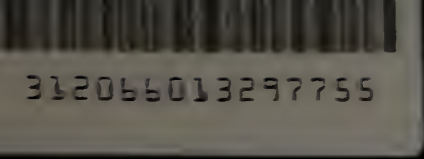




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# GUIDANCE IN VOCATIONAL SCHOOLS

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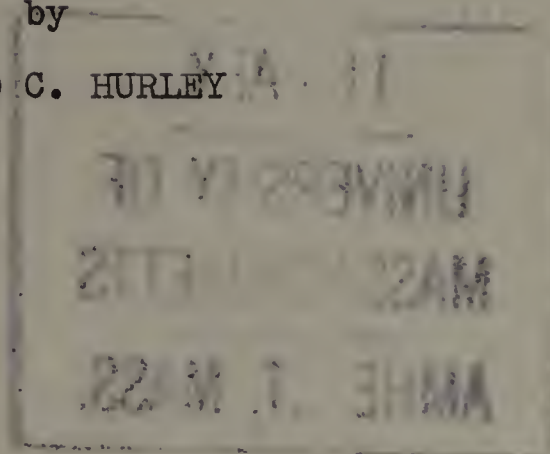
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GUIDANCE IN VOCATIONAL SCHOOLS

by

HAROLD C. HURLEY



Problem submitted in partial fulfillment of the requirements for the Master of Education degree in the Graduate School of the Massachusetts State College

Amherst, Massachusetts  
1941

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GUIDANCE IN VOCATIONAL SCHOOLS

THE INTRODUCTION

## CHAPTER 1

### THE INTRODUCTION

(1) The Problem in General--This problem was undertaken for the sole purpose of providing a working nucleus for the handling of a current educational problem that applies specifically to the Holyoke Vocational School, and, I presume, to similar institutions in the state of Massachusetts.

For compilation purposes the survey method was utilized. Questions were considered along the following lines: the current practice of each question based on authentic mathematical deductions; the trend that these mathematical deductions indicate; finally, the recording of submitted variations.

I realize that a problem of this type is hardly scratched by an undertaking of this magnitude. Nevertheless, if it provides an opportunity to institute a few of the common practices that tend to alleviate similar trying situations in other institutions in our field, I should deem it worthwhile. Time is the only factor that will prove the relative merit of these common practices, suitable adjustments will have to be made to meet our particular situation.

(2) The Philosophy Behind the Problem--If one were to consult any standard dictionary he would find that one meaning of the word survey is "a measured plan and description of any portion of a problem". With this in mind I can offer a definition of the following problem as being an attempt to measure and describe some of the basic features of the guidance facilities that are characteristic of the State-Aided Vocational Schools and Departments in the State of Massachusetts.

The term vocational guidance has been found to convey many different meanings. To some it holds a singular purpose; to others it is more diversified. It is logical to presume that the average individual has not had a great deal of contact with this problem directly or indirectly; therefore, his conception of it and its many phases is very often vague.

To others this term parallels vocational education. This in itself is correct, but when vocational education is considered its ultimate goal, it is totally wrong. Vocational education is merely one of the phases in an elaborate group of steps that must be completed before this term vocational guidance is to perform its intended function. I think this impression is garnered from a generalized definition of this term. In this definition guidance is described as a function which enables a person to choose,

prepare for, enter into and make progress in an occupation. Granted, vocational education does this, but we must be broad-minded enough to admit that it cannot adequately meet all the complex situations that must be faced in dealing with a problem of this type.

Before I should become involved in a philosophical treatise on the relative merits of vocational guidance and vocational education, a consideration of vocational guidance and the purpose of this undertaking should prove enlightening.

Vocational guidance, as I see it, is a phase of an educational program which has been instituted for the sole purpose of enabling an individual to learn to live a complete life; by that I mean, that an individual should be given the privilege of choosing an educational opportunity in direct line with his interests so that he will automatically, or with as little adjustment as possible, fit into his economic and social sphere in later life.

