

by Crites in his work "Vocational Psychology" (1969, pp.201-203) in a most readable manner, something I cannot say for the work under review. There was the added frustration of a reference in the text omitted in the reference list, despite a listing of this reference in the index.

What can be said in the book's favour? John Crites differentiates between vocational psychology - "the study of the individual's vocational behaviour and development through the years of choice and adjustment" (p.23) - and vocational guidance - "a process...of assistance designed to aid the individual in choosing and adjusting to a vocation" (p.23). Gribbons and Lohnes "pursue scientific knowledge of career development" (p.1), and indeed this work is true to that pursuit and, to my mind, to Crites' definition of vocational psychology. As such, it should be appreciated most by those with a highly sophisticated understanding of and interest in the application of statistical techniques, such as those employed in this study, which take up a major portion of the book. Longitudinal studies, especially spanning 20 years, are a near-extinct species, and the authors must be commended for their dedication in the research of career development with the subjects at hand. It is to be hoped that their work will stimulate further scientific study in the vocational psychology field, and this may well prove to be the book's greatest contribution.

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Mireille Levesque, Louise Sylvain.
APRES L'ECOLE SECONDAIRE;
Etudier ou travailler - choisit-on-vraiment?
Quebec: Conseil superieur de l'éducation, 1982.
634 pp. No charge.

This book describes an effort to find out to what extent individuals actually choose to enter the labour market or to continue studies after secondary school completion.

Two theories form the background to the authors' hypotheses, which are stated loosely and enquire into the relationship between variables associated with society, the school, and the occupational situation. In addition to these socio-economic variables, the authors were interested in the influence of variables associated with an individual's personal attitudes towards school and work. They succeed in developing some creative and well-thought-out questions for use in measurement, but their research model and method of analysis,

in this writer's opinion, leave unanswered a question as to the independence of the variables. Without experimental controls in a subject of such complexity, one cannot expect definitive results.

Nevertheless some fairly substantial results of measurement are presented, which indicate indeed that social factors, rather than individual personality factors, are the dominant variables explaining the greatest part of the variance in the choice between continuing school or going to work. Further, their results indicate that these social factors exert powerful influences on personal attitudinal factors.

Another feature of the study indicates that some of the paths toward work or formal schooling are already defined by the choice of paths taken in high school. These findings drive home the point that in our society, at this time, many of the paths taken by students (academic or vocational) are socially rather than individually defined. The authors specifically caution us not to assume that the young leave school because of poor attitudes, lack of ability, or youthful impatience to reap the material or social benefits of work.

Even if we assume that students pursue a rational process of decision, weighing both the advantages and disadvantages of each path, we should realize that their decision making is already biased by their social and educational backgrounds. If this is so, then more attention should be paid to the mechanisms whereby a child is placed in the academic or vocational stream in high school, or even before.

If a student is female, we should not assume that she drifts because she does not think school is important. The point is made that all the factors weigh particularly heavily against females at each socio-economic level, and for each level of scholarly success. Culture is supporting the differentiation process, and biases females to choose work over further school.

The unequal representation in higher education of the different social classes cannot be totally explained by a hypothesis of cognitive disability on the part of children from the lower classes. The relation between social class and probability of access to higher education is the same for every level of academic achievement.

"Les désavantages cognitifs ne peuvent évidemment expliquer ces différences entre classes, puisque la comparaison porte cette fois sur des élèves de même niveau de réussite scolaire." (p.481)

In spite of the exhaustive and necessarily repetitive nature of this presentation, in spite of the inability of a survey type of

study to answer questions of causation, one is left with a clear impression that, whether we like it or not, it is Parson's theory - that choice is largely socially defined - that is supported, rather than Boudon's theory that an individually balanced choice is made.

This study should be read by anyone involved in educational planning, by teachers, and by those interested in research, for it will provide any number of starting points for more controlled and limited studies. Other attitude theorists (Fishbein, 1967 and Triandis, 1971) suggest approaches which might more precisely deal with individual analysis. If the situation is as these authors seem to have found, it can be considered wasteful and socially unjust. Social stratification is supporting and interacting with academic stratification to produce a powerful social directing force.

This writer still has some doubts about a model that suggests that a human is merely the product of a social setting. But if you believe that "the young only follow the appropriate models that have been proposed to them by the social system," then this report is right in saying that something needs to be done about it, at least in the Quebec milieu. If we want to do something about it, a number of fruitful areas of intervention are suggested, such as trying early in the education process to describe more clearly to students the benefits of higher education.

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REFERENCES

- Fishbein, Martin, Attitude Theory and Measurement, John Wiley & Sons, Inc., New York, 1967.
Triandis, Harry C., Attitude and Attitude Change, John Wiley & Sons, Inc., New York, 1971.

