THE EVOLUTION OF GUIDANCE

IN THE SCHOOLS OF NOVA SCOTIA

A Thesis written in partial fulfillment of the requirements for the degree of Master of Arts.

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PREFACE

Developments in educational policies have always followed or paralleled the accelerating changes in society. It often becomes imperative to reflect upon the influences in the past that have stimulated the changes of the present in order to comprehend the meaning of these changes.

Although guidance has been defined as an expression of an educational philosophy and a form of educational psychology which has as its means a series of services to students and as its objective, the full self-realization by every student of his talent and potentiality, there will be no attempt in this paper to proffer a more concise meaning of this word. In order to understand what one means by guidance, it is necessary to examine not only the nature and the extent of the services provided but also the changes that have occurred in these services.

Guidance began in Nova Scotia, as it began in the United States, in an effort to match the individual and the occupation. Psychological tests were administered, occupational information provided, data recorded, employment obtained, and follow-up studies initiated. It is interesting to note that soon after their inception in the United States some of the ideas of guidance spread to Nova Scotia but did not follow in practice until three decades later.

This paper is an effort to trace the early influences in Nova Scotia which led to the formal institution of guidance services in the schools during the 1940's. It describes the guidance program which flourished in Halifax City for a decade and discusses the annual meetings of the only professional organization for counselors in the province, the Maritime Guidance Association. It attempts to relate the early efforts of the Director of Guidance for the province and the nature of the local guidance programs that developed and changed throughout the years. Finally it discusses those factors which led to a renewed interest in guidance in the schools of the Province.

Throughout the paper one will find a certain inconsistency in spelling. Many of the sources from which quotations have been taken used the British spelling rather than the American; however, since the manual of style for the University is an American publication, the spelling, with the exception of some of the quotations, is American. (e.g. "counselor", "program", and "labor" instead of "counseller", "programme", and "labour").

It is hoped that this paper will contribute to the fulfillment of a need for the collection, compilation, and integration of background material in this developing and changing field of educational endeavor.

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CHAPTER I

INTRODUCTION

There were four somewhat discrete movements which contributed to the guidance movement as we know it today. These were (1) the mental health movement, (2) the renewed interest in children and their development, (3) the growth of psychological testing, and, (4) the growth of population and industry since the opening of the twentieth century.

The mental health movement can be dated with the charitable and philanthropic work of Dorothea Dix in the 1840's. Her efforts in almshouses and asylums resulted in a more humane treatment of the mentally ill. This movement was spurred ahead in this century by Clifford Beer's book The Mind That Found Itself, published in 1908, calling attention to mental illness as an "individual experience and a social problem". Organizations were formed, lectures given, and books written. G. Stanley Hall introduced Freud at Clark University in 1910, who in turn, introduced psychoanalysis to the literate public as a method of treatment for mental illness and a way of thinking about human behavior. The emotional roots of many illnesses were sought, psychiatry expanded, and clinical psychology and psychotherapy developed.

There has always been a certain interest in children -

Plato, Rousseau, and Cotton Mather all had views on child rearing; Pestalozzi and Tiedemann published biographical accounts of child development in the eighteenth century; while Darwin, Preyer, and others did the same in the nineteenth century. G. Stanley Hall and J. B. Watson were foremost in introducing the study of children in North America. The era of testing heralded a new study of individual differences in children as well as adults. The psychosexual development of personality, as proposed by Freud, had childhood as a focal point. Due to the growing knowledge of the influence of childhood development upon adult behavior, many agencies and institutions became interested in the study of children, both in and out of school.

Psychological testing in the twentieth century has been very neatly divided and conveniently categorized by Thorndike and Hagen.[1] The period of 1900 to 1915 was "the pioneering phase", which saw explorations and empirical development of techniques. Binet and Simon constructed their first intelligence scales which Terman translated and produced in 1916 in the United States of America. Standardized achievement tests began to make their appearance with arithmetic tests by Stone and language tests by Trabue. A popular handwriting scale was developed by Thorndike while an intelligence test was constructed by Otis. From 1915 to 1930, "the boom period", achievement batteries were developed, group intelligence tests (e. g. Army Alpha) were produced, and a large number of

personality lists and inventories came into being. There was a contagious enthusiasm for testing which led to a massive production and use of tests. With this large-scale and indiscriminate usage also came considerable abuse, until finally, the test enthusiasts were forced to assume a more critical approach to their assumptions and procedures. This heralded the "period of critical appraisal" from about 1930 to 1945, in which the psychometricians were concerned with an approach to limiting interpretations and "evaluating" rather than "measuring" achievement of objectives. The emphasis was subtle but distinct in trying to encompass the entire personality. The interval from 1945 to the present day was known as "the period of test batteries and testing programs", with integrated aptitude batteries and large-scale testing programs being in vogue. With such programs, as that of the College Entrance Examination Board, we are experiencing a new test "boom", the emphasis being on administration and usage.

The growth of psychological testing and the increase in population and industrial complexity since the turn of the century, contributed to the initial vocational guidance movement in the United States of America. Since it was this movement in the United States which greatly influenced subsequent developments in Nova Scotia, it is necessary to have a brief outline of developments in the former before proceeding to discuss the trends in this province.

Vocational guidance was emphasized in the early history of

guidance and is, to some extent, the emphasis today. Like many educational developments, the vocational guidance movement began outside the school. Vocational guidance was advocated and practiced by many charitable and philanthropic agencies before educational authorities ventured into the field. Although before the turn of the century there were influences and authorities who were concerned with the guidance of youth, among whom were Charles W. Eliot of Harvard, Daniel J. Gilman of John's Hopkins, William R. Harper of Chicago, and Hugo Munsterberg, the originator of vocational guidance is considered to have been Frank Parsons of Boston. The term and the process of "vocational guidance" was outlined in his book Choosing a Vocation, published in 1909. His method consisted of three processes:

1. A joint and cooperative analysis of the individual's capabilities, interests and temperament.
2. The student's study of occupational opportunities, requirements, and employment statistics.
3. A joint and cooperative comparison of these two sets of information. [2]

As a volunteer worker in Civic Service House in Boston, Parsons had been doing guidance for more than a dozen years. In 1908 he organized the Vocations Bureau of Boston and assumed the title of Director and Vocational Counselor. He was working with youth who were out of school and because he found many who were poorly adjusted to their work he advocated that vocational guidance should be a part of the public school system with highly trained experts doing the guidance work.

Other men who attempted some form of organized guidance were Jesse B. Davis in Detroit about 1898, William A. Wheatley who taught the first class in occupations in 1908, and Eli W. Weaver organized the Students' Aid Committee of the Boys High School in Brooklyn, New York, in 1906. In 1909 the High School Teachers' Association of New York City recommended to the Superintendent of Schools that teachers have some unassigned time for vocational guidance. Boston Public Schools established a Department of Vocational Guidance in 1915, Chicago followed one year later, and Providence, Rhode Island, had a complete program by 1918. By this time, there were some provisions made for vocational guidance in over fifty high schools in the United States.[3]

Vocational guidance development was accelerated by the selection procedures of World War I and the rehabilitation of soldiers following the war provided a stimulus to testing, vocational training, and vocational guidance. In 1918 J. B. Miner developed an interest test, followed by E. K. Strong in 1925, and G. F. Kuder in the 1930's. In 1938 the Occupational Information and Guidance Service was established under the United States Office of Education.

The National Vocational Guidance Association started in Boston in 1910 as a result of a conference held under the auspices of the Chamber of Commerce of that city with the final organization taking place at Grand Rapids, Michigan, in 1913. In 1920, it produced a statement of the philosophy and aims of vocational guidance

and two years later it began to publish The National Vocational Guidance Association Journal with Frederick J. Allen as its first editor and Harvard University as the first home of the organization. The national headquarters were later moved to New York City. In March, 1941, at Chicago, a separate organization was formed called the National Guidance Association. The American Personnel and Guidance Association was formed in 1952 with the National Vocational Guidance Association as one of its divisions. Soon afterward the American School Counselors Association was established, omitting both the words vocational and guidance in deference to those individuals who did school "counseling" but not school "guidance".[4]

The training of school guidance counselors paralled the development of interest in this field. In 1908 the Y. M. C. A. of Boston offered a course in conjunction with the Vocations Bureau. At the request of Superintendent Brooks of Boston in 1910, the Vocations Bureau gave organized training to one hundred and seventeen school teachers. The course was planned by Frank Parsons who had died in October, 1908, but taught by Meyer Bloomfield and his associates. Harvard offered a course during its summer session in 1911 while Columbia University and the University of Missouri offered the first courses during a regular session for degree credit in 1913. One year later (1914) Boston University offered its first course in this field. Since then most colleges that have established a program in education also offer courses in guidance. By

1940, four states, Connecticut, Delaware, New York, and Pennsylvania, required teachers to have special certification in order to work as counselors in public schools. At the present time most states require guidance counselors to have some special certification.

Throughout the development of guidance there were hints of a shift in emphasis from the purely vocational aspect of the job and its requirements, to the child and his needs. This was even implied in the reason the school administrators in Boston felt this activity should be a responsibility of the schools. There have been many who have argued for the elimination of the adjective "vocational" since it was thought that a vocational choice was only one of many in a continuous developmental process. Also, those counselors who worked with individuals in the schools began to find many problems with which they could not cope. The growth of the mental health movement and the concommitant knowledge of personality and psychology caused many school counselors to question what they were doing and the manner in which they were going about it. Thus, as many "vocational" guidance counselors began to repeatedly encounter personal, social, and emotional problems in their clients, they found it necessary to do more than merely help people make wise choices but to assist them improve their emotional health and well-being.[5]

Carl Roger's book Counseling and Psychotherapy, published in 1942 gave a voice to the thought that guidance was more than vocational. The viewpoint gradually emerged of counseling the "whole" person and not simply dealing with his occupational or vocational

problems. Roger's second book, Client Centered Therapy in 1951 explores the viewpoint of client responsibility in more detail. Those who have written and influenced this field of thought include C. Gilbert Wrenn, Edmund G. Williamson, Dugald Arbuckle, Arthur Combs, Donald Snygg, Donald Super, Leona Tyler, and many others.

Many educational authorities have stressed the value of guidance. James Bryant Conant said in 1952 that "Guidance is the keystone of the arch of public education: every effort to improve the guidance services in our schools should be encouraged. . ." [6] Again in 1959 his first of twenty-one recommendations for the improvement of public secondary education was:

> In a satisfactory school system the counseling should start in the elementary school. There should be one full-time counselor for every 250-300 pupils in the high school. They should be familiar with the use of tests and measurements of the aptitude and achievement of pupils. The counselor should be in close touch with both parent and pupil. [7]

The most recent significant development in guidance in the United States was the National Defence Education Act of 1958 which authorized approximately one billion dollars to be spent on a number of separate programs for education. Title V, Part A, of this act provides fifteen million dollars for grants to state agencies to enable them to "establish and maintain guidance and counseling programs and testing programs in secondary schools" and Part B provides another seven million, two hundred and fifty thousand dollars to "establish training institutes to improve the qualification of per-

sons who are, or expect to be, engaged in guidance and counseling in the secondary schools". The act was intended to run for four years but recent amendments have extended it until June 30, 1965. The same amendments have raised the state allotments to seventeen million dollars for Part A, with the minimum for each state raised from twenty thousand dollars to fifty thousand dollars.[8]

In Canada it was not until the 1940's that guidance became established, but there were early steps which made its establishment more rapid than it might otherwise have been. In 1921 the Vocational Education Act in Ontario provided for vocational guidance officers. In 1925 training in vocational guidance was included in the course at the Ontario Training College for Technical Teachers and in 1930, a special course for a Vocational Guidance Certificate was instituted. At Pickering College, Newmarket, in 1927 some formal guidance (not sponsored by the Vocational Education Act) was started by Taylor Statten. In 1927 a guidance course was offered by the Nova Scotia Summer School, and that same year, there was an attempt to set up vocational guidance as part of the school program in British Columbia. From 1931 to 1935 special group work in guidance was begun in Grades Nine and Ten in certain schools in Ontario, Alberta, and Saskatchewan. In 1935 the Ontario Vocational Guidance Association was formed and three years later the Toronto Y. M. C. A. established a counseling service.[9]

By 1940 the need for vocational guidance was becoming recognized by both the general public and by educational authorities.

In 1941, through the efforts of M. W. Ethier, Louis Chatel, and others, L'Institut Canadien d'Orientation Professionnelle was established in Montreal. London, Ontario appointed H. R. Beattie Director of Guidance in 1941 and Halifax City appointed H. Y. Haines to a similar position in 1942. In 1943 the report of the Survey Committee of the Canada and Newfoundland Education Association stressed the need for guidance services in schools, and the same year, M. D. Parmenter opened the Vocational Guidance Centre of the Ontario College of Education. For the first two years the centre operated under the auspices of the National Committee for Mental Hygiene, then it transferred to the Ontario College of Education. The following table shows the development of guidance at the provincial level.

TABLE 1

INTRODUCTION OF GUIDANCE SERVICES BY PROVINCES [10]

Province	Year
B. C.	1944 (Harold P. Johns)
Alberta	1946 in Calgary and Edmonton 1947 Departmental level (A. A. Aldridge)
Saskatchewan	1944 (T. M. Spencer)
Quebec (Prot.)	Aug. 1, 1962 a Guidance Official was appointed in the Department of Education.
N. B.	Several years ago in Saint John and Moncton 1963 Departmental level (R. J. Harvey)
N. S.	1943 (Stewart Murray)
P. E. I.	A testing programme was organized several years ago.
Newfoundland	A number of the larger school systems implemented Guidance Programmes several years ago.
Ontario	1944 (H. R. Beattie)

With the growth and the changes in population and the world of work, as well as the resultant educational advances, guidance programs are expanding so rapidly that already, considerably more guidance programs are in existence than those represented in the following table.

TABLE 2

GUIDANCE SERVICES IN EACH PROVINCE [11]

Province	No. of teachers	Grades Involved	No. of Pupils
B. C.	788 (half-time) Many with no Special training	8 - 12	110,000
Alberta	5 (full-time) Many with no Special Training	7 - 13	10,000
Saskatchewan	4 (full-time) Many on part-time basis	9 - 12	no estimate
Quebec (Prot.)	Survey in progress	7 - 12	36,325 (in Gr.10-13)
Nova Scotia	24 Systematic instruction not given	7 - 13 [sic]	70,000
Newfoundland	unknown		
New Brunswick	unknown		
P. E. I.	4	no estimate	
Ontario	300 Guidance Specialists, 2,000 part-time with 1 or 2 Summer courses in Guidance	1 - 6 7 - 13	482,050

In Canada, as in the United States, guidance is becoming more than just vocational in nature. The guidance services attempt to provide ways in which the individual will be enabled to develop his potentialities in terms of his or her needs, interests, abilities, opportunities, and aspirations. The vast increase in knowledge within the context of our present way of life, points to the necessity of understanding individuals and, what is more important, of enabling individuals to understand themselves.

CHAPTER II

ESTABLISHING THE FOUNDATION OF VOCATIONAL GUIDANCE

Educational Background of the Early Twentieth Century

In considering the factors which led to the official appointment and popular acceptance of guidance in the schools of Nova Scotia, it is necessary to examine the educational and socio-economic milieu of the times. One cannot trace the development of such an educative service without considering the influences of the demography of the people, the geography of the province, and the economics of the institutions. There is little need of vocational guidance services when nearly every youth simply follows in the occupational footsteps of his father. In the early years of the twentieth century Nova Scotia was almost entirely agricultural, with some mining and minor industries in the larger centers. Any guidance or vocational guidance, as it was known, could be done by parents and people in the line of work in which the youth was interested. Requirements for university could be supplied by school teachers and principals who had either the college calendars or the university information in the Journal of Education.

Vocational guidance in any country, follows in the wake of technological progress and diversity of education. In Nova Scotia it followed well behind the wake of developments in techni-

cal and apprenticeship education. The first of these developments was the authorization by an Act of the Provincial Legislature in April, 1907, for the establishment of the Nova Scotia Technical College. The first building was under construction in 1908 and the college was opened in the autumn of 1909 under the direction of Mr. (later Dr.) Frederic H. Sexton. Mr. Sexton had graduated from the Massachusetts Institute of Technology in Cambridge, Massachusetts. From the time the college opened to 1947 Dr. Sexton was the motivating force in technical education in the province. [1]

Dr. Sexton was aware of the work of Frank Parsons in Boston and was one of the first to encourage vocational guidance in Nova Scotia.

> Dr. Sexton did know of the work of Parsons and Brewer in Boston partly because he kept abreast of all developments in education (he was Chairman of the Committee that worked up the first Programme of Studies for Nova Scotia) and partly because he came from near Boston . . . and admired Parsons. I've heard him tell of the work Parsons and associates did in the poor district of the city. [2]

However no similar program was instituted in this province. The first World War erupted upon the progress of the western world and the economic boom it introduced produced little unemployment and thus little need for vocational guidance.

The testing movement that was gaining momentum in the United States of America was also having some influence among educators in Nova Scotia. In 1922 at a meeting of the Provincial Teachers' Association in Truro "The Value of Intelligence Tests"

was the subject of a talk by Dr. G. R. Cutten. [3] In March, 1924, an article entitled "Can Intelligence Be Measured?" by Rev. A. G. Smith, S. J., defining evaluation of mental capacities, appeared in the Bulletin of the Nova Scotia Teachers' Union. [4] Later that same year the Provincial Education Association heard a speech by Dr. D. Soloan, principal of the Nova Scotia Normal College on "Intelligence Tests". [5] The Supervisor of New Waterford Schools, Mr. W. C. Peale, in 1928 wrote "The How and Why of Educational Measurement". [6] There would seem to have been more than merely a casual interest in mental measurement and evaluation during the 1920's in Nova Scotia.

Education in Nova Scotia was relatively stagnant during most of the first two decades of the twentieth century. There were few innovations in the system and in the qualification of the teachers who comprised it. In 1926, however, the appointment of Henry Fraser Munro as Superintendent of Education for the province "resulted in the many developments which have changed completely the character of education in Nova Scotia." [7]

Formal Training in Guidance

In 1927 Dr. Munro had concluded arrangements with three universities to institute teacher training programs. (i.e. Acadia, Dalhousie-King's, St. Francis Xavier). The professional studies in education were to be of a year's duration, with three courses in education included in the program. Educational Psychology, which

had been offered previously at Acadia and Dalhousie, was to be one of the mandatory courses.[8] The same year (1927) the first Nova Scotia Summer School was organized at Halifax in order to offer to teachers courses in pedagogical and professional fields. This first session had a course in vocational guidance taught by Dr. Sexton and Mr. A. T. Jewitt, the latter being on the staff of the Nova Scotia Technical College as well as Director of the Correspondence Study Division. The statement of the course in Vocational Guidance is as follows:

> The object of the course is to inform teachers of the best methods they can pursue in placing before their students the requirements and opportunities for young workers in various occupations, counselling them in their choices, co-operating with employers to get satisfactory employment for their pupils, and following up the boys and girls until it is known they are satisfactorily placed and progressing.
>
> The course is to consist of: The history and need of vocational guidance; methods used for discovering vocational aptitudes; intelligence tests and trade tests, etc; occupational surveys; study of census and occupational statistics in Nova Scotia; the requirements for the various vocations and professions; opportunities for training in schools, colleges, universities; apprenticeships; methods of counselling youth entering industry; established employment organizations; forms, files, and records; problems of adolescents; directed self-analysis; opportunities for education of workers; methods of securing co-operation of pupils, parents, and employers.[9]

A similar course was offered in 1928, but in 1929 Dr. William D. Tait, a psychology professor from McGill University, shared the instruction with Dr. Sexton and Mr. Jewitt. Previously Dr. Tait had taught a course in psychological testing at the Summer School. The calendar statement was changed to

read:

> The object of the course is to inform teachers of the best methods they can pursue in placing before their students the requirements and opportunities for young workers in various occupations. One half of the lectures given will deal with the psychological aspects of Vocational Guidance, the place of intelligence tests and other tests for the determination of aptitudes and capacities. Other topics will include occupational surveys; occupational statistics. The field of business, and opportunity in Nova Scotia; requirements of various vocations and professions; opportunities for the education and training of workers; problems of the adolescent; direct self-analysis; methods of securing co-operation of pupils, parents and employers. [10]

This course was continued in 1930, 1931, and 1932. In 1933 there was additional change in the program.

> The aim of this course is to give teachers some knowledge of the ways in which they can help adolescent boys and girls to find out what occupations they are best fitted for, and to guide them toward training and employment . . . . As no organized service of vocational guidance has yet been developed in Nova Scotia, it is necessary for the ambitious teacher to become acquainted with the current practice in other places. By helping perplexed boys and girls to decide what occupations they may enter with reasonable prospects of success, and by assisting them in planning their training for such vocations, the public and high schools assume fuller significance to the young people, and bridge the gap between formal education and the entrance into practical life. . [11]

Even though no guidance services were in existence at this time it is evident that enlightened educational authorities were anticipating such developments. In 1934 Mr. Edwin K. Ford assumed the position occupied in previous years by Mr. Jewitt. Mr. Ford wrote of this:

> My first contact with the summer school courses handled by Jewitt and Sexton was in the summer of

> 1934. Dr. Sexton asked me to teach in Mr. Jewitt's place because the latter was to be away. The arrangement had been that Dr. Tait, a psychologist from McGill, taught a two-week course in testing, Dr. Sexton had two weeks I think on vocational guidance, and Mr. Jewitt on the general field. [12]

In 1935, 1936, and 1938 there was no provincial Summer School, but in 1937 and 1939 a course in guidance was given by Dr. N. W. Morton of McGill University. In 1940 Dr. Tait again offered a course but the next three summers saw no summer sessions. Two courses were offered in 1944, one on group methods by Mr. Stewart Murry and another on principles of vocational guidance by Mr. E. K. Ford. The former is described as:

> (a) Group study of occupational information; gathering and filing occupational information; occupational monographs; community surveys; correlation of guidance topics with school subjects.
> (b) Principles and techniques of counseling; the use of student records. [13]

And the latter:

> This course is designed for classroom teachers and others who have some appreciation of the significance of the guidance movement and want to familiarize themselves through organized study with the principles of guidance and their general application. It will form a background course of those who have in mind later specialization in this field. Topical headings will include: what is guidance, the need for guidance, general over-view of techniques in guidance and their application to Nova Scotia schools. [14]

<u>Educational Leadership</u>

Dr. F. H. Sexton and Mr. E. K. Ford [15] were two educational leaders who were responsible for making educators and the public more conscious of the need for guidance services in the schools. Mr.

