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STATE OF IOWA
BOARD FOR VOCATIONAL EDUCATION
DES MOINES

State Plans for Vocational Education in Iowa



For the Five Year Period
1932-1937

ADOPTED BY THE
STATE BOARD FOR VOCATIONAL EDUCATION AND
APPROVED BY THE FEDERAL BOARD FOR
VOCATIONAL EDUCATION

Bulletin No. 24

June, 1932

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FOREWORD

The national vocational education act, commonly known as the Smith-Hughes Law, was passed by the Sixty-fourth Congress in 1917. This law provides for cooperation between the federal government and the various states in promoting and financing vocational education in agriculture, trades and industries and home economics.

In order that the state of Iowa might participate in this cooperative undertaking it was necessary that its legislature accept the provisions of the national vocational education act. The Iowa legislature accepted the provisions of the Smith-Hughes Law during the Thirty-seventh General Assembly. During this same session legislation was also enacted which created the state board for vocational education as the state's cooperative and administrative agency.

In 1929 the Seventieth Congress passed an act making additional provisions for vocational education in agriculture and homemaking. This congressional act is commonly known as the George-Reed Act and it provides for supplementary federal appropriations for the five-year period ending June 30, 1934. The federal and state laws previously mentioned are included as a part of this publication.

The federal act requires that the state board shall prepare a statement of its plans and policies regarding the administration of vocational schools in the state which are to receive federal aid. The plans published in this bulletin have been adopted by the state board for vocational education and approved by the federal board for vocational education. These plans constitute a cooperative working agreement for the five-year period from July 1, 1932 to June 30, 1937, or until such time as it is found necessary to make revisions or amendments. This bulletin supersedes all previous publications of its kind.

The purpose of this bulletin is to give boards of education, school superintendents, vocational teachers and others information regarding federal and state laws, housing requirements for vocational departments, qualifications of teachers and courses of study in vocational agriculture, trade and industrial and homemaking education.

More recent adaptations of vocational education principles, apparently applicable to Iowa conditions, have been incorporated in this revision of the state plans. It is the sincere desire of the state board that these provisions will encourage the further development of vocational education in Iowa.

F. E. MOORE, *Director*
Board for Vocational Education

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STATE PLANS FOR VOCATIONAL EDUCATION IN IOWA

I

ADMINISTRATION AND SUPERVISION

A. GENERAL DIRECTION

1. *State Board for Vocational Education*

The provisions of the Smith-Hughes Act (Public No. 347, 64th Congress) were accepted by the 37th General Assembly of the Iowa state legislature (Chapter 30, 37th G. A.). During this same session an act (Chapter 290, 37th G. A.) was passed and approved on April 21, 1917, which created a state board for vocational education consisting of the following persons:

State superintendent of public instruction

State labor commissioner

President, state board of education

The state board for vocational education has full authority to carry out the provisions of the national and state vocational education acts (Chapter 191, Code 1931).

2. *Executive Officer*

The state superintendent of public instruction is the chairman and executive officer of the state board for vocational education. The executive officer shall, with the approval of the state board for vocational education, appoint such assistants as may be necessary to carry out the provisions of the national and state vocational education acts.

3. *State Director of Vocational Education*

The general direction of vocational education shall be administered by a state director of vocational education. The state director shall devote his entire time to the general direction of agricultural, trade and industrial, and homemaking education, teacher training and vocational rehabilitation. The duties of the director shall be prescribed by the state board and shall include the following:

a. Administrative

- (1) Execute the policies of the state board for vocational education
- (2) Prepare plans and policies for presentation to the state board for approval
- (3) Prepare financial budgets and direct the expenditure of all funds in accordance with the provisions of state and federal acts
- (4) Approve for reimbursement vocational schools and classes and teacher training classes meeting the requirements as outlined in the state plan
- (5) Approve new departments applying for state or federal aid
- (6) Direct the work of the vocational staff
- (7) Cooperate with the teacher training institution in establishing and maintaining such teacher training programs as may be necessary for the advancement of vocational education

b. Promotional

- (1) Cooperate with all other agencies for the promotion of vocational education
- (2) Direct the promotion of vocational education by preparing literature, bulletins, newspaper articles and such other material as will familiarize the people of the state with the purpose, nature and results of all phases of vocational education
- (3) Encourage and assist in the direction of such research work as will promote the good of the state program of vocational education
- (4) Assist in the preparation of such legislation as may be essential for an adequate program of vocational education

B. AGRICULTURAL EDUCATION

Agricultural education shall be under the direct supervision of a state supervisor of agricultural education, responsible to the director. Such assistant supervisors as may be necessary will be provided. The supervisors shall be employed for the entire calendar year.

The salaries, traveling and other expenses of the supervisors shall be paid from state and federal funds available for this purpose, provided that not more than 15 per cent of the federal funds for teacher training be used for state supervision in agricultural education.

C. TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education shall be under the direct supervision of a state supervisor of trades and industries, responsible to the director. Such assistant supervisors as may be necessary will be provided. The supervisors shall be employed for the entire calendar year.

The salaries, traveling and other expenses shall be paid from state and federal funds available for this purpose, provided that not more than 15 per cent of the federal funds for teacher training be used for state supervision in trade and industrial education.

D. HOMEMAKING EDUCATION

Homemaking education shall be under the direct supervision of a state supervisor of homemaking education, responsible to the director. Such assistant supervisors as may be necessary will be provided. The supervisors shall be employed for the entire calendar year. The salaries, traveling and other expenses shall be paid from state and federal funds available for this purpose provided that not more than 15 per cent of the federal funds for teacher training be used for state supervision in homemaking education.

E. TEACHER TRAINING

The training of all teachers of vocational subjects shall be under the direction and control of the state board for vocational education.

All work in teacher training will be conducted in schools and classes under public supervision or control.

All federal funds used for teacher training purposes will be expended in accordance with the provisions of national vocational education acts.

II

GENERAL CONDITIONS

The general conditions which govern the vocational education program provided for in this plan are as follows:

- A. ALL SCHOOLS AND CLASSES MUST BE UNDER PUBLIC SUPERVISION OR CONTROL.
- B. THE CONTROLLING PURPOSE MUST BE TO PREPARE STUDENTS FOR USEFUL EMPLOYMENT.
- C. THE INSTRUCTION MUST BE OF LESS THAN COLLEGE GRADE.
- D. THE INSTRUCTION MUST BE DESIGNED TO MEET THE NEEDS OF PERSONS OVER 14 YEARS OF AGE.
- E. EVERY DOLLAR OF FEDERAL FUNDS MUST BE MATCHED BY A DOLLAR OF STATE OR LOCAL MONEY, OR OF STATE AND LOCAL MONEY COMBINED.
- F. REIMBURSEMENT FROM FEDERAL FUNDS SHALL BE MADE ONLY FOR

1. *Salaries of teachers, supervisors, and directors of vocational agriculture who are properly qualified under the standards set up in this plan and in accordance with the provisions of the national vocational acts*
2. *Salaries of teachers of trade, homemaking, and industrial subjects who are properly qualified under the standards set up in this plan and in accordance with the provisions of the national vocational acts*
3. *Maintenance for teacher training for vocational teachers*
 - a. Providing that those items prohibited under section 17 of the national vocational act will not be included
 - b. Providing that teacher trainers will be qualified according to the provisions set up under III-D, IV-H and V-G of this plan
 - c. Including supervision as outlined under III-A-1 and B-1, IV-B, and V-B of this plan
 - d. Tentative budget of total teacher training funds

(1) Agricultural education	40 per cent
(2) Trade and industrial education.....	30 per cent
(3) Homemaking education	30 per cent

III

AGRICULTURAL EDUCATION

A. STATE SUPERVISION OF AGRICULTURAL EDUCATION

1. *Qualifications of supervisor*
 - a. He must have completed the prescribed four-year course in agricultural education in an approved agricultural college. He must have not less than 21 quarter hours of agricultural education and also nine quarter hours of credit in psychology. Courses in special methods and supervised practice teaching of vocational agriculture are required.
 - b. The supervisor shall have had at least two years of practical farm experience after 14 years of age and three years of successful experience in teaching vocational agriculture in an approved school. He shall have ability as an organizer and a leader.

Note:—The assistant supervisor shall have the same qualifications as the state supervisor.

2. *Duties of supervisor*

a. Promotional

- (1) It shall be the duty of the supervisor to prepare an annual program of work at the beginning of each year.
- (2) He shall prepare an annual report setting forth the progress and conditions of vocational agriculture education in the state and make such other reports as may be required by the state board for vocational education.
- (3) He shall assist in a general promotional program by preparing agricultural education literature, articles for newspapers and farm magazines and by making such surveys, studies and investigations as will familiarize the public with the work in vocational agriculture.
- (4) He shall cooperate with other agricultural agencies in the promotion of mutual interests pertaining to agricultural education.
- (5) He shall direct the work of the assistant supervisors.
- (6) He shall assist in promoting and perfecting a state Future Farmer of America program.
- (7) He shall cooperate with the teacher training department and the agriculture teachers in preparing course of study material and sponsoring research in agricultural education.
- (8) He shall call for such reports from the vocational teachers, superintendents and boards of education as may be required by the state board for vocational education.

b. Inspectional

- (1) The supervisor shall have supervision of all schools and classes approved for state or federal aid. He shall visit the approved departments and make recommendations to the state director as to the aid which they should receive.
- (2) The supervisor shall visit the prospective centers and make recommendations for their approval.
- (3) He shall pass on the technical qualifications of teachers who are to be paid in part from state and federal funds.

c. Instructional

- (1) Under the direction of the state board for vocational education, the supervisor shall be responsible for the supervision of teacher training.
- (2) With the cooperation of the teacher trainers he shall arrange state and sectional conferences and special summer courses for teachers.
- (3) He shall offer suggestions for the further improvement of teachers in service through newsletters, special conferences and personal contacts.

B. LOCAL SUPERVISION

In case local supervisors are appointed, state plans covering their qualifications and duties will be submitted to the federal board for vocational education for approval.

C. KINDS OF SCHOOLS

1. *All-day schools*

The all-day schools are departments in high schools in which the teacher is hired for 12 months. He gives the classroom instruction and supervises the home practice work of the vocational pupils.

a. Plant and equipment

- (1) The classroom which shall be fitted primarily for agricultural instruction must be fairly large, well lighted and equipped with running water, storage facilities and laboratory tables. If farm mechanics is included in the program an additional room or a separate building, fitted for farm woodworking, farm machinery and gas engine repairing, soldering, rope work, harness repairing, etc., is required. The shop should be located on the ground level with large doors opening to the outside.
 - (2) Schools establishing departments must provide such reference books, classroom equipment and shop tools as are required by the state board for vocational education.
- b. Minimum for maintenance
- (1) The local school board shall employ a qualified teacher for 12 months in the year with a summer vacation not in excess of two weeks. The instructor or the district must provide transportation to supervise the home practice work of the pupils and to conduct a program of community work. Teachers' contracts should be so drawn as to coincide with the fiscal school year beginning July 1 and ending June 30.
 - (2) The school district must make available a minimum of \$50 per year for the purchase of such materials as are needed for general maintenance.
 - (3) No new departments shall be approved with less than 50 per cent of the teacher's time devoted to vocational agriculture instruction. Where it appears advisable, two schools may jointly employ an instructor with one-half of his time given to the work in each district.
 - (4) Each class shall have a minimum enrollment of ten pupils. Where the enrollment in a given class may drop below ten due to unforeseen conditions, the school must secure the approval of the state board before proceeding with the class if reimbursement is to be expected.
 - (5) With the approval of the local school board an instructor may be granted a leave of absence for summer school work under one of the following provisions:
 - (a) By enrolling in special courses of agricultural education from two to four weeks in length. Under this plan the instructor may be absent from the district for a total of four weeks, including vacation, without loss of reimbursement to the district.
 - (b) Professional improvement courses not exceeding six weeks in length may be attended every third year by instructors who have previously served their districts for at least two years, providing satisfactory arrangements are made with the state supervisor for the supervision of the students' farm practice work during the teacher's absence. This arrangement will not affect the amount of aid to which the district would otherwise be entitled providing the summer school attendance is substituted for the instructor's vacation.
- c. Courses of study
- (1) The courses of study may include units in farm crops and soils, animal production, farm mechanics, and farm management and

marketing. Suggested curricula for vocational agriculture students are to be found in Appendix I.

- (2) Each class shall occupy two periods of 40 to 45 minutes each. In the case of schools organized on a supervised study basis where it is impossible to give this amount of time to the work each day, a plan of alternating periods may be followed which will allow for an average of 90 minutes per day or a total of 450 minutes per week. Such a modification must be approved by the state board.

d. Methods of instruction

The methods of instruction shall be such as to best prepare the pupils for the business of farming. Supervised study, class work, laboratory exercises and field trips are combined with home practice work. Instructors are urged to use the problem method in their teaching procedure.

e. Qualifications of teacher

- (1) He must have completed the prescribed four-year course in agricultural education or its equivalent in an approved agricultural college. He must have not less than 21 quarter hours of agricultural education and also nine quarter hours of credit in psychology. Courses in special methods and supervised practice teaching of vocational agriculture are required.
- (2) An applicant shall have had adequate farm experience and contact covering at least two years, after 14 years of age.
- (3) An annual conference of vocational agriculture teachers shall be held and attendance of all approved teachers shall be required.

f. Supervised practice

Each student enrolled shall be required to conduct home practice work for at least six months during the year under the supervision of the agriculture instructor. For the most part the supervised practice work shall take the form of projects conducted on the home farm which has a definite correlation with the classroom work. Continuation projects involving complete production cycles are stressed. Records of the work must be kept and the results reported to the state board for vocational education.

g. Future Farmers of America

Since the Future Farmers of America is recognized by the federal and state boards as an official organization of vocational agriculture students, it shall be the duty of the instructors to promote the work of the organization within their departments.

2. *Evening schools*

a. Organization

Evening schools are for adult farmers who meet during the day or evening for systematic instruction in unit agricultural courses. The enrollment is confined to farmers, landowners and such other persons as have a direct interest in the handling or exchange of agricultural commodities.

b. Plant and equipment

The evening classes are ordinarily held in the all-day centers, thus allowing for the use of the rooms and equipment provided for the high school pupils.

c. Minimum for maintenance

If classes should be held in places other than the central school, supplies adequate to meet the needs of the classes shall be provided.

d. Courses of study

The evening courses shall be adapted to local conditions and to the special needs of the members of the class. The units shall involve such subjects as swine production, soils and legumes, dairy, sheep, feeds and feeding, marketing, farm management, beef cattle, poultry, small grains, and farm mechanics. Each unit shall cover a minimum of ten lessons of 90 minutes each, exclusive of organization and social meetings, with an enrollment of ten or more farmers. These lessons shall be held at such intervals and at a time of day or evening as will be most convenient for local conditions. Ordinarily the groups meet periodically after the series of classroom lessons are completed. Type courses are to be found in Appendix II.

e. Methods of instruction

The method of instruction is of the round table order based upon a series of problems organized by the instructor prior to the opening of the course. The farmers are encouraged to relate their own experiences and to exchange experiences with each other. The instructor acts as discussion leader and contributes such of his own information and such experimental data as seem advisable in the development and summary of the topic under consideration.

f. Qualifications

Inasmuch as the evening classes are ordinarily taught by the all-day instructor, the same qualifications shall apply as are outlined for such teachers under Agricultural Education III-C-1-e. Should other persons be employed to teach evening classes, their qualifications shall be passed upon by the state board.

g. Supervised practice

A majority of the evening school members initiate new or improved farm practices relating to the subject material taken up in evening schools. Ordinarily these practices involve a complete production cycle. The instructor cooperates with the farmers in bringing about such managerial and manipulative changes in farming practices. He shall make reports concerning the same to the state board.

3. *Part-time schools*

a. Organization

Part-time classes are designed for persons approximately 14 to 21 years of age who are farming or are preparing to farm and who are unable to attend the all-day classes. The all-day instructor shall be responsible for the organization of the part-time class and shall be in charge of the home practice work for the group.

b. Plant and equipment

The part-time classes shall be conducted in the central school and the equipment of the all-day classes shall be available for their use.

c. Minimum for maintenance

Should classes be held in places other than the central school, supplies adequate to meet the needs of the classes are to be made available.

d. Courses of study

Part-time classes meeting during the day in order to qualify for state or federal aid must extend for a minimum of one school month with a

minimum of 90 minutes per day devoted to instruction in agriculture. A minimum of 20 lessons shall be required where the classes meet in the evening, with a minimum of 90 minutes per lesson devoted to instruction in agriculture. Type courses are to be found in Appendix III.

e. Methods of instruction

The methods of instruction shall be similar to those employed in the all-day classes, with emphasis placed upon the farm experience of the members of the group.

f. Qualifications of teachers

Inasmuch as the part-time classes are ordinarily taught by the all-day instructor, the same qualifications shall apply as are outlined for such teachers under Agricultural Education III-C-1-e. Should other persons be employed to teach part-time classes, their qualifications shall be passed upon by the state board.

g. Supervised practice

The home practice work for part-time students shall be similar to that of the all-day pupils. Reports of the supervised practice work shall be made to the state board by the vocational agriculture instructor.

