

● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

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**ORGANIZATION AND  
ADMINISTRATION  
OF  
EDUCATIONAL EDUCATION  
IN KENTUCKY**

Miss Elizabeth Hanson  
Periodical Library  
University of Kentucky  
Lexington, Kentucky



Published by

**DEPARTMENT OF EDUCATION**

**H. W. PETERS**

Superintendent of Public Instruction

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## FOREWORD

On June 16, 1937, the State Board of Education adopted a new State Plan for vocational education. This Plan was then submitted to the United States Office of Education for official approval. The Executive Office of the Kentucky State Board of Education received a letter of October 8, 1937, from the Assistant Commissioner for Vocational Education stating that the Kentucky State Plan had been officially approved.

The essential features of the State Plan, rather than the detailed plan, are included in this bulletin. It is felt that this bulletin should serve to supply information needed by school superintendents and principals interested in administering a program of vocational education. The manuscript for this bulletin has been prepared by the staff of the Division of Vocational Education.

H. W. PETERS,

Superintendent of Public Instruction.

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## I. STATE ADMINISTRATION AND SUPERVISION OF VOCATIONAL EDUCATION

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### A. GENERAL DIRECTION AND SUPERVISION

The State Board of Education is vested with authority to carry out the purposes and provisions of the various acts of Congress relating to vocational education.

#### 1. Executive Officer

The law provides that "the Superintendent of Public Instruction shall be ex-officio chairman and the executive officer of the State Board of Education in its administration of all public education placed under its management and control. It shall be the duty of the Superintendent of Public Instruction to execute, under the direction of the State Board of Education, the educational policies which have been decided upon by the Board and to direct, under such general rules and regulations as the Board may adopt, the work of all persons engaged in the administration of the common schools; public higher education for negroes; and public vocational education and vocational rehabilitation."

#### 2. State Director of the Division of Vocational Education

The State Director of Vocational Education shall be the director of the Division of Vocational Education, in the State Department of Education. Vocational education shall be administered by a State director who, upon the recommendation of the Superintendent of Public Instruction, shall be appointed by the State Board of Education. His tenure of service, compensation, and duties shall be prescribed by the State Board of Education in accord with the State and Federal acts for vocational education.

a. The person employed at present as director shall devote one-half of his time to the general direction and administration of vocational education and the remainder of his time to the supervision of agricultural education.

#### b. Qualifications

- 1) Experience. He shall have had five years of full-time administrative or supervisory or teacher-training experience in an approved vocational program.
- 2) Technical and Professional Education. He shall qualify as a supervisor in the field of vocational agriculture, home economics, or trades and industries.
- 3) General Education. He shall have a master's degree.

#### c. Duties

- 1) Direct, promote, and have general supervision of vocational education throughout the State.
- 2) Recommend schools, departments, and classes to the State Board for approval and reimbursement.

- 3) Prepare budgets, check bills and expense accounts, and keep detailed records of all receipts and disbursements of State and Federal funds for vocational education. The State Director of Vocational Education shall present to the State Board of Education, for its approval, contracts for programs under each phase of vocational education and an itemized list of all expenditures for each six-month period ending December 30 and June 30. On or before June 30 of each fiscal year, he shall submit a detailed budget for the proposed expenditure of vocational education, to the Superintendent of Public Instruction who, in turn, shall make recommendations to the State Board for approval.
- 4) Revise State Plans and prepare reports for the State Board of Education and the U. S. Office of Education.
- 5) Direct work of staff in the Division of Vocational Education.
- 6) Prepare and publish articles dealing with vocational education.
- 7) Encourage and assist in direction of research necessary for development of the vocational program.

### 3. State Supervisors

The State Board of Education shall employ a half-time state supervisor of agricultural education, a state supervisor of trades and industrial education, a state supervisor of home economics education, and when the development of the program makes necessary, a state supervisor of distributive occupations. It may employ such assistant supervisors as are necessary to promote and supervise the work in the respective fields. These persons shall be employed upon recommendation of the Director of Vocational Education to the executive officer of the Board. Federal teacher training funds, up to 50 per cent, may be used to pay or reimburse for salary, travel expenses, clerical help, and stationery of these supervisors and assistant supervisors.

### 4. Representative State Advisory Committee for Vocational Education

There will be no general State advisory committee, but committees may be appointed for each field of service, that is, agriculture, trades and industries, home economics, and distributive occupations. The interests represented, term of office, and such are stated in the complete Plan, on file at the Kentucky State Department of Education and in the U. S. Office of Education.

- a. Method of Selection. Committee members will be appointed by the State Board of Education. The state supervisor in the particular field of service will be chairman.
- b. Duties. To advise the State Board of Education upon matters of policies and standards for vocational education.
- c. Provisions for Meetings. At the call of the State Board—State Supervisor in charge of meeting.

## B. TEACHER TRAINING

1. The State Board of Education has the responsibility of directing the teacher-training program, and delegates such responsibility to the

State Director of Vocational Education and his supervisors in the different fields of vocational education.

