance and counseling services at the secondary school level is stressed. The necessity of research and of constant contact with the professional and governmental employment agencies are emphasized. The more intimate role that guidance counselors should play in helping each individual student who needs help in planning his future orientation, to make more mature choices, received much attention in the Commissioners' Report. The goal of secondary education is to prepare students for work, for higher education, and

for adaptation to the numerous and rapid changes occurring in our modern world. These reasons show why secondary schools should give a better education and preparation to students and teach them to become perpetual learners. The educational system must become so flexible that it will allow students to transfer from one program to another, if necessary, with the help of guidance counselors, and also to take more responsibility and participate more fully in their own orientation. The Commission of Inquiry developed and perfected what had officially been done in guidance and counseling in the schools of the Province of Québec which could afford these specialists.

In the fifth chapter, the fact was stressed that coordination at the collegiate and university levels as well as the possibility of transferring from one program to another would really facilitate the orientation of students. The role of counselors is to help students in the choice of their orientation and/or reorientation, so that no talent will be lost. Emphasis should be placed on motivational work. Promotion and protection for the interests of the society is also mentioned as one goal of guidance counselors, by screening candidates for the helping professions, in health, education, and welfare. The establishment of guidance and counseling services received top priority on the part of the Commissioners. Many colleges and universities did not possess such services for their

students. It was recommended that they do their best to create such services as quickly as possible. The enlargement of existing colleges and universities as well as the creation of new ones was stressed as a factor in the democratization of the school system and as a factor in the orientation of many students who will thus be able to accede to these levels of training. Guidance counselors should spare no effort in helping to diminish the number of failures among students, insofar as they are able. The obvious conclusion seems to be that significant progress has been made in the domain of guidance and counseling in Québec.

In the fifth chapter the creation of continuing educational possibilities at all levels of the educational system was described as a very important task for the well-being of the population in the future as well as the growth of the economy. Along with continuing education, the necessity of continuing guidance and counseling was also carefully examined. Both must go hand in hand, since orientation is not a problem proper to young students only. Guidance counselors have a vital role to play in this domain. The Commissioners affirmed that the creation and utilization of guidance and counseling services should be one of the first objectives to work toward in the implementation of continuing education. Once more, significant

progress is the word to use to qualify the work of the Commission of Inquiry in this area of continuing education.

Finally, in the sixth chapter, the Commissioners provided an idea of the tasks of a guidance service. Personal counseling interviews were considered as a fundamental function of a proper guidance service, as well as research and establishing relationships with the world of work. These three tasks received emphasis worth mentioning because of their significance. Research was stressed as necessary for the advancement in the field of guidance and counseling and must be done not only at the provincial but also at the regional and local level. The same applies to the vital task of keeping in touch with the employment agencies. The conclusion to be drawn is that another major step in the right direction was taken by the Members of the Royal Commission of Inquiry.

As a conclusion to the study, the fact must be acknowledged that the Royal Commission of Inquiry on Education in the Province of Québec has given us an exceptional Report. Their report did not have as its prime goal the study of the role guidance services should play in a modern school system. It suggests a new educational system to the Government and the population of the Province of Québec. It is a valuable contribution to the field of guidance and counseling. It is

understood that guidance and counseling should be available to all students. This is the trend today,[3] even if Professor Gingras thinks that in general "guidance counselor is still too much preoccupied with individual psychological help."[4]

The Commissioners clearly understood the actual role guidance counselors should play if their recommendations to improve the educational system are to be carried to fruition. In spite of a few recommendations that were considered unacceptable, it must be mentioned that the Members of the Commission have made an outstanding and positive contribution to the development and implementation of guidance and counseling services in schools, colleges, and universities of the Province of Québec. This fact is also mentioned by the Corporation of Guidance Counselors of the Province of Québec in their Mémoire to the Government.[5] The major weakness is that the Commissioners

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[3]Merville C. Shaw and John K. Tuel, "A Focus for Public School Guidance Programs: A Model and a Proposal," Personnel and Guidance Journal, XLIV (April, 1966), 824.

[4]Gingras, op. cit., p. 340.

[5]Corporation des Conseillers d'Orientation de la Province de Québec, Commentaires de la Corporation des Conseillers d'Orientation Professionnelle du Québec à l'honorable Paul Gérin-Lajoie, Ministre de l'Education sur les textes du Rapport de la Commission royale d'Enquête sur l'Enseignement en ce qui concerne l'orientation scolaire et professionnelle (Montréal: 1214 est, boulevard Saint-Joseph, 1965).

neglected to inquire into the field of group counseling and consequently failed to make recommendations on this subject.[6]

If the Commission recommendations are put into practice, guidance and counseling will provide a bright future in the total growth and development of the Québec population.

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[6]On guidance and counseling in groups, nothing is said as such, but it is implied that counselors should adapt the methods which research has proved to be useful. On this subject, the reader is referred to the following works: Pierre Badin, Problèmes de la vie en groupe (Paris: Les Presses Universitaires de France, 1965); cf. Association pour la recherche et l'intervention psycho-sociologique, Pédagogie et psychologie des groupes (Paris: Les Editions de l'Epé, 1966); cf. Carl Rogers on Encounter Groups; cf. Marilyn Bates, "A Test of Group Counseling," Personnel and Guidance Journal, XLVI (April, 1968), 749-53; cf. Merle M. Ohlsen, Group Counseling (New York: Holt, Rinehart, and Winston, Inc., 1970); cf. Joseph Luft, Introduction à la dynamique des groupes, trans. by Hélène Valabrèque (Paris: Privat, 1967); cf. C. Gratton Kemp, Perspectives on the Group Process: A Foundation for Counseling with Groups (Boston: Houghton Mifflin, 1970); cf. George M. Gazda, ed., Theories and Methods of Group Counseling in the Schools (Springfield, Illinois: Charles C. Thomas, 1970); cf. Clarence C. Marhler, Group Counseling in the Schools (Boston: Houghton Mifflin, 1969); cf. Dorwin Cartwright and Alvin Zander, eds., Group Dynamics: Research and Theory (3d ed.; New York: Harper and Row, Publishers, 1968).

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