D. TEACHER TRAINING

1. *Budget of teacher training fund*

Approximately 40 per cent of the teacher training fund available for the training of agricultural, trade and homemaking teachers shall be budgeted to agricultural education.

2. *Kinds of schools and classes*

The Iowa State College of Agriculture and Mechanic Arts at Ames, Iowa, is the approved teacher training center in the state.

- a. The teacher training department shall cooperate with the state board for vocational education in conducting state and district conferences. The purpose of such conferences shall be to give instruction that will lead to the improvement of the teachers' work.

3. *Length of course*

- a. The course shall be four years in length.
 b. One hundred and ninety-two credit hours shall be required for graduation. An average grade of 80 is also required for graduation.

4. *Entrance requirements*

Graduation from a recognized four-year high school or its equivalent shall be required.

5. *For course of study see Appendix IV*

6. *Provisions for observation and practice teaching*

Students taking the teacher training course in vocational agriculture education shall be required to spend approximately 210 hours in observation and practice teaching in a vocational agriculture department which is approved as a practice school.

7. *Graduation requirements, including practical experience*

- a. Satisfactory completion of 192 college quarter hours of credit approved for teacher training
 b. Two years of practical farm experience acquired after the age of 14 and completed before beginning the teaching of vocational agriculture

8. *Relation to certification*

Upon completion of the approved course of study for teacher training, the requirements of the Iowa state board of educational examiners in regard to certification are fulfilled. Certification authorizing the teaching of vocational agriculture in Iowa public schools is granted by the state board of educational examiners.

9. *Qualifications of teacher trainer*

- a. He must have completed the prescribed four-year course in agricultural education in an approved agricultural college. He must have not less than 21 quarter hours of agricultural education and also nine quarter hours of credit in psychology. Courses in special methods and supervised practice teaching of vocational agriculture are required.
- b. The teacher trainer shall have had at least two years of practical farm experience after 14 years of age and three years of successful experience in teaching vocational agriculture in an approved school. He should have had experience in an administrative or supervisory position or as an instructor in charge of a practice school.

IV

TRADE AND INDUSTRIAL EDUCATION

A. A TENTATIVE BUDGET OF FEDERAL FUNDS AVAILABLE FOR TRADE AND INDUSTRIAL EDUCATION

1. *Evening schools or classes*.....25 per cent
2. *Part-time schools or classes*.....60 per cent
 - a. Trade extension and preparation
 - b. General continuation
3. *Unit trade schools or classes*.....15 per cent
4. *General industrial schools or classes conducted in cities or towns of less than 25,000 population shall be paid for out of funds set aside for unit trade classes.*
Note—The above distribution is of the 80 per cent trade and industrial fund distinct from the 20 per cent vocational homemaking allotment.

B. SUPERVISION OF TRADE AND INDUSTRIAL EDUCATION

1. *State supervision*a. *Qualifications of supervisor*(1) *Trade experience*

He shall have had such contact in a trade or in industry as to give him appreciation of the tradesman's work and viewpoint and to secure the working man's confidence. A minimum of three full years of experience beyond apprenticeship as an actual workman, or wage earner, in a trade or industrial pursuit, will be required.

(2) *Teaching experience*

He shall have had teaching experience in trade classes. This may be entirely within one trade or may be in closely related shop classes, and must include a minimum of two years of successful teaching in trade extension evening classes, part-time apprentice training, or other instruction for fully employed persons beyond the part-time continuation school grade. Teaching experience in unit trade classes is desirable, but

trade preparatory teaching experience alone will not be acceptable. Teaching experience in manual training or industrial arts or similar classes in shop work or mechanical drawing, either in day or evening schools, will not meet the requirements for qualifications.

- (3) Supervisory experience
 - (a) He shall have had a minimum of three years of experience in the supervision and administration of a trade extension program.
 - (b) He shall have had a minimum of three years of experience in the supervision and administration of unit trade courses and part-time schools.
 - (c) He shall have had bona fide supervisory experience in the specialized field of trade and industrial education which has included informal specialized professional improvement work with his teachers. This experience shall have included the directing and aiding of teachers in conducting their instruction and in assisting them in analyzing and organizing their teaching material and in improving their teaching ability.
 - (d) Experience in the supervision of the manual arts can not be accepted in lieu of the above.
- (4) Professional education

He must have the equivalent of 540 clock hours in approved educational subjects including:

 - (a) Philosophy of vocational education
 - (b) Supervision and administration of trade and industrial schools
 - (c) Making and utilizing trade and job analyses for training trade teachers and of content for training courses
 - (d) Methods of training trade teachers
 - (e) Supervised teaching in trade subjects

He shall have qualifications for and shall give evidence of ability in leadership and organization, and his general education shall have included training in this field.
- (5) General education

He shall be a graduate of a recognized four-year college course or have its practical equivalent in a minimum of two years of college training and a minimum of two years of supervisory experience in industry on a foremanship level or above.

b. Duties of supervisor

- (1) Promotional
 - (a) It shall be the duty of the supervisor to give aid to local communities in the establishment of classes or departments in industrial education in the public schools and make recommendations for their approval.
 - (b) Upon the request of local school authorities he shall aid in the selection of teachers for trade and industrial classes.
 - (c) He shall assist in the formation of courses of study for trade and industrial classes, and shall aid the board in approving the courses.
 - (d) He shall aid in the selection of proper persons to be given training to become teachers in trade and industrial lines and shall assist in training work.

- (e) He shall assist in the making of educational surveys and investigations in industry; in the collection of materials; and in the preparation of bulletins, reports, plans, and teacher's helps.
 - (f) He shall develop the spirit of cooperation between local schools and industries.
- (2) Inspectional
- (a) The supervisor shall have supervision of all schools and classes approved for state or federal aid. He shall visit approved trade and industrial classes and instructor training classes and make recommendations to the state director as to the amount of aid they shall receive.
 - (b) The examination of equipment and inspection of the teaching in trade and industrial subjects shall constitute a part of his duties.
 - (c) He shall report on conditions found in schools and make suggestions to the board as to the changes that should be made.
- (3) Instructional
- (a) He shall, under the direction of the state board for vocational education, be responsible for the training of teachers in service, and for the supervision of all trade and industrial teacher training.
 - (b) He shall aid in organizing and conducting foremanship conferences.

2. Local supervision

a. Qualifications of supervisors

(1) Trade experience

Trade experience shall be adequate (at least three years) practical working experience as a wage earner in a trade or industrial occupation.

(2) Teaching experience

Teaching experience shall be at least two years of successful experience as a teacher of approved trade classes which meet the standards of the state plan. This experience may be partially gained in service in which case approval shall be conditional until requirements are fully met. Approval shall be for such definite period as is deemed desirable in order to acquire the required experience.

(3) Professional education

Professional education shall be the equivalent of at least 180 clock hours in approved educational subjects under a qualified teacher trainer, including

(a) Supervision and administration of trade and industrial schools

(b) Making and utilizing of trade and job analyses for training trade teachers and organization of content for trade courses

(c) Methods of training trade teachers

This training may be partially gained in service, in which case approval shall be conditional until requirements are fully met. Approval shall be for such definite period as is deemed desirable in order to complete this training.

(4) General education

A wide diversity of academic attainment and general education is acceptable.

(5) Leadership

He shall have qualifications for and shall give evidence of ability in leadership and organization.

b. Duties of local supervisors

(1) Promotional

Promotional activities of local supervisors shall be devoted to the establishment of additional trade and industrial classes, particularly in the field of part-time and evening schools, and in selecting and training teachers on the job for these classes.

(2) Inspectional

It is understood that the inspectional activities of local supervisors under this plan shall be primarily for the purpose of discovering those points on which their local teachers need help and assistance.

(3) Instructional

Instructional activities shall constitute the major portion of the administrative work as supervisor of industrial education and particular attention shall be given to the professional improvement of his teachers in reimbursable classes.

The improvement of teachers in service is the most important immediate problem in the field of supervision of industrial education. This is particularly true in the case of part-time and evening school teachers. Since local supervisors of trade and industrial subjects should be directly responsible for the success of the local program for trade and industrial education and the efficiency of the teachers under their supervision, they are the logical persons to carry on informal specialized professional improvement work with their own teachers.

C. KINDS OF TRADE AND INDUSTRIAL EDUCATION WHICH THE STATE BOARD INTENDS TO AID FROM FEDERAL FUNDS

1. *Evening industrial schools, including foremanship classes*
2. *Part-time schools or classes*
 - a. Trade extension part-time schools or classes
 - b. Trade preparatory part-time schools or classes
 - c. General continuation part-time schools or classes including cooperative retail selling and cooperative occupational classes for small towns
3. *Unit trade day schools or classes*
4. *General industrial day schools or classes in towns and cities of less than 25,000 population*

D. EVENING INDUSTRIAL SCHOOLS OR CLASSES

1. *The controlling purpose is to provide trade extension instruction for the up-grading of persons along the lines in which they are employed.*
2. *The minimum entrance age shall be 16 years.*
3. *The plant and equipment shall be adapted to successful work and subject to the approval of the state board for vocational education.*
4. *The minimum for maintenance shall be \$10.00 per term.*
5. *The character and content of the course of study is shown in Appendix V.*
6. *The work shall be of such character as to supplement the daily work of members of the school or classes.*
7. *Instruction shall be conducted by demonstration, lecture, conference, free class discussion, and actual manipulation of equipment by members of the class.*
8. *Qualifications of teachers*
 - a. Shop or trade instructor
 - (1) He shall be an expert at the trade to be taught, with at least three years beyond the customary apprenticeship period.

- (2) A shop teacher must be a graduate of at least an elementary school or the equivalent.
 - (3) He shall possess good health and habits.
 - (4) An instructor must be interested in boys and adults in the trades and have ability in leadership with people.
 - (5) He must be not less than 25 years of age.
 - (6) He must have not less than 180 hours of the special teacher training course provided by the state board for vocational education, or shall be pursuing one of these courses either in class work or by correspondence.
- b. Instructors in related subjects
- They shall have the full qualifications of shop instructors or at least two years of technical education beyond the high school and at least one full year of trade experience in a trade or industrial pursuit. Related subjects teachers shall have completed or be enrolled in the same teacher training courses as provided for shop instructors.

E. PART-TIME SCHOOLS OR CLASSES

1. Part-time trade extension schools or classes

- a. The purpose of the work shall be to improve the qualifications of employed workers in the occupations they are already following.
- b. Pupils shall be fourteen years of age or over.
- c. Plant and equipment sufficient to reach purposes of instruction and meeting the approval of the state board for vocational education shall be provided.
- d. Maintenance fund aside from equipment and teacher's salary shall not be less than \$10.00 for each period of 144 hours.
- e. The character and content of the course of study is shown as Appendix VI.
- f. Methods of instruction shall be adapted to persons below college grade and conducted by demonstrations; lectures, supplemented by demonstrations and illustrations; free class discussions; and mechanical or occupational manipulations by pupils. Shop activities should be used to make clear the instruction even if not used to give skill in manipulation.
- g. The term and hours per week for employed persons under 16 years of age shall conform to state laws: viz., 8 hours per week during public school sessions. Part-time courses shall not be less than 144 hours per year and shall be organized to fit into existing industrial situations.
- h. The qualifications of teachers are the same as given in Trade and Industrial Education IV-D-8.
- i. Plan for coordination

Instructors in part-time schools and classes paid in part from federal moneys may serve also as coordinators of work between the school and the employment or work of the pupil. By coordinator is meant the person who supervises or correlates the class instruction and the practical experience of part-time students. Reimbursement may be made from federal funds up to one-half of the salary paid for actual teaching or coordination of vocational classes. This permits:

- (1) The employment of a person as a teacher giving full time to the instruction of part-time pupils.
- (2) The employment of a person who gives a portion of the time to the

instruction of part-time pupils and a portion of the time to coordination of the school activities with the employment activities of the pupils.

- (3) Under certain circumstances, the employment of a person who gives full time to the coordination of the school work and the employment work of the part-time pupils. In each of these cases the person, for whose services reimbursement is to be made to the school, must meet the minimum qualifications set up in the state plan for teachers of part-time work. The duties of such coordinators shall include those of informing parents and employers of the importance and value of the part-time school and securing their active support and cooperation; of studying industrial conditions and occupations; of eliminating friction in the adjustment of hours of schooling and employment; of assisting in the placement of pupils temporarily out of work or in transferring them from undesirable to better jobs; of following up the pupils in their out-of-school activities; and of consulting with teachers and supervisor or director as to changes in the school program, instructional matter, etc.

2. *Trade preparatory part-time schools or classes*

- a. The purpose shall be to train persons for definite occupations, other than the one in which they are employed at the time of taking the instruction.
- b. Pupils shall be at least 14 years of age.
- c. Plant and equipment shall meet the approval of the state board for vocational education and shall be suitable for proper success of the work attempted.
- d. Not less than \$10.00 for each unit of 144 hours shall be expended on maintenance in the form of supplies and other necessary expense aside from equipment and instruction.
- e. The character and content of the course of study is shown as Appendix VII.
- f. Methods of instruction shall be adapted to pupils below college grade and shall consist of suitable demonstrations; lectures supplemented by demonstrations and illustrations; free class discussions; and actual manipulation of material and apparatus by class members. When a school system is unable to provide suitable shop equipment for adequate trade preparatory instruction, arrangements may be made for giving this instruction in industrial establishments. If the person to give such instruction is to receive compensation for it he shall have the qualifications as set forth in Trade and Industrial Education IV-D-8.
- g. For length of term and hours per week see Trade and Industrial Education IV-E-1-g.
- h. The qualifications of teachers are the same as given in Trade and Industrial Education IV-D-8.
- i. The plan for coordination is the same as given in Trade and Industrial Education IV-E-1-i.

3. *General continuation part-time schools or classes*

- a. For enlarging the civic or vocational intelligence of workers over 14 years of age
 - (1) The controlling purpose shall be to increase the civic or vocational intelligence of persons who have entered employment, by instruction given during the legal working time of pupils.
 - (2) These courses shall be given to persons 14 years of age or over.

- (3) Plant and equipment shall meet the needs of the kind of course offered and be subject to the approval of the state board for vocational education.
 - (4) Minimum maintenance fund for supplies for purpose exclusive of equipment and salaries of teachers shall not be less than \$10.00 for the period the class is in session.
 - (5) The character and content of the course of study is shown as Appendix VIII.
 - (6) Methods of instruction shall be those adapted to the particular line of work selected and conducted by means of group recitations, drills, demonstrations, objective illustrations and practice.
 - (7) For length of term and hours per week see Trade and Industrial Education IV-E-1-g.
 - (8) Qualifications of teachers
 - (a) Shop teachers for general continuation schools shall have a minimum of two years of experience in a trade or industrial pursuit and shall have at least two years of resident instructor training in a recognized course for the training of industrial teachers. If teachers are tradesmen without such training they shall be taking the teacher training course provided for shop instructors for evening industrial schools in Trade and Industrial Education IV-D-8-a-(6).
 - (b) Any properly certificated elementary or secondary school teacher who is not now engaged in continuation school work may qualify for service in the general continuation school provided he is approved by the state board for vocational education at the time he is assigned to general continuation school work. He shall start and continue on the course of special training set forth in Trade and Industrial Education IV-H-3-e-(4). Teachers shall attend such conferences as are called for improvement of work of the continuation school.
- b. For enlarging the vocational intelligence of workers over 14 years of age regularly employed in offices and stores as follows:
- (1) On full time basis
 - (a) The instruction shall be such as is intended to help the worker in the performance of office or store tasks, or to prepare him for promotion to the next higher position for which he is in line.
 - (b) The instruction shall be suitable for workers between the ages of 14 and 21.
 - (c) The equipment shall be adequate to meet all the requirements of the course and subject to the approval of the state board for vocational education.
 - (d) The character and content of the course of study is shown as Appendix IX.
 - (e) The instruction shall be such as is suited to the needs of the group and of a most practical character. The materials of instruction should be drawn as far as possible from the business represented. The methods of instruction shall include lectures, classroom and laboratory work, demonstrations, discussions, conferences, and practical application where possible.