One can readily see from the above that educational guidance is needed. Worthwhile accomplishments do not originate with, and are not fostered by, dis-interested participants. The present outflow of students from secondary schools and institutions of higher learning to assist in the National Defense Program, simply because an unusual opportunity to earn a living has presented itself, can be construed as a case of this type--maladjustment. The motivating

force behind this gesture is the fact that these individuals realize that if they were to continue school they would be fortunate, indeed, if they earned as good a living in their chosen fields when they finished their present education. They lack the drive and confidence of a man who is interested in his work and who possesses the foresight to realize that present sacrifices will be re-paid proportionately in the future. I contend that situations of this type can be reduced to a minimum if all future educational subjects are exposed to a guidance program that theoretically and practically performs the functions for which it was instituted.

STATEMENT OF THE PROBLEM AND PROCEDURE

## CHAPTER 2

### STATEMENT OF THE PROBLEM AND PROCEDURE

In general the purpose of this study was to acquire some information regarding the practices of the various schools in the diversified phases of guidance. Specifically the problem is as follows:

(1) The Problem--What are the current practices in the field of guidance in the Vocational Schools and Departments in this State? It is an attempt to obtain authentic data pertaining to certain fundamental processes in this field as practiced by these institutions.

(2) The Source of Information--This study has been centered around the State-Aided Vocational Schools and Departments in the State of Massachusetts. These schools come under the following sub-divisions: Boys' Unit Trade School; Girls' Unit Trade School; Industrial Departments; General Departments.

(3) The Material--This consisted of survey sheets, or questionnaire blanks, containing twenty-one (21) general and specific questions on the following phases of a guidance program:

Administration  
Tests and Records  
Short-Unit Courses  
Follow-Up

(4) The Procedure--This was uniform in that each Director of the sixty-one (61) State-Aided Vocational Schools and Departments, coming under the above classification, received a questionnaire blank similar to that found in Appendix A.

The State Department of Vocational Education -- Guidance Division-- received a copy of this survey before it was forwarded to the various institutions.

Mr. Edward J. Burke, Director of the Holyoke Vocational School, wrote a letter, which was duplicated and attached to each survey, requesting administrative cooperation in the handling of this data.

Completed surveys were returned in enclosed stamped envelopes, and tabulated on the basis of authentic mathematical deductions. These tabulated results are found in the following chapter.

GENERAL PRACTICES OF ADMINISTRATION

GENERAL PRACTICES OF ADMINISTRATION

For purpose of clarity the various phases of the questionnaire have been classified into groups and each group is considered in a separate chapter. This chapter deals with general practices regarding administration. The various questions are treated separately below.

Question 1 -- Institutions Involved in the Study--This question deals with institutions involved in the study. The results are as follows:

Number of institutions receiving questionnaires.....	61
Number of institutions making complete returns.....	30
Number of institutions replying, but not returning blanks.....	8
Number of institutions forwarding blank returns.....	1
Number of institutions with no returns..	22

The percentage of institutions sending complete returns was rather small. Can one assume that those sending no returns have no guidance programs?

Question 2 -- Location of Institutions--This question concerns itself with the location of these schools. The returns represent a cross-section of the groups and are not confined to any one locality.

Returns from Schools east of Worcester...	8
Returns from Schools west of Worcester...	15

Question 3 -- Name of the Guidance Program--This question deals with the name of the guidance programs at the various institutions. The number following each section indicates the number of schools advocating the particular name.

Vocational guidance and follow-up.....	19*
Educational guidance for preparation.....	6

From the above one can readily notice a lack of uniformity. "Vocational Guidance and Follow-Up" is preferred by the majority. Probably the adoption of that phase of the current Senate Document #620, which concerns guidance, shall help to standardize the name of this program at the various institutions.

Question 4 -- Administration in Guidance--Administration, and the part it plays in a guidance program, is considered in this question.