Ford was more responsible for the promotion of guidance in Nova Scotia than any other individual even to the extent of being called the "father of guidance in Nova Scotia" by at least one leading administrator.[16] He had been involved in guidance in the early 1930's in New Jersey, before coming to Nova Scotia in 1936 as Inspector of Schools for Colchester County and Supervisor of Mechanic Science and of Evening Technical and Mining Schools. On November 6, 1936, he gave an address to a group of teachers in Berwick with guidance as a topic. At this time, it was his opinion that if Nova Scotia was to develop industrial arts and vocational education some guidance would be needed to form a foundation.[17]

In 1936 Mr. S. L. Fraser carried out some rather extensive research into the promotion policies of the schools in North Sydney. To be sure this work was not "guidance" in the modern sense but showed an attitude, with regard to students in school, that is comparable to the ideals of guidance today and certainly was years ahead of his own time. He used a number of group tests with Grades Three, Four, Five, and Six in two different schools in order to provide an impartial standard for the evaluation of pupil achievement and the effectiveness of the methods of teaching. He found that the general school population was inferior to those in the American standardization group. The Nova Scotian groups tested were below the norms in reading but were equal in arithmetic. Out of the study came the suggestion that students who were intellectually below the normal

student be placed in separate classes while the remaining students be placed in classes of approximately forty each and subdivided into three groups. Those students who were the "intellectual cream" were to comprise one group, a second was made up of mediocre students, and a third of "slow" pupils. These groups could then be taught in the same manner as students in a multigrade room. These recommendations were made in a sincere effort to tailor the curriculum to the needs and ability of the individual student and thus achieve an ideal for which education is perpetually striving. [18]

The Nova Scotia Federation of Home and School Associations

In order to be successful any progress in education must be accepted by those who are financially supporting it; hence it is not unusual to find some new educational development beginning outside the school. One of the most progressive organizations to promote such developments in this province is the Nova Scotia Federation of Home and School Associations. On August 17, 1937, at the annual convention Mr. E. K. Ford spoke on the need for vocational guidance, with the result that a resolution was passed advocating the "work of vocational guidance and training" be extended throughout the province. [19] At the post-convention meeting of the provincial executive held on July 5, 1939, a standing committee on vocational guidance was formed, with Mr. Ford as the convener, [20] and by the time the next executive meeting was held in August a tentative but detailed plan had been drawn up by the committee. [21]

This plan included a statement of the problem and its concern to the association, letters to County Council presidents asking for local conveners, and means for maintaining communications with the local committees. With the convention in 1940 came a comprehensive report on the work of the Vocational Guidance Committee. [22] Mr. Ford as well as the Home and School Association seem to have displayed considerable enthusiasm in establishing a favorable climate of opinion toward guidance in these years. In 1939 the only county to have a vocational guidance convener was Lunenburg-Queens, but by the next year Oxford and St. Patrick's schools in Halifax City, Halifax, Shelburne, and Colchester Counties all record activities in the form of study clubs, discussion groups, and special speakers. [23]

In 1941 and 1942 Father J. H. Durney was the convener, from 1943 to 1945 Mr. Stewart Murray, in 1946, Mr. G. E. Perry, in 1948 Miss Elizabeth Babcock, and in 1949 Mr. G. Wilbert Lynds became convener of the standing committee. In 1942, at the seventh annual convention, a resolution was passed, directed at the Department of Education, urging the department to encourage and support measures to provide training in the field of Vocational Guidance as well as to stress the necessity of instituting organized programs to school boards, supervisors, and teachers. [24] In 1943 it is evident that interest in guidance was beginning to wane for as Father Durney reported, "Vocational Guidance seems to have become

a war casualty during the past year, very little having been done in this matter." [25] Although there was a standing committee in vocational guidance until 1950, it seems that it was more active in the first few years than in the years that followed. Copies of The Home and School Quarterly from 1940 to 1950 contain a number of short items on local guidance committees, career nights, special speakers, and reports of the Vocational Guidance Committee. Out of the initial organizational work of Mr. Ford came a series of discussion aids for use by the various local associations in studying the principles and practices of work in guidance. These were originally distributed in mimeographed form, but were so well received that they were expanded and published in 1940 as a handbook. This handbook was very influential, widely read, and seems to have been the first publication of its kind in Canada. [26]

The Auxiliary Apprenticeship Program in Cape Breton County

In several areas in Nova Scotia during the year 1937 a project entitled the Auxiliary Apprenticeship Program was initiated by the Technical Education Branch of the Department of Education, in order to assist those who were unemployed due to the depression. One of the foundations of this program was vocational guidance. Beginning in North Sydney as an integrated experiment in vocational guidance and vocational training this was designed to meet some of the needs of unemployed youth in that town. The Technical Education Branch was invited by the Department of Labour to conduct an industrial and

vocational survey, then to coordinate some form of practical plan to help young men between the ages of sixteen and twenty-five to prepare themselves for useful trades and occupations. The program of training was to be carried out locally since the young people concerned could not afford to attend school elsewhere. The cost of such a program in vocational education would have to be limited due to the modest financial resources of the community. Thus began an ambitious effort in vocational guidance and training which had no direct connection with the school or the school system.[27]

Mr. E. K. Ford, who was involved in this initial study, wrote of his role in this program:

> . . . in the spring or late winter of 1937 I was sent to North Sydney to make a survey of the unemployed and make recommendations for setting up programs of training for the unemployed. The result of that and others was the establishment of what we called the Auxiliary Apprenticeship programs in North Sydney-Sydney Mines, Glace Bay, Sydney but in Pictou and Halifax where surveys were also made nothing happened. There was a great deal of vocational guidance and testing done in connection with these projects . . .[28]

In the initial survey it was necessary to obtain both qualitative and quantitative information in order to construct an accurate and complete survey of unemployed youth in the town of North Sydney. The general aim of the program was to formulate a plan of vocational training which would use the facilities of the town to meet the needs of the youth and not to be too expensive for the employers of the community.

It was decided that the sort of information required could

best be obtained by personal interviews without psychological testing being carried on in this investigation although it was thought that tests could be utilized later. A detailed record form for vocational interviews was prepared in the light of local needs, then a census of all the youth from sixteen to twenty-five was made by a house-to-house canvass. Announcements were made in the local press and by posted bulletins asking any young men who were interested to present themselves at the Fireman's Hall for vocational interviews. One hundred and twenty-three youths, half of all those unemployed, were interviewed. It was found that most of the youths were eager to find a means of obtaining a steady job and did not care what it entailed nor the extent of the remuneration, provided it promised some continuity since they were satiated with idleness and wanted something to break the monotony. Data was also collected from all the businesses and industrial concerns in the town to comprise every occupation represented in the community. General interest being aroused in the project, a considerable amount of cooperation was elicited from the employers.

Since it was not feasible to construct a vocational school it was planned to set up an apprenticeship center, from which employers were asked to help one or more of the youths to learn the work of their particular occupation. It was agreed that these apprentices would be auxiliary employees who would not take a position that could be filled by a competent wage earner. An indenture

was signed by the apprentice, his parents, and the employer, for a term of one year, the first month of which was to be without pay, but thereafter some form of marginal pay scale was instituted. The apprenticeship plan also provided for two half days a week of theoretical classroom work.[29]

Those of the teaching staff were also responsible for coordinating the work, counseling the youths, and serving as placement officers. They looked for positions for trainees, interviewed and advised candidates, placed those in positions for which they seemed suited, followed their progress, and obtained full-time employment for those who were trained to receive it. The apprentices were visited frequently while they were working, and there was constant contact with the employers, in order to inform them of the progress of the apprentices in their class work and to get a report on their achievement on the job.[30]

> After an apprenticeship center was established and under way, there was a continuous stream of unemployed young men who applied for training opportunities, jobs, vocational guidance and advice, and other matters relating to getting started on a career. It has been found necessary to keep the office open for several evenings a week in order to meet these youths and to give them all the advice and help possible. The feeling has spread abroad in the community, especially among the young people, that the training center was honestly trying in every possible way to help them solve their problems of finding a chance to get started as self-sustaining workers in practical life. It has led to new hope in the minds of many youths who have become discouraged in their efforts to carry on the struggle alone.[31]

Surveys were also made in other industrial areas of Nova

Scotia (Dominion, Glace Bay, New Glasgow, Pictou, Stellarton, Trenton, Westville) with intentions of initiating programs there. However only two others were started, in June, 1938, at Glace Bay and in February, 1939, at Sydney. This program continued until 1942 when it merged into the War Emergency Training Program.

Under the direction of Mr. Ford, in 1939, the Correspondence Study Division made several conclusions regarding the work of this department. One of these conclusions was that:

> A vocational guidance service ought to be established, limited for the present to Grade XI students who wish to take advantage of it. This might be organized to inform young people about occupations and occupational opportunities. [12]

School Administration, Radio Broadcasts, and Published Articles

In the late 1930's there was considerable enthusiasm for the movement toward larger administrative units within the provincial school system. Until such units came about, and with them consolidation at the secondary level, very few schools would have been able financially to support any non-teaching staff. (i.e. guidance counselors). Even if the climate of opinion had been such that the public would have demanded them, only the urban schools could have supported guidance counselors.

In 1941 the first of a series of vocational guidance broadcasts was made under the direction of Mr. Ford through the facilities of C. B. A. These were part of the Provincial School Broadcasts and were continued for three years, for the first two

years of which they were one-half hour in length while for the third they were limited to fifteen minutes.[33]

An increasing number of articles about guidance was published in the late 1930's and early 1940's in magazines and journals which enjoyed a wide patronage from teachers and others interested in education. Among these articles were "Vocational Guidance in Schools" by R. W. Walton,[34] "Where Youth May Look for Employment" by H. A. Weir,[35] "Is Vocational Guidance Feasible?" by Oliver Russell,[36] "The Use of Local Resources in Guidance" by E. G. Olsen,[37] "Guidance - A Way of Education" by E. K. Ford,[38] and others. In the Journal of Education for these years were a steadily increasing number of volumes on guidance listed in the section devoted to increments in the Central Library, and in addition, an increasing number of reviews of books concerning guidance in schools. These three factors would seem to indicate an increasing interest in guidance as well as a developing awareness of services that could be available to students in schools.

Conclusion

Considered individually, the work of the Nova Scotia Summer School, the Home and School Association, the Auxiliary Apprenticeship Program, and published articles, possibly had little influence, but considered collectively they helped to form a climate of opinion which was most favorable to the introduction of guidance services in the schools of the province.

CHAPTER III

GUIDANCE IN THE SCHOOLS OF HALIFAX CITY

Early Recognition of the Need for Guidance

> The public school should ... devote some attention to such vocational guidance as would enable the pupils on leaving school to make an intelligent selection for life's career and avoid blind-alley occupations and subsequent drifting. [1]

In the Chairman's Report of 1914-1915 are found the following: the above quotation, a reference to the "Vocational Guidance Committee of Boston", a suggestion that "vocational counsellors" be appointed to the schools, and a possible outline for a series of vocational lectures. Little was done, however, until the Zeitgeist of thirty years later made such a step almost a logical necessity in the light of educational and industrial progress. Before guidance received official sanction and public support, most of the assistance a student received to this end was given by an interested teacher or the school principal.

The Appointment of a Director of Guidance

During the academic year 1941-1942 some of the members of the St. Patrick's Home and School Association formed a guidance committee. At the second meeting of the committee, held at St. Patrick's Girls' High School in the Spring of 1942, Mr. Hubert Y. Haines, principal of Bloomfield High School, was elected chairman. [2] Mr. Haines

had been engaged for some time in a study of vocational guidance and the Halifax Board of School Commissioners had been approached on several occasions by representatives of various groups asking to have such a program established. Since the newly-opened Queen Elizabeth High School now enrolled the students who had been at Bloomfield High School, Mr. Haines was no longer required as principal for the latter. Later that spring (1942) Mr. H. Y. Haines was appointed to the new position of Director of Science Instruction and Educational Guidance. [3] This appointment was the first of its kind in Nova Scotia and the second in Canada, London, Ontario, preceding Halifax by one year. [4] Accompanying this appointment was the establishment of a class for Halifax teachers in order to acquaint them with this new field. This class, conducted by Mr. E. K. Ford, Director of Correspondence Study, assisted by Mr. H. E. Nelson, [5] a school principal from Cumberland County, had about twenty-five teachers enrolled, among whom were some who had previously received some training in guidance, including several Sisters of Charity. [6]

Mr. H. Y. Haines lost no time in opening an office and initiating a program. In his report in October, 1943, he related that progress for the first year had been slow but there was a "ready response from pupils and the public, both of whom have been quick to realize the service that can be rendered, not only to individuals, but through them to the State". [7] An office had been established in the Halifax County Academy building, (on the corner of Brunswick

and Sackville Streets) and equipped with a library of occupational information, in which were placed practically all the available pamphlets on individual occupations. There were also samples of over one hundred of the best known tests. The Board of School Commissioners gave a small text entitled "I Find My Vocation" by Kitson, to twenty-five teachers who were studying it with fifty-two classes.

In the area of testing, the Laycock Mental Ability Test was given to all Grade VIII pupils with the result that about fifteen hundred had their I. Q.'s determined. The Kuder Preference Record was purchased by eight hundred and fifty pupils. There was no mention in the report as to the purpose behind the testing nor the use to which the results were being directed.

Service clubs were very active in this realm of education and helped to bring the school and the community into closer liason. For example, the Rotary and the Soroptomist Clubs provided speakers on various occupations; the Junior Board of Trade collected data on occupations in Halifax and put it into booklet form for distribution while the Kinsmen Club financed a "Career Book" to be used by the pupils. [8] The Halifax Vocational Council raised and donated money in order to provide prizes for scrap books while the Imperial Order Daughters of the Empire provided books and pamphlets with more forthcoming.

Growth and Accomplishments, 1944 - 1950

By September, 1944, the guidance program in the city of

Halifax seemed to be well established.[9] fifty-two classes in Grades VIII, IX, and X were taking a course in guidance. Each of the classes in Grade VIII took the Herman-Nelson Intelligence Test, a scattergram was prepared of the I. Q. score and the school marks, and a few cases were discussed which needed readjustment.

> As just one example, a girl in Grade VIII was failing in her work, yet showed a very high I. Q. The Principal had recommended a private tutor, which the parents were about to get. I recommended calling off the tutor and taking more notice of the girl socially, as I found her trouble was shyness and strangeness, due to much moving from school to school. The Principal co-operated, and the girl not only passed but came near the very top of the class WITHOUT the aid of a tutor.[10]

Some other classes were given the I. Q. Test at their own request. Most of the Grade IX and X classes had the value of an interest test explained to them, after which most of them bought the Kuder Preference Record. This inventory was used and later found to be too difficult for the Grade IX's, so in 1944 the Cleeton Vocational Interest Inventory was used for Grade IX and the Germane and Germane Interest Inventory in Grade VIII. The field of aptitude testing was examined, and after consultation with the two commercial schools, it was decided to give the Turse Aptitude Test to prospective stenographers with results from these to be filed for verification. There were fifty-two pupils at Queen Elizabeth High School who were interested in the commercial course at the Academy and consequently took the test. In consultation with the hospitals and the Technical School other students were to be tested that year. In addition to these tests, the

Director of Educational Guidance conducted several studies on personality inventories - the Brainard Personality Test was given to a Grade X class in Queen Elizabeth High School but was found to be too time-consuming. In a similar manner half a dozen other tests were investigated, with the result that three of the simpler ones were incorporated into the latest edition of the "Career Book". As well as the active testing, there were about 350 specimen tests available for teachers to examine and study. Also, a course in testing was given on Fridays, after school, for a duration of six weeks by Professor A. S. Mowat of Dalhousie and a Psychometrician, Lt. F. J. Carson.

A second edition of the "Career Book" was printed that year incorporating suggestions from the teachers who had used it the previous year. This included about twenty pages of instructions, statistics, and tests. The Kinsmen Club bought over 2,100 copies for the pupils in Grades VIII, IX, and X, who the previous year, had completed over 2,000 books. The value of this form of work was emphasised by quoting the actual words of one student:

> When I set out to write this Career Book my enthusiasm was lukewarm - I hadn't enough time to waste (I considered it a waste then). When I got started, however, my interest grew with every new fact I found, until now I am thoughtfully considering my future in nursing. [11]

In conjunction with the Halifax Junior Board of Trade plus the Business and Professional Women's Club, a second edition of the booklet on occupations was also prepared, in which there were over one hundred individual occupations, giving conditions, wages, and

opportunities in the Halifax area. Each occupation was written by a successful member in that field, then edited, and arranged to fit the general pattern of the booklet. Several other cities had requested permission to copy the plan of this booklet. The Rotary and Soroptimist Clubs provided twenty-five speakers to give talks on specific occupations to any interested students. These talks, held after school hours, began on October 18, 1943, and terminated March 29, 1944.

The collection and filing of occupational information was given considerable priority in establishing the Halifax guidance program. Each school was supplied with the nucleus of an occupational library and the Central Library in Room #2 of the Academy became one of the best supplied in Canada, there being over five hundred pamphlets, nearly all dealing with individual occupations. These were arranged in special racks, built by Mr. Haines at night, and were available to all students.

Mr. Haines spent three weeks on an information-gathering tour in which he examined other urban guidance programs. He visited and examined programs in New York, Providence, Rhode Island, as well as Hamilton and London, Ontario.

There was even a survey made of children of superior mental ability with most of their parents being interviewed with the possibility of establishing a special class for them. [12] Haines suggested that progress would remain slow until there was someone doing

counseling in each of the larger schools, and also until each school had its occupational library increased and kept up-to-date. Yet it is interesting to note, when more staff were available they were employed at the central office rather than placed in the schools.

In the fall of 1945 Miss E. Blanche Thomas joined the Guidance Department from the staff of Queen Elizabeth High School. During the year prior to October 31, 1945, much the same program prevailed as was cited for the year previous to it. Testing, utilizing occupational information, and co-operative programs with service clubs continued, but now it was becoming apparent that more individual counseling would be necessary in order to make full use of the other available facilities. The results of standardized tests and class tests for twenty Grade VIII classes were charted, compared, and problem cases were discussed with the principals. Tables three and four briefly summarize and compare the program for two years.

With the addition of Miss M. Katherine Hanifen the guidance department had expanded to include three persons by the end of October, 1946. There were also forty-five teachers involved in the teaching of guidance,[13] while a guidance committee of the school board had recently been formed. At this time the guidance library could boast of being the finest in Canada. It was visited, at one time or another, by practically all the Grade VIII and IX students.

TABLE 3

GROWTH OF TESTING OVER A TWO YEAR PERIOD

Type of test	Grade	1945 [14]	1946 [15]
Intelligence	VIII	929	1100
Intelligence	IX	150	800
Intelligence	III	—	160
Interest	VIII, IX, X	2164	1300
Aptitude	Girls who wished to become nurses	120	—
Aptitude	Girls who wished to become stenographers	150	—
Personality	IX to XII	—	40

TABLE 4

GROWTH IN SERVICES OTHER THAN TESTING

Service	1945 [16]	1946 [17]
"Career Books" produced and distributed	2100	2200
Pupil interviews in Consultation Service	750	850
Individual interviews with pupils	80	100
Individual interviews with veterans	25	50
Talks to classes	162	45
Groups talks to to teachers of guidance	8	—
Radio talks given over C.J.C.H.	no record	16

The report of the Director of Educational Guidance for 1947 indicated that a similar program to the one for the previous year was operational. Two of the guidance staff were sent on a study tour of guidance systems in Ontario and in the United States. All Grade X pupils were interviewed, at least once, all Grades VIII, IX, and X pupils made "Career Books", interests inventories were given to pupils in the same three grades, and I. Q. tests were administered to Grades III, VI, and IX. For the first time the provincial Cumulative Record Cards were introduced at the Grade VII level in all schools of the city. Also, for the first time, a placement program was started, in cooperation with the Special Placement Division of the National Employment Service. [18]

The next year (1948) again saw the Department of Educational Guidance continue to perform much the same function as it had the previous one. Members of the guidance staff gave talks to Grades VIII, IX and X, twenty-seven radio broadcasts were made by men and women prominent in their occupation, and nearly 2,000 "Career Books" were completed, the best of these winning prizes presented on May 19 at the Lord Nelson Hotel.

A Consultation Service had been functioning for the previous four years. Each year the pupils of Grades IX to XII could ask for an interview with persons who were actually engaged in the type of work they thought they would like to do after finishing school. The first year there were only about one hundred requests for inter-

views but by the fourth year this had grown to about one thousand.

During the 1947-1948 year, the radio talks that had been given during the past several years were collected, printed in two volumes, and distributed to each school. These made an excellent addition to the occupational information already available. A new Career Book for Grade VIII was prepared to serve as a simpler introduction to guidance than had previously been available.

One of the aspects of guidance that is almost always encountered once a program becomes established is that of students who have serious problems and of this Mr. Haines reported:

> One phase of Guidance work that is growing almost faster than the time of the Department to deal with it, is the counselling of problem pupils. More and more often principals are requesting that such pupils be interviewed, given special diagnostic tests, that parents be contacted, that counselling be given and that a report be made to the school. Teachers feel that the Department has special facilities for the work and have found the results so helpful that the Department considers it worthwhile to spend several days working with one badly-adjusted pupil. [19]

In 1949 Miss M. Katherine Hanifen resigned. That year the report of the Director of Educational Guidance indicated handicaps to student progress and suggested remedies for them. Some testing done in Grades IV and V indicated that students were being held back due to lack of reading skills with the result that it was estimated that 16% of pupils would benefit by classes in remedial reading. Hence it was suggested that a specially trained teacher could be utilized by the guidance department. The failures in Mathematics were also felt to be largely a result of "poor reading and interpreting abil-

ities". It was also found that the greatest single cause of students leaving school was boredom with a curriculum which offered little to those who were too bright for auxiliary classes but too slow for ordinary classes. Tests conducted by the guidance department indicated there were 220 pupils in this category of whom 128 were over fourteen years of age. They could not enter a vocational high school and yet there was no other provision for them. In addition to the remedial reading teacher, the services of a psychologist were suggested. The need for a visiting teacher, who would go to the homes of the students, became more apparent with many children so handicapped from physical disabilities that attendance in school was impossible.[20]

In 1950 the original guidance department reached its apogee.[21] Miss Mary C. Wall was appointed to the department the same year. The testing program for the three previous years (1948, 1949, 1950) had been used to diagnose remediable ills and resulted in marked improvement of the grading of pupils in the schools. The percentage of pupils older than the average age-level in a grade dropped over the three year period from 14% to 10.13% to 7.8% while the number who were too advanced or too retarded for a particular grade dropped from 7% to 4%. The work of placement increased with forty-seven students placed in permanent positions and fifteen placed in part-time employment.

The library of occupational information continued to grow

but since most of the material came from sources in the United States it was necessary to have some local information. Therefore information on sixty-six occupations was tabulated, mimeographed, and bound in a brochure entitled "Pathways to Careers", for distribution to the schools.