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- (f) For those pupils under 16 years of age the instruction shall continue for 8 hours per week as provided for in the Iowa part-time school law. For students over 16 it should continue for at least 144 hours in a school year.
 - (g) All class instruction must be given during the working hours of the pupils and shall be given for at least 144 hours per year for workers over 16. For workers between 14 and 16 years of age the instruction must be given at least 8 hours per week in accordance with the child labor law.
 - (h) The qualifications of teachers in part-time schools shall be the same as those of the teachers of the same subjects in the secondary schools with the additions noted below:
 - [1] Completion of teacher training courses for general continuation school teachers as outlined under Trade and Industrial Relations IV-H-3-c-(4).
 - [2] Practical experience of at least one year in the type of work being taught; e. g., teachers of office subjects shall have had a minimum of one year of office experience, or teachers of store subjects shall have had a year of store selling experience. Experience gained through an approved teacher training course may be accepted as meeting these requirements.
 - [3] Proven ability as a teacher
 - (i) Reimbursement may be made for those teachers who teach either the general educational or the technical commercial subjects or who act as coordinators for such classes. If a teacher devotes only a portion of his time to this work, reimbursement shall be made on the basis of the part of his daily teaching program spent in any or all of these three types of work. Class teachers should coordinate part time.
 - (j) The plan for coordination is the same as Trade and Industrial Education IV-E-1-i.
- (2) On cooperative basis between school and store or office
- (a) The controlling purpose is to increase the vocational intelligence of employed boys and girls in commercial and mercantile establishments, to help the worker in his present job, and to prepare him for promotion.
 - (b) The minimum age shall be 14 years.
 - (c) The equipment shall be adequate to meet all the requirements of the course and subject to the approval of the state board for vocational education.
 - (d) Character and content of course of study
 - [1] Provision must be made for employment in a sequence of positions during the cooperative period, and for direct instruction related to the needs of workers in each of these positions.
 - [2] Provision should be made for regular instruction amounting to at least two periods in each school day based upon the working experiences of the pupils. Thus, for sales girls, wrappers, stock clerks, and other store workers, two periods in each school day should be devoted to instruction in either general

or special subjects directly related to retail selling; and for pupils employed in office positions two periods a day of instruction directly related to either general or special office work must be given. At least one period per week in these classes must be devoted to conference discussion or working experiences.

[3] See Appendix X for type course.

- (e) Methods of instruction shall include lectures, classroom and laboratory work, demonstrations, discussions, conferences, practical applications, and teacher supervision of the employed pupil while on the job. The needs of individual pupil-workers should be ascertained by interviewing employers and by observation of pupil-workers while on the job and at school. Class teachers should, therefore, do some coordinating and base much of their instruction upon observed needs of pupil-workers.
 - (f) The minimum time for class instruction must not be less than 144 clock hours a year. The maximum time for class instruction must not exceed in point of actual clock hours the amount of time spent in regular employment. Instruction should cover a minimum of 20 clock hours a week for at least 30 weeks a year.
 - (g) The division of time between school and employment shall be equal except for special students who shall be in school not less than eight hours weekly.
 - (h) Instructors shall have the qualifications set forth in Trade and Industrial Education IV-E-3-b-(1)-(h). Coordinators shall have in addition adequate experience in conducting employee training, sales organization, and personnel management.
 - (i) Qualifications of teachers on whose salaries reimbursement may be asked are the same as shown under Trade and Industrial Education IV-E-3-b-(1)-(i).
 - (j) The plan for coordination is the same as given in Trade and Industrial Education IV-E-1-i.
- c. For enlarging the civic and vocational intelligence of workers over 14 years of age who are regularly employed in miscellaneous occupations in small cities and towns
- (1) The controlling purpose is to provide vocational training of a preparatory type in various local occupations through cooperation between the schools and local employers.
 - (2) The minimum age shall be 14 years.
 - (3) A satisfactory classroom equipped with tables, chairs, blackboards, and supplementary teaching material shall be provided. Where occupational instruction is to be given in the school, equipment similar to that used locally in the occupations shall be provided.
 - (4) Character and content of course of study
 - (a) One school period per day, equal in length to other regular school periods, will be provided for the group of pupils who are enrolled in this type of work. These pupils will be handled in a segregated class with the coordinator in charge. The work given to the members of this group will be such as will help

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- to prepare them for employment and may include instruction in industrial relations and problems of employment, occupational instruction given to individuals or to occupational groups, supervised occupational study, and individual conferences.
- (b) In addition to the one period each day given to the segregated group, occupational instruction equivalent to at least one regular school period per day will be provided for each pupil. This instruction, to be arranged for by the coordinator, shall be provided through special segregated classes, through available high school classes, or on the job.
 - (c) For each student an outline or analysis of his present and future needs for occupational training shall be prepared by the coordinator working with the employer, and this shall be used as the basis for the training to be given.
 - (d) An agreement shall be made before the pupils enter the class whereby the employer agrees to make the work educational as far as possible under the conditions of employment.
- (5) All instruction must be suited to the needs of workers over 14 years of age. Since workers from a variety of occupations will be enrolled, the instruction shall be very largely on an individual basis. The coordinator shall have available at least two regular school periods each day which shall be used in coordinating school instruction to employment. The information thus secured shall be used in adjusting the instruction given to the working needs of the pupils.
- (6) The minimum time of classroom instruction shall be not less than one regular school period each school day and not less than 144 hours per year.
- (7) Division of time between school and employment
- (a) The pupils shall be legally employed for at least 20 hours per week throughout the school year.
 - (b) The time at work shall equal or exceed the time in clock hours per week devoted to school instruction throughout the year. A student who spends more time in school during the school year than he spends actually at work under regular employment conditions can not be considered a part-time student.
 - (c) The arrangement of time schedule under this cooperative plan of half time in school and half time in employment shall be a half day in school followed or preceded by a half day in employment.
- (8) The kind of employment may be regular employment in any occupation which offers an opportunity for advancement and possibilities for training.
- (9) Qualifications of teachers
- (a) The coordinator shall meet qualifications similar to those set up for shop teachers of part-time trade extension or trade preparatory classes except that a variety of occupational experience may be substituted for the trade experience required of such teachers.
 - (b) The teacher of segregated classes, when he is other than the

coordinator, shall meet the qualifications of the state plan for part-time teachers of the specific subjects taught.

- (10) A coordinator shall be employed through the school year who shall have available, free from other school duties, at least three regular school periods each day for work with pupils enrolled under this plan. Of these periods, one each day shall be given to instruction in a segregated class composed of these students, and at least two each day shall be given to the duties of coordinating school instruction to employment. The work of coordination shall include visits to places of employment and to the homes of pupils; conferences with parents, employers, and teachers; and the keeping of records and reports of the pupils employed under this plan. Where the number of pupils employed is more than 30 the time given to coordination shall be increased.
- (11) Distribution of coordinators' time
In schools where the number of pupils enrolled under this plan is not more than 30 the time of the coordinator shall be distributed approximately as follows:
- (a) Teaching regular high school classes—one half of the school day
 - (b) Teaching segregated class which includes all part-time pupils enrolled under this plan—four hours per week
 - (c) Office records and reports—two hours per week
 - (d) Visiting places of employment and consulting with employers—eight hours per week
 - (e) Conferences with other teachers, planning outlines of occupational study, and conferences with pupils—six hours per week
- The duties listed above shall require one hour of time beyond the usual length of school day. In determining reimbursement this additional time shall be considered as a part of the school day for the coordinator.
- (12) Teachers for whom reimbursement shall be asked
- (a) Coordinators who devote at least two regular school periods per day to the duties of coordinating school instruction to employment and who, in addition, teach all pupils enrolled under this plan in a segregated class for one period per day
 - (b) Teachers of other segregated classes arranged for by the coordinator and organized to give training for the specific occupations of part-time pupils enrolled under this plan

F. DAY UNIT TRADE SCHOOLS OR CLASSES

1. *The aim of the day unit trade school must be to prepare students for useful employment in a shop or at a trade.*
2. *Pupils shall be at least 14 years of age.*
3. *Plant and equipment shall be of such nature and sufficient to make the instruction effective, and must meet the approval of the state board for vocational education.*
4. *There shall be at least \$100.00 available for each year for each trade taught as a maintenance fund for supplies and purposes other than equipment and salaries of teachers.*
5. *The character and content of the course of study is shown as Appendix XI.*

6. *Methods of instruction*

- a. Must be adapted to prepare the student for useful employment.
- b. Must be suitable to the stage of development and experience of persons 14 years of age or over, but the grade of work shall be below college in rank.
- c. Should be based on concrete demonstrations and experience by the use of material objects, but theory and reason should be so associated with the concrete instruction as to make an intelligent and thoughtful workman rather than a mere mechanical manipulator.
- d. Should include the use of books, charts, pictures, slides, machines, and other objects. Shops, demonstrations, lectures, and class discussions should all find a place in the process of instruction.

7. *Amount of time given to practical work on a useful or productive basis and a statement concerning the nature of the practical work*

a. Types of program offered

- (1) Related work taught by shop teacher incidentally on the job as problems arise. This plan requires a minimum of four continuous hours with the shop teacher and the balance of the school day may be devoted to any other subjects.
- (2) Related work taught in segregated groups by teachers other than the shop teachers. This plan requires as a minimum 50 per cent of the school day or 15 hours per week in shop on a useful and productive basis. (One-half of the school day if more than six hours in length.) Twenty-five per cent of the school day shall be given to any other subjects.

Reimbursement shall be made only on salaries of qualified teachers of shop and related subjects for such time as they are actually teaching in approved trade and industrial courses.

- b. Work shall be conducted with practical, commercial shop equipment and the products used by the school district in new buildings, repairs and maintenance. Commercial work for local industrial concerns may be undertaken when instruction is benefited thereby and when it does not interfere with labor.

8. *The school year must be at least nine months in length.*9. *The hours of instruction shall be not less than 30 clock hours per week.*

- a. Twenty hours where related work is taught by shop teachers incidentally on the job as problems arise
- b. Fifteen hours of shop and seven and one-half hours of related subjects where related work is taught in a segregated group by a teacher other than the shop teacher

10. *Qualifications of instructors*

- a. For shop or trade instructors the qualifications are the same as given in Trade and Industrial Education IV-D-8.
- b. For instructors of related subjects the qualifications are the same as given in Trade and Industrial Education IV-D-8.

G. GENERAL INDUSTRIAL SCHOOLS FOR CITIES AND TOWNS OF LESS THAN 25,000 POPULATION

- 1. *The controlling purpose is to give trade preparatory instruction which will prepare a student for entrance into one of the several allied trades as an advanced learner.*

2. *Pupils shall be not less than 14 years of age.*
3. *Plant and equipment shall be of such nature as to make the instruction efficient and effective, and must meet the approval of the state board for vocational education.*
4. *There shall be available each year at least \$100.00 for each general industrial class as a maintenance fund for supplies and purposes other than equipment and salary of teachers.*
5. *The character and content of the course of study is shown as Appendix XII.*
6. *The methods of instruction are the same as given in Trades and Industrial Education IV-F-6.*
7. *Amount of time given to practical work on a useful or productive basis*
 - a. At least 50 per cent of the school day shall be devoted to shop work on a useful and productive basis, and in addition, 25 per cent of the day shall be devoted to related subjects when the related work is taught in segregated classes by a teacher other than the shop teacher.
 When the related subjects are taught by the shop teacher incidentally, and without setting up separate classes for such subjects, a total of not less than 15 hours per week, or three consecutive hours per day, shall be devoted to shop and related subjects instruction where the school program is 25 hours per week. Where the thirty-hour week is the standard, 20 hours per week or four consecutive hours per day shall be devoted to the shop and related work.
 These time requirements for the five-hour school day and the six-hour school day shall be determined on the basis of the required time schedule for the students enrolled in the trade course.
 Note: The foregoing standards for general industrial classes shall apply to all new classes organized but will not be made effective in classes already organized until July 1, 1933.
 - b. Work shall be conducted with practical, commercial shop equipment and the products used by the school district in new buildings, repairs and maintenance. Commercial work for local industries may be undertaken when instructional in character and when it does not interfere with labor conditions.
8. *The school year must be at least nine months in length.*
9. *The hours of instruction are the same as given in Trade and Industrial Education IV-G-7-a.*
10. *The qualifications of teachers are the same as given in Trade and Industrial Education IV-D-8.*

H. TEACHER TRAINING

1. *Budget of teacher training funds*

Approximately 30 per cent of the teacher training funds allotted to the state shall be tentatively budgeted for the training of trade and industrial teachers, which shall be distributed approximately as follows:

- a. State supervision and organized teacher training by the state board45 per cent
- b. Organized teacher training by designated institution.....45 per cent
 Iowa State College of Agriculture and Mechanic Arts, situated at Ames, Iowa, is designated as the teacher training institution for the training of trade and industrial teachers for shop and related subjects.

c. Supervision by local boards of education.....10 per cent

(1) Cities

Des Moines, Sioux City, Davenport, Dubuque, Burlington, Clinton, Keokuk, Fort Madison, Newton, and others having qualified supervisors

(2) Plan

Where local boards of education having qualified supervisors assigned by the state board as teacher trainers and have established organized teacher training units for trade and industrial teachers and prospective trade and industrial teachers, these local boards shall be reimbursed from teacher training funds according to other provisions of the law. The plan shall be under the direct supervision of the state supervisor.

2. *Qualifications of teacher trainers*

a. Practical working experience

Trade experience shall be adequate (at least three years) practical working experience as a wage earner in trade or industrial occupations.

b. Technical training

In lieu of one year there may be substituted the four years of shop training in the trade and industrial course at Iowa State College or a similar course in similar institutions.

c. General education

A wide diversity of academic attainment and general education is acceptable. Successful experience in organization and leadership is essential for approval.

d. Professional education

Professional education shall be at least the equivalent of 540 clock hours in approved educational subjects under a qualified teacher trainer, including

(1) Supervision and administration of trade and industrial schools

(2) Making and utilization of trade and job analyses for training trade teachers and organization of content for trade courses

(3) Methods of training trade teachers which may be partially gained in service, in which case approval shall be conditional until requirements are fully met. Approval shall be for such definite period as is deemed desirable in order to complete this training.

e. Teaching experience

Teaching experience shall be at least two years of successful experience as a teacher of approved trade classes which meet the standards of of the state plan. This experience may be partially gained in service in which case approval shall be conditional until requirements are fully met. Approval shall be for such definite period as is deemed desirable in order to acquire the required experience.

f. Supervisory or administrative experience

Supervisory experience shall be adequate, covering at least three years in a responsible administrative or supervisory capacity in the field of industry or industrial education, and must include supervisory experience in trade and industrial education of vocational grade.

3. *Work to be undertaken by each of these agencies covering the following:*

a. Shop teachers

- (1) Entrance requirements
 - (a) Expert trade worker
 - (b) General education and characteristics as mentioned in Trade and Industrial Education IV-D-8-a
- (2) Length of course
 - (a) Two quarters of 12 weeks each in residence, or two years by extension, correspondence, or in residence
 - (b) Approximately 180 clock hours. Any correspondence or extension unit shall be completed within the calendar year except for supervised teaching which may cover two calendar years.
- (3) Plan for giving training

Teacher training shall be undertaken by Iowa State College in resident courses and through extension including correspondence and itinerant courses. Both resident and extension courses shall consist of short units.
- (4) Course of study

The following lines of work are offered to promising workmen having the qualifications set forth in the entrance requirements:

	Clock Hours
Trade analysis and course of study.....	36
Technique of teaching trades.....	36
Social significance of industrial education.....	36
Organization and administration of industrial education, either (a) or (b)	
(a) Foundation of industrial education.....	36
(b) Administrative problems in industrial education.....	36
Supervised teaching	36
- (5) Observation and practice teaching

Provision is made for observation and supervised teaching to a total of 36 clock hours.
- (6) Graduation requirement

No graduation is essential
- (7) Relation to certification

Persons possessing the qualifications set forth in Trade and Industrial Education IV-D-8-a, and who have successfully completed the above courses may be eligible for certification by the state board of educational examiners upon recommendation of the state board for vocational education.

b. Teachers of related subjects

Iowa State College will prepare teachers of related subjects as designated under Trade and Industrial Education IV-H-3-a. Entrance requirements shall include trade and industrial experience or appreciation sufficient to make satisfactory contacts between the related and manipulative arts. It is desirable that the student meet the requirements of the plan for teachers of related subjects as set up under Trade and Industrial Education IV-D-8-b. Students not fully meeting the entrance

c. Supervision by local boards of education.....10 per cent

(1) Cities

Des Moines, Sioux City, Davenport, Dubuque, Burlington, Clinton, Keokuk, Fort Madison, Newton, and others having qualified supervisors

(2) Plan

Where local boards of education having qualified supervisors assigned by the state board as teacher trainers and have established organized teacher training units for trade and industrial teachers and prospective trade and industrial teachers, these local boards shall be reimbursed from teacher training funds according to other provisions of the law. The plan shall be under the direct supervision of the state supervisor.

2. *Qualifications of teacher trainers*

a. Practical working experience

Trade experience shall be adequate (at least three years) practical working experience as a wage earner in trade or industrial occupations.

b. Technical training

In lieu of one year there may be substituted the four years of shop training in the trade and industrial course at Iowa State College or a similar course in similar institutions.

c. General education

A wide diversity of academic attainment and general education is acceptable. Successful experience in organization and leadership is essential for approval.

d. Professional education

Professional education shall be at least the equivalent of 540 clock hours in approved educational subjects under a qualified teacher trainer, including

(1) Supervision and administration of trade and industrial schools

(2) Making and utilization of trade and job analyses for training trade teachers and organization of content for trade courses

(3) Methods of training trade teachers which may be partially gained in service, in which case approval shall be conditional until requirements are fully met. Approval shall be for such definite period as is deemed desirable in order to complete this training.

e. Teaching experience

Teaching experience shall be at least two years of successful experience as a teacher of approved trade classes which meet the standards of the state plan. This experience may be partially gained in service in which case approval shall be conditional until requirements are fully met. Approval shall be for such definite period as is deemed desirable in order to acquire the required experience.

f. Supervisory or administrative experience

Supervisory experience shall be adequate, covering at least three years in a responsible administrative or supervisory capacity in the field of industry or industrial education, and must include supervisory experience in trade and industrial education of vocational grade.