Superintendent of Schools.....	3
Assistant Superintendent of Schools.....	1
Director of Vocational School.....	23
Assistant Director of Vocational School.....	2

The Directors of the schools, according to the above tabulation, act in a joint-capacity. However, if the above mentioned Senate Document #620 is passed, each city shall be authorized to appoint a Placement Officer who, in turn, will be in complete charge of the guidance program in his city.

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\*All numbers computed on basis of thirty (30) completed surveys.

These Placement Officers shall have a supervisor operating from the State Department of Education.

One school lists a Supervisor of Testing.

Question 5 -- Function of Administration--This question inquires into the functions of administration in a guidance program.

Assumes sole responsibility for the entire  
 program.....9  
 Takes an active but un-responsible  
 position.....1  
 Acts in an advisory capacity.....13

In addition to the above one school stated that administration takes an active and responsible position concerning its guidance program. Another school utilizes the Director and an Appointed Committee.

Question 6 -- Present System of Guidance--The system of guidance at the various schools is considered next.

Every teacher involved.....17  
 Duties confined to one member of the  
 faculty..... 3  
 A combination of one and two..... 4  
 Duties handled by a non-faculty member  
 of the system..... 2

The present system of guidance at these schools indicates one which utilizes every member of the faculty.

Question 7 -- Secondary School Graduate Participation--

This question deals with the problem of secondary school

graduates participating in a vocational school.

Secondary school graduates are eligible for participation in the following institutions.....23

Secondary school graduates are not eligible for participation in the following institutions..... 0

The influx of secondary school graduates to vocational schools at the present time is unprecedented in current educational history. This trend is motivated by the demands that the National Defense Program is making on Vocational education. However, this trend may be curbed by the recent institution of a parallel course of study--N.Y.A.

Question 8 -- Length of Time for Secondary Graduate

Participation--The time element for secondary school graduate participation in a vocational school program is considered here.

Complete course in one (1) year..... 5

Complete course in two (2) years.....11

Complete course in three (3) years..... 3

One school stated that it required four (4) years for the completion of its course by a secondary school graduate. Another signified that two (2) years and nine (9) months were necessary for boys in this category. The final variation in this group brought out the fact that the length of time required for a secondary school graduate to complete

its course depended upon the previous training of the boy and the course in which he wished to matriculate.

Question 9 -- Criteria for Admission--This question is concerned with those factors which serve as the criteria for admission at these institutions.

- (a) Scholastic requirements.....13
- (b) Tests..... 5
- (c) "a" and "b" combined.....12

The above indicates that there are no universal standards for admission into our trade schools. Nevertheless, there is a standard that seems to receive universal consideration; that is, a boy must be able to profit by the instruction given.

Summary -- From answers to the questions reviewed in this chapter the following points should be noted:

- (a) Thirty (30) schools made complete returns.
- (b) The schools represented were well distributed throughout the State.
- (c) The name of the guidance program is usually "Vocational Guidance and Follow-Up".
- (d) This program is in charge of the Director of the school.
- (e) Administration acts in an advisory capacity.
- (f) Present system of guidance--every teacher involved.
- (g) Secondary school graduates are eligible for participation in vocational schools.

- (h) Secondary school graduates matriculate in two (2) years.
- (i) Scholastic requirements serve as the basis for admission.

GENERAL PRACTICES OF TESTING

CHAPTER 4

## GENERAL PRACTICES OF TESTING

Standardized tests are more and more becoming an accepted part of a school program. Education in general, vocational education in particular, is giving this trend serious consideration. This chapter deals with the general practices regarding testing. Its various aspects are treated separately below.

Question 10 -- The Tests Used--This question lists the various types of tests in their respective categories.