In 1951 the testing, counseling, consultation service, school visits, radio broadcasts, placement, and library material were provided as before, but the main advance this year was the appointment of a teacher in the schools to do counseling, and also to meet monthly with the guidance department for in-service training. [22]

The Decline of the Guidance Department

Before the end of 1951, Mr. H. Y. Haines had resigned from his position as Director of Educational Guidance, to be effective as of March 1, 1952. [23]

Approximately the same time, (December, 1951), Mr. R. E. Marshall, then Supervisor of Schools was requested to prepare a report on Educational Guidance to be presented at the March (1952) meeting of the Halifax Board of School Commissioners. This report was requested in order to show whether the work of the Department of Educational Guidance was worth its cost and as it turned out this was the beginning of the end of a guidance program for Halifax which was not resumed for almost a decade. Contained within the report there seems to be an indication of a lack of understanding and appreciation for

the function and role of guidance in a school system, with some friction between classroom teachers and the guidance teachers being noted. The report concluded with an analysis of the division of labour of the guidance department as well as Dr. Marshall's concluding suggestions which were:

I recommend that:

1. The Board continue to maintain a Guidance Department.
2. That the main work of the Department be concentrated in three fields: testing, supplying occupational information, and placement and follow-up service.
3. That Educational Guidance be left to the Principals and their staffs.
4. The staff of the Guidance Department consist of:
   (a) A Director
   (b) An assistant who will devote an increasing amount of attention to testing, and research in the field of improved standards.
   (c) A Placement Officer. (Once the Director has become well established he should be able to take over the duties of the Placement Officer.)
   (d) A part-time stenographer.[24]

In these recommendations was no mention of counseling - the very backbone of modern guidance services, and very little emphasis on the individual student. With the tabling of this report it was decided to operate the Guidance Department without a director, to reduce the number of Guidance Officers and to divide the guidance into two fields, (1) Educational Guidance, which would be the responsibility of the school personnel and (2) Vocational Guidance which would consume the efforts of the Guidance Department. Although Miss

E. Blanche Thomas retired on August 1, 1952, the guidance program continued with an increase in the placement service.

In 1953 the entire guidance program was administered by the Misses Mary C. Wall and Sarah MacDonald. A similar program to that of the previous two years was continued in spite of the size of the staff, the only inovation being an orientation program for Grade IX students which was held in the Spring of the year by the three academic high schools.[25] In 1954 the entire program was continued but its size was diminished while in 1955 Miss Sarah B. MacDonald resigned, Miss Mary C. Wall was transferred to the staff of St. Patrick's High School, terminating the work of the Department of Educational Guidance.

The failure of the guidance program to continue may be attributed to several causes. There were no qualified guidance counselors in the schools, the guidance program was not made an integral part of the total educative effort, too much centralization of both office and program, and lack of a common viewpoint by the administration and those involved in guidance. The only part of the program which survived was the standardized testing, which was carried on by the schools' administration as well as by the Auxiliary and Special Services Department.

Auxiliary Classes and Special Services Department

There were other services for the school children of Halifax that would be subsumed under the Director of Guidance in many

cities. These grew up and ran independently but concurrently with the Department of Educational Guidance. It is not the purpose of this paper to discuss their work at length but it would be a serious oversight not to mention them at all. The services of the Auxiliary Class Department and those of the Mental Health Department are those in point.

Prior to 1915 there had been some discussion of facilities for mentally retarded children, but it was not until 1916 that a class consisting of twenty-eight children was started, with a second class beginning in 1917, made up of thirty children. In the summer of 1918 after the explosion of 1917, the I. O. D. E. opened a home for girls from Halifax North. By 1920 four classes were opened in the Halifax schools after two teachers took special summer school courses at Harvard University. The children were taught basketry, rug weaving, linen and homespun weaving, brush making, pottery, book binding, chair caning, and woodwork. In 1921 a fifth class was started, by 1933 there were eight, and by 1938 ten were functioning. In 1939, Miss Harriet Lindsay was appointed the first director of Auxiliary Classes and in 1949, the present director, Miss Enid Johnson was appointed. After World War II the emphasis of the program changed and a new curriculum, "Occupational Education" was introduced in 1948. In 1957 two classes for trainable children were taken over from St. Francis School by the Halifax Board of School Commissioners and by 1963 there were three of these classes. At the present time

the needs of two hundred and sixty-one pupils are served by nineteen teachers in the Auxiliary Class Department of Halifax.[26]

During the 1951-1952 year Miss Marjorie Cook, who had spent some years as an Auxiliary Class teacher, studied at Toronto prior to returning to Halifax as a mental health worker for the school board. Her first task was "to establish liason with people who were anyway concerned with children". (e. g. Public Health Nurses and Doctors, Child Guidance Clinic, Social Agencies, etc.) Her main function was to help children with problems. Children were referred to her with such problems as "stealing, truancy, behavior, sex, mental retardation, speech, reading, underachievement, nervous mannerisms, withdrawal, over-protection, and neglect". All those concerned with the child met in a conference in an attempt to solve the problem within the school setting but if this could not be done then the whole question would be referred to the Dalhousie Child Guidance Clinic.[27] In 1956 the Mental Health Department became known as the Special Services Department but continued much the same service, which it does to the present day.

Recent Developments in Halifax City

In recent years, with the introduction of a new stream of studies in the high schools of the province, there has been a renewed interest in guidance. In 1963 Mr. Lawrence Smith, former Vice-Principal of St. Patrick's High School, was appointed Director of Guidance for Halifax City in order to begin to provide an integrated

program of guidance in the schools of the city.[28] By 1964 Mr. Leslie Bayne had been appointed as assistant to Mr. Smith while one part-time guidance counselor was functioning at Queen Elizabeth High School and three part-time counselors at St. Patrick's High School. In the future it is planned to have two full-time counselors in each of the high schools and one part-time counselor for each of the junior high schools. The feasibility of using electronic data processing methods with the Cumulative Record Cards is also being examined.[29]

CHAPTER IV

THE COMMENCEMENT OF A PROVINCIAL GUIDANCE PROGRAM

The Appointment and Initial Efforts of the Provincial Director of Guidance

> In line with the ever-increasing awareness by governments of the importance of education, the Government of Nova Scotia has pledged itself to a program of educational reform. It is probable that the Provincial Legislature will shortly discuss legislation requiring certain schools to have a program of Vocational Guidance as a prequisite for receiving the grant.
>
> At present there is little evidence of any well-planned program of Vocational Guidance in the Maritimes and many of the present educational leaders, uninformed or misinformed, have a very skeptical attitude towards such a program and a very restricted idea of its scope. [1]

The author of the statement above might well share the lack of foresight of those "uninformed educational leaders" since, by this time Mr. Haines had received the appointment of Director of Educational Guidance for the City of Halifax. Furthermore, one year later the Department of Education for the Province of Nova Scotia announced that:

> To meet the need for a planned programme of guidance in the schools of the province, Mr. Stewart Murray has been appointed Director of Guidance. In addition to his studies at Acadia University, Mr. Murray has taken special studies at Rutgers University and at Columbia University in preparation for his work. [2]

Between his appointment in the Spring of 1943 and the commencement of his duties on August 1, 1943, Mr. Stewart Murray conducted a

survey of urban schools in the province to determine which ones would be suitable for model guidance programs. After this survey was completed an Advisory Committee on Vocational Guidance was formed, meeting three times a year in order that adequate study be given to all questions of policy in the development of guidance in the province. This committee was composed of:

1. The Principal of the Provincial Normal College
2. A representative of the Department of Education
3. A high school principal
4. A high school teacher
5. The Inspector of High Schools
6. A member of the local University Teacher Training Departments
7. A representative from the Technical Education Branch of the Department of Education. [3]

As a result of the initial survey and after consultation with the Advisory Committee four centers, Yarmouth, Kentville, New Glasgow, and Glace Bay were chosen for the establishment of the pilot program of guidance services. The criteria for the selection of these centers were, staffs that were interested in guidance; administrators who were willing to cooperate; well-rounded programs of educational activities; variety in size and economy of the communities; and staffs with persons who were qualified to organize guidance activities. There were centers, other than those chosen, which were qualified but the

Director felt that four programs were sufficient for the first year. These centers were distributed throughout the province in such a way that each was in an entirely different area and thus could spread the idea and ideal of guidance more widely than if they were all concentrated in one area. The Director of Guidance was concerned with three main emphases in this first year, (1) a development of an appreciation, understanding, and enthusiasm on the part of the teaching staffs, (2) public support and acceptance for the programs, and (3) plans for administration of the services available. These were promoted by many meetings with each staff, both as a group and individually, meetings with members of school boards, and contacts with members of service clubs, and representatives of the local press.

The programs themselves emphasized six services of vocational guidance:

1. Occupational Information by means of classes in occupations and instruction with assigned reading materials
2. Cumulative records
3. Counseling
4. Educational guidance
5. Placement
6. Follow-up of students leaving school during the present year. (1944) [4]

In each center a member of the teaching staff was chosen to

act as the guidance director, the school boards granting pay increases to compensate them for their services and to defray the expense of additional study. In Kentville the school board provided an office for private interviews while in New Glasgow the school administration recommended that an extra teacher be added to the staff to act as a director of guidance. Due to the size of the school system in Glace Bay, the work was confined to Grade IX classes, while in Yarmouth plans were made for starting the program the next year.

During the year the principal of the Provincial Normal College arranged for a series of lectures to familiarize his students with some of the principles and techniques of vocational guidance. Local universities included lectures on guidance in their educational courses with some in-service training in guidance being given on Saturday mornings. Over forty teachers were enrolled in the guidance courses at the Nova Scotia Summer School. In addition nine teachers were taking summer courses at universities elsewhere, eight at Columbia and one at MacMaster, while a number of teachers in urban schools in the province had indicated an interest in taking courses in the near future.

In the first year thirty addresses had been given about vocational guidance to teachers' institutes, Home and School Associations, service clubs, and public meetings. As further promotional aids information about the guidance program was given to newspaper

representatives in Antigonish, Kentville, Yarmouth, New Glasgow, Glace Bay, Sydney, and Toronto in addition to one radio script being prepared each week during the school year for the Maritime School Broadcasts.

The Extension of the Initial Program

By 1945 the provincial Director of Guidance reported with considerable enthusiasm the interest shown in the expanding guidance program. A number of teachers were interested in taking postgraduate work in guidance during the next academic year while the local universities all offered some in-service guidance courses for teachers during the year.

An occupations course was initiated at the Grade IX level in a number of urban and village schools. Some mimeographed material and an outline of teaching suggestions were provided for the teachers while occupational information was accumulated by the Book Bureau and sold to twenty-three of the urban school systems and four village schools. [5]

During December, 1944, and January, 1945, a committee of nine members, working with the Director of Guidance, prepared a cumulative record card which would be suitable for use in the schools. A form of the record card and manual for its use were printed and distributed to twenty-three of the urban and village school systems. After the introduction of the course in occupations and the cumulative record card, it was felt that the next logical step would be an

individual counseling service for students.

> . . .This service cannot be introduced as rapidly as the first three listed above, because it is one which requires teacher time, and teacher time is always a scarce commodity. Consequently the introduction of a Counseling service requires considerable planning, and each school system will have to work out a plan of its own. In some cases a rearrangement of the time-table will provide some time. In other cases, a staff increase is necessary. In most schools in Nova Scotia one or both of these arrangements is possible . . . [6]

By 1946 Mr. Stewart Murray stressed the role of administration in guidance and suggested that the program in each school should be under the direction of a teacher who has a keen interest in guidance. [7] In addition to providing an individual counseling service for students, the teacher who is the guidance director should also see that the cumulative record card is kept up to date, occupations courses are being taught, files are being maintained on occupational information, a testing program developed, and public relations activities carried on. Programs set up in this manner providing some or all of these functions were put into operation in Halifax City (by Mr. H. Y. Haines) [8] ; in Westville by Miss Elizabeth Babcock [9] ; in Digby by Mr. Douglas Ormand [10] ; in Liverpool by Miss Annie C. Ritchie [11] ; in Glace Bay by Mr. Donald Ferguson[12]; in Yarmouth by Mr. G. E. Perry and later by Mr. John R. Robbins [13] ; in Kentville by Mr. Carrell Cunningham [14] ; and in Bridgetown by Mrs. Agnes Beeler. [15]

In Liverpool, for example, the guidance program had begun as early as 1944 under the direction of Miss Annie Ritchie. For the

first year or two she had only two or three class periods a week for group guidance, but she spent two evenings a week in individual interviews at the school. The local Home and School Association and the Kiwanis Club assisted the movement with donations for materials.

> In the 1947-48 term the number of periods allotted to Group Guidance was increased to about 10 and 5 periods were allowed for Individual Counselling. A broader program was mapped out to include not only such programs as remedial reading and improvement in study habits, but also a consideration of Social Etiquette Problems which she launched. Miss Ritchie continued in this work until the spring of 1949 when she was appointed a District Supervisor of Schools.
>
> Some tests given during the years 1944-49 were Gates Reading Scale, Kuder Preference Record and Henmon-Nelson Tests of Mental Ability.[16]

The number of schools using the cumulative record card was increasing and, by 1946, the elementary school section (Grades I to VI) of this record was printed and made available through the Book Bureau. The occupations course was improving in terms of the teachers' interest that had been expressed in it, and occupational information files had been introduced in forty schools in the province while a second set of occupational monographs was prepared.[17]

TABLE 5

NUMBER OF SCHOOLS OFFERING GRADE IX OCCUPATIONS COURSE[18]

Year	Urban Schools	Village Schools
1944-1945	38	27
1945-1946	40	25
1946-1947	most	most

TABLE 6

NUMBER OF SCHOOLS USING THE CUMULATIVE RECORD CARD [19]

Year	Urban Schools	Village Schools
1944-1945	23	6
1945-1946	30	9
1946-1947	33	12
1947-1948	nearly all	nearly half

Dr. M. W. Marshall at Acadia University offered two courses in guidance: one at the University and the other in evening classes at Annapolis Royal Academy while Dr. Davis and Mr. Mason of the Provincial Normal College gave a series of lectures in guidance at that institution. The course in guidance at the Nova Scotia Summer School was attended by twenty-one teachers. Other universities continued to include guidance among their lectures in education. There was also a course in Principles of Guidance offered by the Correspondence Study Division of the Nova Scotia Technical College.

In order to promote guidance, a considerable amount of Mr. Murray's time was spent in visiting the schools, for example, in 1945-46 he visited most of the urban schools twice, over half of the village schools, as well as forty rural schools in Antigonish County and twenty-five in Kings County. [20]

During the academic year 1946-47 the Director of Guidance recorded a considerable growth of interest in guidance among organi-

zations outside of the school. The Home and School Association had been interested for several years and the Women's Institute of Nova Scotia had been active in extending guidance services to rural areas. The use of the cumulative record continued to spread, practically all schools taught the occupations course in Grade IX, and thirty-four urban and fourteen village schools had set up occupational information files.

On December 27, 1946, a branch of the National Vocational Guidance Association was formed at a meeting held at Dalhousie University. This will be discussed in the next chapter. Four teachers had completed the Master's degree at Columbia University Summer Sessions and four more had started the program. By 1948 fifteen more schools had teachers who were responsible for guidance services. The occupational information increased in variety with some Canadian material being made available due to the efforts of the Vocational Guidance Centre in Toronto while the Federal Department of Labour also announced that they were going to provide some occupational monographs as a result of their recent research.

The Antigonish Guidance Unit

Since the Province of Nova Scotia is predominantly rural, it was decided to develop a guidance program designed for use in schools of this type of area. With the sanction of the school board and the active cooperation of the inspector, Mr. H. M. MacDonald, this project was centered in Antigonish County where thirty schools

were chosen in which there was an enrollment of more than ten students in Grades VIII, IX, and X and where there was reasonable certainty that the teachers would cooperate. For the first year it was decided to present to the students as many occupations as possible, with particular emphasis on agriculture. Mr. Stewart Murray prepared a kit to be used in studying the professions and trades, with emphasis on admission requirements, time necessary for training, opportunities for employment and promotion, and the leisure time assured in each occupation.

In the second year of this rural project the students conducted some interesting studies using the data compiled by Mr. Murray, an agricultural representative, as well as by the Inspector of Schools. For example, with the help of the teachers, the students tried to determine the need for radio repair men on the basis of the number of homes with radios; the need for blacksmiths and carriage builders based on the number of horses used on the farms; and the need for the services of barbers, auto mechanics, and dressmakers. That same year a study was conducted of part-time occupations in order that the possibility of earning more money could be examined.

It was thought that by the third year (1947-48) a system of counseling could be introduced, but due to the lack of trained staff, another avenue was found for the students. Each student made a special study of the occupation of his or her choice, using magazines, newspapers, pamphlets, reports, and government material in

order to make a vocational guidance portfolio. Arrangements were also made to visit local business establishments to "observe and ask pertinent questions". These observations became part of this portfolio also. At the end of the third year it was hoped that each student would have a considerable knowledge of the occupation of his choice. In 1946-47 a cumulative record system was put into operation on a county wide basis and at the end of the school year these were forwarded to the Inspector's office to be filed, while students who continued in the school system had their cards returned to the teachers. [21]

The Antigonish County program was considered a success but it was noted that it would probably become more effective with the development of the rural high schools. It served the useful purpose of keeping the need for "educational guidance and occupational planning before the pupils in the county schools". A workbook was prepared for use in rural areas and was tried in a number of schools. [22]

The Appointment of an Assistant Director of Guidance

On August 1, 1947, Mr. G. E. Perry who had been Director of Guidance in Yarmouth, was appointed to the guidance division of the Department of Education.

One of Mr. Perry's first tasks was the editorship of the "Vocational Guidance Newsletter" which was intended to:

> .....provide, not only a valuable source of information on the latest books, occupational information, films,

tests, etc., but also a clearing house for the exchange of ideas and suggestions relating to the principles, and techniques of Vocational Guidance.

It will serve as a medium through which those interested or engaged in personnel work can share their experiences, discuss their common problems, and become familiar with the nature and extent of Vocational Guidance Programs throughout the province.

In equipping ourselves to provide youth with sound and effective guidance, we must be, not only familiar with standard techniques and principles, but also currently well-informed and always on the alert for new and improved methods of guidance . . . [23]

May and June of 1948 saw Mr. Perry on a teacher recruitment campaign with assemblies of students in eighty-five schools. For the first time an exhibit of guidance materials was prepared to be used as an aid in discussing guidance at Teachers' Institutes, Home and School Association meetings, service clubs, and other interested organizations.

At Acadia University Dr. Marshall, Dr. Vernon, and Dr. Grant offered courses which were designed to give students some background in guidance areas.

For the first time the Guidance Division of the Department of Education cooperated in research projects. One of these was a reading survey carried out by the Nova Scotia Teachers' Union and the guidance personnel in the schools, while the second was a study on "school leaving youth" conducted by the Canadian Education Association.

A Director of Guidance for the City of Sydney

In February, 1948, Mr. Donald MacAdam was appointed Director of Vocational Guidance for the city of Sydney, an appointment

which was significant since Sydney was the second city in Nova Scotia. Mr. MacAdam spent half a year locating an office and studying the organization of the local school system. The first standardized testing was established at the Grade VII and X level using the Henmon-Nelson Intelligence test. [24] Visits to local service clubs led to the establishment by one of them, the Rotary Club, of a Guidance Committee whose chief function was to arrange interviews between students and local businessmen. The Home and School Associations were so interested in guidance that a short course was set up for them and held on six consecutive Monday evenings. The Industrial Relations Department of Dominion Steel and Coal Corporation cooperated with the Director of Guidance in a "Boss-Academy Day". This project entailed the students from Sydney Academy assuming the roles of thirty-two executive positions of the company for one day. [25]

After Five Years of Growth

In the 1949 report of the provincial Director of Guidance it was noted that:

> From now on growth will be gradual and will be observed chiefly by the openings of a few new programs each year as trained personnel becomes available, and as high school building plans materialize in various centres throughout the province. Progress will also be noticed in improvements and expansion of services in programs already well established. [26]

Formal guidance programs began in the academic year 1948-49 at Windsor by Mrs. Grace Wallace [27]; at Shelburne by Mr. Keith Langille [28]; at Springhill by Miss Anne Hamilton [29]; at Lunenburg by Mr. D. H. Collins [30]; and at Louisburg by Mr. Robert Vey [31];

and the following year at Berwick, Mahone Bay, Coxheath, Musquodobeit, Tatamagouche, and Brookfield. Due to mobility of personnel, attitudes of administrators, availability of trained counselors, and other reasons, although these places had programs in the late 1940's, Windsor, Shelburne, Lunenburg, Louisburg, Tatamagouche and Mahone Bay have no organized program of guidance services at the present time. (1964-65) Qualified Guidance Directors were appointed to the Vice-principalships of the Halifax County Vocational High School (Mr. Andrew Chisholm) [32] and the Yarmouth County Vocational High School (Mr. Arthur Cook). [33] The Correspondence Study Branch noted a marked increase in the enrollment for their Principles of Guidance course; the "Nova Scotia Guidance Newsletter", originally called the "Vocational Guidance Newsletter" increased circulation by fifty percent; and several teachers began post-graduate studies at Toronto, Columbia, and Minnesota Universities.

In the area of testing, the Differential Aptitude Test Battery was administered to two thousand Grade X students in a long range project to establish local norms and validity data. Schools in the province were requested to forward to the Guidance Division results of all intelligence tests that had been administered so that these could be compiled and provincial norms prepared.

Other achievements by 1949 were: four circulating libraries of guidance publications and materials for use in promoting guidance throughout the province; an occupational survey on printing

that demonstrated the feasibility of operating a continuous occupational survey service; and the publication of a booklet entitled "To Teach or Not to Teach" to be used in order to introduce students to the teaching profession.[34]

In April, 1949, the Guidance Division published a small booklet entitled "Guidance in Nova Scotia Schools" in which were stated several reasons why the concept of guidance had become a "necessary factor in our philosophy and methods of education in Nova Scotia". These were:

1. The growth of industry and the natural increase of population in Nova Scotia has resulted in an increase in our urban population. This has in turn meant larger schools and larger classes. . . Unless special precautions are taken by the teachers it is easy to become out of touch with the individual needs of the pupils in the school.

2. Boys and girls remain in school longer than they formerly did . . . . One result of this has been that the nature of the school population has changed to that we now have in our schools pupils with a great range of individual abilities, aptitudes, and interests. This means that provision must be made, through an organized Guidance program, for helping individual students to get the most of the various offerings of the school.

3. A partial solution to the problem of meeting the individual needs of many pupils of varying abilities has been a broadened curriculum . . . The rapidly developing programs of vocational education and apprenticeship promise to round out an educational offering which should serve a wider variety of needs than has ever been possible in the past. . . An expanded school offering, however, may be of doubtful value unless students are given some guidance in the selection of appropriate courses within that offering.

4. The occupational world has become very complex and specialized. Competition in occupational fields is also

much keener than formerly. Hence guidance in choosing and preparing for an occupation . . . is very important . . . .