3. *Work to be undertaken by each of these agencies covering the following:*

a. Shop teachers

- (1) Entrance requirements
 - (a) Expert trade worker
 - (b) General education and characteristics as mentioned in Trade and Industrial Education IV-D-8-a
- (2) Length of course
 - (a) Two quarters of 12 weeks each in residence, or two years by extension, correspondence, or in residence
 - (b) Approximately 180 clock hours. Any correspondence or extension unit shall be completed within the calendar year except for supervised teaching which may cover two calendar years.

(3) Plan for giving training
 Teacher training shall be undertaken by Iowa State College in resident courses and through extension including correspondence and itinerant courses. Both resident and extension courses shall consist of short units.

(4) Course of study
 The following lines of work are offered to promising workmen having the qualifications set forth in the entrance requirements:

	Clock Hours
Trade analysis and course of study.....	36
Technique of teaching trades.....	36
Social significance of industrial education.....	36
Organization and administration of industrial education, either (a) or (b)	
(a) Foundation of industrial education.....	36
(b) Administrative problems in industrial education.....	36
Supervised teaching	36

(5) Observation and practice teaching
 Provision is made for observation and supervised teaching to a total of 36 clock hours.

(6) Graduation requirement
 No graduation is essential

(7) Relation to certification
 Persons possessing the qualifications set forth in Trade and Industrial Education IV-D-8-a, and who have successfully completed the above courses may be eligible for certification by the state board of educational examiners upon recommendation of the state board for vocational education.

b. Teachers of related subjects

Iowa State College will prepare teachers of related subjects as designated under Trade and Industrial Education IV-H-3-a. Entrance requirements shall include trade and industrial experience or appreciation sufficient to make satisfactory contacts between the related and manipulative arts. It is desirable that the student meet the requirements of the plan for teachers of related subjects as set up under Trade and Industrial Education IV-D-8-b. Students not fully meeting the entrance

requirements must have the approval of the state supervisor of trade and industrial education.

c. General continuation part-time school teachers

(1) Entrance requirements

- (a) Certification as an elementary or secondary school teacher
- (b) At least two years of successful teaching experience

(2) Length of course

- (a) One year, 36 weeks, 3 hours per week
- (b) Approximately 108 clock hours

(3) Plan of training

Special training of continuation school teachers shall be done through extension by the state board for vocational education with such special help as may be needed from Iowa State College.

(4) Course of study

Clock Hours

- (a) Administration of part-time education..... 36
Sociological and legal background, including the development of the Smith-Hughes act, state vocational act, child labor law, factory inspection, compulsory attendance, and part-time school laws as they affect continuation education
- (b) Problems in administration and supervision of part-time education, including establishing of the school, problems of attendance, records, reports, programs, etc..... 36
- (c) Coordination of part-time education..... 36
Including the making of job analysis, determination of teachable auxiliary information, the building of courses of study, and special methods of instruction through the use of unit lessons, lesson sheets, etc.

The above are the subjects offered in residence and through extension by Iowa State College.

- (d) The state board shall conduct conferences in the special problems of the continuation school.
- (e) The local board shall conduct such courses when practical.

(5) Practice teaching

Provision is made for observation and supervised teaching to a total of 36 clock hours.

(6) Graduation requirements

There are no graduation requirements

(7) Relation to certification

Proper certification by the state board of educational examiners is a condition precedent to a teacher entering upon continuation school work. However, successful completion of the above course shall be a condition precedent to approval of the school in which the teacher works.

d. Teachers of retail selling in the general continuation school

It is not feasible at this time to provide training for teachers of retail selling and commercial practice in general continuation schools other

than that provided for general continuation school teachers in Trade and Industrial Education IV-H-3-e.

e. Coordinators

For training and qualifications of coordinators see Trade and Industrial Education IV-E-1-i.

f. Local supervisors

When organized supervised teaching is conducted by the local supervisor under the direct supervision of the engineering extension service of Iowa State College and its teacher trainers covering 36 clock hours, it shall be accepted as a regular college credit for students taking this work. The state board for vocational education, through the state supervisor and other assigned teacher trainers, shall be responsible for the training of teachers who have entered the service. This shall be done through supervision of teachers on the job; through conferences called by the state board from time to time to consider specific problems related to administration and methods of teaching for groups of teachers; and for short units of instruction to teacher groups in upgrading teacher problems.

Reimbursement may be made for local supervisors attending called conferences upon railroad fare only when sufficient teacher training funds are available.

Local boards of education, through the local supervisor assigned by the state board as teacher trainer, shall conduct conferences and teacher training courses as are essential to the upgrading of their corps of vocational teachers.

4. *Provision for supervision of teacher training by state supervisor*

The state supervisor of trade and industrial education shall be responsible for the supervision of the entire teacher training program for trade and industrial education under the direction of the state board for vocational education, and approximately 40 per cent of his time shall be given to this work. He shall have direct supervision of all teacher training done through the designated state institutions and local boards of education. He shall be responsible for the organization of resident, extension, itinerant, and short unit courses and for conferences called for industrial teachers in service. He shall maintain an adequate program of supervision and instruction of teachers who have entered service, and shall give practical and supervised teaching on the job. He shall be in close touch with the entire field of teacher training in trade and industrial education, and shall be prepared to report to the state board for vocational education on its progress.

5. *Instructor training for foremen*

a. Training conference leaders

There shall be conducted from time to time, when conditions warrant it, conferences for the training of foreman conference leaders, by members of the staff of the state board for vocational education, its teacher training agents, or other qualified persons designated by the board.

b. Training instructor foremen

(1) The following plan will be pursued in training foremen in their instructional responsibilities:

- (a) Purpose of the proposed course is to introduce and promote employee training in the field of industry and trade.
 - (b) The course is intended for persons ranking as "working" foremen or assistant foremen, and supervisors having as part of their duties the directing of one or more assistants.
- (2) General method of procedure
- (a) The methods of discussion and analysis shall be used throughout. Men shall be led with a discussion of specific cases in the more familiar industrial occupations, and from these discussions shall be developed the generalized statements.
 - (b) Discussion sheets, analysis forms, and reports to lead thought in the desired direction shall be used.
- This course is intended to follow a preliminary of 1, 2, or 3 units of 12 sessions each, dealing with the general problems of foremanship.

6. *Research*

Research and investigation shall be provided for when organized under the direction of the designated teacher training agencies and when approved in detail by the state supervisor for the state board. Such program shall be in the field of immediately useful studies and shall be limited to function directly to the furtherance of teacher training in the field of trade and industrial education of vocational grade.

7. *Other provisions*

This plan for teacher training presumes to cover the various opportunities offered for training shop and related subjects teachers as contemplated for the immediate future, but reserves the right to submit variations as they may arise for the training for unit trade, general industrial, evening, part-time, continuation, trade extension, and preparatory school teachers.

V

HOMEMAKING EDUCATION

A. USE OF FEDERAL FUNDS

1. *Percentage of Smith-Hughes funds for trade, homemaking, and industrial education budgeted to homemaking*
Not more than 20 per cent of the funds available for salaries of teachers in trade, homemaking and industrial education under the Smith-Hughes Act may be used for homemaking.
2. *Purposes for which it is proposed the George-Reed funds shall be used*
The funds available under the George-Reed Act may be expended for salaries of homemaking teachers in day, part-time, and evening schools and classes and for the salaries of local and state supervisors.

B. SUPERVISION OF HOMEMAKING EDUCATION

1. *State supervisor and assistant*
 - a. *Qualifications*
 - (1) *Education*
 - (a) She shall have graduated from a four-year course in home economics from a college or university of recognized standing

equivalent to that approved for the training of vocational homemaking teachers. This course shall include at least 30 quarter hours in professional subjects including special methods in teaching homemaking, methods in teaching related subjects, and supervised teaching in vocational schools and classes.

- (b) She should have had one year of graduate work in homemaking education.
- (2) Experience
- (a) Homemaking experience shall be equivalent to at least two years of actual management of a home.
 - (b) Teaching experience shall include at least three to five years in vocational schools preferably including both day and evening classes.
 - (c) She should have been employed in a position of special responsibility involving some administration.
 - (d) Additional preference may be given for experience in teacher training.

(3) General

She must be a woman of sufficient maturity, possessing tact, broad sympathy, and keen interests. She must be a leader capable of promoting the program and winning support for it.

b. Duties

(1) Improvement of teachers in service

- (a) The improvement of teachers in the day schools shall be accomplished by supervisory visits to the schools; by conducting local, sectional and state conferences; by issuing helpful mimeographed and printed material from the state office; and by correspondence.
- (b) The supervisor shall encourage teachers to improve their professional qualifications by attending national, state, and sectional meetings; by continuing the acquisition of vocational experience; by doing graduate work from time to time and through other activities.
- (c) The improvement of teachers in evening and part-time schools and classes is also the supervisor's responsibility. She may do this by conducting local or state conferences or by an organized series of training lessons. In addition, improvement of evening school teachers may be done by local supervisors or an itinerant teacher trainer working under the direction of the state supervisor.

(2) Promotion of new work

- (a) In the discharge of this duty the state supervisor shall contact school administrators and meet school boards, local women's organizations, plant executives, and groups of business and industrial men and women for the purpose of presenting the possibilities of vocational homemaking education.
- (b) She shall assist communities in establishing satisfactory vocational homemaking schools and classes and make recommendations for their approval.
- (c) She shall also study the state needs and make detailed surveys

as occasion demands to determine desirable locations for vocational homemaking schools and classes.

- (d) She shall furthermore assist in a general promotional program by preparing such articles for the press as will bring before the public the practical ways in which vocational education in homemaking is functioning.
 - (3) Plans for inspection of work
 - (a) The state supervisor has the responsibility of supervising schools and classes approved by the state board for vocational education.
 - (b) She shall visit the approved departments and make recommendations to the state director as to the aid which they should receive.
2. *Local supervisor*
- a. **Qualifications**
 - (1) **Education**
 - (a) She shall have graduated from a four-year course in home economics from a college or university of recognized standing equivalent to that approved for the training of vocational teachers.
 - (b) Her professional training shall include special methods in teaching homemaking education and a course in methods of teaching evening school classes.
 - (2) **Experience**
 - (a) Homemaking experience shall cover a period of two to five years. A longer period is desirable when possible.
 - (b) She shall have successfully conducted evening classes in homemaking and shall preferably have had some experience as a day school teacher.
 - (c) She shall have demonstrated administrative ability.
 - (3) **General**

She shall be a woman of mature judgment capable of promoting, organizing, and leading a program in adult education for homemakers.
 - b. **Duties**
 - (1) **Teacher training**

Teacher training activities shall constitute the major portion of the local supervisor's work, and particular attention shall be given to the professional improvement of teachers in service.
 - (2) **Promotional**

Promotional duties shall include talks and conferences with local school administrators, men's and women's organizations and industrial groups, preparation of press articles, and making such surveys as will guide the development of the evening school program in homemaking.
 - (3) **Inspectional**

She shall cooperate with the state supervisor of vocational homemaking in all phases of the program, including the keeping of records, and in making reports of work as required by the state board for vocational education.

C. KINDS OF HOMEMAKING EDUCATION WHICH THE STATE BOARD INTENDS TO AID FROM FEDERAL FUNDS

1. *Day schools or classes*

2. *Part-time homemaking schools or classes for minors*
3. *Part-time homemaking schools or classes for adults*
4. *Evening homemaking schools or classes*

D. DAY SCHOOLS

1. *Minimum entrance age requirement*
The minimum entrance age requirement shall be 14 years
2. *Required or minimum plant and equipment*
Such space, equipment, and library facilities as will support the most effective homemaking instruction for the community in which the school is located should be provided. This will include facilities for teaching foods and nutrition, child development, home management, clothing selection and construction, family and social relationships, and home nursing. In the small school one room may be used for teaching all phases of homemaking provided the space is sufficient and properly equipped. See score card for equipment in homemaking laboratories which is given as Appendix XIII.
3. *Minimum for maintenance*
A minimum of \$3.00 per pupil per year shall be provided by the local school board for maintenance of laboratory supplies.
4. *Minimum length for school year*
 - a. Where Smith-Hughes funds will be used
 - (1) In cities and towns of 25,000 population or more the school year must be at least nine months in length.
 - (2) In cities and towns of less than 25,000 population the school year may be less than nine months in length.
 - b. Where George-Reed funds will be used
In towns where schools organize George-Reed programs, the school year may be nine months or less. The Iowa code requires a minimum school term of eight months.
5. *Hours of instruction per week*
 - a. Where Smith-Hughes funds will be used
 - (1) In cities and towns of 25,000 population or more the instruction must not be less than 30 hours per week or six hours per day.
 - (2) In cities and towns of less than 25,000 population the instruction must not be less than 25 hours per week or six hours per day.
 - b. Where George-Reed funds will be used
In towns where schools organize George-Reed programs, the school week shall include 25 to 30 hours of instruction per week or five or six hours per day.
6. *Types of programs to be maintained*
 - a. Program I
 - (1) Number of hours of school week given to vocational work
 - (a) Ninety to 120 minutes daily or seven and one-half to ten hours per week shall be given for homemaking subjects.
 - (b) An average of 60 minutes daily or five hours per week shall be given to related subjects. These shall be taught in segregated classes.
 - (2) Home projects
 - (a) It is recommended that home projects be carried. A maximum

average of 30 minutes daily out of the vocational half day may be spent on them at school. This totals two and one-half hours per week.

- (b) The teacher shall be expected to give adequate supervision of home projects and to make one visit to the home of each of her pupils early in the year. The school board shall be expected to provide necessary transportation for this visitation.

b. Program II

(1) Number of hours per week given to vocational work

- (a) A double period shall be given daily to homemaking subjects in schools where the schedule provides for periods of 40 or 45 minutes (6 $\frac{2}{3}$ to 7 $\frac{1}{2}$ hours per week). A single period shall be given daily where the schedule provides for periods of 60 minutes (five hours per week).
- (b) A single period shall be given daily to related subjects in the case of either of the above time schedules. The classes shall be segregated.

(2) Home projects

- (a) First year homemaking students shall spend a minimum of 15 minutes daily or one and one-fourth hours per week in home practice. Second year students shall devote the same amount of time to at least two home projects in two phases of homemaking.
- (b) The teacher shall have three free periods during the week for home project supervision. The teacher is expected to make one visit to the home of each of her pupils early in the year. The school board shall be expected to provide necessary transportation for this visitation.

c. Program III

(1) Number of hours per week given to vocational work

A minimum of 90 minutes daily or seven and one-half hours per week shall be given in homemaking subjects.

(2) Related subjects

It is strongly recommended that courses in science or art in non-segregated classes be as closely correlated to homemaking as possible.

(3) Home projects

- (a) First year students shall spend an average of 30 minutes daily or two and one-half hours per week in carrying at least three home projects in three phases of homemaking. Second year students shall spend an average of 45 minutes daily or three and three-fourths hours per week in carrying at least four home projects in not less than three phases of homemaking.
- (b) The teacher shall have one free period daily for home project supervision. This supervision should include visits to the homes of her pupils, and transportation facilities should be provided by the local school board. It is strongly recommended that the teacher be employed for one or more months beyond the regular school year for summer project supervision.

7. *Character and content of course of study*

It is recommended that two consecutive years of work be included in Program

I. In Programs II and III, two consecutive years of work are required. In each of the three programs all phases of homemaking should be a part of the courses. In certain situations it may be desirable to combine programs. Examples of such combinations are as follows:

First Year	Second Year
Program I	Program II
Program I	Program III
Program II	Program III

In Program I the half day may be devoted entirely to homemaking subjects or to homemaking subjects and related subjects. Home projects are recommended. For type course of study see Appendix XIV.

Program II includes instruction in homemaking and related subjects supplemented by a home project program. For type course of study see Appendix XV.

Program III includes instruction in homemaking with emphasis on home projects. For type course of study see Appendix XVI.

8. *Methods of instruction*

Class work shall not be divided into laboratory periods and recitation periods. The time should provide for development of the problem, laboratory practice, and directed study as the need for each exists. In developing the problem the teacher shall make use of the commonly known educational procedures: the informational method, the developmental and the conference methods. Devices such as illustrative material, reference and bulletin material, demonstration, field trips, laboratory practice, and class and home projects should be used to a large extent in a vocational program.

9. *Qualifications of teachers*

a. Homemaking teacher

(1) Education

She shall have graduated from a four-year college course in home economics from a college or university of recognized standing. Courses equivalent to those approved for the training of vocational teachers shall include child psychology, child development, household management, and home management house. Her professional training shall include supervised teaching in vocational schools, methods of teaching related art, methods for evening school classes, and methods for vocational teachers. Attendance in summer school every three years shall be encouraged.

(2) Experience

Adequate experience in the management of a home and interest in homemaking shall be expected.

(3) General

She should possess a good personality, interest in the profession, tact, initiative, integrity, and exemplify those qualities which should be developed in adolescent girls.

b. Teachers of related subjects

(1) Education

Vocational homemaking instructors meeting the above requirements are prepared to teach the related subjects.