Intermediate and Advanced

National Intelligence Tests.....	0
Otis Quick Scoring Mental Ability Tests.....	3
Dearborn Group Tests of Intelligence.....	0
Otis Group Intelligence Scale.....	2
Terman Group Test of Mental Ability.....	4
Additions to this group:	
Iowa Silent Reading Test.....	1
Kuhlmann Group Test.....	1
Kuhlmann-Anderson Test.....	2
Herman-Nelson Test.....	1

Higher Junior-Senior High School--  
College Freshmen

Minnesota Speed of Reading Test.....	0
Minnesota Reading Examination.....	0
Army Alpha Group Examination.....	0

Psychological Examination.....0

M.S.C. Scholastic Aptitude Test.....0

Wide Range Tests

Stanford Revision of the Binet-Simon.....0

Terman Revision of the Stanford-Binet.....0

Pintner-Patterson-Performance Scale.....0

Mechanical Aptitude Tests

MacQuarrie Test for Mechanical

Ability.....5

Detroit Mechanical Aptitude

Examination for Boys.....6

Stenquist Mechanical Aptitude

Test.....6

Minnesota Paper Form Test.....1

Dynamicube Test of Power to

Visualize.....0

Staticube Test of Power to

Visualize.....0

Mutilated-Cubes Test of Power to

Visualize.....0

Addition:

Detroit Mechanical Aptitude Exam-

ination for Boys--#2 for Draftsmen.

Performance Type

Wiggly Block Test.....5

Minnesota Spatial Relations Test.....2

Minnesota Rate of Manipulation Test.....0

Minnesota Assembly Test.....2  
 Kent-Shakow Form Brand.....0  
 Finger Dexterity Test.....3  
 Tweezer Dexterity Test.....2

Music

Seashore's Measures of Musical Talent.....1  
 Drake's Musical Memory Test.....0

Clerical Aptitude

Minnesota Vocational Test for  
 Clerical Workers.....0

Personality Tests

Link's P.Q. Test.....0  
 Personality Schedule.....0  
 Personality Inventory.....2  
 Personality Rating Scale.....0  
 Personal Data Sheet.....0  
 Personal Attitudes Test for  
 Younger Boys.....0  
 Strong's Vocational Interest Test.....2  
 Interest Questionnaire for  
 High School Students.....2

Miscellaneous

Social Intelligence Test.....0  
 Sense of Humor Test.....0  
 Good Citizenship Test.....0

Question 11 -- Cumulative Records--This question is concerned with the place that cumulative records occupies in a guidance program.

Schools utilizing cumulative records  
as an intricate part of their  
guidance programs.....23

Schools not utilizing cumulative  
records as an intricate part of  
their guidance programs..... 0

This highly informative method of recording essential data cannot be over-used.

Question 12 -- Use of Cumulative Records--The specific use of cumulative records is considered in this question.

Used for admission.....21

Used for promotion.....13

Used as miscellaneous  
reference material.....12

The above figures indicate that these cards are used for diversified purposes; primarily an admission consideration.

Question 13 -- Items on Cumulative Record--This question concerns itself with a few of the elements of a cumulative record card that are emphasized.

Last school attended.....24

Date of leaving.....25

Reason for leaving.....22

Rating in different subjects.....25

Years attended.....23

Age at leaving.....22

Grade completed.....23

Course taken.....22

This question conveys the same impression as question eleven (11) and twelve (12). That cumulative records are an accepted part of nearly all guidance programs in the State-Aided Vocational Schools and Departments in this State.

Summary -- From answers to the questions reviewed in this chapter the following points should be noted:

(a) Tests in current use are chosen from -

1. Intermediate and Advanced Tests  
of Intelligence
2. Mechanical Aptitude Tests
3. Performance Type Tests
4. Music Tests
5. Personality Tests

(b) Twenty-three (23) schools utilize cumulative records.

(c) Cumulative records are used for admission.

(d) All subdivisions of a cumulative record card are of equal importance.

GENERAL PRACTICES IN THE HANDLING OF  
SHORT-UNIT COURSES

CHAPTER 5

GENERAL PRACTICES IN THE HANDLING OF  
SHORT-UNIT COURSES

Short-unit courses have been an accepted part of Vocational School procedure for a number of years. At present they serve as a stabilizing factor in meeting the demand that governmental employment has made on vocational schools. This chapter is concerned with the general practices in the handling of these short-unit courses.