5. The changing status of women in educational and occupational areas may be mentioned as another factor necessitating an expansion of guidance in our schools . . .[35]

In this same booklet is the definition within the context of the school situation of three not entirely separate and discrete forms of guidance which indicated, in theory at least, a broadening of the term "guidance". These were defined as:

> Educational Guidance covers such problems as the diagnosis of learning difficulties, and the application of suitable remedies; selection of courses in line with individual needs, abilities, and circumstances; planning an educational program . . .
>
> Personal Guidance deals with the development of favourable attitudes and dispositions, and proper health habits; social adjustment to teachers and other pupils; the overcoming of emotional difficulties; growth of ideals; self-understanding; and self-direction.
>
> Vocational Guidance is the process of assisting an individual to choose, prepare for, enter upon, and progress in an occupation . . . [36]

Mr. Stewart Murray resigned in May of 1950 to accept a position on the staff of Florida State University and Mr. John Ross was appointed Assistant Director of Guidance on September 1 of the same year.[37]

It would be impossible to describe all of the efforts of every school in the province to develop their own programs in guidance. For example, there was a Career Week held in Digby [38]; a Career Conference on Teaching in Glace Bay [39]; a careful follow-up

study at Windsor [40] ; an industrial tour at Trenton [41] ; and many other efforts, most of which have never been published. Throughout the province guidance services had grown, over a seven year period, to be accepted in a number of the schools but these services had not really become integrated with the instructional aspect of education nor was there much indication, in practice, of them being weaned away from the purely vocational point of view.

CHAPTER V

THE MARITIME GUIDANCE ASSOCIATION

Initial Organization

As any educational movement gains momentum, its adherents tend to gravitate toward each other in order to share information, learn about the latest advances, and generate interest and pride in their common endeavors. This is usually a step in the emergence of a sense of professionalism in united effort toward a common end. It was thus that in the Autumn of 1946 a group of teachers who had been studying at Columbia University during the previous summer, held several meetings in order to discuss the possibility of forming an organization for promoting vocational guidance. These individuals had become members of the Columbia University's Teachers' College Branch of the National Vocational Guidance Association but since it was open only to those who had studied at Teachers' College, it was decided to retain their membership in that group only until such time as there was sufficient interest in Nova Scotia to form a branch in this province. Those interested hoped to meet some time during the year to discuss plans for bringing about a permanent organization with its own executive and with membership open to any person engaged in or interested in vocational guidance. [1]

This came about with the formation of a branch of the Nation-

al Vocational Guidance Association, an important step in the promotion of guidance work in the Maritime Provinces. The organisational meeting took place at Dalhousie University on December 27, 1946, with representatives of the Department of Education and the schools of the three Maritime Provinces present, as well as a number of persons from industry and other fields. [2] Mr. Stewart Murray was chairman of this first meeting, with Dr. Donald Super of Teachers' College, Columbia University assisting with the organization of the association.

> Quoting from the minutes of the 1946 meeting: ". . . . the morning session closed with a motion for organization. This was moved by Dr. Fletcher Peacock, Superintendent of Education for New Brunswick, and seconded by Dr. F. G. Morehouse, Supervisor of Halifax City Schools". [3]

The second annual meeting was held at Moncton in October, 1947. At this meeting Miss Christine Malcher of New York City, Executive Secretary of Occupations magazine was in attendance to present the Maritime Branch with its charter from the national headquarters. [4] A review of guidance work in the Maritimes was given by Mr. G. E. Perry, Assistant Director of Guidance for Nova Scotia; Mr. J. MacLean, the Saint John Vocational High School; and Mr. L. W. Shaw, the Director of Education for Prince Edward Island. Next followed a talk on the status of personnel work in the Maritimes by Dr. L. Richter, Director of the Institute of Public Affairs at Dalhousie University. Then there was a panel discussion on the relationship between school guidance workers and personnel workers in industry. Father J. A. MacDonald of Saint Francis Xavier University gave a talk on trade unions

which was followed by a symposium entitled "The General Economic Picture in the Maritimes". The concluding item on the agenda was an after-dinner speech by Mr. H. C. Hudson.[5]

Out of this second annual meeting came the first publication of the Maritime Branch of the National Vocational Guidance Association, The Bulletin.

> The present executive of the Branch has expressed the opinion that such an organ as the BULLETIN could play a forceful part in bringing together the thought and interest of the large number of persons who are interested in personnel work, either outside or inside the schools, in our three provinces. Since our organization is as yet in the formative stage, with its purposes and activities not yet clearly crystallized, this need for developing cohesion and sense of common interest is predominant . . . Each of us can profit from learning what the others are doing . . . . this publication can bring us both inspiration and technical information that will be useful in forwarding the application of the guidance philosophy.[6]

The Maritime Vocational Guidance Association

In Moncton, on the morning of October 9, 1948, the third annual conference began with reports of guidance and personnel activities in school and industry given by Miss Annie C. Ritchie, Director of Guidance for Liverpool; Mr. Travis W. Cushing, Director of Guidance in Saint John; and Mr. J. D. B. Howard, Personnel Director of the Bathurst Pulp and Paper Company. Dr. W. V. Longley of the Nova Scotia Agricultural College followed with an address on the guidance of rural youth. At the luncheon held in the Brunswick Hotel Dr. Nicholas Hobbs from Columbia University spoke on the subject of "Some Aspects of Non-Directive Counselling". An address by Dr. Richter had

to be cancelled due to his inability to attend, so that the remainder of the afternoon was taken by a discussion period on various aspects of education and guidance in the Maritimes. Mr. G. E. Perry, who had just returned from the Canadian Education Association meeting in Winnipeg, reported on the development of an occupation information service of the Federal Department of Labour and stated that this service showed an indication of becoming a useful aid to guidance programs in the Maritimes. Immediately afterwards and in conjunction with the meeting of the Guidance Association, the newly formed Maritime Psychological Association met and was addressed by Dr. Hobbs. [7]

The Nova Scotian Hotel in Halifax hosted the fourth annual meeting on November 25 and 26, 1949, with an attendance of one hundred and twenty-five persons. The conference commenced with an address by the Honourable Henry D. Hicks, Nova Scotia's first Minister of Education, who spoke on the necessity of understanding others in our rapidly changing technological society. Mr. Frank Murphy, Director of Visual Aids for the Nova Scotia Department of Education, gave a talk on the use of visual aids in guidance and industrial personnel work, illustrating his address with a film entitled "Banking as a Career".

The next morning the session started with Miss Ellen Piers, Provincial Psychologist, with the Nova Scotia Department of Health, stressing the problem of adolescent boys of low mental ability who

are unable to continue in the academic or vocational courses in Nova Scotia schools but must remain in the educational system until they are sixteen years of age. Miss Piers suggested that pressure be brought to bear on the Legislative Assembly to make funds available for a training school for these cases. This talk was followed by Miss Elizabeth Babcock of Middleton, who spoke on the need for full-time counselors in the schools. The conference concluded with a panel discussion on the methods of referring to industry graduates as well as dropouts. This panel was comprised of Messrs. A. A. Chisholm, vice principal of the Halifax County Vocational High School; L. Mushkatt of Yarmouth; Frank Doyle from the Halifax Chronicle-Herald; J. D. MacLean of Saint John; and Don MacAdam of Sydney.[8]

The fifth annual conference was held on October 27 and 28, 1950, at the Fort Cumberland Hotel in Amherst with the main speaker on Friday evening being The Honourable James W. Brittain, the Minister of Education for New Brunswick. Saturday morning's session started with a panel discussion on "Guidance and Placement of Workers in Business and Commerce" with Messrs. H. Y. Haines, Director of Educational Guidance for Halifax City; W. G. Mann from the Bank of Montreal; R. J. Tippett, Moncton High School; and R. O. Chapman of T. Eaton and Company. Mr. Nelson Mann of the Nova Scotia Department of Industry then spoke on "Occupational Opportunities", while the concluding speech was delivered after the dinner by Mr. P. J. Powers

of the Dominion Steel and Coal Corporation.[9]

The 1951 annual convention which met on September 28 and 29 at the Nova Scotian Hotel in Halifax was outstanding, from the viewpoint of attendance and program. The session opened on Friday evening with registration, a business meeting, a film showing, and a book display. At the annual dinner Mr. Fred Fraser, Director of the Institute of Public Affairs in Halifax was the guest speaker, his topic "The New Illiteracy" being based on the report of the Canadian Research Committee on Practical Education entitled "Better Schooling for Canadian Youth". The evening session was conducted by Col. Allistair MacMillan, Research Associate of the Department of Sociology and Anthropology at Cornell University, who discussed "Where Are We Going in Guidance?". This talk outlined developments in the field of guidance for the past thirty years in both Great Britain and the United States, with stress on the use of testing.

On Saturday morning two panel discussions were held; the first on "Guidance, Its Social, Mental, and Economic Implications", being discussed by Miss Marjorie Cook, Halifax City Schools Mental Health Worker; Mrs. Muriel Duckworth, Adult Education Division of the Nova Scotia Department of Education; Constable A. G. Cunning, Probation Officer, of the Royal Canadian Mounted Police; Mr. Fred MacKinnon, Director of Child Welfare, Halifax; and Mr. John Ross, Assistant Director of Guidance for the Nova Scotia Department of Education. This conference concluded with the second panel discussion on "Man

Power Problems in the Maritimes", with the participants being Messrs. Walter Menck, Superviser of Labour Relations of Trenton Industries Limited; Alex Ross, Regional Superviser of the Special Placement Division, National Employment Service, Moncton; and H. A. Shea, President of the International Brotherhood for Electrical Workers, Halifax. [10]

The Fort Cumberland Hotel in Amherst once again hosted the convention on September 26 and 27, 1952. At the dinner on Friday evening, Mr. H. L. Livingstone, Manager of H. M. C. Dockyard in Halifax spoke on "Personnel Work in a Small Industry" in which he stated that "machines, it is true, do most of the work, but the machine is only effective to the extent that is properly designed, set up, serviced, and operated by people". He stressed the importance of human relations in modern business and industry.

A panel discussion on labor-management relations opened the session on Saturday morning with the participants being Dr. N. T. Avard, President of Canadian Electric in Amherst; Mr. Orval Trey, a personnel worker from Halifax; and Mr. Robert G. Jones, Vice President of the New Brunswick Federation of Labor in Moncton. "Guidance Techniques that Function Well in Your School" was the topic of a second panel discussion in which the following Guidance Directors presented the programs in their own schools: Mrs. Eva Wendell from Digby; Mrs. Grace Wallace from Windsor; Miss Una Wilson from Saint John; Mr. John Cameron from Sussex; and Mr. Roland Edie from Bridgewater. The functions of the modern university and the necessity for

programs of sound guidance in the secondary schools were stressed in the closing speech by Dr. Ross Flemington, President of Mount Allison University, who also pointed out the necessity for a thorough foundation in those subjects required for university entrance as well as the value of standardized testing in high schools.[11]

The 1953 convention was held on September 2 and 3 at the Halifax County Vocational High School. The Friday session opened with an address by Dr. A. Zaleznik, Assistant Professor of Business Administration at the Harvard Graduate School of Business, entitled "What Human Relations Contributes to Economic Progress". Following this address there was a general discussion period in which films on guidance and personnel work were viewed. On Saturday morning, Miss Elizabeth Babcock, Guidance Director of Middleton Rural High School and Mr. H. Daey, Personnel Manager for Maritime Telegraph and Telephone Company presented some case studies, followed by a panel discussion on the "Contributions of Various Disciplines to the Field of Human Relations". Participating in this discussion were Dr. F. A. Dunsworth, a psychiatrist from Halifax; Mr. James Draper, Assistant Professor of Psychology from Acadia University; and Mr. John Arnett, a penologist from Halifax. At the annual dinner Dr. R. J. Wiel, a psychiatrist from Halifax delivered the concluding address entitled "Helping People".[12]

The ninth annual convention was held on October 1 and 2, 1954 at Moncton High School. Friday evening saw a panel discus-

ion on the subject of "Fitting the School to the Child" with the following participants: Mrs. Eva Wendell, Guidance Director for Digby Rural High School; Mr. L. Newton Fanjoy, Supervisor from Saint John Vocational School; and Mr. James Bissell, Director of Guidance for Amherst Regional High School.

The session on Saturday morning was initiated by Dr. Dugald Arbuckle from Boston University addressing the convention on the "Place of the Teacher in Guidance". He pointed out that from an economic point of view it may be difficult to have guidance counselors in each school, but teachers could be trained to do much of the counseling work. He also indicated some problems that arise due to a difference in the roles of teaching and of counselling. Dr. R. W. Maxwell, Dr. R. D. Gilbert, and Mr. Kenneth Cox, Principal of the Nova Scotia Agricultural College then spoke on "Missed Opportunities in Agriculture". The final item on the program was provided by Dr. Arbuckle who spoke on "Personal Implications of Counseling" during which he stressed the necessity of counselors being themselves and knowing themselves.[13]

The Fort Cumberland Hotel from 1955 to the present day has been the site of the annual conventions of the Guidance Association. In 1955 the conference was held on November 18 and 19 with an attendance of seventy-five members. After the annual banquet the members adjourned to the convention room where Dr. Dion, New England Area Director of the professional services for the California Test Bureau

gave the keynote address, "General Trends in Testing". He spoke on various aspects of the principles involved in achievement, ability, interest, aptitude, and personality tests, reminding the delegates that there were no standardized test which was perfect.

After the business meeting on Saturday morning a "Question Box" period was held in which Dr. Dion reviewed the theme of his address and answered questions from the delegates. Then three speakers gave their own viewpoints on guidance: Mr. B. W. Kelly, Director of Apprenticeship for the New Brunswick Department of Labor spoke on apprenticeship; Dr. R. R. Fresser, Director of Mental Health Services for New Brunswick was scheduled to speak but in his place Dr. Gordon Henley, Chief Psychologist for Mental Health Services described the relationship between mental health and vocational guidance; and Father R. L. Desjardins, of Laval University, spoke on guidance at the university level and outlined the "type of guidance program which was necessary to meet the needs of university students today". The concluding address was given by Dr. Ira P. MacNab, General Manager of the Halifax Public Service Commission and a Director of the Atlantic Provinces Economic Council on the subject of the economic conditions in the Maritimes with relation to vocational guidance in the schools.[14]

In the 1956-57 academic year the annual conference was held on May 3 and 4, 1957, with only sixty members in attendance. Dr. R. H. Beattie, Superintendent of Special Services for the Ontario Department of Education delivered a double speech, the first entitled

"Guidance - A Fad or a Permanent Feature" and the second, "Freedom of Choice". In the first portion of his talk Dr. Beattie traced the development of the philosophy of guidance from its shaky foundation of the early century to the attitude that guidance could be of service to administrators, teachers, pupils, parents, and society. In the second part he stressed that in a democratic society students must not only be prepared to make decisions in the light of moral duty and social obligation, but be also prepared to accept the consequences of those decisions.

The following morning Dr. J. G. Dumouchel of the Unemployment Insurance Commission at Ottawa, addressed the convention on "The Use of Occupational Information in a School Guidance Programme". He discussed the nature of the information, basic references for it, sources of occupational information, evaluating the information, and the use of it in counseling.[15]

A New Name With a New Emphasis

The 1958 conference was held on May 2 and 3 and bore the theme "Guidance Permeates Education". This was the first time an annual convention had a theme around which the speeches and panels were to focus. Instead of the usual Friday-evening to Saturday-noon period, it was the first time in the history of the association that the convention lasted for two days, an extension of time which made it possible to have two panel discussions and a symposium, in addition to the guest speakers. This convention also revised the con-

stitution of the association so that it would henceforth bear the name "The Maritime Guidance Association". The change was justified since the allegiance of the maritime association to the National Vocational Guidance Association had always been a nominal one and also due to the fact that the conditions of an active affiliation could not be met. Furthermore, it was felt that the word "Guidance" was sufficiently comprehensive to include its vocational aspect.[16]

The two guest speakers for this conference were Mr. H. M. Mason, Chief Inspector of Schools for Nova Scotia, and Dr. Arthur Hitchcock, Executive Secretary of the American Personnel and Guidance Association in Washington. The former spoke on "Educational Research" with special reference to the Nova Scotia Standards Project and the latter spoke on "Present Trends in Guidance". Mr. Mason's address was followed by a panel discussion whose participants were Professor A. S. Mowat of Dalhousie University; Mr. Graham P. Hennessey, Principal of Amherst Regional High School; Mr. H. K. Mackay, Inspector of Schools for Guysborough County; and Mr. James Russell, Director of Guidance for Amherst Regional High School. "Are the Schools Meeting the Need for Guidance?" was the topic of the second panel whose members were Professor R. J. Love, Dean of Education at the University of New Brunswick; Mrs. J. M. C. Duckworth, President of the Home and School Association for Nova Scotia; Mr. Andrew J. Cook, Executive Director of the Canadian

Mental Health Association; Mr. W. L. Mencke, Industrial Relations Officer for Trenton Industries; and Miss Jean Fraser, a student in Education at Mount Allison University. "High School Counselling Techniques" was the topic of the symposium conducted by Miss Elizabeth Babcock, Guidance Counselor at Dartmouth High School and Miss Lucie Melick, Guidance Counselor at the Saint John Vocational School.[17]

"Down-to-Earth Guidance" was the theme of the 1959 conference held on October 16 and 17. This began with an address by Mr. G. E. Perry, Director of Guidance for Nova Scotia, explaining how teachers may best contribute to a guidance program. Following the luncheon, Mrs. Irene Richmond, Reading Consultant for W. J. Gage Limited, conducted a seminar on "Remedial Reading". In the presidential address Brother Leopold Taillon, C. S. C. stressed the necessity of the search for moral as well as intellectual excellence through adequate instruction and inspiration imparted to the youth of our country. Dr. Harris Pullen, Assistant Superintendent of the Collegiate Institute of Ottawa, spoke at the evening meeting on some of the practical problems of streaming in schools - a theme repeated for a panel discussion the next morning under the leadership of Mr. Forbes Elliott, Principal of the Simonds Regional High School of East Saint John. The closing session was devoted to Mr. John Ross' report of the progress of the Central Advisory Committee's High School Testing Project.[18]

The 1960 conference held on October 14 and 15 had as its

theme "Basic Issues in Guidance". After the luncheon on Friday, in the keynote address, Dr. H. P. Moffatt, Deputy Minister of Education for Nova Scotia, stressed the close relationship of guidance with the objectives of education. At the afternoon session, the "Role of the Principal in an In-Service Programme" was the subject of a talk given by Mr. M. H. Sargeant, Superintendent of Schools for Fredericton, while at the annual dinner Dr. Forrest Kirkpatrick, Assistant to the President of the Wheeling Steel Corporation, West Virginia, spoke on the great challenges to be met in this decade as well as the responsibilities of planning for the changes which are taking place in the world of work.

On Saturday morning a forum discussion on the "Composite High Schools - Good or Bad" was presented by Messrs. Travis Cushing, Director of Guidance for Saint John; Ralph Howe, Principal of Sackville High School; and H. Clavette, Superintendent of Edmunston Schools. This was followed by reports on the testing programs in Nova Scotia by Mr. G. MacKenzie and in New Brunswick by Mr. F. MacIntyre.[19]

The fifteenth annual conference was held on October 13 and 14 with the theme "Practical Guidance". The keynote speaker was Professor A. S. Mowat of Dalhousie University, who pointed out in his address, "The University Looks at the High School Product", the necessity of streaming, greater emphasis on teaching of foreign languages, and the development of independent thinking among

students. "A Curriculum for the Pupil" provided the theme of a symposium in which an experiment being carried on in several New Brunswick schools was discussed. The members of this symposium were Messrs. G. F. Elliott, Supervisor of Simonds Regional District; D. Middlemiss, Director of Curriculum and Research for New Brunswick; and N. Lynch, Principal of Cormier High School, Edmunston. The guest speaker, Dr. H. M. Fowler of the University of Toronto, stressed the ethics of testing as well as the importance of using several tests for a more complete and objective appraisal of the individual's capabilities.

On Saturday morning, "Guidance in My School" was the topic discussed by Mr. A. C. Cook of the Halifax County Vocational High School; Mr. James Bissell of Amherst Regional High School; and Miss Dorothy Thorne of Middleton Regional High School. The final speech of the conference, entitled "Human Relations in the Classroom" was given by Dr. J. Griffin, General Director of the Canadian Mental Health Association, in which he suggested the need for a positive approach to mental health through building a resistance to crises and instilling an inner strength into the child. [20]

The theme of the 1962 conference held on October 12 and 13 was "Realistic Directions in Guidance". Mr. L. R. Shaw, Vice President of L. R. Shaw Limited, opened the conference with a speech calling for the training of all citizens, not just the few who are destined for professional careers. He stressed that guidance services

were necessary in industry as well as in schools and concluded by expressing the thought that not only guidance services must undergo unprecedented expansion in both schools and industry, but that there must be a close integration between the two. A symposium of members of the Armed Services continued the program with Major J. R. Searle, F/Lt. D. C. Lawson, Capt. F. E. Blakeney, and L/Cdr. B. E. Weber. After dinner Dr. W. P. Percival from London, Ontario, addressed the delegates on "A Philosophy of Guidance in an Era of Change".

The Saturday morning program began with a report on the Pilot Study of the General Course. Miss Dorothy Thorne; Dr. R. Ratcliffe of Sydney Stephen High School in Bedford; Mr. Don MacAdam of Sydney Academy; and Miss Elizabeth Patriquin of Pugwash were the panelists for the report. Following this panel, an symposium of university representatives from the University of New Brunswick, St. Francis Xavier, Dalhousie, and Mount Allison University, discussed "The Training of Guidance Counsellors in Maritime Universities".[21]

On October 18 and 19, 1963, the annual conference met with the theme "Specifics in Guidance" and the keynote speaker being Dr. William B. Main the former Director of the Saint John Vocational School, who urged educators to "achieve the all-round development of every child to the full extent of his ability". The guest speaker was the author of the SRA Reading Laboratories, Dr. Don H. Parker, who stressed two aspects of schooling, that of training and of education. The "public meeting" was addressed by Dr. Charles N. Morris

from Columbia University who spoke on "Recent Developments in School Guidance". The following morning a panel was presented on remedial reading, followed by three group studies going on simultaneously, "Trends in Vocational Education", "Specifics in Guidance", and "Remedial Reading".[22]

The eighteenth annual conference was held on October 16 and 17 with the theme "Counseling - The Heart of Guidance". The keynote speaker at the noon luncheon was Dr. H. M. Mason, Director of Elementary and Secondary Education for Nova Scotia, while Dr. Henry Isaksen, Director of Pupil Personnel Services for the public schools of Lexington, Massachusetts, was the guest speaker at the conference. In his address, Dr. Isaksen felt that the success of a counselor depended on the manner in which he defined his counseling role and also that the objective in counseling is to help a student understand himself. He added that since in most schools too much of a counselor's time is wasted on clerical duties, this situation should be remedied by administrators. The addresses were supplemented by two symposiums, the first of which dealt with the topic "Counselling Problems in the Schools" with the following participants: Mr. Donald Little of Saint John dealing with problems of the Junior High School; Mr. Donald MacAdam of Sydney, the Senior High School; Miss Elizabeth Babcock of Dartmouth, the Elementary School; and Mr. Donald Worrell of Saint John dealing with the Vocational School. The second symposium discussed "Counselling in Related Disciplines" with participants Mrs.