(2) Experience

If a general science or art instructor is employed, her training should

include in addition to required courses for graduation from accredited colleges

- (a) Practical experience in homemaking
- (b) Professional training for teaching

E. PART-TIME HOME MAKING SCHOOLS AND CLASSES

1. Part-time homemaking classes for minors

- a. Sources of federal funds for this purpose
Smith-Hughes and George-Reed funds may be used for this purpose.
- b. Age requirement
The minimum entrance age requirement shall be 14 years.
- c. Length of term
 - (1) Where Smith-Hughes funds are used
Eight hours of class work per week shall be required of persons who are subject to the part-time school law. For persons not subject to the state law, 144 hours per year shall be required. The classes shall be held during the regular hours of employment.
 - (2) Where George-Reed funds are used
Classes may be organized for less than 144 clock hours.
- d. Required or minimum plant and equipment
Adequate plant and equipment shall be required to meet the approval of the state board for vocational education.
- e. Minimum for maintenance
Maintenance shall be adequate to meet the standards fixed by the state board for vocational education.
- f. Character and content of study
 - (1) For part-time homemaking classes in which all of the time is given to homemaking subjects see Appendix XVII for type course of study.
 - (2) For part-time homemaking classes with 50 per cent or more of the time given to homemaking subjects and the remainder of time given to general academic subjects see Appendix XVIII for type course of study.
- g. Methods of instruction
Methods of instruction shall be suited to the maturity, experience, and information of each group constituting the classes. Special effort should be made to stimulate thinking and to draw all members of the class into the discussion. Problems should be of vital interest and need to the girls.
- h. Provision for follow-up work
The teaching staff of the part-time school shall spend as much time as seems advisable in visiting homes of class members, places of employment, or any other agency which will aid in the development of this work and the improvement of the class members. Wherever possible home or employment projects shall be developed and supervised.
- i. Qualifications of homemaking teachers
 - (1) Education
She shall have two or more years of homemaking training above the high school and special professional work on methods in part-time schools. If teachers without this training are employed their pre-

vious training shall be supplemented by courses organized under the direction of the state department.

(2) *Experience*

At least two years of homemaking experience and one or more years of experience in teaching shall be required. Experience in social welfare work is considered desirable for the part-time teacher.

(3) *General*

Teachers shall be employed who have qualities of leadership, tact in dealing with adolescent girls and the ability to make contacts with places of employment and the homes.

2. *Part-time homemaking classes for adults*

At the present time there is no need for such classes. When such need arises an amendment to this plan will be submitted in which provisions will be outlined.

F. EVENING HOMEMAKING SCHOOLS AND CLASSES

1. *Sources of federal funds*

Either Smith-Hughes or George-Reed funds may be used for the development of such classes.

2. *Age requirement*

The minimum entrance age requirement shall be 16 years.

3. *Plant and equipment*

Plant and equipment shall be sufficient to carry out successfully the program of work and to meet the needs of the students, and shall meet the approval of the state board for vocational education. Homemaking departments, city libraries, church rooms or other public buildings may be used for carrying on such adult classes, depending upon the nature of the work to be conducted. It is important that the place of meeting be as conveniently located as possible for members of the classes.

4. *Minimum for maintenance*

The local school board shall be expected to allow sufficient funds to cover such expenses as publicity, heating and lighting classrooms, reference and illustrative materials, laboratory supplies, and any other necessities for successful conduct of classes.

5. *Character and content of course of study*

The course of study shall be developed on the short unit basis with the content adapted to the needs of the groups. A balanced program including four or more phases of homemaking is recommended in all centers. For type units see Appendix XIX.

6. *Character of the school work*

The character of the school work shall be supplemental to the daily employment of the pupils as homemakers.

7. *Methods of instruction*

The method of instruction shall be suited to the maturity, experience, and information of the group constituting the class. There shall be both individual and group instruction as well as class discussion at every class meeting. Large use should be made of illustrative material, reference material, and demonstration. Manipulative work shall be encouraged through home projects.

8. *Qualifications of homemaking teachers*

a. Education

She must be technically informed concerning the subject to be taught.

b. Experience

She shall have had experience in successful homemaking.

3. General

She shall be mature enough to demand respect of women of varying ages, possessed of qualities of leadership, interested because of service given, willing to study and attain additional professional training, able to understand people and especially qualified for instruction of the particular group which she is chosen to lead.

G. TEACHER TRAINING1. *Budget of teacher training fund*

Approximately 30 per cent of the total teacher training fund shall be budgeted to homemaking education. At no time shall the amount fall below 20 per cent or above 60 per cent of the total fund.

2. *Qualifications of head of teacher training department*

a. Experience

(1) Practical

She shall have practical working experience equivalent to two years of successful homemaking experience, part of which shall have been acquired in the actual management of a home.

(2) Teaching

She shall have at least three years of successful teaching experience which shall have been in vocational schools, including both day and evening classes, meeting the minimum standards similar to those provided in this plan.

(3) Supervisory

In addition she shall have had at least one year of some type of supervisory or administrative experience and one year of successful teacher training experience.

b. Education

She shall have graduated from a four-year course in home economics from a college or university of recognized standing, equivalent to the approved course for the training of vocational homemaking teachers in Iowa. This course shall include special methods in teaching home economics, supervised teaching or other contact in vocational schools and classes, and methods of teaching related subjects. She shall have a masters degree in home economics education.

c. General

She must be a woman of sufficient maturity possessing tact, broad sympathy, and keen interests. She must furthermore have demonstrated leadership and successful cooperative qualities and ability to exercise sound judgment.

In the case of assistant teacher trainers the qualifications shall be the same as for the head of the department with the following exceptions:

- (a) Two instead of three years of teaching experience in a vocational school will be accepted.

- (b) Preference may be given for supervisory or administrative experience.
- (c) She shall be working toward a masters degree.
- (d) She shall be sufficiently mature to successfully perform the duties of a teacher trainer.

3. Preparation of teachers of day schools

a. Standards for training homemaking teachers

- (1) Entrance requirements
Graduation from a recognized four-year high school or its equivalent shall be required.
- (2) Length of course
The length of the course shall be four years with a total of 128 semester hours or 192 quarter hours of credit.
- (3) Content of course
Percentage distribution of courses shall be as follows:

(a) Home economics subjects.....	25 to 35 per cent
(b) Related subjects	20 to 30 per cent
(c) Professional subjects	15 to 20 per cent
(d) General	15 to 40 per cent

 Type course of study is given as Appendix XX.
- (4) Provision for supervised teaching
 - (a) Students majoring in vocational education shall have observation and student teaching in an approved day vocational school.
 - (b) They shall also have observation and if possible some participation in evening classes in homemaking.
 - (c) The number of observation lessons shall be not less than 24. The number of lessons taught shall be not less than 24.
- (5) Provision for home management residence
Teachers in training shall have not less than six weeks residence in a home management house.
- (6) Graduation requirements
In addition to the completion of the four-year course of study, two years of practical experience in the home including a period of actual home management shall be required. This practical experience shall be checked by the technical staff the first two years and by the teacher training department the last two years of the college course.
- (7) Relation to certification
Persons who have completed the above course of study and meet the requirements as to vocational experience and contact; who have the endorsement of the head of the home economics teacher training department; and who meet the requirements of the state plan shall be approved by the state board for vocational education to teach homemaking in the vocational high schools of the state. Certification is granted by the state board of educational examiners.

b. Standards for training teachers of related subjects

The training program outlined above qualifies teachers as instructors for related subjects in vocational high schools. The approved schools in Iowa are not large enough to necessitate the training of special teachers of related subjects.

c. Name and location of each institution or center approved

- (1) Iowa State College, Ames, Iowa, is the institution approved for training teachers in vocational homemaking education. For course of study see Appendix XXI.
 - (a) Students who elect the vocational major are advised at the beginning of the junior year to secure the necessary home experience before applying for a certificate. This experience is checked later by the supervisor of student teaching.
 - (b) Approximately 24 lessons shall be taught under supervision in vocational teacher training centers. Approximately the same number of lesson observations shall be made.
 - (c) Six weeks residence in a home management house shall be required.
 - (d) One home project is required following the beginning course in foods and one following the first clothing construction course.
- (2) Senior students shall make a report of vocational experience to teacher trainer.
- (3) The program in vocational schools offers actual experience in supervision and directing the home projects of high school girls. The course in methods for vocational teachers offers training for the conduct of home projects.

4. *Training of teachers in service*

a. Agencies responsible for training

The state department of vocational education assisted by the teacher training institution are responsible for training.

b. Official title and qualifications of persons in charge

The state supervisor of vocational homemaking shall be responsible for the training of teachers in service. For qualifications see Homemaking Education V-B-1-a.

c. Character of work offered in institutions, conferences, and various centers

- (1) Day school teachers shall be given training through conferences (state, district, and local), monthly newsletters, supervisory visits, and correspondence.
- (2) Part-time work is not carried on in Iowa.
- (3) Evening school teachers shall be given training through conferences (state and local), series of training lessons, mimeographed material, and personal correspondence.

d. Length of training

The time to be devoted to the work varies according to the character of the service.

e. Summer school courses

The teacher training institution of Iowa State College, Ames, offers the following courses in summer school:

- (1) For graduates only
 - (a) Research in home economics education
 - (b) Advanced methods of teaching home economics
 - (c) Seminar in home economics education
 - (d) Technique of supervision

- (e) Survey course in methods of teaching home economics in the public schools
- (2) For graduates and advanced under-graduates
 - (a) Special problems in home economics education
 - (b) Methods of teaching clothing
 - (c) The teaching of human relationships in the public schools
 - (d) Methods for evening school classes
 - (e) The home economics movement
 - (f) Methods for vocational teachers

VI

APPENDICES

APPENDIX I

TYPE COURSES OF STUDY FOR ALL-DAY VOCATIONAL AGRICULTURE SCHOOLS

A. VOCATIONAL SUBJECTS

1. 10th grade—Farm crops
11th grade—Animal husbandry
12th grade—Farm management
2. 9th grade—Farm mechanics
10th grade—Farm crops or animal husbandry
11th grade—Animal husbandry or farm crops
12th grade—Farm management
3. 9th grade—Farm crops or animal husbandry
10th grade—Animal husbandry or farm crops
11th grade—Farm mechanics
12th grade—Farm management
4. 9th & 10th grades—Farm crops and animal husbandry alternated
11th & 12th grades—Farm mechanics and farm management alternated
5. 9th & 10th grades—Farm mechanics and farm crops or animal husbandry alternated
11th & 12th grades—Animal husbandry or farm crops and farm management alternated

B. NON-VOCATIONAL SUBJECTS

- 9th grade—English, algebra, general science
- 10th grade—English, geometry, European history
- 11th grade—English, American history and government, biology or mathematics
- 12th grade—English, economics and social science, physics

APPENDIX II

TYPE UNIT COURSES OF STUDY FOR EVENING SCHOOL CLASSES IN VOCATIONAL AGRICULTURE

A. SWINE

1. What is the hog price outlook?
2. How should we select feed and manage the breeding herd?
3. How can we save the largest number of pigs farrowed?

4. What is the relationship of sanitation to the control of diseases and parasites?
5. How can we most economically house our hogs?
6. Basal feeds for growing and fattening swine
7. Supplemental feeds for hogs
8. Swine pasture
9. What is the hog market? How does it function?
10. What can the producer do to assist himself in the marketing of his hogs to advantage?
11. A long-time program of hog production in our community
12. Social meeting

B. DAIRYING

1. What is the outlook for dairying?
2. Selection of dairy cattle and study of breeds
3. Of what value are breeding and production records?
4. Winter feeding and management of dairy cows
5. Summer feeding and management of dairy cows
6. What is the relationship of sanitation to dairy cattle diseases?
7. Growing out dairy calves
8. Dairy barn equipment
9. What factors affect the quality of milk and cream?
10. Marketing dairy products
11. Planning a long-time program of dairy improvement
12. Social meeting

APPENDIX III

TYPE COURSES OF STUDY FOR PART-TIME CLASSES IN VOCATIONAL AGRICULTURE

A. FIRST YEAR

1. Swine production
2. Farm mechanics
3. Business English
4. Farm arithmetic

B. SECOND YEAR

1. Dairying
2. Farm mechanics
3. Farm business correspondence
4. Farm law

C. THIRD YEAR

1. Soil and crop improvement
2. Farm accounting
3. Civics
4. Public speaking

APPENDIX IV

COURSE IN AGRICULTURAL EDUCATION LEADING TO THE DEGREE OF
BACHELOR OF SCIENCE, IOWA STATE COLLEGE, AMES, IOWA

FRESHMAN YEAR

<i>Fall Quarter</i>	Credits	<i>Winter Quarter</i>	Credits	<i>Spring Quarter</i>	Credits
Types and Classes of Live Stock		Types and Classes of Live Stock		Types and Classes of Live Stock	
A. H. 101 ¹	2	A. H. 102	2	A. H. 103	2
Crop Production		Crop Production		Carpentry	
F. C. 51	4	F. C. 52	4	A. E. 52	2
Composition		Exposition		Narration and Description	
English 40a	3	English 40b	3	English 40c	3
General Biology		General Biology		General Botany	
Zoology 22a	3	Zoology 22b	3	Botany 130a	4
Economic History		General Horticulture		Mathematics	
History 124	3	Hort. 71	3	Math. 13	4
Military 41a	1	Military 41b	1	Military 41c	1
Guidance		Guidance		Guidance	
Voc. Educ. 17a	R ³	Voc. Educ. 17b	R	Voc. Educ. 17c	R
Physical Education		Physical Education		Physical Education	
Phys. Educ. 10a	R	Phys. Educ. 10b	R	Phys. Educ. 10c	R
Library Instruction					
Lib. 6	R				
	16		16		16

SOPHOMORE YEAR

<i>Fall Quarter</i>	Credits	<i>Winter Quarter</i>	Credits	<i>Spring Quarter</i>	Credits
Vocational Drawing		Farm Shop		Breed Studies	
I. A. 3	2	A. E. 54	2	A. H. 111	2
Breed Studies		General Chemistry		School Sanitation	
A. H. 113	3	Chem. 503	4	Hyg. 11	3
Farm Forestry		Psychology of Learning		Qual. Analysis	
For. 70	3	Psych. 21A	3	Chem. 504	4
General Chemistry		Physics		Psychology of Motivation	
Chem. 502	4	Physics 101	3	Psych. 22A	3
General Psychology		Cereal Crops		Prin. of Education	
Psych. 5	3	F. C. 153	3	Voc. Educ. 60*	3
Military 42a	1	Military 42b	1	Military 42c	1
Guidance		Guidance		Guidance	
Voc. Educ. 17d	R	Voc. Educ. 17e	R	Voc. Educ. 17f	R
Physical Education		Physical Education		Physical Education	
Phys. Educ. 11a	R	Phys. Educ. 11b	R	Phys. Educ. 11c	R
	16		16		16

JUNIOR YEAR

<i>Fall Quarter</i>	Credits	<i>Winter Quarter</i>	Credits	<i>Spring Quarter</i>	Credits
Forage Crops		Soils Fertility		Concrete and Masonry	
F. C. 154A	4	Soils 251	3	A. E. 74	2
Soils		Farm Dairying		Marketing Agr. Products	
Soils 151A	3	Dy. In. 15	4	Economics 12S	3
Applied Organic		Animal Feeding		Fertilizers	
Chem. 754A	3	A. H. 241	3	Soils 252	2
Rural Sociology		Agr. Economics		Agr. Economics	
Economics 315	3	Economics 119	3	Economics 120	3
Methods of Teaching		Methods of Teaching		Teaching Man. Train.	
Voc. Educ. 61a*	3	Voc. Educ. 61b*	3	I. A. 141a	3
Guidance		Guidance		Teaching Agriculture	
Voc. Educ. 17g	R	Voc. Educ. 17h	R	Voc. Educ. 131a*	3
				Guidance	
				Voc. Educ. 17i	R
	16		16		16

SENIOR YEAR

<i>Fall Quarter</i>	Credits	<i>Winter Quarter</i>	Credits	<i>Spring Quarter</i>	Credits
Teaching Agriculture		Farm Bldg. Constr.		Municipal, Rural	
Voc. Educ. 131b*	3	A. E. 56	3	Sanitation	
Teaching Agriculture		Farm Mach. & Motors		Bact. 161	3
Voc. Educ. 131c*	5	A. E. 60	4	Technical Journalism	
Electives	8	General Poultry Husb.		Tech. Jl. 28	3
Guidance		A. H. 400	3	Public Speaking	
Voc. Educ. 17j	R	General Genetics		P. S. 30b	2
		Genetics 22	3	Const. & Govt., U. S.	
		Public Speaking		Govt. 215	3
		P. S. 30a	3	Prin. Sec. Educ.	
		Guidance		Voc. Educ. 62*	3
		Voc. Educ. 17k	R	Electives	3
				Guidance	
				Voc. Educ. 17l	R
	16		16		17

Note 1. Electives in Agriculture may include the following in addition to subjects regularly given in the Division of Agriculture: Botany 320, 322, 323, 324, 325, 326, 490; Chemistry 751a, 751b, 752, 754b, 766a, 766b, 766c, 770; Geology 201, 326, 401, 402, 510; Veterinary Anatomy 610; Veterinary Pathology 634, 635; Zoology 305, 309, 310, 406. The prerequisite supporting work for these electives must be taken.