Question 14 -- Courses by Graduates--This question is concerned with supplementary courses for vocational school graduates.

- Encourage graduates under eighteen (18) years of age to take post-graduate work parallel to their under-graduate studies.....8
- Encourage un-specialized post-graduate work for those under eighteen (18) years of age.....3
- Make no attempt to stimulate interest in post-graduate work.....6

At the present time this problem is reduced to a minimum. One Director stressed the fact that most boys are eighteen before, on, or shortly after they graduate, and all of these students, when they reach the proper age limit, are placed in profitable employment.

Question 15 -- Vocational Graduate Participation--This is concerned with the percentage of vocational school graduates still participating in vocational schools.

One school stated..... 2%

One school stated..... 3%

Two schools stated.....10%

Ten schools stated..... 0%

The summary in question fourteen (14) also applies to this question. Namely, that this low percentage is due to the demands that industry is making on vocational school training.

Question 16 -- Personnel of Short-Unit Courses--This question inquires into the previous training of short-unit course participants.

Students with vocational training..... 8

Students with academic training..... 6

Students with no advanced background..... 7

The above indicates that participants in vocational training come from more than one channel. From this information one can logically conclude that productive pre-vocational courses, unless they were universally applied, would be practically unsound.

Question 17 -- Aim of Short-Unit Courses--This considers the objective of the short-unit course.

Give more preparation in special-

ized lines..... 7

Provide an opportunity for a  
better job.....5

Provide an opportunity for a  
new job.....9

The aim of the short-unit courses seems to fluctuate almost proportionately. A question arises in my mind as to whether or not the aims of the short-unit courses in the vocational schools will have to be modified in order to meet the challenge that current trends in the N.Y.A. set-up indicate.

Summary -- From answers to the questions reviewed in this chapter the following points should be noted:

- (a) Vocational school graduates under eighteen (18) years of age are encouraged to take post-graduate work parallel to their under-graduate studies.
- (b) Vocational graduate participation is comparatively low due to the demand for these students.
- (c) The personnel of the short-unit courses is proportionately distributed.
- (d) The aim of the short-unit courses is to provide an opportunity for a new job.

GENERAL PRACTICES IN A FOLLOW-UP PROGRAM

GENERAL PRACTICES IN A FOLLOW-UP PROGRAM

Every Agricultural school in this State possesses a ten (10) year follow-up program. This chapter inquires into the general practices regarding the follow-up program in vocational and trade schools. Parallel questions are considered below.

Question 18 -- Organization of Follow-Up Programs--This question attempts to enumerate the number of schools possessing an organized follow-up program.

Do you have an organized follow-up program at your institution:

- Yes.....18
- No..... 2

Eighteen (18) institutions possess an organized follow-up program.

Question 19 -- Conduction of Follow-Up Programs--This question is concerned with finding those who are in charge of these programs.

- Director.....12
- Assistant Director..... 9
- Teacher in charge of each division.....12
- Entire faculty..... 2
- Others:
- Placement Representative..... 5
- Placement Representative plus  
a teacher..... 1

The Director and the teacher of each division are responsible for the conduction and supervision of these follow-up programs.

Question 20 -- Emphasis In a Follow-Up Program--This question deals with certain questions that are included in a follow-up program for the purpose of finding those which are emphasized.

Did you graduate?.....17

If you left school before graduating-  
 why did you leave?.....17

Are you employed at the present time.....20

How soon after leaving school did you  
 receive your first job?.....15

What additional training did you take  
 since leaving school?.....11

What additional subjects do you wish you  
 had taken while at school?..... 6

If you had your school days over again,  
 what would you do?..... 7

Are you satisfied with your present  
 position, if not, would you con-  
 sider a change..... 7

The above tabulation points out that follow-up programs are very much concerned with current employment problems of former students.

Question 21 -- Placement Percentages--This question deals with the approximate percentage of students that have been placed in work for which they have been trained.