Janice Drent of the Family Service Bureau in Halifax; Mr. Russell Ewing, Chief Psychologist of the Department of Health in Charlottetown; Capt. J. Membourquette, Area Personnel Officer from Camp Gagetown; and Dr. Edmund Ryan, Director of the Cumberland Mental Health Centre. The conference concluded with another talk by Dr. Isaksen on the counseling program at Massey Junior High School in Lexington, Massachusetts. [23]

After Eighteen Years

In retrospect the Maritime Guidance Association has developed through the years from the era of "vocational guidance" to herald an era of "individual counseling". It is interesting to note the early emphasis on industry evidenced by the participation of industrial personnel workers, through an interest in psychological testing and occupational information, to the recent stress on counseling. The subjects of addresses and the topics for discussion at the conferences have always been well in advance of similar developments in practice. For a number of years the Association attempted to influence the Department of Education of New Brunswick to appoint a Director of Guidance and to initiate a province-wide program. Only recently a director was appointed for New Brunswick and there is some possibility of Prince Edward Island soon following suite. There is also a possibility that representatives from Newfoundland may participate in the Maritime Guidance Association, which they have not done previously.

Over the years since its inception the Maritime Guidance Association has made a significant contribution to the professionalism of guidance counselors in Nova Scotia by offering, not only an annual meeting of minds from all parts of the province, but also an opportunity for the delegates to hear the most enlightened authorities in the field of guidance. In principle the Association has moved away from the vocational aspects of guidance toward the practices which are prevalent in the more advanced guidance systems in the United States. Due to the increase in the number and education of those engaged in guidance services in the province there is every indication that it will expand to an extent that local associations will be formed.

CHAPTER VI

1950 - 1960, A DECADE OF DEVELOPMENT

The Role of the Provincial Department

Throughout this decade Mr. G. E. Perry and Mr. John A. Ross spent almost half of their time visiting the schools in the Province in an effort to assist them with such tasks as, establishing record systems, initiating standardized testing programs, handling special cases, attending conferences, advising admission and promotion boards, establishing auxiliary classes, and speaking at workshops as well as regional meetings. By 1950 the Cumulative Record Cards were in use in many of the schools from Grades I to XII. The Guidance Department had become a clearing house for occupational information so that by 1954 three hundred schools were participants in this service,[1] which grew to assist over four hundred schools by 1957. In addition, the Department had built up an ever-increasing number of professional books, pamphlets, and other resource material for use by teachers, administrators, and counselors.

In the 10th Annual Report (1953) Mr. G. E. Perry indicated some of the significant changes in guidance. There was a growing realization on the part of administrators and educators, as well as students and the general public of the value of a program of guidance in the schools, a fact shown by an increase in the active co-

operation and professional interest of school boards, supervisors, principals, and teachers. There was an increase in both the enrollment in guidance courses at summer schools and in the training program in guidance courses at Acadia and Saint Francis Xavier Universities. The physical facilities for doing guidance work in the schools were improving, in addition to which more time was being alloted for counseling and group guidance.

A number of trends were also recognized at this time in the decentralization of the guidance program in order to have a more complete utilization of staff resources. There seemed to be a tendency to extend the guidance program to the elementary schools, at the same time as it was extended to the rural schools by means of rural supervisors, principals, and study clubs. With some foresight, Mr. Perry concluded and recommended that:

> While guidance has become a vital part of the total educational program in most Nova Scotia schools during the past ten years much still remains to be done.
>
> (1) Counselling services are still unavailable to thousands of students who desire and who require them. This is particularly true of the rural areas and at the elementary school level.
> (2) Referral services are totally inadequate.
> (3) Little or no provision has been made for establishing auxiliary classes or for providing educational and training facilities for the mentally retarded and the handicapped, and professional clinical services for the emotionally and socially maladjusted.
> (4) Training opportunities for counsellors and guidance workers must be improved and expanded.
> (5) A system of counseller certification must be established.
> (6) Courses of study in group guidance must be prepared or revised.

(7) Greater use must be made of the potentials and the resources available.
(8) Lines of communication must be established and strengthened among the various institutions and agencies concerned with the education of our youth.
(9) Since guidance must begin at the classroom level, well trained and highly qualified teachers are an essential pre-requisite and accompaniment to any guidance program.
(10) More trained counsellors are needed to act as guidance consultants.
(11) The services of a full-time psychologist with the Department of Education are urgently needed.[3]

One of the most significant developments in the field of guidance in 1954 had occurred in the elementary school. This was a departure from previous years in which the progress in the basic services had been largely confined to the junior and senior high school. This development was attributed to the increased emphasis which was being placed upon guidance in education courses at the Normal College and at university teacher-training institutions, as well as to the large enrollment in the elementary school guidance courses at the Nova Scotia Summer School. There were no counselors working at this level, but the application of effective guidance principles was becoming increasingly apparent in the classrooms which had been visited, and in the requests for materials and information which elementary teachers felt would enable them to handle their guidance problems more efficiently and satisfactorily.[4]

By 1959 some of the guidance services were curtailed because Mr. Ross was on the Central Advisory Committee Project and the staff of the Department of Education was involved in the Jerome Bar-

num Job Evaluation Program from September 1958 to October 1959 as well as the survey of the Truro school system from January to May, 1959, inclusive. That year (1959) the annual report of the Guidance Division indicated a maintenance rather than an extension of its services. The activities for that year included:

1. More than 1500 cumulative record cards were ordered to supplement those being used in the elementary and secondary schools.
2. Inquiries and requests from principals, teachers, counsellors, students and parents for the services provided by the Pupil Personnel Services increased by more than 25%.
3. Several schools appointed part-time guidance counsellors and others extended and improved their services through effective use of staff resources.
4. The enrollment in guidance courses at the Nova Scotia Summer School reached an all-time high of more than 250; and several schools are conducting in-service training programs in counselling, measurement and evaluation, and in guidance principles and techniques.
5. More schools, parents and associations are requesting information and direction regarding the establishment of guidance programs in their schools. [5]

Other activities and accomplishments during the year included:

(a) the preparation and publication of a "Directory of Scholarships, Bursaries and Loan Funds Available to Nova Scotia High School Students";
(b) the preparation and publication of a "Directory of Nova Scotia Junior and Senior High Schools";
(c) a survey of pupils withdrawing from schools;
(d) the preparation of a summary of university entrance requirements;
(e) a revision of the "Nursing Supplement" and the monographs on "Home Economics" and "Teaching in Nova Scotia, a Career for You";
(f) the administration and processing of the Nova Scotia Standards Project tests of Grade 3 pupils and the preparation of the report. [6]

Through the 1950's the Guidance Division participated in a drop-out survey; in several of the conventions of the Canadian Education Association; and in the production of a report card which could be taken home by the students. The 1952 report of the Director of Guidance began to stress the need for a school psychologist within the Department of Education, until, in 1957 Mr. Robert K. McKnight was appointed to this position. In 1956 the Director of Guidance acted as chairman of a special committee appointed to prepare recommendations on the method for granting auxiliary education certificates and to outline a program of special courses within the Nova Scotia Summer School for teaching of the mentally backward and the physically handicapped. The report from this committee was submitted to the Council on Teacher Education in May, 1956.

Mr. G. E. Perry resigned the position of Supervisor of Pupil Personnel Services in order to assume the appointment as Civil Service Commissioner for the province on June 1, 1960. He was succeeded by Mr. John A. Ross, who had been on leave of absence to direct the Central Advisory Committee's High School Testing Project. [7]

Developments in Local Programs

Having completed his studies at London in 1951, Mr. James Bissell became Director of Guidance for Amherst; Mr. Roland Edie completed his program at Columbia University and became Director in Bridgewater; Mr. Norman MacDonald who had also been at Columbia started at the Halifax County Vocational High School; and Mr. Duncan

C. MacLean, a recent graduate of Toronto University, started at Liverpool. Practically all of the other schools in urban areas had the principal or several of the staff in charge of the guidance services, - Lockport, Musquodobeit, River Herbert, Tatamagouche, Berwick, Clark's Harbour, Dartmouth, Florence, Mantsport, Inverness, New Glasgow, New Waterford, North Sydney, Oxford, Pictou, Springhill, Sydney Mines, Trenton, and Truro.[8] Many of the village schools and some rural schools had begun to incorporate certain guidance services into their total school program. The cumulative record was introduced, occupational information collected, group guidance given, standardized tests used, and some basic counseling attempted.

The development of a guidance program in Halifax and in Sydney having been previously discussed, it is necessary to consider the type of services which began in many of the larger towns in the province. In Yarmouth, to site one such town, the program started in the early 1940's at Yarmouth Academy by Mr. G. E. Perry, was continued after 1947 by Mr. John R. Robbins while teaching half of the time[9], and by 1951 Mr. Robbins had established a program throughout all the grades while he was also vice principal of the Consolidated Memorial High School. This consisted of a minimum testing program in the elementary and junior high school grades, the use of the provincial cumulative record card in every grade, and group guidance in Grades VII, VIII, and IX. The tests used were the Vocational Guidance Centre Intelligence Indicator, Kuder Preference Record, Gates Reading

Survey, Differential Aptitude Tests, and the Vocational Guidance Centre Personality Inventory. In group guidance the workbooks "The Bobby G" and "Growing Up" were used in Grades VII and VIII, while in Grade IX the Occupations Course was taught. The opening of the Yarmouth County Vocational High School necessitated a program designed to assist those Grade IX students who were considering a vocational or trades training at that institution.[10] Somewhat similar programs were being carried on at Lunenburg by the principal of the Academy, Mr. Donald H. Collins;[11] in Bridgewater by the Director of Guidance, Mr. Roland Edie[12]; in Windsor by the Director of Guidance, Mrs. Grace Wallace[13]; in Louisburg by the vice principal, Mr. Austin O'Keefe[14]; and in Glace Bay by the principal of Morrison High School, Mr. Donald Ferguson, and later by the Guidance Director, Mr. Robert Vey.[15]

In spite of being overcrowded and not having a special guidance department, Oxford High School had a guidance program as the principal, Mr. Hollis Spinney, and his staff contributed time and energy to establish the following services:

1. Cumulative Record Cards compiled for all students from Grades IX to XII.
2. Occupations Course is taught in Grade IX.
3. Guidance Films and Books from Central Libraries used extensively and regularly.
4. Twenty-five guest speakers addressed students on various careers.
5. Numerous field trips arranged.
6. Excellent occupational information library established, consisting of current monographs, pamphlets, periodicals, calendars, books, etc.

7. Guidance reading table and bulletin board maintained.
8. Over 100 students interviewed regarding choice of and preparation for their future vocations.[16]

Found in the "Regulations Under the Vocational Educational Act" of the Education Act for the Province of Nova Scotia, is item 2, "In each vocational high school there shall be": subitem (e), "a vocational guidance service that in the opinion of the Minister will adequately serve the interests of the students and the school". Although this regulation may be a recent one, the vocational high schools have always had guidance departments. For example, before students were admitted to the Halifax County Vocational High School they were given a battery of standardized tests and received information about the school's courses. Each applicant was interviewed in order to determine if the school could meet the needs, interests, and capabilities of the student and if the applicant could profit from the instruction available. If the student were accepted, the first day at the school was spent in an orientation program which was continued in daily home-room periods. Throughout the year an Occupational Orientation Course was taught with emphasis on self-evaluation and evaluation of opportunities in their respective fields of choice. Problems, such as failure or absence from classes were handled as they arose. The Guidance Department also worked closely with prospective employers.[17] This general type of program has been continued to the present day.

Testing and Evaluation

Using the Differential Aptitude Tests, the Guidance Division of the Department of Education undertook a project in a number of high schools during the latter half of the 1948-1949 academic year. The battery of seven tests were given to about two thousand boys and girls in Grade X with the results of these tests, in terms of raw scores, percentiles, and standard deviations of each of seven tests, being returned to these schools early in 1950. Since aptitude tests are most useful when they are interpreted in the context of local situations, the Guidance Division planned to carry this project further and validate the battery of tests with reference to occupations in the province. In order to do this in professional work for example, it would be necessary to determine which students entered and succeeded at university. [18]

In 1951 the Guidance Division conducted a survey regarding high school admittance procedures and the use of standardized tests. A beginning had been made in establishing Nova Scotia norms for various intelligence and adjustment tests, - there had been some attempt to find a suitable test for the primary grades, with 963 children tested in various parts of the province. [19] The Division continued through the years to assist the Department of Labour in selecting apprentices as well as the Department of Trade and Industry in carrying out their extensive testing program. By 1952 it was noted that:

> There has been a steady increase in the use of Standardized tests throughout the province. Intelligence testing predominates in our schools followed by reading and interest testing. Within the past year, interest has grown in the use of standardized achievement tests in English and arithmetic for diagnostic and remedial purposes. An outgrowth of the reading testing program is the steadily growing number of schools which have initiated or are about to begin reading improvement programs at the junior and senior high school levels.[20]

Two years later, in addition to the follow-up survey on the Differential Aptitude Tests, the Guidance Division participated in an arithmetic survey on Grade VII students sponsored by the Nova Scotia Teachers' Union in cooperation with the Canadian Education Association.[21]

The testing program in some of the schools of the Province was both extensive and intensive. By 1950 Digby had an elaborate testing program based on some experimentation with the available tests in order to determine those which best suited their purposes. The first of these tests used was the Metropolitan Reading Readiness Test in the early grades, with the Vocational Guidance Centre (hereafter V.G.C.) Intelligence Indicator, Form A, used for all students in both junior and senior high school. It was eventually decided to use the Detroit Beginning First Grade Intelligence Test for those attending school for the first year, with the Pintner Cunningham Primary Test, Form A, as a supplement for those whose ability was above that of the former instrument. In Grade III the Otis Quick Scoring Alpha Test, Form A, was utilized and in Grade IV the Gates Reading Survey. The next grade level tested was that of Grade VII with the Otis Quick Scoring Beta

Test, Form A, with the Gates Reading Survey again used in Grade VIII. The Grade IX students were assessed on the V.G.C. Personality Adjustment Indicator while the Grade X's were thoroughly tested with the Otis Quick Scoring Mental Ability Gamma Test, the Differential Aptitude Battery, and special cases on the Minnesota or Detroit Clerical, the Macquarrie Test for Mechanical Ability, the Meier Art Test, etc. In Grade XI the Kuder Preference Record was used and the results compared with those of the aptitude tests given the previous year. For those students who were considering university entrance, the Nelson-Denny Reading Test for Colleges and Senior High Schools was utilised in order to predict probable success and to assist in the diagnosis of any reading difficulty. The American Council of Education Psychological Examinations were planned for use in Grade XII, to be correlated with tests given the previous year while the Stanford Binet was proposed for use with students who reacted unfavorably to group tests.[22]

In addition to this ambitious program of evaluation it was planned that every student entering Digby Rural High School was to be tested in their familiar school environment rather than after they entered the high school. There was also to be an in-service course for teachers in remedial reading methods so that then the effectiveness of the work by the teachers could be evaluated by retesting the students who had experienced reading difficulties.

In the decade under discussion, testing played a very prominent role in the work of the local guidance counselors. Table 7

was prepared from information obtained from more than 80% of the larger schools in the province during March and April of 1957 and illustrates the extent to which schools are involved in standardized testing.

Early in 1958 the Assistant Director of Guidance, Mr. John Ross, after eight years of service, was granted a three-year leave of absence to direct a research study that was being established by the Central Advisory Committee on Education in the four Atlantic Provinces. This project was designed:

(1) To assess the relative merits of departmental examinations and of high school students in the Atlantic Provinces with the achievement of United States high school students on Standardized Tests.
(2) To estimate the numbers of objective standardized tests as instruments for predicting the success of college students.
(3) To compare the achievement (of) high school pupils who are capable of doing college work successfully, who do not enroll in the universities. [23]

Nova Scotia Standards Project

A province-wide supervisory project conceived by Dr. Mason at that time Chief Inspector of Schools, but coordinated by the Guidance Branch of the Department of Education, began in 1955 designed to answer two principal questions with regard to the intellectual growth of individual pupils in the schools. These questions were; "What progress has this child made?" and "What plans should be made in the light of this information in order to continue and advance this child's growth?" The Nova Scotia Standards Committee planned a long-range testing program in an attempt to answer questions like these in the

TABLE 7

NUMBER OF SCHOOLS USING STANDARDIZED TESTS [24]

Name of Test	County															Totals
	Cape Breton	Halifax	Kings	Inverness	Queens and Shelburne	Yarmouth and Digby	Colchester	Pictou	Lunenburg	Cumberland	Victoria	Annapolis	Antigonish	Guysborough	Hants	
Dominion Group Tests	1	4	2		1		1				1	1		2		13
Hermon-Nelson	2	2	2	1	4	1	3	3	1	1	1	2		2		25
Detroit 1st Grade	1	2			1		1									5
Otis	2	6	1	1	5	2	1		1	2		4	2			27
Terman-McNemar			1				1									2
Kuder Preference							1	1								2
Cal. M. M. Short Form	1	4	1	4	1		1	2			1		1		2	18
V.G.C. Intelligence	3	4		2	2	2	2	2		1	1			1		20
Goodenough									1						1	2
Metropolitan Achievement	3	2	1	2					1		2			1		12
Gates Reading Survey					2				2							4
Pintner-Cunningham		2										1	1			4
Stanford Binet		3	1			1						2				7
SRA Mental Ability		1		1												2
Laycock Mental Ability					1											1
Chicago Non-Verbal			1			1										2
Detroit Reading						1										1
Lorge-Thorndike		1														1

areas of Reading, English, and Arithmetic.[25]

The purposes of this program were stated as an attempt:

(1) To establish a departure point for future comparisons so that the success or failure of our educational offerings at specified levels can be assessed more objectively than at present.
(2) To increase the effectiveness of the supervisory function.
(3) To promote the in-service training of teachers by securing reliable information for diagnostic purposes.
(4) Specifically, to determine objectively the present standards of achievements in English, Arithmetic, and Reading at selected grade levels.[26]

Between May 25 and June 7, 1955, 1184 or almost eight per cent of a systematic sample of 15,000 children enrolled in Grade III in 1954-1955 were tested on the Metropolitan Achievement Test, Elementary, Form B, published by the World Book Company. The administration of the tests was the responsibility of the Inspectors of Schools for each inspectorate.[27]

The second phase of the testing program was organized and executed in May and June of 1956 by testing a ten per cent systematic sample of over 1,200 of 13,173 Grade VI pupils with the Metropolitan Achievement test, Intermediate Battery, Form R. This covered the subject matter areas of Reading Comprehension, Vocabulary, Arithmetic Fundamentals, Arithmetic Problems, Language Usage, and Spelling.[28]

The third phase of this testing project consisted of the administration of the Metropolitan Achievement Test, Advanced Par-

tial Battery, to an eleven percent sampling of Grade VIII students (1160) during the first week of June, 1957.[29]

The testing of a twenty-five per cent sampling or 1023 students in Grade XI on the California Achievement Tests, Complete Battery, Advanced, in May and June of 1958, comprised the fourth phase of the Standards Project.[30]

With the report, prepared by Mr. D. M. MacAdam in 1959, the project began its second cycle with the achievement testing again in Grade III. In the Spring of that year 1092 children were tested in Reading, English, Arithmetic, and Spelling.[31] The Grade VI's were again tested in 1960, the Grade IX's in 1961, the Grade III's again in 1962, (using the 1959 revision of the Metropolitan Achievement Test) and the Grade VI's again in 1963.

Over the years since this project began in 1955 the results have indicated, in some objective manner, curricular areas in which supervisors could work with teachers to improve instruction. The utilization of these results, which have not yet been released to the public, have more than justified the long-range nature of the project. One of the ancillary but concommitant effects of the Standards Project has been the impetus it has given administrators to utilize standardized tests in order to establish local testing programs.

Career Conferences

Conferences with their focus on prospective careers for

students may have begun before 1940, but one of the first recorded was held in Halifax under the auspices of the Home and School Association.[32] Although such conferences were no novelty they seemed to become a very prevalent part of the guidance services in the 1950's. By the mid-decade in many of the schools of the province they had become an annual feature of the guidance program. The main purpose of the conference is to assist each student "to intelligently and realistically, choose, plan, prepare for and enter upon a vocation best suited to his abilities, aptitudes, interests and circumstances". Each year every school principal receives requests from educational institutions, businesses, and the Armed Services for their representatives to address the students. The annual career conference is an efficient and expedient way of coping with the situation since it not only provides an opportunity for these agencies to present their respective positions for the students' considerations, but it also gives the students, as well as their parents, the opportunity to discuss their plans with qualified consultants.

On the evening of April 15, 1953, nearly two hundred pupils of Liverpool High School met in the auditorium to take part in the Career Night. The Kiwanis Club with the chairman, Mr. W. S. K. Jones assisted by Mr. D. C. MacLean the Guidance Director, organized the meeting after the completion of a survey to determine which occupational fields were of greatest interest to the students. Successful men in eleven occupations were invited to meet with the students in

order to discuss their particular occupation. Mr. Jones opened the Career Night followed by Mr. G. E. Perry who delivered a short talk on the importance of young people making an intelligent choice of an occupation. He urged the students to identify their abilities and interests, to examine carefully the world of work, and then to develop good work habits and sound attitudes while they were in school. During the remainder of the evening the students went to various classrooms in which one of the consultants discussed the occupation in which he was engaged.[33]

In Bridgewater on December 2, 1953, the Educational Committee of the Board of Trade and the Guidance Department of the F. R. Davis Memorial High School sponsored a career conference during which eighteen consultants replaced the teachers for an afternoon and evening in order to discuss their respective occupations with the students. Mr. G. E. Perry was present to open the afternoon session with an address on choosing a career.[34]

On March 18, 1954, the Oxford Kiwanis Club held their first Career Conference at the Oxford Regional High School[35]; a second one being held the next year on March 4.[36] On April 28, 1954, the Acadia-Spring Home and School Association sponsored a Career Night at Amherst Regional High School while on the same evening, the Kiwanis Club sponsored the second one in Liverpool at the Junior - Senior High School.[37] Almost every school that had a guidance department or a sympathic administration held a career conference with the result that

by 1958 there were forty-five conferences, with more than three hundred consultants in seventy-five different occupations [38], and in 1959 the number was fifty career conferences with four hundred consultants in seventy-five different occupations. [39]

Regional Conferences

As the concept of guidance began to grow there also grew a demand for more information about guidance services. Thus a new phase began with teachers, administrators, and guidance counselors initiating their own conferences or workshops, whereas previously most of these meetings were instigated by the provincial Director of Guidance. This illustrated both a growing confidence in the function of guidance in the schools and a growing professionalism in the desire to exchange information and techniques that had demonstrated their worth.