In addition to the above, Chemistry 754a, which is included in the outlined course of study, is regarded as Agriculture.

Note 2. In all cases it is desirable that the student confer with the head of the department before making his choice of electives.

Note 3. Any student entering with advanced credits will be expected to earn at least six quarter credits in education before graduation.

Note 4. The courses marked with an asterisk(*); and History of Industrial and Vocational Education (Voc. Educ. 65); Administration of Agricultural Education (Voc. Educ. 331); Administration of Vocational Education (Voc. Educ. 357); Research Methods in Vocational Education (Voc. Educ. 519 and Voc. Educ. 520) are the courses which will be reimbursed from federal teacher training funds.

APPENDIX V

COURSE OUTLINE FOR EVENING SCHOOL CLASSES IN TRADE AND INDUSTRIAL EDUCATION

Evening school courses shall in general be conducted in short units and where reimbursement is asked shall be for trade extension courses only. The following are suggestive types of courses to which others may be added:

Auto electricity	Heating and ventilation
Auto mechanics	Janitor training
Blue print reading	Machine shop
Brick laying	Mechanics
Cabinet making	Applied mechanics
Carpentry	Mechanics of materials
Industrial chemistry	Metallurgy
Drafting	Painting and decorating
Architectural	Pattern making
Machine	Plumbing
Shop sketching	Printing
Electricity	Radio
Armature winding	Safety—Industrial
Electrical code	Sheet metal
Mathematics	Shop science
Estimating	Slide rule
Foreman training	Strength of materials
Foundry science	Welding—Acetylene
Heat treatment	

TYPE COURSE FOR CLASSES IN MACHINIST'S TRADE

MACHINE SHOP PRACTICE

Drilling and boring

Unit course of ten lessons consisting of flat, circular and irregular work; counter sinking and boring; reaming and tapping; jig work.

Shaper

Unit course of twelve lessons including planing regular, horizontal, and vertical surfaces; taper and irregular shaping; slotting, key seating, shaping on centers; rack cutting.

Milling machine

Unit course of twenty-four lessons including plain, horizontal and vertical work; slotting; sawing and milling taper work; indexing; fluting; gear cutting; hobbing; cam cutting; graduating.

RELATED WORK FOR MACHINE SHOP MEN IN SHOP MATHEMATICS

Fractions, decimals, percentages, measurement of areas, volumes and angles, square root, formulas and graphs, solution of right angled triangles, cutting speeds and feeds, pulley and gear ratios, worn speeds and mechanics as applied to force, motion, levers, etc.

VARIATION IN TYPE COURSES

Mathematics and blue print reading can be combined in one typical course for the purpose of thoroughly grounding beginning groups in fundamentals of related knowledge essential to mechanical trades. Likewise, shop knowledge and science may be combined for advanced groups.

SUGGESTIONS

The courses should be adapted to needs and conditions of classes. Probably Monday, Wednesday, and Friday evenings are most desirable for a three evening week. If two evenings per week seem best, several combinations may be made to suit class and instructor. Some teachers ask for a session of three hours per evening, but usually a two-hour session will prove most successful. A sufficient amount of theory and demonstration should be given to make the lesson clear, but the greater part of the time of classes in shop practice should be spent on the practical applied shop work and in the nature of individual shop instruction.

NOTES

Length of lessons must be two hours where only one related subject is taught, but if two subjects, such as mathematics and science are undertaken, they may run in sequence for one hour each per evening. Class discussion should be encouraged to determine subjects that need explanation and study. Fundamental exercises should be given due attention to thoroughly ground the students in basic operations before the subject matter grows complex. Get materials for simple problems for illustration from shop. Where necessary this work should be taught in two sections of one class under one teacher, or in entirely separate classes so that the elementary and advance requirements may be met.

APPENDIX VI

COURSE OUTLINE FOR PART-TIME TRADE EXTENSION CLASSES

TYPE COURSE FOR CLASS IN CABINET MAKING

SUBJECT	Hours per week	Weeks
<i>Drawing</i>	2	36
Reading drawings, working drawings made from sketches, making layouts, etc.		
<i>Mathematics</i>	1	36
Fundamentals, fractions, decimals, board measure, estimating speeds, strength of materials, use of handbooks, tables, etc.		
<i>Science</i>	1	18
Tool and machine construction, characteristics and defects of wood		
<i>Shop sanitation and organization</i>	1	18
Modern safety devices, collectors, state laws, routing work through the mill, etc.		
<i>Shop work</i>	4	36
Individual instruction on certain machines and at bench; e. g., surfacer, jointer, saw table, resaw, handsaw, sticker, shaper, mortiser, tenoner, sander. Where shops are not available in particular trades, it is permissible to use eight hours on related instruction.		

APPENDIX VII

COURSE OUTLINE FOR PART-TIME TRADE PREPARATORY CLASSES

TYPE COURSE FOR CLASS FOR INSIDE ELECTRICAL WIREMEN

SUBJECT	Hours per week	Weeks
<i>Drawing</i>	2	36
Blue print reading; architectural sketching and drawing as related to electrical work; making layouts; reading and making specifications; estimating; city and state building codes		
<i>Science</i>	1	36
Knowledge of electrical terms, measuring instruments, wiring schemes, motors and generators, etc.		
<i>Mathematics</i>	1	36
Fundamentals, decimals, fractions, ratio, percentage, square root, formulas, electrical calculations, meter reading, stock and time records, mechanics of force, motion work, energy and power		
<i>Shop work</i>	4	36
Signal systems; bell, clock annunciator; railway semisphere and block systems. Open and concealed house wiring; feeds and branch circuits; taps, dual and multiple switch control; conduit work—cutting, threading and bending conduits, setting in place, use of fish wire; installing fixtures; switches, receptacles, drop lights, electroliers, etc.		

APPENDIX VIII

COURSE OUTLINE FOR PART-TIME GENERAL CONTINUATION CLASSES

The following course is designed for employed children. It shall be organized for 288 hours a year, eight hours a week during their regular working hours. (8:00 a. m. to 5:00 p. m.)

EXTRACT, IOWA SCHOOL LAWS AND DECISIONS, 1929

4291. *Authorization.* The board of directors in any independent school district situated in whole or in part in any city having a population of twelve thousand or over, in which there shall reside or be employed, or both, fifteen or more children over fourteen years of age and under sixteen years of age, who are not in regular attendance in a full-time day school and who have not graduated from a four-year approved high school, shall establish and maintain part-time schools, departments, or classes for such children. In districts situated in whole or in part in cities having less than twelve thousand population, the board may establish and maintain such schools. When such part-time schools have been established, all persons having custody of such children shall cause them to attend the same.
4292. *Support.* The board of directors may raise and expend money for the support of such part-time schools, departments, or classes in the same manner in which it is authorized to raise and expend funds for other school purposes.
4293. *Standards—time of instruction.* Such part-time schools, departments, or classes, for the attendance of children over fourteen and under sixteen years of age, shall be organized in accordance with standards established by the state board for vocational education, and shall provide for not less than eight hours of instruction per week during the length of term for which public schools are established in the district. Such part-time schools, departments, or classes shall be held between the hours of eight o'clock a. m. and six o'clock p. m.
4294. *District reimbursed.* Whenever any such part-time school or class shall have been approved by the state board for vocational education, the board of directors shall be entitled to reimbursement on account of expenditure made for the salaries of teachers in such part-time schools, departments, or classes from any federal and state funds appropriated in aid of vocational education, as provided in the statutes governing such appropriations.
4295. *Powers state vocational board.* The state board for vocational education is hereby authorized to fix standards for the establishment of part-time schools, departments, or classes; to fix the requirements of teachers, and to approve courses of study for such part-time schools, departments, or classes.
4296. *Violations.* When such part-time school shall have been established, any parent or person in charge of such minor as defined in this chapter who

shall violate the provisions of this chapter, shall be punished by a fine of not less than ten dollars nor more than fifty dollars, or any person unlawfully employing any such minor shall be punished by a fine of not less than twenty dollars nor more than one hundred dollars, or be imprisoned in the county jail not to exceed thirty days.

4297. *Enforcement.* The enforcement of this chapter shall rest with the school board in the district in which such part-time school, department, or class shall have been established, and the state department of public instruction through its inspectors and the state board of vocational education through its supervisors of vocational education, in conjunction with the county superintendent of schools, are empowered to require enforcement of the same on the part of school boards.

SUGGESTED WEEKLY PROGRAM

SUBJECT	Hours per week	Weeks
<i>English</i>	1	36
Business forms, correspondence, spelling, punctuation		
<i>Arithmetic</i>	1	36
Practice in use of fundamental processes, mensurations, fractions, decimals, percentage, use of formulas, industrial problems		
<i>Geography</i>	1	36
Place geography, railway and water transportation routes, world markets for raw and manufactured goods		
<i>Civics</i>	1	36
Community, state, national, social ethics		
<i>Vocational guidance</i>	1	36
<i>Drawing and shop work</i> (for boys).....	1	36
Vocational as far as possible in its aim		
<i>Home economics</i> (for girls).....	1	36
Sewing, cooking, child care, budgeting		
<i>Selective</i>	2	36
Determined by school authorities and local advisory committee		
	—	
	8	

APPENDIX IX

COURSE OUTLINE FOR PART-TIME GENERAL CONTINUATION
CLASSES FOR OFFICE AND STORE WORKERS EMPLOYED
ON FULL-TIME BASIS

A. TYPICAL WEEKLY PROGRAM OF THE PART-TIME CLASS

This program can be offered two days a week and consist of two four-hour schedules.

SUGGESTED DAILY PROGRAM	Minutes per day
Arithmetic.....	30
Salesmanship	40
English and penmanship.....	40
Hygiene and health.....	20

Recess and physical education.....	20
Current events and guidance.....	40
Economics and social adjustments.....	50

240 minutes
or 4 clock hours

Commercial geography may alternate with arithmetic and textiles, and merchandise may alternate with current events and guidance. Business organization and business ethics may be substituted or alternated with salesmanship. Courses such as the above may also be arranged for such subjects as type-writing, shorthand, bookkeeping, filing, etc.

The instruction in the courses given for the express purpose of training commercial workers must be such as is clearly suitable for workers between fourteen and eighteen years of age. These courses must be intended to help the worker in the performance of his present office or store tasks, or to prepare him for promotion to the next high position for which he is in line. Instruction for positions more advanced in character than can be successfully held by beginning pupils who are being trained should not be offered. Thus, instruction in shorthand and bookkeeping should not be given to fourteen and fifteen-year-old pupils, nor salesmanship to pupils not employed in stores.

B. TYPE COURSES FOR JUNIOR OFFICE WORKERS

The instruction shall be for two four-hour periods per week for students under sixteen as provided for in the Iowa part-time school law, and for students over sixteen it shall be for at least 144 hours in a school year.

The second year course shall be the same as the first with the exceptions noted.

SUGGESTED DAILY PROGRAM	Minutes per day
Oral English for conversational effectiveness.....	30
Written English (composition, spelling and penmanship).....	30
Civic attitudes, responsibilities, duties.....	20
Hygiene, personal and civic.....	20
Arithmetic, unless proficient, or elective.....	20
Elementary business procedure (first year) or elementary office work (second year)	40
Etiquette and ethics for office workers.....	20
Subject and time distribution of specific occupational knowledge and skill according to needs of individuals or group.....	60

240 minutes
or 4 clock hours

These courses should be planned to allow about 30 minutes for giving and testing the information and about 10 minutes for drill work. Those pupils who need further drill on some topics because of the nature of their occupation should be given this drill as part of their occupational information instruction. The special occupational information or skill should be such as to meet the needs of the individual having regard as to the nature of his work, experience, previous training, and promotional opportunities.

SUGGESTIONS FOR OCCUPATIONAL TOPICS

Messengers

- Local geography and transportation facilities.....30 minutes
 Messenger work and its opportunities.....30 minutes
 When pupils complete either or both of these topics they should take appropriate promotional work such as typewriting, telegraphy, or topics of general commercial information course.

File clerks

- Filing work and opportunities.....60 minutes
 When this is completed typewriting or office practice work for promotion should be taken.

Shipping clerks

- Shipping clerk and opportunity work until completed.....60 minutes
 Typewriting or occupational topics for promotion afterwards

C. TYPE COURSE FOR SALESPeOPLE

Salesperson's relation to the store

- Relation of store to community
 History of retail selling
 Store organization
 Store system

Salesperson's relation to the customer

- Preparation for the sale
 Development of sales personality
 Establishment of a contact
 Technique of selling
 Analysis of a sale
 Components of a sale
 Practice and demonstration sales
 Psychology of selling
 Reactions of people

Salesperson's relation to the merchandise

- Knowledge of stock as to care, arrangement, location, and display
 Knowledge of merchandise
 Need for merchandise information
 Sources of merchandise information
 Study of textiles, including a survey of the textile fibers, weaves, and principal fabrics

Analysis of merchandise from customer's viewpoint

- Quality points and values
 Brief course in non-textiles
 Unit course in some article to demonstrate methods of analysis
 Unit course in color and design

APPENDIX X

OUTLINE FOR COURSE ON COOPERATIVE BASIS BETWEEN SCHOOL
AND STORE OR OFFICEA. A TYPE COURSE FOR COOPERATIVE SCHOOL AND EMPLOYMENT CLASSES FOR STORE
WORKERS

	Periods each week
<i>Junior year</i>	
English	5
Household physics	4
Choral practice	1
Physical training	2
Home project work.....	—
Drawing III (applied).....	4
Millinery	4
History of commerce.....	4
Salesmanship (including store mathematics).....	5
Cooperative store practice.....	—
	—
	29
<i>Senior year</i>	
English IV	5
American history and citizenship.....	4
Physical training	2
Choral practice	1
Home project work	—
Drawing IV (applied).....	4
Sewing	4
Textiles	4
Salesmanship and store mathematics.....	5
Cooperative store practice.....	—
	—
	29

B. TYPE COURSE FOR COOPERATIVE SCHOOL AND EMPLOYMENT CLASSES FOR OFFICE
WORKERS. (These courses assume that all the more general social and business
subjects have been completed in the first two years of the course.)

1. CLERICAL TYPE

	Periods each year
<i>Junior year</i>	
English	5
Oral and composition phases related to business	
Science	10
Elective (general business social subjects preferred).....	5
Advanced office and clerical work correlated instruction.....	5
Cooperative employment as office clerk.....	—
	—
	25
<i>Senior year</i>	
English	5
American history and civics.....	5

Elective (commercial law or economics recommended).....	5
Elementary business management and organization instruction.....	5
Cooperative employment as general office clerk.....	—
	20

2. MACHINE OPERATING TYPE

	Periods each week
<i>Junior year</i>	
English	5
Oral and composition phases related to business	
Science	10
Elective	5
General business social subjects preferred	
Advanced clerical work or machine operation correlated instruction	5
Cooperative employment as general office clerk.....	—
	25
<i>Senior year</i>	
English	5
American history	5
Machine operation (dictaphone, comptometer, billing, etc.).....	10
Elementary business management and organization correlated instruction	5
Cooperative employment as general office clerk or as operator of office machine being learned.....	—
	25

3. STENOGRAPHIC TYPE

<i>Junior year</i>	
English	5
With attention to stenographic preparation	
Science	10
Shorthand (including typed transcriptions).....	5
Assumes shorthand in preceding half-year	
Advanced office and clerical work correlated instruction.....	5
Cooperative employment as general office work.....	5
	25
<i>Senior year</i>	
English (for stenographers)	5
American history and civics.....	5
Stenography (including daily transcriptions).....	5
Secretarial duties and responsibilities correlated instruction.....	5
Cooperative employment as general office clerk or as stenographer....	—
	20

APPENDIX XI

COURSE OUTLINE FOR UNIT TRADE CLASSES

The following course is designed for three clock hours of shop work daily and a minimum of one and one-half clock hours of related subjects which are to be taught to segregated groups.