1936 - '37.....69.9%

Computed on basis of seventeen (17) returns

1937 - '38.....72.8%

Computed on basis of nineteen (19) returns

1938 - '39.....75.6%

Computed on basis of twenty (20) returns

1939 - '40.....78.2%

Computed on basis of twenty-one (21) returns.

A steady increase in the percentage of placements has taken place during these years. The present trend indicates an additional increase for 1940-'41.

Summary -- From answers to questions reviewed in this chapter the following points should be noted:

- (a) Eighteen (18) schools possess an organized follow-up program.
- (b) The Director and the teacher in charge of each division divide the duty of conducting this program.
- (c) Follow-Up programs are very much concerned with current employment problems of former students.
- (d) Placement percentages have increased during the past four years.

SUMMARY AND CONCLUSIONS

CHAPTER 7

## SUMMARY AND CONCLUSIONS

This study was concerned with surveying the guidance facilities in the State-Aided Vocational Schools and Departments in the State of Massachusetts.

In conducting this problem the questionnaire checklist method, containing general and specific questions pertaining to certain fundamental processes in the field of guidance, was utilized. All results are authentic mathematical deductions made from the material as submitted by the various institutions that contributed to this undertaking.

The conclusions listed below are based upon the answers given to the questions as shown in the preceding chapters. They are:

1. Thirty (30) schools made complete returns.
2. Schools represented were well distributed throughout the State.
3. The name of the guidance program is usually - Vocational Guidance and Follow-Up.
4. Program is in charge of the Director of the school.
5. Administration acts in an advisory capacity.
6. Present system of guidance--every teacher involved.

7. Secondary school graduates are eligible for participation in vocational schools.
8. Secondary school graduates matriculate in two (2) years.
9. Scholastic requirements serve as a basis for admission.
10. Tests in current use are:
  - (a) Intermediate and Advanced Tests of Intelligence
  - (b) Mechanical Aptitude Tests
  - (c) Performance Type Tests
  - (d) Music Tests
  - (e) Personality Tests
11. Twenty-three (23) schools utilize cumulative records.
12. Cumulative records are used for admission.
13. All subdivisions of a cumulative record card are of equal importance.
14. Vocational graduates under eighteen (18) are encouraged to take post graduate work.
15. Vocational graduate participation is reduced to a minimum due to the demand for this type of student.

16. The personnel of the short-unit courses is proportionately distributed.
17. The aim of the short-unit courses is to provide an opportunity for a new job.
18. Eighteen (18) schools have an organized follow-up program
19. The Director and the Teacher in charge of each division divide the duty of conducting the follow-up program.
20. Follow-up programs are concerned with current employment problems of former students.
21. Placement percentages have increased during the past four years.

APPENDICES

APPENDIX A

APPENDIX A

Holyoke Vocational School  
Holyoke, Massachusetts  
March 26, 1941

State-Aided Vocational Schools and Departments  
State of Massachusetts

My dear Director:

The following material is a study of the guidance facilities in the State-Aided Vocational Schools and Departments in the State of Massachusetts. It has been compiled by a member of my Staff working in conjunction with the Graduate Division of the Educational Department at Massachusetts State College.

This questionnaire revolves around a current administrative problem - that of adequately handling applicants for admission when the number exceeds the student-capacity of the school. A logical question follows: what serves as the criteria for admission at similar institutions throughout the State?

This compilation is, primarily, a consideration of a requirement for a graduate degree. Its objective is the establishing of guidance standards as applied to these institutions. It is intended to be a cooperative gesture and should prove highly informative to those in administrative and allied positions. The results shall be confidential and shall in no way conflict with the functions of your department.

If you feel that this undertaking is worthwhile, please check and return in the enclosed stamped envelope.

Thanking you for assisting with this survey, I am

Yours very truly,

E. J. Burke  
Director

P.S. A copy of the results may be had by returning the enclosed card.