One of the first of these "self-initiated" conferences on the subject of "Guidance in the Rural High School" was held at Middleton on January 21, 1953, with fifty participating teachers from Bridgetown Regional High School, Central Kings Rural High School, and Middleton Rural High School. There was a general assembly, a panel on the place of guidance in the rural and regional high schools, and a period for special discussion groups. The members of the panel, Mr. R. C. Swim, Mr. Allistair Macdonald, Miss Dorothy Thorne, Mr. George Adams, and Miss Elizabeth Babcock discussed the importance of the guidance program to the subject teacher and the ways in which teachers

could utilize the attitudes concommitant with good guidance.[40]

Supervisors, principals, and Guidance Directors from Halifax and Dartmouth meet early in 1953 at the office of the Halifax City Guidance Department for a workshop on the guidance services that the schools should provide. At the afternoon session, chaired by Mr. G. E. Perry, it was agreed that guidance services should extend to the elementary school; that the class room teacher should assume a major guidance function; that the individual inventory was essential for an adequate guidance program; that counseling services should be readily available to all pupils; and that staff resources should receive more use in the schools. Other matters that came under discussion were drop-outs, failures, the Occupations Course, and the ways in which occupational information could be made available to students.[41]

On March 12, 1954, at the High School in Bridgewater administrators and guidance counselors from Lunenburg, Liverpool, and Bridgewater met with Mr. Perry to discuss the cumulative record card and the occupational information service. Among those in attendance were Mr. Douglas Moses, Mr. Donald Collins, Mr. Boyd Barteaux, Mr. D. C. MacLean, and Inspector Harold Uhlman.[42] On March 20, a similar conference was held at Amherst by counselors and administrators from Springhill, Oxford, and Amherst[43] while two weeks later, on April 9, another conference was held at Sydney, with counselors and administrators from the surrounding towns.[44]

In Antigonish County on September 25, 1954, there was a conference with an innovation: students, not educators were the major participants. This was organized by Inspector M. M. MacDonald so that Grade IX to Grade XII students could voice their views on what they felt were their major needs. They stressed the need for more occupational and training information, more career counseling, with instruction in efficient reading and effective study habits. [45]

Regional meetings, area workshops, study clubs, and in-service training programs continued throughout the 1950's until, at the present time, they are a common phenomenon.

CHAPTER VII

RECENT DEVELOPMENTS

A Survey of Recent Events

In the early 1960's the winds of change were sweeping over Nova Scotia, with an increase in population, rapid industrial advances, and impressive university expansion. The launching of satellites by both the Soviet Union and the United States with the ensuing curricular concern, had led to changes in educational policy and program in this province. There is a growing realization that the complexity of our present rapidly-changing technological society with the expansion of our educational offerings, and the raising of standards for many occupations have brought problems which youth previously have never had to face. All of these factors have increased the need for guidance services within the schools of the Province.

In keeping with these changes the Department of Education, in 1960, installed an 805 I.B.M. Test-scoring Machine which was immediately put to use in scoring ten thousand tests between May 24 and June 24,[1] while in the academic year 1961-62, seventy thousand tests were scored. The Department also increased its staff by the appointment of Mr. Herbert C. Fillmore as Chief of Testing in the Fall of 1963.[2] Other developments, by 1962, included:

the regulation that schools offering the broadened high school program must have a full-time counseller if enrolment is 400 students or more;

recommendations by the Foundation Program Committee that counseling services be included under the foundation program;

initial steps to establish certification requirements for counsellors;

investigation of counselling training resources in Nova Scotia.[3]

Much of the work of the Supervisor of Pupil Personnel Services (formerly known as the Director of Guidance) continued to be in assisting schools to establish programs, promoting guidance among educators and others, and in participation on committees and educational projects. For these purposes:

> Three week-long short courses in guidance services were held at New Glasgow, Mabou, and Margaree. Assistance was given to teacher study clubs, Home and School meetings, and university teacher-training classes.
>
> The Supervisor of Pupil Personnel Services participated in work of the Queens County Survey, the broadened high school pilot program, the Atlantic Provinces Research Council, the Maritime Guidance Association, the handicapped and crippled children's sub-committee of the Junior Red Cross, the scholarship committee of the Teachers' College, the CAC High School Testing Project and the University Students Loan Fund. He attended conventions in New York, Pittsburg, Montreal and Orono, Maine. He visited all larger schools in the counties of Cape Breton, Victoria, Richmond, Inverness, Guysborough, Antigonish, Pictou, Cumberland, and Queens as well as particular schools in Hants, Colchester, Kings, Annapolis and Lunenburg.[4]

The same year the Pupil Personnel Services Section continued to distribute to schools teaching Grade VII and above more occupational and training information than any other agency, with more than eighty

thousand pieces of information in over seventy different occupations.[5]

Testing programs continued to expand with widespread use of intelligence, achievement, aptitude tests, and interest inventories in many schools but personality inventories were not utilized to any extent. There was a greater emphasis in recent years toward the utilization of test results in a comparison with the marks received in the school subjects in order to facilitate diagnostic and remedial teaching, to determine promotion, and to effect curricular changes. A few schools make an item analysis of achievement test scores and a very few use the results to assess teacher effectiveness. The extent of standardized testing has been described as the following:

(1) . . . A rough estimate would indicate that close to one-half or approximately 90,000 pupils in Nova Scotia are administered standardized tests each year.
(2) There is a wide variety of tests being administered to the pupils in Nova Scotia's schools.
(3) The testing programs are "spotty" in some areas, apparently well-planned and consistent in other areas. In some systems, all the pupils are tested throughout a range of grades, and no further testing is done for a period of two or three years. In other systems certain grades or all pupils are tested annually.
(4) In general, teachers administer the tests to the pupils more frequently than any other person on the school staff.
(5) Results are made available to teachers in almost all instances.
(6) Few schools interpret test results to individual pupils and their parents.
(7) In general, much less than full use is made of the information yielded by the test scores.

(8) The general trend in the province is to expand the school's testing program as rapidly as finances will allow.

(9) One school in the province has utilized the scoring and reporting service of a major test publisher. This may well be the introductory step in the direction of using modern technological devices in school testing programs. [6]

The Nova Scotia Federation of Home and School Associations, which had been influential in leading public opinion in favor of guidance in the 1940's, once again assumed a leadership role in this field. It was approved and recommended at the annual meeting in 1962 that guidance and counseling be the "Action Study Project" for the 1962-63 school year. There were two reasons for this; (1) it was felt that the Association had been spreading their efforts over too many projects in the past to accomplish anything of significance in any one of them, and (2) with the importance of the broadened curriculum, streaming, and increased vocational training it has become necessary to have more trained guidance counselors in the schools, therefore, the study of such a program would "give a better understanding of why school principals and classroom teachers will need the services of fully qualified guidance counsellors, to advise and consult with them and with students and parents." [7]

During the following year seven hundred and fifty "Guidance Kits" were prepared and distributed for study. These consisted of collections of articles on guidance designed to acquaint members with attitudes and information on guidance services. The annual convention for 1963 had as its theme "Guidance" and included in its pre-

gram a symposium on "What Guidance Means to the Individual and Society", led by local representatives, and an address by Dr. Arthur Hitchcock, the Executive Director of the American Personnel and Guidance Association.[8] Three resolutions were passed at the end of the annual convention after the local groups had studied the situation.

> (1) . . . be it resolved that the Nova Scotia Federation of Home and School Associations congratulate the Department of Education in its plan to introduce a block program in Guidance at the Summer School commencing this year; and . . . that this Federation recommend that further improved facilities be provided in Nova Scotia for the training of Guidance Counsellors; and . . . that Guidance be made a part of the mandatory foundation program by 1969.
>
> (2) . . . urge the local school boards to send teachers to summer school to receive this instruction and so qualify, and that they appoint them to the school staffs as well.
>
> (3) . . . request the Department of Education of the Province of Nova Scotia to establish appropriate subsidies which would enable qualified teachers to receive guidance training; and . . . to revise their license categories and salary scales to as to provide extra remuneration for qualified counsellors.[9]

The School Administrators Association, the first of the Nova Scotia Teachers' Union's special associations, chose "Guidance - The Key to Progress" as the theme for a major portion of its third annual conference held at Dalhousie University on September 27 and 28, 1963. Four major speakers with their topics were: Dr. T. C. Byrne, Chief Superintendent of Schools for Alberta - "Guid-

ance and the Principal", Mr. Lawrence Dobranski, principal of the Cape Breton Vocational High School - "Guidance in the High School", Miss Marjorie Cook, Director of Mental Health and Attendance Officer for the Halifax Board of School Commissioners - "Guidance in the Elementary School", and Mr. William Hamilton, Supervising Principal of Pugwash District High School - "Our Guidance Program, Today and Tomorrow". Out of this conference emerged the following proposals:

1. that the NSTU endorse the Department (sic) plan to introduce a block program in Vocational Guidance beginning in the summer of 1964.

2. that each principal of a school having 300 or more students be asked to select a staff member who, with the required training, would in his opinion make a good director of guidance.

3. that the Department of Education and the respective School Boards be asked jointly to subsidize the attendance of these persons at the summer school in the guidance block program.

4. that these teachers be given a diploma on completion of their block program entitling them to additional salary commensurate with their total years of training.

5. that in the list of supervisory personnel entitled to additional remuneration, provision be made to include the positions of supervisors of guidance and directors of guidance.[10]

In recent years at almost every conference of educators guidance played some role in the deliberations and proceedings. One of the most recent ones of some importance was the Conference of Supervisory Personnel of the Province of Nova Scotia which con-

vened at Queen Elizabeth High School in Halifax on November 20 - 21, 1964. "The Role of Guidance in Continuing Education" was the topic of a brief address presented by Mr. John Ross, in which he indicated that those concerned with guidance in the school must also be aware of opportunities, or the lack of them, for the student beyond the school.[11]

Aside from those whose official concern is that of education, commercial establishments are beginning to indicate an interest in guidance. Such widely known establishments as the Sun Life Assurance Company of Canada which publishes a series of useful pamphlets entitled "Values of Education" and the Royal Bank of Canada whose monthly letters "About Guiding Young People" and "The Failing Student" of September, 1963, and November, 1964, respectively, are just two examples. These free materials enjoy a wide distribution in the schools of the province.

For the past two years (1963 and 1964) prior to the meeting at Amherst of the Maritime Guidance Association most of the delegates from Nova Scotia convened for a morning session. On October 18, 1963, thirty-one counselors met under the chairmanship of Mr. John Ross to discuss the following: group guidance classes, cumulative record cards, a basic province-wide testing program, relations between counselors in academic and vocational high schools, the counselor and the general course, and the raising of university entrance requirements. This meeting adjourned with the suggestion

that the Nova Scotia counselors meet in Truro in April or May the following year.[12] Late in May, 1964, a meeting was held at the Nova Scotia Teachers College in Truro with Dr. Alan Morrison as the guest speaker and at which two main items of discussion were the broadened program and pupil transfer forms. The third meeting of the Nova Scotia counselors was held on October 16, in Amherst, prior to the 1964 Maritime Guidance Association conference. Mr. Ross introduced the subjects of: a guidance handbook, regional workshops, cumulative record cards, and the general course. Subsequent to this meeting regional meetings had been held in Amherst, Middleton and Truro.[13]

The Broadened Program

The high school program in Nova Scotia was designed originally to prepare students to enter a teachers' college or university. It has been broadened, over the years, to include a change in the numbers and kinds of optional courses available and revisions of the course content to bring it up to date. Since more students are attending high school for a longer period of time and more are incapable of benefiting from the existant college preparatory curriculum, it has been apparent for some time that an increasingly broader curriculum must be made available for these youth. In consultation with committees of teachers and others competent to assist with the curricula, the Curriculum and Research Section developed courses in English, history, mathematics, and science which are more

suitable to those students who do not plan on entering university. With this new course came the regulation, mentioned previously, that each high school offering the broadened program and having an enrollment of more than four hundred students must also have a full-time guidance counselor.

The Director of Elementary and Secondary Education and the Chief Inspector of Schools, together with school board members responsible for four high schools agreed to introduce the courses on an experimental basis in the schools under their jurisdiction in the academic year 1961-1962. These courses were designed for a three year period, starting in Grade X and going through Grades XI and XII. The four schools chosen were Sidney Stephen High School, a district high school in the surburban area of Bedford; Middleton Regional High School, a regional high school in a small town; Pugwash District High School, a high school in a rural area; and Sydney Academy, an urban high school in an industrial center.

As a preparation for the introduction of the courses two meetings were held in June, 1961, and five were held during the following year, four at the Nova Scotia Teachers College, Truro, and one in Halifax at the Halifax County Vocational High School. At each meeting there were general sessions for all who attended and separate sessions for each subject teacher, the counselors, and the administrators.

The guidance counselors from the four pilot schools were

responsible for the specific criteria to be used in selecting students for this course. The following were suggested:

(1) I. Q. range between 80 and 120.
(2) The average achievement required should not be below the fifth month of Grade 7.
(3) School marks: Complete pass from Grade 9; but generally the pool from which selection is made should be students with averages between 50 and 65. Those who have failed more than two grades up to this point are not to be included.
(4) Satisfactory attitude and willingness to work on the part of the student, as judged by his teachers.
(5) The number of Grade 10 repeaters should range between three and six for a class of 35.
(6) If home economics and industrial arts are to be taken as fifth courses, it may be necessary to select equal numbers of boys and girls for the courses.[14]

This, however, was only part of the work of the guidance counselors. After the candidates had been selected it was necessary to inform the pupils and parents of the nature and purpose of the course and to elicit consent of the latter before the pupils were officially enrolled in it. In some cases it was necessary for the counselor to coordinate an in-service training program for the teachers in a school which planned on having this general course the following year. After a class had been established within the school the role of the counselor was:

- to interview each student in the general course in September;
- to interview failures and underachievers after the first examination period;
- to encourage each student to write his or her autobiography;
- to explore the possibility of adding aptitude test battery scores and interest inventory results at some time during the year;

- to involve parents and students in the end-of-year evaluation;
- to look ahead to "after-leaving-school" evaluation of the general courses. [15]

In the 1962-1963 academic year six additional high schools introduced the general course, -Cornwallis District High School at Canning, Liverpool Regional High School, Amherst Regional High School, Riverview Rural High School at Caxheath, Holy Angels High School at Sydney, and Mabou District High School. The same year a provincial examination was written by the pupils in these classes in the four pilot schools who had now completed Grade XI. [16] By the Fall of 1963, six more schools were prepared to offer this course, -St. Andrews Rural High in Antigonish, Central Colchester Rural High School in Onslow, Truro Senior High School, Dartmouth High School and Prince Andrew High School in Dartmouth, and Thompson High School in North Sydney. [17] In the past year more schools applied to the Department of Education for permission to offer this course. However, growth has been slow in adopting this program due to the shortage of guidance counselors.

The adoption of the general course as part of an expanding program of curricular offerings in the secondary schools of Nova Scotia has given guidance its most concrete raison d'etre since its inception over two decades ago. The sudden widespread realization of the need for guidance and the growth of local programs to meet this need would not likely have occurred if this second stream of studies had not been instituted.

The Education of Counselors

Since most of the guidance services in the Province have been carried on by teachers who received their training in local institutions, it is necessary to examine the extent to which guidance is stressed in course offerings at such institutions in order to understand the educational background of teachers in this area. The institution from which the largest number of teachers graduate is the Nova Scotia Teachers College in Truro. Their work in guidance is part of the course in Educational Psychology, which entails a study of:

> . . . some of the processes relative to the teaching-learning situation stressing such factors as: human growth and development physically, mentally, emotionally, socially, etc; our needs, wants, urges, drives and motives; individual differences and adjustment; measurement and evaluation of learning processes; learning theories, guidance and counseling techniques. [18]

Throughout this course the above topics are stressed in a practical way as they relate to the classroom situation, and, although the course is only an introductory one, it does give the student some understanding of the field of guidance.

Acadia University's Education 512 entitled "Principles of Guidance" is taken by all student teachers, and considers such things as ". . . intelligence, application of psychological principles in such school practices as educational and vocational guidance, mental health, educational and intelligence testing". [19]

Dalhousie University's Education 6, "Testing and Guid-

ance" is not a compulsory course but over half of the students in any one year usually enroll in it. The course consists of the theory, statistics, and use of tests of interest, intelligence, personality, and school subjects, as well as some instruction on the principles of counseling and other guidance services.[20]

At Mount Saint Vincent College there are two half courses, one in the principles of guidance and the other in measurements in education. The former is described as an:

> . . . orientation course in which the topics studied include the history, scope, and principles of guidance; vocational guidance; personal adjustment; the role of the teachers and the specialist; group approach to guidance; counselling.[21]

And the latter as:

> A practical course in the measurement of school accomplishment. The selection, administration and interpretation of standardized tests on the elementary and secondary school levels. The evaluation and statistical treatment of the results of group intelligence . . .[22]

Saint Mary's University has, in the past, offered some instruction in guidance within the context of the course in the psychology of education, but this year (1964-65) there is a course on the principles of guidance with emphasis on the role of the classroom teacher in the total guidance program.

Saint Francis Xavier University offers two half courses, one in guidance and the other in tests and measurements. The former is a study of the basic principles and techniques of guidance with special emphasis on the needs and problems of students in the

secondary schools. The latter is a theoretical and practical study of intelligence, aptitude, and achievement with practice in administration and in interpretation of some of the more commonly-used tests.[23]

Mount Allison University in Sackville, New Brunswick, trains many teachers from Nova Scotia and thus must also be considered in any discussion of the education received by Nova Scotian teachers. The "Principles of Guidance" course consists of a "study of principles and methods of personal, educational and vocational guidance related to school guidance programs".[24]

Although these courses in guidance at local universities all form part of the Bachelor of Education program they are designed merely to provide some introduction to the subject. Most of these universities have programs at the Master's level but none have sufficient courses to offer concentration in this field of study. It has been indicated that at least three universities (Mount Saint Vincent, Acadia, and Dalhousie) could provide a graduate program that would be suitable for "certification" in guidance by taking courses in both the Psychology and the Education Departments.[25] However, there seems to be some hesitation to do so, in spite of the urgent need for such a program. Several reasons for this may be: lack of adequate staff, insufficient funds and facilities, and some anxiety that other universities might follow suit with similar programs duplicating effort and thus resulting in a small number of

students in any one program.

The training and certification of counselors for the schools of the province has been a major concern of the Supervisor of Pupil Personnel Services for a number of years. Since the University of New Brunswick at Fredericton now offers courses toward a certificate in guidance which can be completed during the summer sessions, it has been thought that a similar program could be offered in Nova Scotia. The increase in the number of schools wishing to participate in the broadened high school program and the construction of more vocational high schools make it imperative that a program be initiated in this Province.

At a meeting of selected guidance counselors in Halifax in June, 1962, Mr. Ross outlined for discussion a number of points on the selection and training of counselors within the province. Out of the meeting came the following recommendations; that applicants for training and certification should hold a PC I or PC II Certificate, have taught a minimum of three years, and have a recommendation by the principal on the basis of above average teaching ability and the ability to relate to students. [26]

Beginning in July, 1964, a Block Program of four years duration was instituted at the Nova Scotia Summer School. With the prerequisites of Educational Psychology, Tests and Measurements, and Economics, the tentative program was as follows:

Year 1. -Psychology Core -Child, Adolescent, Personality Growth and Development

Counselling Theory and Techniques
Educational and Occupational Information
Principles and Techniques of Guidance

Year 2. -Psychology Core -Group Psychology
Test and Measurements -Advanced
Research - Methods and Design Statistics
Sociology, related to Education

Year 3. -Psychology -Developmental
Study of Motivation
Seminar in Counselling

Year 4. -Psychology -Abnormal
Anthropology
Practicum in Counselling [27]

In the first summer the actual program differed slightly from the tentative model. The program was directed by Dr. F. L. Dunn, principal of Peary High School in Silverspring, Maryland, and coordinated by Mr. John Rees, with the instructional staff of Dr. R. E. Barry, the Director of Pupil Personnel Services for the schools of Santa Barbara, California; Mr. A. J. Zimmerman from the Department of Educational Research of the Ontario College of Education; and the forementioned Dr. Dunn. Dr. Arthur Hitchcock, who has been mentioned previously, was able to be present in order to give several evening lectures. Four courses were offered, each lasting one hour per day. The course "Principles and Philosophies of Guidance" was intended to provide the guidance counselor with understanding of his role in the school and with sound principles upon which to base the guidance services. "Counselling Theory and Techniques" was concerned with the use of records, tests, interviews, work experience, group approaches to counseling, and the utilization of community referral agencies.

"Statistics and Research Design" covered the fundamentals of statistics with evaluation of commonly used tests. "Personality Growth and Development" considered the physical, mental, and social aspects of personality as well as representative theories of personality structure and the place of counseling theory in dealing with a client.[28]

It is hoped that this Block Program will alleviate the scarcity of counselors in the province, foster the growth of guidance services, and improve the quality of present programs. The major drawback of the program would appear to be the fact that no degree will be offered for completion of four summer's work. Pecuniary consideration will be given to those who complete the program provided they are working in the guidance field a prescribed portion of the year.

CHAPTER VIII

EPILOGUE

Edwin G. Boring recently wrote that the seats on the train of progress all face backward so that one can see the past but only guess about the future. Yet a knowledge of the past, although never complete and however inadequately it foretells the future, has a tremendous capacity for adding significance to an understanding of the present.[1]

The nature and extent of socioeconomic development which led to the birth of vocational guidance in the eastern United States around the turn of the century has only recently begun to exert a similar influence in Nova Scotia. The growth of industry, population, and trade coupled with interest in psychological testing, mental health, and broader curricula for the increased student enrollment have led to a general expectation of the schools to provide instruction for all and the type of climate in which this instruction can be successful. However, this country has seen no such encouragement from legislation as that of the United States by the National Defence Education Act of 1958.[2]

The type of "guidance" offered in some of the more advanced schools today had its inception in the "vocational guidance" proffered during the 1920's and 1930's. In Nova Scotia the leading ex-

ponents of guidance were those who were concerned with apprenticeship and vocational education. From the type of program they envisaged to counseling of the sort established at Muzzey Junior High School in Lexington, Massachusetts,[2] one can note the change from an emphasis on choice within the world of work to an emphasis on the individual and his needs.

Although the need was recognised much earlier, Halifax City became one of the first in Canada to establish a guidance program, more than three decades after Frank Parson's work in Boston. The program, however, was an artificial one which was not integrated with the efforts of the schools nor based on the needs of the children. Both the role defined by the director and the function assigned to the department were ones which eventually led to its decline and decay. For this reason some of the older teachers in the city treat the renewed interest in guidance with some measure of reminiscent scepticism.