SUBJECT	Hours per week	Weeks
<i>First year</i>		
Social science and English (alternating).....	5	36
Mathematics	5	36
Drawing and industrial science (alternating).....	5	36
Shop work	15	36
<i>Second year</i>		
English and mathematics (alternating).....	5	36
Industrial science	5	36
Drawing and industrial history (alternating).....	5	36
Shop work	15	36

TYPE COURSE IN FUNDAMENTALS IN MACHINE SHOP

1. BENCH WORK INCLUDING CHIPPING, FILING, SCRAPING

To teach the correct method of chipping a flat or curved surface accurately; the correct method of using different files in filing to a line accurately; appreciation of good hand tools; something of the different metals: cast iron, steel, brass, babbitt, etc., and their reaction to hand tools; the correct method of scraping a flat surface or a bearing; and hand lay-out work

2. DRILLING, TAPPING, REAMING

To teach how to lay out work for drilling in different metals; something of the reaction of the different metals under drills, taps, or reamers; the correct angle of clearance and efficiency in drills; the use of table of tap drill sizes and conventional threads; correct method of reaming parallel or tapered holes; proper care of drills, taps, and reamers; how to operate drill press or sensitive drill

3. SHAPING, PLANING, SLOTTING

Teach how to operate the shaper, adjust tool, take cut, and use automatic feed; how to operate the shaper on simple work or on accurate work; the principle of the automatic down feed; how to properly operate the slotting machine on an ordinary job; how to take care of machines; how to keep tools in order and set up work to be shaped, planed, or slotted; the necessity of working from blue prints to dimensions

4. LATHE WORK

To teach how to operate the lathe efficiently on rough or finished turning; the principle of the micrometer measuring instrument and how to use it; how to set the taper attachment for turning tapers; the proper use of the chuck; knurling and how to set up off center work

5. SAWING

Teach the different properties of the working materials which come under

the hand or power saw and their reaction; how to efficiently handle the hand or power saw; how to change saw blades and when; proper care of machine and equipment; appreciation of safety factors while sawing

6. MILLING

Teach how to operate the milling machine efficiently on plain or accurate milling; the principle of spiral gear milling or racks; the principle of the dividing head and the method of set up for angle milling; the proper clearance and efficiency angle of milling cutters and tools; the necessity of proper safety precautions

7. GRINDING

To teach how to efficiently operate the grinding machine on rough or precision grinding; the different characteristics of stones and their uses; the safe speed of grinding wheels on various kinds of stock; the proper angle of clearance and of efficiency in grinding drills, cutters, chisels, etc. To impress on the student the safety factor in operating the grinding machine and the use of goggles at all times

8. BORING

Teach how to operate efficiently either the horizontal or vertical boring machine; the principle and the use of the "star feed" facing head; the proper care of machines and tools; the proper angle of clearance and efficiency in boring tools; the different methods of fastening work (and set up methods); the advantages of boring machines in certain types of work

APPENDIX XII

COURSE OUTLINE FOR GENERAL INDUSTRIAL CLASSES

TYPE COURSE FOR THE BUILDING TRADES

With certain activities from the building trades group which are listed in this course, it should be understood that others may be added or substituted according to community needs and shop equipment. This course should run for at least 36 weeks a year

FIRST YEAR

	Minutes per day
<i>First semester</i>	
Carpentry	150
Builders drawing, Tuesday and Thursday.....	45
General science, (with special emphasis on material and fundamental science related to trade, including hygiene, sanitation, safety first) Monday, Wednesday, Friday	45
Mathematics (related so far as possible).....	45
English	45
<i>Second semester</i>	
Cabinet making and mill work.....	150
Builders drawing, Monday, Wednesday, Friday.....	45
General science, Tuesday and Thursday.....	45
Mathematics	45
English	45

SECOND YEAR

First semester

Carpentry	150
Builders drawing, Tuesday and Thursday.....	45
General science, Monday, Wednesday, Friday.....	45
Mathematics	45
English	45

Second semester

Shop	150
This may be a unit of building trades shop, such as plumbing, sheet metal, masonry, electricity, or painting	
Builders drawing, Monday, Wednesday, Friday.....	45
Science, Tuesday and Thursday.....	45
Mathematics	45
English	45

Instead of splitting the work on drawing and science, these courses may be offered in alternate semesters if desired. All subjects, so far as possible, should be taught to further the controlling purpose of preparing the student to enter a trade as an advanced learner at the end of his school period.

APPENDIX XIII

SCORE CARD FOR EQUIPMENT IN HOME MAKING LABORATORIES

	Score
A. ILLUSTRATIVE MATERIAL	15
1. Charts and advertising material filed systematically.....	3
2. Materials in at least half-yard pieces.....	4
(1 point for each 4 pieces up to 16)	
3. Illustrations of technique and construction processes in sewing....	3
(1 point for each 4 articles up to 12)	
4. Pictures, vases, candlesticks, linen, china, or interesting pottery for related art teaching	5
B. LIBRARY	15
1. Five magazine subscriptions by school covering food, clothing, child care, health, and home furnishing subjects.....	5
2. Twenty-five books published since 1925 meeting requirements of suggestive book list	6
3. Library in department	2
4. Bulletins and clipped articles filed systematically.....	2
C. FOODS EQUIPMENT	15
1. Unit kitchens (5), unit desk (3), hollow square (0).....	5
2. Sufficient individual equipment, utensil space and stoves.....	3
3. Adequate oven space (1), non-portable (1).....	2
4. One sink for each 8 girls (2), 1 for each 12 (1).....	2
5. Miscellaneous: window screens (1), towel racks (1), bulletin board (1)	3

D. EQUIPMENT FOR MEAL SERVICE.....	12
1. Tables and chairs for serving family meals in class.....	3
2. Linen table cloth and napkins (2), crepe paper (1).....	2
3. Silver for twelve	3
4. China and glassware for twelve.....	3
5. Extra dishes and silver for entertaining.....	1
E. CLOTHING EQUIPMENT	20
1. Adequate table space—the right height.....	3
2. Non-folding chairs	2
3. One machine for each 3 pupils (5), for each 4 (3).....	5
4. Full length mirror	3
5. One iron and board for each 12 pupils (3), for each 20 (1).....	3
6. Miscellaneous: roll of paper in holder (1), black board (1), bulletin board (1), arrangement for fitting (1).....	4
F. ROOMS	23
1. Adequate size to accommodate classes.....	2
2. Located above basement ($\frac{1}{2}$), rooms adjoining ($\frac{1}{2}$).....	1
3. Adequate provision for light.....	2
4. Adequate heat: floor radiators (2), ceiling (1).....	2
5. Homelike atmosphere: curtains (1), use of colors (1), pictures (1), furniture or articles arranged to make a center of interest (1).....	4
6. Sanitation and cleanliness: equipment and furnishings (1), floors (1), dish towels (1), covered garbage pail (1).....	4
7. Efficient storage facilities for food supplies (1), linen and silver (1), aprons (1), illustrative material (1), sewing boxes (1), partly finished garments (1).....	6
8. Ventilation satisfactory	2
Total score	100

APPENDIX XIV

TYPE COURSE OF STUDY FOR PROGRAM I IN HOMEMAKING EDUCATION

A. HALF-DAY HOMEMAKING

1. *First year*

- | | |
|-----------------------------------|--------------------------|
| a. Homemaking..... | 150 to 180 minutes daily |
| (1) Nutrition | |
| (2) Meal planning and preparation | |
| (3) Personal grooming | |
| (4) Management of time and money | |
| (5) Clothing selection | |
| (6) Clothing construction I | |
| b. Academic..... | 150 to 180 minutes daily |

2. *Second year*

- | | |
|--------------------------|--------------------------|
| a. Homemaking..... | 150 to 180 minutes daily |
| (1) Child development | |
| (2) Family relationships | |
| (3) Nutrition II | |

- (4) Clothing construction II
 - (5) Home furnishing and equipment
 - b. Academic.....150 to 180 minutes daily
- B. HALF-DAY HOMEMAKING AND RELATED SUBJECTS
- 1. *First year*
 - a. Homemaking.....90 to 120 minutes daily
 - (1) Nutrition I
 - (2) Meal planning and preparation
 - (3) Personal grooming
 - (4) Management of time and money
 - (5) Clothing construction I
 - b. Related subject.....60 minutes daily (average)
 - Art or science
 - c. Academic subjects.....150 to 180 minutes daily
 - 2. *Second year*
 - a. Homemaking.....90 to 120 minutes daily
 - (1) Child development
 - (2) Family relationships
 - (3) Nutrition II
 - (4) Clothing construction II
 - b. Related subject.....60 minutes daily (average)
 - Art or science
 - c. Academic subjects.....150 to 180 minutes daily

APPENDIX XV

TYPE COURSE OF STUDY FOR PROGRAM II IN HOMEMAKING
EDUCATION

- A. *First year*
 - 1. Homemaking.....60 to 90 minutes daily
 - (Two 40 or 45 minute periods or one sixty minute period)
 - a. Nutrition I
 - b. Meal planning and preparation
 - c. Personal grooming
 - d. Management of time and money
 - e. Clothing construction I
 - 2. Related subject40 to 60 minutes daily
 - Art or science
 - 3. Academic.....Balance of school day
- B. *Second year*
 - 1. Homemaking.....60 to 90 minutes daily
 - (Two 40 or 45 minute periods or one sixty minute period)
 - a. Child development
 - b. Family relationships
 - c. Nutrition II
 - d. Clothing construction II
 - 2. Related subject.....40 to 60 minutes daily
 - Art or science

3. Academic.....Balance of school day
In this program the teacher should have three free periods a week for home project supervision.

APPENDIX XVI

TYPE COURSE OF STUDY FOR PROGRAM III IN HOMEMAKING
EDUCATION

- A. *First year*
1. Homemaking.....A minimum of 90 minutes daily
 - a. Nutrition I
 - b. Meal planning and preparation
 - c. Management of time and money
 - d. Clothing selection and construction I
 - e. Personal grooming
 2. Academic.....Balance of school day
- B. *Second year*
1. Homemaking.....A minimum of 90 minutes daily
 - a. Child development
 - b. Family relationships
 - c. Nutrition II
 - d. Home furnishings and equipment
 - e. Clothing selection and construction II
 2. Academic.....Balance of school day
In this program the teacher should have a free period daily for home project supervision.

APPENDIX XVII

TYPE COURSE OF STUDY FOR PART-TIME CLASSES WHERE ALL OF
THE TIME IS GIVEN TO HOMEMAKING SUBJECTS

- A. FOR PERSONS SUBJECT TO THE PART-TIME SCHOOL LAW OF EIGHT HOURS PER WEEK
- | | Hours
per year |
|-------------------------------------------------------------------------------------------------|-------------------|
| 1. <i>Selection of clothing</i> | 24 |
| a. Appropriate design, color, lines | |
| b. Needs, as to amount, kinds, cost | |
| c. Clothing budget | |
| d. Making versus buying | |
| e. Important features in selecting ready-to-wear clothing | |
| f. Childrens' clothing | |
| 2. <i>Care and repair of clothing</i> | 32 |
| Care, laundry, cleaning, repair, remodeling, and renovation | |
| 3. <i>Simple clothing construction</i> | 48 |
| a. Underwear (preferably made-over as teddies from nightgowns,
child's garment from adult's) | |
| b. Simple house apron or dress | |
| 4. <i>Health</i> | 40 |
| a. Relation of food, clothing, recreation, etc., to health | |

- b. Personal hygiene
- c. Home nursing
- d. First aid emergencies
- e. Simple precautions against disease
- f. Prevention of childhood diseases
- 5. *Planning, marketing, preparation and service of simple meals*..... 70
 - a. Needs of family group, season, income, etc.
 - b. Sanitary conditions in markets, dairies, etc.
 - c. Methods of saving time, labor, fuel, money in preparation of meals
 - d. Simple home service
 - e. Storage facilities; care of refrigerator
- 6. *Housing* 24
 - a. Needs of family
 - b. Home and community hygiene
 - c. Lighting, heating, ventilation
 - d. Furnishing and care of home and equipment
- 7. *Business methods for the individual and household*..... 20
 - a. Budgeting time, income, labor for the individual, and household
 - b. Paying bills, handling bank accounts
 - c. Opportunities for saving and investment
 - d. Keeping simple records of expenditure
 - e. Methods of buying
 - f. Thrift in the home
- 8. *Recreation in the home and community*..... 6
- 9. *Child development* 24
 - a. The feeding of children
 - b. Mother training
 - c. Mental, physical, emotional development

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B. FOR PERSONS NOT SUBJECT TO THE PART-TIME SCHOOL LAW 144 HOURS PER YEAR ARE REQUIRED. THEREFORE, THE COURSE OF STUDY SHALL BE THE SAME AS THE ABOVE WITH THE EXCEPTION THAT THE TIME SHALL BE ONLY HALF AS MUCH FOR EACH SUBJECT.

APPENDIX XVIII

TYPE COURSE OF STUDY FOR PART-TIME CLASSES WHERE FIFTY PER CENT OF THE TIME IS GIVEN TO HOMEMAKING SUBJECTS

A. FOR PERSONS SUBJECT TO THE PART-TIME SCHOOL LAW OF EIGHT HOURS PER WEEK

	Hours per year
1. English	36
2. Household mathematics	36
3. Personal and home hygiene.....	36

4. Social sciences	36
5. Home economics	144
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The homemaking units chosen are the same as in Appendix XVII except less time is given to the various units as follows:

a. Selection of clothing	12
b. Care and repair of clothing.....	16
c. Simple clothing construction.....	24
d. Health	16
e. Planning, marketing, preparation and service of meals.....	40
f. Housing	10
g. Business methods for the individual and household.....	8
h. Recreation in the home and community.....	2
i. Child development	16
	144

B. FOR PERSONS NOT SUBJECT TO THE PART-TIME SCHOOL LAW 144 HOURS PER YEAR ARE REQUIRED. THEREFORE, THE COURSE OF STUDY SHALL BE THE SAME AS THE ABOVE WITH THE EXCEPTION THAT THE TIME SHALL BE ONLY HALF AS MUCH FOR EACH SUBJECT GIVEN.

APPENDIX XIX

SUGGESTIVE UNITS WHICH MAY BE OFFERED IN ADULT CLASSES IN HOMEMAKING EDUCATION

- A. IN HOME MANAGEMENT
1. Housekeeping as a profession
 2. Household budgeting and accounting
 3. Labor saving devices and equipment
- B. IN FOODS AND NUTRITION
1. Three meals a day
 2. School lunches
 3. Meal planning
 4. Child feeding
 5. Food marketing
- C. IN CLOTHING
1. Making the most of the clothing dollar
 2. Clothing selection and design
 3. Care, repair, and remodeling of clothing
 4. Children's clothing
- D. IN CHILD DEVELOPMENT
1. The pre-school child
 2. The school child
 3. The adolescent
 4. Mother training

- E. IN HOME NURSING
1. Home care of the sick
 2. Emergencies in the home
- F. IN HOME AND COMMUNITY RELATIONSHIPS
1. Family life
 2. Sharing home responsibilities
 3. Character building
 4. Recreation in the home
- G. IN HOME FURNISHINGS AND IMPROVEMENT
1. House planning and furnishings
 2. Beautifying the home grounds

APPENDIX XX

TYPE COURSE FOR TRAINING HOMEMAKING TEACHERS

SUBJECT	Quarter hours
A. HOME ECONOMICS	
1. Foods	
Food buying and preparation.....	8
Dietetics	4
Meal planning.....	3
2. Clothing	
Textiles	3
Textile economics	2
Clothing construction	3
Pattern structure	4
Costume design	3
3. Home management	
Home management house	4
Household management	3
Family finance	2
4. Household equipment	
Household equipment	3
5. Child care	
Child care	3
Total home economics	45
B. RELATED ART	
Elementary design	5
House planning	2
Interior house design	3
Art appreciation	3
Total related art.....	13
C. RELATED SCIENCE	
1. Chemistry	
Inorganic	8
Organic	5
Food	3
Physiological	3

2. Biology	3
3. Physiology	5
4. Bacteriology	5
5. Physics	4
Total related science.....	36
D. PROFESSIONAL	
1. Psychology	9
2. General education	3
3. Methods of teaching vocational subjects.....	6
4. Teaching of home economics.....	4
5. Principles of secondary education.....	3
6. Methods of teaching related art.....	2
7. Methods for evening school classes.....	2
8. Supervised teaching	5
9. Methods for vocational teachers.....	3
Total professional	37
E. GENERAL	
1. American government	3
2. Public speaking	3
3. Personal health	3
4. Physical education	2
5. Economics	6
6. Sociology	3
7. English	15
Total general	35
F. ELECTIVE	26
(Three elective credits must be home economics)	

APPENDIX XXI
SUGGESTED CURRICULUM FOR PERSONS PREPARING TO TEACH VOCATIONAL HOMEMAKING
IOWA STATE COLLEGE, AMES, IOWA, 1931-32

Freshman Year—Credits 46

Home Economics Cr.	Related Art Cr.	Related Science Cr.	Professional Cr.	General Cr.	Elective Cr.
Textiles..... 3	Elementary Design. 5	Inorganic Chem.... 8		Amer. Government. 3	
Food Preparation and Buying..... 4		Physi's..... 4		English..... 9	
Costume Design.... 3		Biology..... 3		Hygiene..... 3	
10		5		15	

Sophomore Year—Credits 50

Clothing Construction 3	Interior House Decoration..... 3 House Planning.... 2	Organic Chem..... 5	Psychology..... 3	Economics..... 3	
Food Preparation... 4		Food Chemistry... 3		English	
Household Equipment..... 3		Physiological Chem. 3		Masterpieces.... 3	
Family Finance..... 2		11		Physical Education. 1	
12	5	3	7	12	

Junior Year—Credits 48

Principles of Pattern Cons..... 4		Bacteriology..... 5	Prin. of Education . 3 Methods of Teaching Voc. Subjects..... 6 Teaching Home Ec. 4 Psychology of Learning..... 3	Sociology..... 3		
Dietetics..... 4		Human Physiology 5		Economics..... 3		
Textile Economics... 2		10		16		6
10		10		16		6

Senior Year—Credits 48

Meal Planning..... 3	Art Appreciation... 3		Educ. Psych..... 3 Supv. Teaching.... 5 Principles of Secondary Educ. 3	English..... 3	
Household Management..... 3				Public Speaking... 3	
Home Management House..... 4				11	
Child Care..... 3				6	
13	3	11	6	15	

Of the elective credits, 3 are to be taken in home economics. The following courses are also to be included: Methods of Teaching Related Art, 2 hours; Methods for Evening School Classes, 2 hours; Methods for Vocational Teachers, 3 hours.