This survey has as its objective the establishing of guidance standards as applied to the State-Aided Vocational Schools and Departments in the State of Massachusetts.

These standards are not to be construed as permanent contributions in the field of education that must be strictly adhered to in the future. Rather, they should be accepted as temporary norms in a rapidly fluctuating phase of education.

Enclosed are survey sheets containing general and specific questions pertaining to the guidance facilities in the State-Aided Vocational Schools and Departments in the State of Massachusetts.

The following sub-divisions are to be the subjects in this survey: Boys' Unit Trade Schools; Girls' Unit Trade Schools; Industrial Departments; and General Departments.

This compilation is not an attempt to appraise the relative merits of any of the institutions being considered in this survey; rather, it is an attempt to arrive at a list of common practices in the field of guidance in the State-Aided Vocational Schools and Departments in this State.

A SURVEY OF THE GUIDANCE FACILITIES IN THE STATE-AIDED VOCATIONAL SCHOOLS AND DEPARTMENTS IN THE STATE OF MASSACHUSETTS

Directions: Please answer the following as accurately and briefly as possible; by check-marks where indicated.

1. Name of institution: \_\_\_\_\_
2. Location: \_\_\_\_\_
3. The guidance program at your institution is known as: (check)
  - Vocational guidance and follow-up
  - Educational guidance for preparation
4. The following administrators take part in the guidance program:
  - Superintendent of Schools (check)
  - Assistant Superintendent of Schools
  - Director of Vocational School
  - Assistant Director of Vocational School
5. What part does administration play in this set-up? (check)
  - Assumes sole responsibility for the entire program
  - Takes an active but un-responsible position
  - Acts in an advisory capacity
6. Check the system of guidance as employed at your school:
  - 1. Every teacher involved
  - 2. Duties confined to one member of the faculty
  - 3. A combination of one and two
  - 4. Duties handled by a non-faculty member of the system
7. Are secondary school graduates eligible for participation as students in your school? \_\_\_\_\_
8. A secondary school graduate may complete your course in: (check)
  - One year
  - Two years
  - Three years
9. Check the following which serve as criteria for admission to your institution:
  - a. Scholastic requirements
  - b. Tests
  - c. "a" and "b" combined
10. If you use tests--check those you use at the present time:
  - Intermediate and Advanced
  - National Intelligence Tests
  - Otis Quick Scoring Mental Ability Tests
  - Dearborn Group Tests of Intelligence
  - Otis Group Intelligence Scale
  - Terman Group Test of Mental Ability

-----  
Continued

## Survey - Continued (2)

Higher Junior-Senior-High School-College Freshmen

- ( ) Minnesota Speed of Reading Tests
- ( ) Minnesota Reading Examination
- ( ) Army Alpha Group Examination
- ( ) Psychological Examination
- ( ) Mass. State College Scholastic Aptitude Tests
- ( ) Ohio State Intelligence Tests

Wide-Range Tests

- ( ) Stanford Revision of the Binet-Simon
- ( ) Terman Revision of the Stanford-Binet
- ( ) Pintner-Patterson Performance Scale

Mechanical Aptitude Tests

- ( ) McQuarrie Test for Mechanical Ability
- ( ) Detroit Mechanical Aptitude Examination for Boys
- ( ) Stenquist Mechanical Aptitude Test
- ( ) Minnesota Paper Form Test
- ( ) Dynamicube Test of Power to Visualize
- ( ) Staticube Test of Power to Visualize
- ( ) Mutilated-Cubes Test of Power to Visualize

Performance Type

- ( ) Wiggly Block Test
- ( ) Minnesota Spatial Relations Test
- ( ) Minnesota Rate of Manipulation Test
- ( ) Minnesota Assembly Test
- ( ) Kent-Shakow Form Board
- ( ) Finger Dexterity Test
- ( ) Tweezer Dexterity Test