From the formal reports, initial efforts to establish guidance in Nova Scotia seem to have been met with enthusiasm, and yet upon closer examination such was not reflected by the attitudes and policies of most educators. In many areas guidance programs were begun under an enthusiastic teacher supported by a sympathetic administrator, only to terminate when either the teacher or the administrator moved.[3] Even the most ambitious of these early programs usually consisted of the establishment of cumulative record

cards, some desultory testing, some occupations classes, and some counseling which waxed and waned with the attitudes of the administration and the availability of trained personnel. Often the teacher who was responsible for guidance was permitted insufficient time in which to counsel individual students and rarely was there any secretarial assistance available. Although, in most cases, some of these hindrances still exist, there has been an increase, in recent years, in the time available for counseling individual students. One city, (Dartmouth) at the present time, has the most developed guidance system in the province. In addition to a Director of Guidance, - Miss Babcock, there is a part-time psychologist, a social worker, full-time guidance counselors for each senior high school, and part-time guidance counselors for each junior high school, which presents a strong contrast to some larger towns in which there is no guidance counselor in spite of a substantial number of pupils.

Although there has been a steady expansion of guidance services in the province, the programs in many areas cannot be regarded as satisfactory. In a recent study of the need for a full-time counselor for every three hundred students, Mr. Ross has estimated that for the Grade VII to XII level, about one hundred counselors are required. [4] Some of the reasons there are insufficient guidance programs are: a scarcity of classroom teachers, (until there is adequate instructional staff, school boards are not going to spend money promoting non-instructional programs); the resistance

of some administrators to new concepts in education; the lack of trained counselors; and mobility of staff, causing breaks in the continuity of the program.

In spite of the difficulties of guidance programs in the past, there seems to be every indication that they will meet more encouragement in the future. A recent publication of the American Personnel and Guidance Association entitled The Counselor in a Changing World has indicated the present condition of guidance and the direction in which it seems to be progressing in the United States.[5] Formerly guidance received only an operational definition that had to be carefully illustrated within a frame of reference of services performed. Now there is an attempt to establish a rationale for guidance in terms of existential psychology and the Dasein analyse point of view.[6]

One of the major problems in guidance at the present seems to be one of role definition. There seems to be no consensus of opinion among administrators, counselors, teachers, parents, or students, as to the role of the counselor within the school. As a student views the counselor in the societal setting of the school his perception of him may be the same as his perception of the teacher or of the administrator. In as much as the student perceives the guidance program to be oriented toward his needs, it will succeed and lead toward the development of a more profitable learning situation. Most of the blame for the difficulties in this regard

have been placed on the counselors and the administrators.[7] It may be some time before counselors can define their roles in the many school systems of this province where traditions of teacher and administrator authoritarianism have prevailed for years.

Nevertheless, there seems to be a growing understanding of guidance, a demand for guidance counselors, and an increasing sense of professionalism on the part of the counselors themselves. With this professionalism should come a respect for the counselor, a more carefully defined and widely accepted definition of role, and a growing benefit of self-realization and self-actualization on the part of students with whom these counselors interact.

FOOTNOTES

CHAPTER I

[1]Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (2d ed.; New York: John Wiley & Sons, Inc., 1961), pp. 5-7

[2]E. G. Williamson, "An Historical Perspective of the Vocational Guidance Movement," The Personnel and Guidance Journal, Vol. XLII, No. 9, (May, 1964), pp. 854-859.

[3]James H. Bedford, "History of Vocational Guidance in the United States," Encyclopedia of Vocational Guidance (New York: Philosophical Library, 1948), Vol. I, pp. 469-478.

[4]Dugald S. Arbuckle, Pupil Personnel Services in American Schools (Boston: Allyn and Bacon, 1962), pp. 86-88.

[5]Leona E. Tyler, The Work of the Counselor (2d ed.; New York: Appleton-Century-Crofts, Inc., 1961), pp. 9-12.

[6]James Bryant Conant, Education and Liberty (Cambridge, Massachusetts: Harvard University Press, 1953), p. 131.

[7]James Bryant Conant, The American High School Today (New York: McGraw Hill, 1959), p. 44.

[8]"The National Defence Education Act of 1958, The New Amendments," School Life, Official Journal of the Office of Education, (Washington, D. C.: U. S. Government Printing Office, March-April, 1964), pp. 16, 19-20.

[9]Morgan D. Parmenter, "Vocational Guidance," The School Guidance Worker, Vol. 14, No. 4, (January, 1959), pp. 15-16.

[10]TABLE II, "Year in Which Guidance Services were Introduced into the Schools," Vocational Guidance in Canadian Schools (Report No. 8/1962-63; Research and Information Division, Canadian Education Association), pp. 4-5.

[11]Ibid., TABLE IV, "Guidance Services in the Schools," pp. 6-7.

CHAPTER II

[1]Nova Scotia Technical College Calendar, 1963-4, Halifax, Nova Scotia, pp. 9-10.

[2]Letter from Mr. E. K. Ford, former Director of Vocational Education Division of the Department of Education, now retired; Yarmouth, October 29, 1964.

[3]Bulletin of the Nova Scotia Teachers' Union, Vol. I, No. 2, (Antigonish, June, 1922).

[4]Ibid., Vol. IV, No. 2, (March, 1924).

[5]Journal of Education, Vol. V, No. 3, (Halifax, Nova Scotia: Department of Education, April, 1924), p. 123.

[6]Bulletin of the Nova Scotia Teachers' Union, Vol. VII, No. 6, (October, 1928).

[7]Arthur Thomas Conrad, "Educational Development in Nova Scotia Under Henry Fraser Munro" (unpublished Master's thesis, School of Education, Saint Mary's University, August 29, 1960), p. 23.

[8]Ibid., pp. 36-37; and George MacIntosh, "The Development of Teacher Education in Nova Scotia," (unpublished Master's thesis, School of Education, Saint Mary's University, 1964), p. 35.

[9]Summer School, Announcement of Courses, Session of 1927 (Halifax, Nova Scotia), p. 13.

[10]Ibid., (Session of 1929), p. 11.

[11]Ibid., (Session of 1933), p. 14.

[12]Supra, footnote 2.

[13]Summer School, Announcement of Courses, Session of 1944, (Halifax, Nova Scotia), p. 14.

[14]Ibid.

[15]Mr. Edwin K. Ford was born in Milton, Queen's County, attended school there and at Liverpool, worked for a time with the Royal Bank of Canada, and received teacher training at the Provincial Normal College in Truro in 1918-1919. He taught in a rural school in the west for a year, taught Manual Training in Yarmouth for four years, taught in a boys school in Connecticut, and worked as a cashier in the market district of Boston. He also taught and later became a Counselor in the Junior High School at Long Beach, New Jersey.

After receiving degrees of B.Sc., and Ed.M. from Rutgers University and Ed.M. from Harvard he spent two years doing occupational research in the Massachusetts Department of Education. Returning to Nova Scotia in 1936 he was appointed Inspector of Schools for Colchester County . . . . In 1947 he was appointed Director of the newly created Division of Vocational Education . . . . His Handbook on Vocational Guidance, 1940, led to the development of Guidance in Nova Scotia; and he initiated a series of radio broadcasts in 1941.

-Nova Scotia Guidance Newsletter, Vol. III, No. 3, (Halifax, Nova Scotia, December, 1949), p. 4.

[16]Interview with Mr. G. E. Perry, former Director of Guidance for Nova Scotia, now Civil Service Commissioner for the Province of Nova Scotia, September 25, 1964.

[17]Letter from Mr. E. K. Ford, October 20, 1964.

[18]S. L. Fraser, "Elementary School Survey and Reorganization," (unpublished Master's thesis, Mount Allison University, New Brunswick, August, 1936).

[19]The Home and School Quarterly, Convention Number, Vol. V, No. 3, (August, 1937), pp. 14, 21, 56-58.

[20]Meeting of Post-Convention Provincial Executive, Nova Scotia Federation of Home and School Associations, Nova Scotia Agricultural College, Truro, July 5, 1939, (from files of Association headquarters in Truro).

[21]Minutes of Executive Meeting, Nova Scotia Federation of Home and School Associations, St. Patrick's Girls' High School, Halifax, August 31, 1939, (from files of Association headquarters in Truro).

[22]Appendix B.

[23]The Home and School Quarterly, Vol. VIII, No. 1, (Sept.-Dec., 1939; Vol. VIII, No. 2, (Jan.-June, 1940); Convention Number, Vol. VIII, No. 3, (July, 1940).

[24]Summary of Resolutions Approved by the Annual Conventions of the Nova Scotia Federation of Home and School Associations - July 1936 to July 1960 inclusive, prepared by Mrs. G. E. Travis, Executive Secretary, p. 2, (mimeographed).

[25]The Home and School Quarterly, Convention Number, Vol. XI, No. 3, (July, 1943), p. 85.

[26]E. K. Ford, Vocational Guidance (Toronto: The Ryerson Press, 1940).

[27]Annual Report of the Superintendent of Education for Nova Scotia for the Year Ending July 31st, 1937 (Halifax: King's Printer), pp. 170-203.

[28]Ibid., footnote 2.

[29]The Canadian Government Motion Picture Bureau chose this as their "project of the year," and made a motion picture of it, entitled The Case of Charlie Gordon. The film was obtained from Mr. A. C. Cooke, vice principal of the Halifax County Vocational High School, who was one of the vocational counselors portrayed in the picture.

[30]Supra, footnote 27.

[31]Ibid., (July 31, 1938), p. 185.

[32]Ibid., (July 31, 1939), p. 189.

[33]Journal of Education, Vol. XII, No. 5, (September, 1941), p. 691.

[34]Ibid., Vol. IX, No. 1, (January, 1938), p. 47.

[35]Ibid., Vol. IX, No. 5, (September, 1938), p. 624.

[36]Ibid., Vol. X, No. 2, (March, 1939), p. 178.

[37]Ibid., Vol. XII, No. 3, (April, 1941), p. 270.

[38]Bulletin of the Nova Scotia Teachers' Union, Vol. XIV, No. 4, (Halifax, Nova Scotia, March, 1938).

CHAPTER III

[1]Reginald V. Harris, "The Chairman's Report," Report of Board of School Commissioners for the City of Halifax for the Years 1914-1915 (Halifax, Nova Scotia: Weeks Printing Co., Ltd., 1916), pp. 23-24.

[2]Interview with Dr. Maurice E. Keating, Superintendent of Schools for Halifax City, December 31, 1964. Dr. Keating was present at this particular meeting in 1943.

[3]Frank M. O'Neill, "Chairman's Report," Report of Board of School Commissioners for the City of Halifax for the Year Ending 31st October 1942, p. 11.

[4]M. Y. Haines et al., Guidance in Halifax Public Schools (Halifax, Nova Scotia: Department of Educational Guidance, 1950), p. 3.

[5]Mr. H. E. Nelson replaced Mr. E. K. Ford, who had to go to Ottawa. Mr. Nelson had taken some courses in guidance at Columbia University the year before. -Letter from Mr. H. E. Nelson, Inspector of Schools for Pictou County, New Glasgow, January 29, 1965.

[6]E. Patriquin, "A Retrospect and Prospect of Guidance Services in Nova Scotia," (unpublished term paper for a course at the University of Toronto, 1963), p. 7.

[7]M. Y. Haines, "Report of the Director of Educational Guidance," Report of Board of School Commissioners for the Year Ending 31st October 1943, p. 47-48.

[8]These books were prepared for Grades VIII, IX, and X consisting of thirty to sixty pages, the first few being printed with such material as "Should I Go to College", "Interests and Abilities", "Tests", "Personality", "Self-Analysis", "Aptitude", "Classifying Occupations" and so on, depending upon the grade in which they were to be used. However the bulk of the book contained blank pages on which pupils were to place pictures and occupational information that they had collected. These were utilized by the classroom teachers as workbooks in teaching vocational, educational, and personal guidance.

[9]"Report of the Department of Educational Guidance Halifax Public Schools," M. Y. Haines to Dr. F. G. Morehouse, Superviser of Schools, at the latters request, September 20, 1944, (Mimeographed).

[10]Ibid., p. 1.

[11]M. Y. Haines, "Report of the Director of Educational Guidance," Report of Board of School Commissioners for the City of Halifax for the Year Ending 31st October 1944, p. 43.

[12]The minutes of the meeting on May 19, 1959, of the Halifax Board of School Commissioners records a report on the proposed establishment of the Major Work Classes. These were initiated in the Fall of 1959.

[13]Appendix C is the outline of a well integrated program of group guidance that was used several years later. Its scope encompasses the interest tests, "Career Books", radio broadcasts, occupational information, and the Consultation Service.

[14]Haines, op. cit., (October 31, 1945), p. 38.

[15]Haines, op. cit., (October 31, 1946), p. 41.

[16]Supra, footnote 14.

[17]Supra, footnote 15.

[18]Haines, op. cit., (December 31, 1947), p. 59.

[19]Ibid., (December 31, 1948), p. 55.

[20]In 1952, Lucile Kinley, "was sent around to the homes where children could not attend school because of protracted illnesses". -"Report of the Supervisor, R. E. Marshall, M. A. for the school year 1952-1953", Report of Board of School Commissioners (Halifax, Nova Scotia, December 31, 1953), p. 12.

[21]Appendix D.

[22]Haines, op. cit., (December 31, 1951), p. 62.

[23]Nova Scotia Guidance Newsletter, Vol. V, No. 3, (Halifax,

Nova Scotia: Department of Education, December, 1951), p. 2.

[24]R. E. Marshall, Supervisor of Schools, "Report on Educational Guidance," made to G. D. Anderson, Chairman, Board of School Commissioners, (Halifax, Nova Scotia, March 26, 1952), p. 3, (Mimeographed).

[25]Mary C. Wall and Sarah MacDonald, "Report of the Educational Guidance Department," Report of Board of School Commissioners, (Halifax, Nova Scotia, December 31, 1953), pp. 43-45.

[26]A. Elizabeth Daine, "History of Auxiliary Classes in Halifax City," (n.d., but probably written in 1963 or 1964), (Mimeographed).

[27]"Report of the Mental Health Department," Report of Board of School Commissioners (Halifax, Nova Scotia, December 31, 1952), pp. 43-45.

[28]Interview with Mr. Lawrence Smith, Director of Guidance for Halifax City, November 19, 1964.

[29]Interview with Mr. Leslie Bayne, Assistant Director of Guidance for Halifax City, February 5, 1965.

CHAPTER IV

[1]J. Beed, "Vocational Guidance in Our Schools," The Bulletin of the Nova Scotia Teachers' Union, Vol. XVII, No. 4, (June, 1942), pp. 8-9.

[2]Annual Report of the Superintendent of Education for Nova Scotia 1942-43, p. xxxii.

[3]Stewart Murray, "Report of Director of Guidance," Annual Report of the Superintendent of Education for Nova Scotia for the Year Ended July 31, 1944 (Halifax, N. S.; King's Printer), p. 130.

[4]Ibid., p. 132.

[5]Murray, op. cit., (July 31, 1945), p. 137.

[6]Ibid., p. 138.

[7]Murray, op. cit., (July 31, 1946), p. 120.

[8]Vide, Chapter III.

[9]Vocational Guidance Newsletter, Vol. I, No. 2, (Halifax, Nova Scotia: Department of Education, February, 1948), p. 9.

[10] Ibid., Vol. I, No. 3, (March, 1948), p. 11.

[11] Ibid.

[12] Ibid., Vol. I, No. 4, (April, 1948), p. 9.

[13] Ibid., Vol. I, No. 5, (May, 1948), p. 8.

[14] Ibid.

[15] Ibid., p. 9.

[16] (D. C. MacLean), "Report on the Guidance Program in the Schools of Liverpool, N. S.," (1949), (Carbon copy from files of Mr. MacLean, vice principal of Liverpool Regional High School.).

[17] Supra, footnote 7, pp. 121-122.

[18] "Report of Director of Guidance," Annual Report of the Superintendent of Education of the Province of Nova Scotia for the years cited.

[19] Ibid.

[20] Supra, footnote 7.

[21] H. M. MacDonald, "Guidance in Rural Schools - The Antigonish Plan," Journal of Education, Vol. XXI, No. 1, (March, 1950), pp. 24-27.

[22] Murray, op. cit., (July 31, 1947), p. 105.

[23] Vocational Guidance Newsletter, Vol. I, No. 1, (January, 1948), p. 1.

[24] Letter from Mr. Donald MacAdam, Director of Guidance for Sydney, December 2, 1964.

[25] Murray, op. cit, 1948.

[26] Ibid., 1949.

[27] Nova Scotia Guidance Newsletter, Vol. III, No. 1, (Halifax, Nova Scotia: Department of Education, October, 1949), p. 3.

[28] Ibid., Vol. III, No. 2, (November, 1949), p. 3.

[29] Ibid., Vol. IV, No. 1, (October, 1950), p. 3.

[30] Supra, Footnote 28.

[31] Letter from Mr. Robert Campbell, vice principal of Lunenburg Academy, December 5, 1964.

[32] Nova Scotia Guidance Newsletter, Vol. III, No. 1, (October, 1949), p. 4.

[33]Ibid., Vol. III, No. 4, (January, 1950), p. 4.

[34]Murray, op. cit., 1949.

[35]Guidance in Nova Scotia Schools (Halifax, Nova Scotia: Guidance Division, Department of Education, April, 1949), pp. 2-4.

[36]Ibid., pp. 1-2.

[37]G. E. Perry, "Report of the Director of Guidance," Annual Report of the Department of Education for the Year Ended July 31st, 1950. p. 141.

[38]Nova Scotia Guidance Newsletter, Vol. I, No. 5, (May, 1948), p. 9.

[39]Ibid., Vol. III, No. 4, (May, 1950), p. 8.

[40]Ibid., Vol. III, No. 7, (April, 1950), p. 2.

[41]Ibid., Vol. III, No. 3, (December, 1950), p. 3.

CHAPTER V

[1]"National Vocational Guidance Association," The Bulletin of the Nova Scotia Teachers' Union, Vol. XXII, No. 3, (January - February, 1946), p. 86.

[2]Stewart Murray, "Annual Report of Director of Guidance," Report of the Superintendent of Education for the Province of Nova Scotia for the Year Ending July 31st, 1947, p. 106.

[3]"The Maritime Guidance Association, Thirteenth Annual Convention," (leaflet advertising the 1959 Convention) p. 2.

[4]Bulletin of the Nova Scotia Teachers' Union, Vol. XXIV, No. 2, (November, 1947), p. 39.

[5]The Bulletin of the Maritime Branch of the National Vocational Guidance Association, Vol. I, No. 1, (October 1, 1947), p. 12.

[6]Ibid., (Editorial).

[7]Vocational Guidance Newsletter, Vol. II, No. 1, (October, 1948), p. 11.

[8]M.V.G.A. Bulletin, (April, 1950, Mimeographed), pp. 2-4.

[9]Ibid., (October, 1950), p. iv.

[10]Nova Scotia Guidance Newsletter, Vol. V, No. 1, (October, 1951), p. 3.

[11]Ibid., Vol. VI, No. 1. (October, 1952), p. 2.

[12]Ibid., Vol VII, No. 1, (October, 1953), p. 3-4; Bulletin, Maritime Vocational Guidance Association (September, 1953).

[13]Nova Scotia Guidance Newsletter, Vol. VIII, No. 1, (October, 1954), p. 2.

[14]Ibid., Vol. IX, No. 3, (December, 1955), p. 3.

[15]Ibid., Vol. X, No. 9, (May, 1957), pp. 2-4, 6.

[16]Lewis G. Willard, "Maritime Guidance Association, "The Bulletin (NSTU), Vol. XXVI, No. 3, (February, 1960), p. 40.

[17]Nova Scotia Guidance Newsletter, Vol. XI, No. 8, (May, 1958), p. 3; and "Highlights of the 1958 Convention," (part of a campaign pamphlet asking for funds to help support the Maritime Guidance Association).

[18]"Highlights of the 1959 Convention", from a pamphlet on the tentative program of the Fourteenth Annual Conference for 1960.

[19]"Highlights of 1960 Convention", from a leaflet entitled 15th Annual Conference, The Maritime Guidance Association, (advertising the 1961 conference).

[20]Nova Scotia Guidance Newsletter, Vol. XIV, No. 2, (October, 1961), p. 4.

[21]"Highlights of the 1962 Conference", from the announcement for the 17 M. G. A. Conference in 1963.

[22]"Highlights of the 1963 Conference", Counselling-the Heart of Guidance (Leaflet advertising the 18th Annual Conference of the Maritime Guidance Association).

[23]Gordon Poole, "Guidance Counsellors should work closely with Management and Industry," The Nova Scotia Teacher, Official Journal, of the Nova Scotia Teachers' Union, Vol. XLI, No. 3, (February, 1965), p. 26-27.

CHAPTER VI

[1]G. E. Perry, "Report of the Director of Guidance", Annual Report of the Department of Education, for the Year Ended July 31, 1954, p. 89.

[2]Ibid, 1957, p. 104.

[3]Ibid, 1953, p. 124.

[4]Perry, op. cit., 1954.

[5]Ibid, 1959, p. 52.

[6]Ibid, p. 53.

[7]Ibid, 1960, p. 19.

[8]Ibid, 1951, p. 73.

[9]Letter from Mr. John R. Robbins, Yarmouth, December 4, 1964.

[10]Nova Scotia Guidance Newsletter, Vol. IV, No. 5, (February, 1951), p. 3.

[11]Ibid, Vol. IV, No. 8, (May, 1951), p. 4.

[12]Ibid, Vol. V, No. 2, (November, 1951), p. 3.

[13]Ibid, Vol. V, No. 6, (March, 1952), p. 3.

[14]Ibid, Vol. V, No. 7, (April, 1952), p. 3.

[15]Ibid, Vol. VI, No. 1, (October, 1952), p. 3.

[16]Ibid, Vol. III, No. 8, (May, 1950), p. 2.

[17]Ibid, Vol. V, No. 2, (November, 1951), p. 4.

[18]Ibid, Vol, III, No. 5, (February, 1950), p. 4.

[19]Vide, footnote #8.

[20]Perry, op. cit., 1952, p. 102.

[21]Ibid, 1954, p. 90.

[22]Nova Scotia Guidance Newsletter, Vol. IV, No. 7, (April, 1951), p. 4.

[23]Ibid, Vol. XI, No. 5, (February, 1958), p. 4.

[24]Ibid, Vol. XI, No. 1, (October, 1957), p. 3.

[25]"Nova Scotia Standards Project Committee Report", Grade III Achievement Testing 1955, (from Department of Education files)

[26]Ibid, p. 1

[27]Ibid, p. 2.

[28]Ibid, Grade VI, 1956.

[29]Ibid, Grade VIII, 1957.

[30]Ibid, Grade XI, 1958.

[31]Ibid, Grade III, 1959.

[32]See Appendix B.

[33]Nova Scotia Guidance Newsletter, Vol. VI, No. 6, April, 1953, p. 3.

[34]Ibid, Vol. VII, No. 3, (December, 1953), p. 4.

[35]Ibid, Vol. VII, No. 6, (March, 1954), p. 3-4.