VII

NATIONAL VOCATIONAL EDUCATION ACTS

THE SMITH-HUGHES ACT

[Public—No. 347—64th Congress.]

[S. 703.]

An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections two, three and four of this Act, to be paid to the respective States for the purpose of cooperating with the State in paying the salaries of teachers, supervisors and directors of agricultural subjects, and teachers of trade, home economics and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial and home economics subjects; and the sum provided for in section seven for the use of the Federal Board for Vocational Education for the administration of this Act and for the purpose of making studies, investigations and reports to aid in the organization and conduct of vocational education, which sums shall be expended as hereinafter provided.

Sec. 2. That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States, subject to the provisions of this Act for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of \$3,000,000. Said sums shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of \$5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than \$10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be necessary, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$48,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$18,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$14,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$34,000; and annually thereafter the sum of \$27,000.

Sec. 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby

appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of \$3,000,000; and annually thereafter the sum of \$3,000,000. Said sums shall be allotted to the States in proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall not be less than a minimum of \$5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than \$10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$66,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$46,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$28,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$25,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$22,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$19,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$56,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter the sum of \$50,000.

That not more than twenty per centum of the money appropriated under this act for the payment of salaries of teachers of trade, home economics and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects.

Sec. 4. That for the purpose of cooperating with the States in preparing teachers, supervisors and directors of agricultural subjects and teachers of trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of \$1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of \$5,000 for any fiscal year prior to and including June thirtieth, nineteen hundred and nineteen, nor less than \$10,000 for any fiscal year thereafter. And there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$46,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$32,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of \$90,000.

Sec. 5. That in order to secure the benefits of the appropriations provided for in sections two, three and four of this act, any State shall, through the legislative authority thereof, accept the provisions of this act and designate or create a State

board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State board of education, or other board having charge of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elects, be designated as the State Board, for the purpose of this act.

In any State the legislature of which does not meet in nineteen hundred and seventeen, if the governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted: *Provided*, That after June thirtieth, nineteen hundred and twenty, no State shall receive any appropriation for salaries of teachers, supervisors, or directors of agricultural subjects, until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this Act, and that after said date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this Act.

Sec. 6. That a Federal Board for Vocational Education is hereby created to consist of the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the United States Commissioner of Education, and three citizens of the United States to be appointed by the President, by and with the advice and consent of the Senate. One of said three citizens shall be a representative of the manufacturing and commercial interests, one a representative of the agricultural interests, and one a representative of labor. The board shall elect annually one of its members as chairman. In the first instance, one of the citizen members shall be appointed for one year, one for two years, and one for three years, and thereafter for three years each. The members of the board other than the members of the Cabinet and the United States Commissioner of Education shall receive a salary of \$5,000 per annum.

The board shall have power to cooperate with State boards in carrying out the provisions of this Act. It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made, studies, investigations and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits and home economics. Such studies, investigations and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries and apprenticeships, trade and industrial requirements upon industrial workers and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

When the board deems it advisable such studies, investigations and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations and reports concerning trades and industries, for the purpose of trade and industrial education, may be made in cooperation with or through the Department of Labor; such studies, investigations and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations and reports concerning the administration of vocational schools, courses of

study and instruction in vocational subjects, may be made in cooperation with or through the Bureaus of Education.

The Commissioner of Education may make such recommendation to the board relative to the administration of this Act as he may from time to time deem advisable. It shall be the duty of the chairman of the board to carry out the rules, regulations and decisions which the board may adopt. The Federal Board for Vocational Education shall have power to employ such assistants as may be necessary to carry out the provisions of this act.

Sec. 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of \$200,000 annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the studies, investigations and reports provided for in section six of this Act, and for the purpose of paying the salaries of the officers, the assistants and such office and other expenses as the board may deem necessary to the execution and administration of this Act.

Sec. 8. That in order to secure the benefits of the appropriation for any purpose specified in this Act, the State board shall prepare plans, showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study, methods of instruction; qualifications of teachers; and, in the case of agricultural subjects, the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this act, the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this Act.

Sec. 9. That the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board for Vocational Education. The cost of instruction supplementary to the instruction in agricultural and in trade, home economics and industrial subjects provided for in this Act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of Federal money so expended for maintenance, the State or local community, or both, shall expend an equal amount for the maintenance of such training.

Sec. 10. That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this Act for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education

shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board as the minimum for such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.

Sec. 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics and industrial subjects the State board of any State shall provide in its plan for trade, home economics and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement in such State for education for any given trade or industrial pursuit; that the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State; that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; that at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age; that such part-time schools or classes shall provide for not less than one hundred and forty-four hours of classroom instruction per year; that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal Board for Vocational Education: *Provided*, That for cities and towns of less than twenty-five thousand population, according to the last preceding United States census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

Sec. 12. That in order for any State to receive the benefits of the appropriation in this Act for the training of teachers, supervisors, or directors of agricultural subjects, or of teachers of trade, industrial or home economics subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board; that such training shall be given in schools or classes under public supervision or control; that such training

shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial and home economics subjects; that not more than sixty per centum nor less than twenty per centum of the money appropriated under this Act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.

Sec. 13. That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations.

Sec. 14. That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this Act. On or before the first day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this Act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this Act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this Act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this Act.

Sec. 15. That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this Act, a sum equal to such portion shall be deducted by the Federal board from the next succeeding annual allotment from such fund to such State.

Sec. 16. That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act.

If any allotment is withheld from any State, the State Board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury.

Sec. 17. That if any portion of the moneys received by the custodian for vocational education of any State under this Act, for any given purpose named in this Act, shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State. No portion of any moneys appropriated under this Act for the benefit of the States shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

Sec. 18. That the Federal Board for Vocational Education shall make an annual report to Congress, on or before December first, on the administration of this act and shall include in such report the reports made by the State boards on the administration of this Act by each State and the expenditure of the money allotted to each State. Approved, February 23, 1917.

THE GEORGE-REED ACT

[PUBLIC—No. 702—70TH CONGRESS]
[S. 1731]

An Act to provide for the further development of vocational education in the several States and Territories.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of providing for the further development of vocational education in the several States and Territories there is hereby authorized to be appropriated for the fiscal year ending June 30, 1930, the sum of \$500,000, and for each year thereafter, for four years, a sum exceeding by \$500,000 the sum appropriated for each preceding year. One-half of such sums shall be allotted to the States and Territories in the proportion that their farm population bears to the total farm population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors of agricultural subjects in such States and Territories. The remaining half of such sums shall be allotted to the States and Territories in the proportion that their rural population bears to the total rural population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors, development and improvement of home economics subjects in such States and Territories.

Sec. 2. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Federal Board for Vocational Education out of any money in the Treasury not otherwise appropriated, the sum of \$100,000 annually to be expended for the same purposes and in the same manner as provided in section 7 of the Act approved February 23, 1917, as amended October 6, 1917.

Sec. 3. The appropriations made by this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made by the Act entitled "An Act to provide for the promotion of vocational education; to provide cooperation with the States in the promotion of such education in agriculture and in the trades and industries; to provide cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures," approved February 23, 1917, except that the appropriation made by this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under such Act of February 23, 1917, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year, and that the appropriations available to the Federal Board for Vocational Education for salaries and expenses shall be available for expenses of attendance at meetings of educational associations and other organizations, which, in the opinion of the board, are necessary for the efficient discharge of its responsibilities.

Approved, February 5, 1929.

VIII

STATE VOCATIONAL EDUCATION ACT

CODE OF IOWA, 1931, CHAPTER 191

- 3837 Federal act accepted
- 3838 State board for vocational education
- 3839 Executive officer—assistants
- 3840 Duties of board
- 3841 Federal aid—conditions
- 3842 Definitions

THE GEORGE-REED ACT

[PUBLIC—No. 702—70TH CONGRESS]
[S. 1731]

An Act to provide for the further development of vocational education in the several States and Territories.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of providing for the further development of vocational education in the several States and Territories there is hereby authorized to be appropriated for the fiscal year ending June 30, 1930, the sum of \$500,000, and for each year thereafter, for four years, a sum exceeding by \$500,000 the sum appropriated for each preceding year. One-half of such sums shall be allotted to the States and Territories in the proportion that their farm population bears to the total farm population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors of agricultural subjects in such States and Territories. The remaining half of such sums shall be allotted to the States and Territories in the proportion that their rural population bears to the total rural population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors, development and improvement of home economics subjects in such States and Territories.

Sec. 2. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Federal Board for Vocational Education out of any money in the Treasury not otherwise appropriated, the sum of \$100,000 annually to be expended for the same purposes and in the same manner as provided in section 7 of the Act approved February 23, 1917, as amended October 6, 1917.

Sec. 3. The appropriations made by this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made by the Act entitled "An Act to provide for the promotion of vocational education; to provide cooperation with the States in the promotion of such education in agriculture and in the trades and industries; to provide cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures," approved February 23, 1917, except that the appropriation made by this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under such Act of February 23, 1917, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year, and that the appropriations available to the Federal Board for Vocational Education for salaries and expenses shall be available for expenses of attendance at meetings of educational associations and other organizations, which, in the opinion of the board, are necessary for the efficient discharge of its responsibilities.

Approved, February 5, 1929.

VIII

STATE VOCATIONAL EDUCATION ACT

CODE OF IOWA, 1931, CHAPTER 191

- 3837 Federal act accepted
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- 3843 Advisory committee—qualifications—meetings
- 3844 State aid to equal federal aid
- 3845 Local advisory committee
- 3846 Powers of district boards
- 3847 Salary and expenses
- 3848 Custodian of funds—reports
- 3849 Biennial report

3837. Federal act accepted. The provisions of the act of congress entitled, "An act to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture and in the trades and industries; to provide for cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 23, 1917, and the benefit of all funds appropriated under said act, are accepted. (C24, 27, Sec. 3837)

3838. State board for vocational education. The superintendent of public instruction, the president of the state board of education, and the labor commissioner, shall constitute the state board for vocational education. (C24, 27, Sec. 3838)

3839. Executive officer—assistants. The superintendent shall be chairman of the board and its executive officer, and shall, with its approval, appoint such assistants as may be necessary to carry out the provisions of this chapter. (C24, 27, Sec. 3839)

3840. Duties of board. The board shall:

1. Cooperate with the federal board for vocational education in the administration of said act of congress.
2. Provide for making studies and investigations relating to prevocational and vocational training in agricultural, industrial and commercial subjects, and home economics.
3. Promote and aid in the establishment in local communities and public schools of departments and classes giving instruction in such subjects.
4. Cooperate with local communities in the maintenance of such schools, departments, and classes.
5. Establish standards for teachers of such subjects in approved schools, departments, and classes.
6. Cooperate in the maintenance of teachers' training schools, departments, and classes, supported and controlled by the public, for the training of teachers and supervisors of such subjects.
7. Establish standards for, and annually inspect as a basis of approval, all schools, departments, and classes, and all teachers' training schools, departments, and classes, applying for federal and state moneys under the provisions of this chapter. (C24, 27, Sec. 3840)

3841. Federal aid—conditions. Approved schools, departments, and classes, and approved teachers' training schools, departments, and classes shall be entitled to federal and state moneys so long as they are approved by such board as to site, plant, equipment, number and qualification of teachers, employment of teachers, admission and number of pupils, courses of study, methods of instruction, and expenditure of money. (C24, 27, Sec. 3841)

3842. Definitions. "Approved school, department, or class" shall mean a school, department, or class approved by said board as entitled under the provisions of this chapter to federal moneys for the salaries of teachers of vocational subjects. "Approved teachers' training school, department, or class" shall mean a school, department, or class approved by the board as entitled under the provisions of this chapter to federal moneys for the training of teachers of vocational subjects. (C24, 27, Sec. 3842)

3843. Advisory committee—qualifications—tenure—meetings. The board shall appoint a state advisory committee for vocational education, consisting of nine members. The term of each member shall be for three years. The terms of three members shall expire on the first day of July each year. The committee shall consist of three educators, one member experienced in agriculture, one an employer,

one a representative of labor, one experienced in business, and commerce, one experienced in social work, and one woman experienced in women's work. The committee shall meet in conference with the board at least twice a year, and at such other times as the board shall deem advisable. (C24, 27, Sec. 3843)

3844. State aid to equal federal aid. For each dollar of federal money expended for the salaries of teachers in approved schools, departments, and classes, the local community must expend an amount equal to the amount of federal money which it receives for the same purpose for the same year. (C24, 27, Sec. 3844)

3845. Local advisory committee. The board of directors of any school district having a population of more than five thousand persons, maintaining a school, department, or class receiving the benefit of federal moneys under the provisions of this chapter shall, as a condition of approval by such state board as herein provided, appoint a local advisory committee for vocational education, consisting of persons of experience in agriculture, industry, home economics, and business, to give advice and assistance to such board of directors in the establishment and maintenance of such schools, departments, and classes. The state board may require the board of directors of any school district that maintains an approved school, department, or class, to appoint such an advisory committee. Members of such advisory committee shall serve without compensation. (C24, 27, Sec. 3845)

3846. Powers of district boards. The board of directors of any school district is authorized to carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry and home economics, and to pay the expense of such instruction in the same way as the expenses for other subjects in the public schools are now paid. (C24, 27, Sec. 3846)

3847. Salary and expenses. The board is authorized to make such expenditures for salaries of assistants, actual expenses of the board and the state advisory committee incurred in the discharge of their duties, and such other expenses as in the judgment of the board are necessary to the proper administration of this chapter. (C24, 27, Sec. 3847)

3848. Custodian of funds—reports. The treasurer of state shall be custodian of the funds paid to the state from the appropriations made under said act of congress, and shall disburse the same on vouchers audited as provided by law. He shall report the receipts and disbursements of said funds to the general assembly at each biennial session. (C24, 27, Sec. 3848)

3849. Biennial report. The superintendent of public instruction shall embrace in his biennial report a full report of all receipts and expenditures under this chapter, together with such observations relative to vocational education as may be deemed of value. (C24, 27, Sec. 3849)

THE GEORGE-ELLZEY ACT

[Public—No. 245—73d Congress]
[H.R. 7059]

An Act to provide for the further development of vocational education in the several States and Territories.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of providing for the further development of vocational education in the several States and Territories there is hereby authorized to be appropriated for the fiscal year ending June 30, 1935, the sum of \$3,000,000; for the fiscal year ending June 30, 1936, the sum of \$3,000,000; and for the fiscal year ending June 30, 1937, the sum of \$3,000,000. One third of this sum each year shall be allotted to the States and Territories in the proportion that their farm population bears to the total farm population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors of agricultural subjects in such States and Territories. One third of the sum appropriated for each fiscal year shall be allotted to the States and Territories in the proportion that their rural population bears to the total rural population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors of home-economics subjects in such States and Territories. One third of the sum appropriated for each fiscal year shall be allotted to the States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the United States, exclusive of the insular possessions, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries of teachers, supervisors, and directors of trade and industrial-education subjects in such States and Territories: *Provided*, That the allotment of funds to any State or Territory for each of the three purposes enumerated in this section shall be not less than a minimum of \$5,000 for any fiscal year, and there is hereby authorized to be appropriated for each of the fiscal years ending June 30, 1935; June 30, 1936; and June 30, 1937, the sum of \$84,603, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotments to the States and Territories provided for in this section.

Sec. 2. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Department of the Interior, Office of Education, for vocational education, for each of the fiscal years ending June 30, 1935; June 30, 1936; and June 30, 1937, the sum of \$100,000, to be expended for the same purposes and in the same manner as provided in section 7 of the Act approved February 23, 1917, as amended October 6, 1917.

Sec. 3. The Secretary of the Treasury, upon the certification of the United States Commission of Education, shall pay, in equal semiannual payments, on the first day of July and January of each year, to the custodian of each State as designated in the Act approved February 23, 1917, the moneys to which it is entitled under the provisions of this Act.

Sec. 4. The appropriations made by this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made by the Act entitled "An Act to provide for the promotion of vocational education; to provide cooperation with the States in the promotion of such education in agriculture and in the trades and industries; to provide cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures", approved February 23, 1917, except that the appropriations made by this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under such Act of February 23, 1917, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; that such moneys as are provided by this Act for trade and industrial subjects may be expended for part-time classes operated for less than one hundred and forty-four hours per year; and that the appropriations available under section 2 of this Act shall be available for expenses of attendance at meetings of educational associations and other organizations, which, in the opinion of the Commissioner, are necessary for the efficient discharge of the provisions of this Act.

Approved, May 21, 1934.

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