Music

- ( ) Seashore's Measures of Musical Talent
- ( ) Drake's Musical Memory Test

Clerical Aptitude

- ( ) Minnesota Vocational Test for Clerical Workers

Personality Tests

- ( ) Link's P.Q. Test
- ( ) Personality Schedule
- ( ) Personality Inventory
- ( ) Personality Rating Scale
- ( ) Personal Data Sheet
- ( ) Personal Attitudes Test for Younger Boys
- ( ) Strong's Vocational Interest Test
- ( ) Interest Questionnaire for High School Students

- ( ) Social Intelligence Test
- ( ) Sense of Humor Test
- ( ) Good Citizenship Test

11. Do you utilize cumulative records as a phase of your guidance program? \_\_\_\_\_

Continued

## Survey - Continued (3)

12. Cumulative records are used in your institution for: (check)  
 Admission  
 Promotion  
 Miscellaneous reference material
13. The following sub-division of a cumulative record card are emphasized: (check)  
 Last school attended  Years attended  
 Date of leaving  Age at leaving  
 Reason for leaving  Grade completed  
 Rating in different subjects  Course taken
14. Which of the following do you advocate? (check)  
 Encourage graduates under eighteen years of age to take post-graduate work parallel to their under-graduate studies  
 Encourage un-specialized post-graduate work for those under eighteen years of age  
 Make no attempt to stimulate interest in post-graduate work
15. Approximately what percentage of your present enrollment are vocational school graduates? \_\_\_\_\_
16. The personnel of the short-unit courses consists of: (check)  
 Students with vocational training  
 Students with Academic training  
 Students with no advanced background
17. These short-unit courses attempt to: (check)  
 Give more preparation in specialized lines  
 Provide opportunity for a better job  
 Provide opportunity for a new job
18. Do you have an organized follow-up program at your institution? \_\_\_\_\_
19. This follow-up program is conducted by:  
 Director  
 Assistant Director  
 Teacher in charge of each division  
 Entire faculty  
 Others
20. Your follow-up program places emphasis on the following questions:  
 Did you graduate? \_\_\_\_\_ (check)  
 If you left school before graduating--why did you leave? \_\_\_\_\_  
 Are you employed at the present time? \_\_\_\_\_  
 How soon after leaving school did you receive your first job? \_\_\_\_\_  
 What additional training did you take since leaving school? \_\_\_\_\_  
 If you had your school days over again, what would you do? \_\_\_\_\_  
 Are you satisfied with your present position; if not, would you consider a change? \_\_\_\_\_

Continued

Survey - Continued (3)

21. State approximate percentage of students that have been placed in work for which they have been trained during the past four years:

1936-'37 \_\_\_\_\_

1937-'38 \_\_\_\_\_

1938-'39 \_\_\_\_\_

1939-'40 \_\_\_\_\_

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Signature \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX B

APPENDIX B

## CONTRIBUTING SCHOOLS

The following is a list of the Vocational Schools and Departments that have submitted a completed survey:

Beverly Trade School

\*Chicopee Trade School

\*Everett Trade School

\*Greenfield Vocational School

\*Haverhill Trade School

Holyoke Vocational School

Lawrence Vocational School

Lowell Vocational School

Lynn Independent Industrial Shoemaking School

Lynn Vocational School

Meda D. Saxton Vocational School, Leominster

Medford Vocational School

\*New Bedford Vocational School

\*Newton Trade School

Quincy Trade School

\*Salem Vocational School

Shelburne Vocational School

Smith's Agricultural School, Northampton

Vineyard Haven Carpentry School, Tisbury

Waltham Trade School

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\* The return of one completed questionnaire where two had been forwarded is interpreted as follows - the guidance procedure is the same in the Unit Trade School and the General Departments.

Weymouth Vocational School  
Worcester Boys' Trade School  
David Hale Fanning Trade School  
For Girls, Worcester

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To the Directors of the State-Aided Vocational Schools and Departments in this State who returned a completed survey.

H. C. Hurley

Approved by:

Albert W. Purvis

H. N. Glief

Problem Committee

Date May, 31, 1941