[36]Ibid, Vol. VIII, No. 6, (March, 1955), p. 2.

[37]Ibid, Vol. VII, No. 7, (April, 1954), p. 2 & 3.

[38]Perry, op. cit., 1958, p. 26.

[39]Ibid, 1959, p. 53.

[40]Nova Scotia Guidance Newsletter, Vol. VI, No. 4, (February, 1953), p. 3.

[41]Ibid, Vol. VI, No. 5, (March, 1953), p. 3.

[42]Ibid, Vol. VII, No. 6, (March, 1954), p. 2.

[43]Ibid, p. 4.

[44]Ibid, Vol. VII, No. 7, (April, 1954), p. 2.

[45]Ibid, Vol. VIII, No. 1, (October, 1954), p. 3.

CHAPTER VII

[1]Annual Report of the Department of Education for the Year Ended July 31, 1960. p. 14.

[2]Nova Scotia Guidance Newsletter, Vol.XVII, No. 3, (December, 1963), p. 4.

[3]Annual Report, op. cit. 1962, p. 21.

[4]Ibid, 1962.

[5]Ibid.

[6]John A. Ross, "Educational Testing in Nova Scotia", Education Office Gazette, Vol. XIII, No. 1, (Halifax, Nova Scotia, October, 1963), p. 12.

[7]Nova Scotia Federation of Home and School Associations, Minutes of 26th Annual Convention, Nova Scotia Agricultural College, Truro, Nova Scotia, July 10-12th, 1962, p. 28.

[8]Idem, Minutes of 27th Annual Convention, St. Francis Xavier University, Antigonish, July 3-5, 1963, p. 1 & 8.

[9]Idem, Minutes of 28th Annual Convention, University of King's College, Halifax, Nova Scotia, July 2-4, 1964, p. 23, 24, 25.

[10]Third Annual Conference, School Administrators Association of the Nova Scotia Teachers Union, at Dalhousie University, Halifax, Nova Scotia, September 27, 28, 1963, p. 25.

[11]"The Supervisor's Role in Developing an Adequate Total School Program", Conference of Supervisory Personnel, Province of Nova Scotia, p. 59-60.

[12]Nova Scotia Guidance Newsletter, Vol. XVII, No. 3, (December, 1963), p. 1 & 3.

[13]Ibid, Vol. XVIII, No. 2, (November-December, 1964), p. 4.

[14]"Last Year's Trial Use of New General Course in Grade 10", Journal of Education, Department of Education, Nova Scotia, Vol. XII, No. 1, (January, 1963), p. 4.

[15]Ibid, p. 5.

[16]Annual Report, op. cit., 1962, p. IX.

[17]Report on the Experimental Grades X, XI, and XII General Courses on Trial in Four Schools, 1963-64, Education Office Bulletin No. 10, 1964-65, Halifax, Nova Scotia, p. 1.

[18]Nova Scotia Teachers College Calendar, Truro, Nova Scotia, 1964-1965, p. 30.

[19]Acadia University, Annual Calendar, Wolfville, Nova Scotia, 1963-1964, p. 146.

[20]Dalhousie University, General Calendar, 1964-65, Halifax, Nova Scotia, p. 90.

[21]Mount Saint Vincent College, Announcements, Halifax, Nova Scotia, 1964-65, p. 49.

[22]Ibid.

[23]Saint Francis Xavier University, General Calendar, 1964-65, Antigonish, Nova Scotia, p. 86.

[24]Mount Allison University Calendar, 1964-1965, Sackville, New Brunswick, p. 121.

[25]A. George MacIntosh, "The Development of Teacher Education in Nova Scotia" (unpublished Master's thesis, School of Education, Saint Mary's University, 1964), p. 47-48.

[26]"Minutes of Meeting of Selected Guidance Counsellors",

Board Room - Provincial Building - Halifax, June 2-3, 1962. (Mimeographed) p. 1 & 2. (from files of Department of Education).

[27]"Training of Counsellors - Nova Scotia Summer School" (mimeographed) p. 3. (from files of Department of Education).

[28]Nova Scotia Summer School, 1964, Education Office Bulletin No. 2, 1963-64, Halifax, Nova Scotia, p. 47.

CHAPTER VIII

[1]Edwin G. Boring, "Eponym as Placebo", History, Psychology, and Science: Selected Papers, (New York: John Wiley & Sons, Inc., 1963, p. 5.

[2]Since the National Employment Service has been working with the schools and since the products of the schools must eventually seek higher education or employment, it may be to Canada's advantage to consider a similar form of federal aid to education.

[3]Angelo V. Bay and Gerald J. Pine, Client-Centered Counseling in the Secondary School, Boston: Houghton Mifflin Company, 1963.

[4]There has always been considerable mobility within the teaching profession in this province. Due to the small salaries teachers have often moved into administration, into other forms of employment, or to other provinces.

[5]"Why Guidance Counsellors Are Needed", from the Guidance Project Kit, prepared for the Nova Scotia Federation of Home and School Associations' Action Study Project in 1962-63.

[6]G. Gilbert Wrenn, The Counselor in a Changing World, Washington, D. C.: American Personnel and Guidance Association, 1962.

[7]Carlton E. Beck, Philosophical Foundations of Guidance, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Glen R. Day, "Education Counselors", The Clearing House, Vol. XXXIX, No. 2, October, 1964, pp. 76-79.

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Appendix A

EXTRACTS FROM THE CHAIRMAN'S REPORT 1914-1915

VICTORIA ART SCHOOL - VOCATIONAL GUIDANCE

To produce social efficiency is the fundamental object of the public school. The principal of conservation of energy, requires that every person should be engaged in that industry most suitable to his physical and mental aptitudes. The public school should, therefore, devote some attention to such vocational guidance as would enable the pupils on leaving school to make an intelligent selection for life's career and avoid blind-alley occupations and subsequent drifting.

Within the last ten years there has been in many countries very great progress in correlating the school and the home with the various professions and industries. In England employment committees, composed of intelligent teachers and skilled artisans, gave published handbooks for boys and girls; Trades for Boys and Girls and how to enter them . . . By the Choice of Employment Act, educational authorities are empowered to make arrangements for giving boys and girls under seventeen years of age assistance with regard to the choice of suitable employment.

The Vocational Guidance Committee of Boston centers its aim in promoting among the children, parents and teachers an appreciation of the value of the life career motive. "Vocational lectures are given to the graduating classes of the elementary schools; vocational counsellors are appointed in practically all the schools, high and elementary of the city; care is taken in placing pupils in remunerative employment, in advising and following them up. The value of an adequate preparatory training is emphasized".

As a beginning for work of this kind in the Halifax schools, I would suggest that a course of lectures in the principal occupations of the city be given by specialists, to teachers and high school students....For example, one or two lectures on bookkeeping by Hon. G. E. Faulkner and Mr. E. Kaulbach; on law by Mr. H. Mellish; on hygiene and the practice of medicine by the medical inspectors and Drs. Hattie, Macaulay and Stewart; on a commercial career by Mr. F. B. McCurdy and Mr. D. Macgillivray; on civil engineering by Principal Sexton; on the teaching profession by Principal Butler and Dr. Brunt, etc.

Such a course would do much to lead teachers to emphasize the most important part of a liberal education, that which consists in

dealing with those things that are most nearly related to the practical affairs of daily life.

The state now enacts laws to prevent illiteracy. Judging by modern educational tendencies we are safe in predicting that the time is not far distant when optional forms of vocational education will be considered an essential part of a liberal education.

(Sgd:) Reginald V. Harris

"The Chairman's Report" (Reginald V. Harris), Report of the Board of School Commissioners for the City of Halifax for the Years 1914-1915 (Halifax, Nova Scotia: Weeks Printing Co., Ltd., 1916) pp. 23-24.

APPENDIX B

REPORT ON VOCATIONAL GUIDANCE COMMITTEES

The Nova Scotia Federation of Home and School Associations at the 1939 provincial convention considered the general problem of vocational guidance for young people and decided to form a standing committee to direct the work. The present convener was appointed and a plan was decided upon. In general it seemed that parents, teachers and others interested would have to be informed upon the elementary ideas back of any vocational guidance program and the study club technique was adopted.

The plan adopted included:

(a) Preparation of outlines for study.
(b) Secure appointment of conveners of local study clubs.
(c) Organize study clubs.
(d) Maintain contact by letter or in person.
(e) Urge and to some extent guide the development of local guidance projects.

The statistical report up to the present is as follows:

No. of Associations contacted (approx.)..... 249
No. of Conveners appointed 35
No. of Active Vocational Guidance Committees 13
No. of Committees dropped out 22
The report of the material prepared to date is:
Outlines prepared 16
No. of copies of each outline 250
Total No. of Outlines prepared for distribution..4,000

In organizing such committees the first step was taken in sending out a circular letter to approximately 249 associations with the request that a local convener be appointed with a committee or study group of about six members.

Thirty-five associations appointed conveners and started clubs for the study of Vocational Guidance. Now there are 13 active groups, 2 having come in after formation. Due to lack of interest and inability to undertake this addition to their program, 22 remaining clubs have dropped out. However, 4 groups are worthy of special mention - two of them being in Halifax, one at St. Patrick's Girls' High School directed by Mr. J. J. Gillis, and the other at the Oxford Street School under the Direction of Father Durney. Mr. Lewis' group in Truro is progressing satisfactorily and it was suggested by one of the group that at least two study groups be formed

under the leadership of members of the present group, for study and work.

To be successfully carried out, the Vocational Guidance study groups should have a general supervisor to meet with the various groups and help organization. This would stimulate interest in the groups and keep them active. Lack of co-operation in answering correspondence certainly increases the difficulty of maintaining close contact and in future I emphasize that some arrangement be made whereby personal contact with the committees can be carried on.

Recent visits have been made to Central Onslow, Sluice Point, Tremont (Kingston, R. R. 5), Halifax (Oxford St. School when first started) and to Lower Springfield (St. Andrews R. R. 2 where no meeting resulted). The Halifax group has done well and from telephone contacts it is understood that a project is underway. A "Career Week" was held at the Oxford St. School during the week of May 27th. The program was for pupils of Grades VIII and IX and the group was composed of about 200 children. This program was a follow-up of the Vocational Guidance Chart previously given the students. Judging from the interest shown by the pupils the Week was a success in that it caused them to think about their various vocations. St. Patrick's Girls' High School also has a project on hand, centering around the library unit and the group is very active. Sluice Point intends to continue the study of Vocational Guidance next year and they plan to have a woodwork school for the boys and a sewing school for the girls.

In places where groups have studied there is keen interest and every indication that they want to carry on for another year. There is no definite information at present for new clubs next year, but Tremont is one that will organize early in September. Some feel that this is a very important phase of study affecting post-war conditions and want to keep up the study if possible. At Kentville, Vocational Guidance has been carried on in the school in Grades IX and X and committees of students visited such places as the Hospital, banks, garages, hotels, etc., and then reported back to their classes on opportunities in these various places, education required, chances for advancement and working conditions. However, many of the smaller communities are disorganized and although the parents are willing to co-operate they have not the proper initiative and so the work must go slowly.

The study material nearly all think is excellent, while there are some who say that the language should be simplified. In order to meet the demands of the committees and one or two individuals, 250 copies of each pamphlet were made, and 16 outlines complete the Vocational Guidance series. These were distributed from Halifax and

when the series was completed the remainder was sent to the Central Office at Truro for distribution. There they have been bound in a very attractive magazine form. Tentative arrangements have been made by a publisher to include this Vocational Guidance series on the list of fall publications if the outlines can be shortened and simplified. This will sell for approximately 10¢ per copy.

Some other suggestions for next year are:

(1) Appoint other members of the committee who are well informed on Vocational Guidance to aid and advise the groups. It should be someone who can, in specified areas, visit the groups.
(2) Carry through same procedure as last year, i.e. ask all associations to appoint conveners and get clubs organized and working.
(3) Work more definitely toward the organization of some form of a guidance project in every locality where there is a study group.
(4) Where a study club has been operative this year try to have other individuals form a club in the same locality to carry on the work. This does not mean the entire group should be changed and it may be advisable to have the same leader if possible. This should yield two results:
    (a) Provide continuity in the program as it affects the young people and
    (b) Maintain an ever widening group of adults who are informed about the general problem and who would, when occasion arose, support a more efficient guidance program than is at present possible.

Respectfully submitted,

R. K. Ford
Convener, Vocational Guidance Committees

N. S. Technical College,
Halifax, N. S.

"Report on Vocational Guidance Committees" (R. K. Ford) The Home and School Quarterly, Vol. 8, No. 3, Convention Number, July, 1940, pp. 29 - 31.

APPENDIX C

HALIFAX PUBLIC SCHOOLS

DEPARTMENT OF EDUCATIONAL GUIDANCE

GUIDANCE COURSE FOR GRADE X 1949-1950

PURPOSE OF THE COURSE:

To help pupils in the choice of an occupation.

1. By studying the requirements of, and the various branches of that chosen occupation.
2. By doing the Kuder Test and giving thoughtful consideration to the results of it.
3. By helping the pupils in self-analysis.
4. By writing the details regarding the occupation and the self-analysis in a Career Book.

SOURCES OF INFORMATION:

1. Your school Guidance Library.
2. The Central Library (Room 2, 83 Sackville St.) This library has material for both pupils and teachers.
3. The weekly radio broadcasts which deal with local conditions and opportunities. (Three volumes of previous talks are in each school.)
4. The Consultation Service (February and March). This service brings the pupils in contact with some expert in a specific field of work. Such contact is of inestimable value to the consultee.

SUGGESTED LESSONS:

There are approximately 35 lessons in the work for the year. These lessons may be based on the following plan.

1. An inspirational short talk by the teacher and then class discussion on the importance of interest in ones work. Reasons for having Interest Tests. Introduce the Kuder Test.
2. Have pupils do the Kuder Test and explain how to construct the Profile.
3. Discuss Page 4 of Career Book "Should I go to College".

4 & 5. Define and discuss Interests, Abilities, Intelligence, Aptitudes, - Explain and expand note on: "Extra Class-

room Activities" (Career Book).

6 & 7. Explain carefully "Personality is not merely grooming". Read Chapter II, Page 14, of "Your Personality and Your Job", by Paul W. Chapman, S.R.A. Occupational Monograph #31. See that a definition is written in the Career Book. Three such definitions are given on Page 19 of the above pamphlet.

8. Have either the self rating chart in Career Book or the one on Page 22 of the above monograph filled in.

9 & 10. Compare these two self rating scales with any other or with the "Self-Analysis" test in Career Book from "Your Future".

11 & 12. Point out the importance of personality in seeking a job. Read and discuss broadcast on "What Employers Want in their Employees" by Mr. H. Y. Haines.

13. Discuss the topic "Does the World Owe You a Living?" (Career Book). Follow up by having pupils make a list of their individual saleable abilities. Discuss and emphasize the importance of Hobbies, (read the broadcast on this subject by Mr. H. Y. Haines).

14 & 15. Read and discuss the broadcast given by Miss E. B. Thomas on "How to Study". Follow with test on Study Habits in Career Book".

16. The Parents' Page in Career Book needs a modicum of understanding. Digest it and then explain it carefully to the class, leaving it optional whether parent or pupil fitt it in. Be sure, please, that it is completed.

17. Explain the meaning of Trends. Use a page in the Career Book to give examples. Have each pupil discover the trend of his chosen occupation and record it in the Career Book.

18. Each class should be given a special library period when they will be shown where to find the Guidance Material, how to use it, etc.

19 & 20. Allow one or two periods for pupils to find and study a monograph or other material on the chosen occupation.

21 - 26. Allow four or five lesson periods in which pupils may write up in the Career Book the occupation selected.

27 - 31. Choose and discuss some of the topics outlined on Page 48 of the Guidance Handbook for Teachers, or from the Blue pages of the Broadcast Volumes I, II, and III.

NOTE I. After the Kuder Test is completed a Counseller from the Guidance Department during the personal interview with each student, will interpret his or her test.

II. Unless the Study Habits Test is followed by a personal talk between the teacher and each individual pupil a large part of its value is lost. After say a couple of months, the teacher should again give the test being sure to note any improvements made. (This second time the teacher reads the questions and the pupils answer "Yes" or "No" on a slip of paper. Then check against the first test results.) The importance of developing good study habits should be constantly stressed.

APPENDIX D

Guidance in Halifax Public Schools, Department of Educational Guidance, 83 Sackville Street, Halifax, Nova Scotia, 1950. pp. 8-10.

OUR PROGRAM

Our Guidance Programme is arranged to assist students in the following ways:-

(a) THE LIBRARY - We are told that in Halifax we are fortunate in having one of the finest Guidance Libraries in Canada. Here the student can find detailed information on the career of his choice; the academic qualifications, training, job opportunities, remuneration, and so on, in fact everything he needs to know. The students are encouraged to use the library and the fact that thousands of pupils, by classes and individually, have availed themselves of the library service, is ample proof that an extensive Guidance Library is a necessary prerequisite to any Guidance Programme.

(b) THE CONSULTATION SERVICE - Through this phase of our Guidance Programme pupils of Grades IX to XII are able to meet and talk with men and women already established in the various occupations. Here the pupil gets first hand information about his chosen career, and in many cases sees the actual working conditions. This service has become very popular with the students and this year, 1948-49, over 1,500 have made use of it.

(c) THE WEEKLY RADIO BROADCASTS - Through the co-operation of Radio Station CJCH the pupils hear fifteen-minute talks, by selected speakers, all engaged in some particular trade, profession or business in Halifax, are able to give the pupils information on local conditions and opportunities. To date there have been 83 radio broadcasts, all on different occupations.

BY TESTING

Considered by many to be the most important phase of a Guidance Programme, is the testing. Although tests are important they could never accomplish all that Guidance attempts to do, indeed, they are but a link in a long chain. In Halifax we give tests for:-

(a) Academic Ability of I. Q. These show the mental ability and maturity of the pupil, in short his RATE of learning.

(b) Interest, which shows the occupational fields in which the pupil is interested; Mechanical, Scientific, Persuasive, Social Service, Artistic, Clerical, and so on. It has been proven that the different occupations require an interest in certain specific fields.

(c) Personality, which as its name implies, shows to a large extent, the type of personality of the pupil.

BY COUNSELLING

The Counselling service provides each pupil in Grade X with an opportunity to discuss, privately and confidentially with a competent counseller, his or her plans for the future. It is at this point that the counseller makes the greatest use of the previously mentioned tests. The academic qualifications, type of personality, and interest levels needed for a particular occupation are checked against those possessed by the pupil. In no case is a pupil told to enter or not to enter his chosen field, the counseller advises, but the final decision must always be left with the pupil.

BY PLACEMENT

The Placement Service, new to Guidance in Halifax, has in the short time it has been operating, placed many pupils in permanent positions. It is, primarily, to help students of Grades XI and XII, not intending to go on to university, to obtain positions. The Placement Officer makes contacts with the Personnel Managers in the different industries and businesses and finds what type of employee they require, then the students, looking for jobs are screened, and the one possessing most of the desired qualifications, is sent out for an interview. The value of this system of placement is evident from the satisfactory results both for students and employers, and the Guidance Department has received high praise for the work done in this type of service.

CLASSROOM WORK

Under the supervision of the Guidance Department, classroom Guidance is carried on mostly by the class teachers of Grades VIII to X inclusive. In Grade VIII the work is a general survey covering each occupational field. Each pupil is given the opportunity to prepare a "Career Book". In this book, information collected by the student, on the various occupational groups is recorded. The students of Grades IX and X also prepare a "Career Book" but in these grades the information recorded concerns only one specific occupation, the choice of the writer.

APPENDIX E

THE MARITIME GUIDANCE ASSOCIATION

(Revised Constitution)

May, 1959

ARTICLE I

Name

The official name of this organization shall be The Maritime Guidance Association.

ARTICLE II

Objectives

a. To provide opportunity for all those persons engaged in or interested in guidance to meet for exchange of information, view points, etc.

b. To encourage the establishment of guidance services in the Atlantic area and to assist such programmes in any way possible.

c. To integrate all guidance activities.

d. To serve as a central clearing agency for all information pertinent to present or contemplated programmes of guidance in the area.

e. To encourage legislative and public support of Guidance.

f. To gather and disseminate information regarding problems of guidance.

g. To stimulate, initiate and, when desirable, to carry on research in guidance and occupational adjustment.

h. To formulate standards and principles for guidance.

ARTICLE III

Members, Qualifications, Admissions, Dues

SECTION 1. Any person engaged in or interested in guidance in the Maritimes is eligible to membership in the Association. Any person may become a member of the Association whose name has been approved by the Committee on Membership and upon payment of the annual dues to the Treasurer.

SECTION 2. Members of the Association shall pay annual dues of $3.00.

SECTION 3. Associate membership shall be granted to individuals or groups who have manifested interest in the objectives and programs of the Maritime Guidance Association.

ARTICLE IV

Officers and Directors

SECTION 1. The officers and Board of Directors shall consist of representatives from groups concerned with guidance services.

SECTION 2. The officers of the Branch shall be as follows:-

Honourary Presidents
Past President
President
First Vice-President
Second Vice-President
Third Vice-President
Secretary-Treasurer
Directors (Six)

SECTION 3. The officers and directors shall perform such duties as pertain to their respective offices.

SECTION 4. The office of the Secretary-Treasurer may be divided at the discretion of the executive.

ARTICLE V

Committees

There shall be standing committees as follows:-

1. An Executive Committee composed of the Officers and Directors.
2. A Committee on Membership.
3. A Committee on Programme and Publicity.
4. A Committee on Curriculum, and such other committees as shall be appointed from time to time to deal with special problems.

ARTICLE VI

Election

SECTION 1. The election of officers and directors of the Association shall occur at the annual meeting. The new officers and directors shall assume office after the meeting. They shall hold office for one year or until their successors are chosen. In case of a vacancy the Executive Committee shall have power to appoint an officer to act until the next election shall be held.

SECTION 2. One-half of the Directors shall be elected each year for a period of two years.

ARTICLE VII

Meetings

SECTION 1. The Association shall meet once annually. Notices of this meeting must be sent to members at least thirty days before the meeting.

SECTION 2. Special meetings may be called at any time at the discretion of the Executive Committee.

SECTION 3. The Executive Committee must have at least one meeting during the year.

SECTION 4. If the President or Officers fail to call a meeting at the regularly appointed time, such a meeting may be called by five members of the Association to discuss the need for reorganizing, and a new election.

SECTION 5. QUORUM. Twenty per cent of the paid members of the Association shall constitute a quorum authorized to

transact any business duly presented at a meeting of the Association. Five members of the executive shall constitute a quorum for the transaction of business.

ARTICLE VIII

Nominations and Elections

The Nominating Committee shall present one or more slates for officers and Directors at the annual meeting. Any member of the Branch may make additional nominations from the floor. Balloting may be by secret ballot.

ARTICLE IX

Amendments

These By-Laws may be amended by a majority vote at any regular meeting of which due notice has been given in writing at least thirty days in advance.