2. The University of Kentucky has been approved to receive reimbursement for approved courses in teacher training.\* The Kentucky State College for Negroes has been approved to receive reimbursement for approved teacher-training courses for colored vocational teachers.
3. The training of vocational teachers at the University of Kentucky shall be given in the College of Education under the direction of the Dean, who is also director of vocational teacher-training at the University of Kentucky.
4. The University of Kentucky and the Kentucky State College for Negroes shall be reimbursed in accordance with the State and Federal rulings governing the expenditure of teacher-training funds. Federal funds may be used to maintain 50 per cent of the cost of teacher-training programs provided for in other sections of this Plan. Maintenance shall be interpreted to include salaries, travel, clerical help, janitor service, stationery, and supplies. Federal funds may not be used to purchase, erect, preserve, or repair 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.

\* Berea College and Western Kentucky State Teachers College are approved to train teachers of vocational agriculture under the equivalency clause. Berea College, Eastern Kentucky State Teachers College, Murray State Teachers College, and Western Kentucky State Teachers College are approved to train teachers of home economics under the equivalency clause.

## II. GENERAL CONDITIONS

### A. SCHOOL OR CLASS UNDER PUBLIC SUPERVISION AND CONTROL

A school or class, to receive Federal money, must be under public supervision and control. A school or class is under public supervision and control, within the requirements of the vocational education acts, when

1. The school or class is under the supervision and control of a State or local board responsible for the expenditure of public school funds for vocational education in the State or community.
2. The school or class is legally a part of the public school program of vocational education as administered by the State or local board responsible for vocational education.
3. The teachers are paid from public education funds in the way followed in the payment of other public school teachers employed by the State or local board responsible for vocational education.
4. The school or class is administered, controlled, and supervised in all details by officials on the staff of a State or local board responsible for vocational education, including
  - a. Selection, salaries, and length of term of the teachers
  - b. Qualifications and admission of the pupils
  - c. Content and organization of all courses and curriculums.

### B. CONTROLLING PURPOSE

The controlling purpose of such instruction shall be to fit for useful employment.

### C. LESS THAN COLLEGE GRADE

Instruction shall be of less than college grade. Instruction shall be interpreted to be of less than college grade when

1. The instruction is of less than college rank
2. College entrance requirements are not made prerequisite for admission
3. The aim of the training program is to prepare for advantageous employment
4. The training program does not lead to a degree.

### D. AGE OF STUDENTS

Such instruction shall be designed for persons fourteen years old or over

### III. AGRICULTURAL EDUCATION

#### A. USE OF FEDERAL FUNDS

##### 1. Salaries and Travel of Teachers, Supervisors, and Director

- a. **Basis of Reimbursement for All-day Instruction**  
Local boards of education may be reimbursed not to exceed 50 per cent of the salary for the time the teacher of agriculture devotes to vocational agriculture.
- b. **Basis of Reimbursement for Part-time Instruction**  
Local boards of education may be reimbursed not to exceed 75 per cent of the salary paid for part-time instruction. The maximum amount of aid for part-time work taught by the teacher of the all-day program shall not exceed \$175 a year, without special approval of the part-time program by the State Board. This limit on the maximum amount of aid shall not apply in case extra or special teachers are employed for part-time instruction. (Only George-Deen funds are used in reimbursing for part-time instruction.)
- c. **Basis for Reimbursement of Evening School Instruction**  
Same as 1b. (Only George-Deen funds are used in reimbursing for evening school instruction.)
- d. **Use for Salaries of Supervisors**  
Federal money allotted to the State for the salaries of teachers of agriculture may be used to pay the salaries of supervisors and directors of agriculture subjects if the amounts so used are matched by State or local funds.
- e. **Use for Salaries and Travel of Supervisors**  
Federal money allotted to the State for salaries and travel and for further development of agricultural education may be used to pay the salary and travel expense of supervisors of agricultural education if the amounts so used are matched by State or local funds.
- f. **Use for Salary and Travel Expenses of State Director**  
One-fourth of the Federal portion of the salary and travel expenses of the State Director of Vocational Education for the time devoted to the directorship may be paid from funds allotted to vocational agriculture for salaries and travel, if the amount so used is matched by State funds.

##### 2. Teacher Training Funds

Federal teacher training funds must be matched dollar for dollar by State funds or by funds provided by the teacher training institution receiving Federal subsidy.

- a. **Pre-employment Teacher Training**  
Federal teacher training funds may be used to pay the traveling expenses, clerical help, printing, communication, supplies

(supplies shall not be interpreted to include office equipment), and salaries of teacher trainers. (See Appendix IV for curriculum for training teachers of vocational agriculture.) Federal funds may be used to pay the salaries of critic teachers in agriculture when funds are matched by State or local funds.

b. **Training in Service**

Federal funds may be used to pay salaries, traveling expenses, clerical help, printing, stationery, and supplies (supplies shall not be interpreted to include office equipment) of teacher trainers whose duties are to improve teachers in service, whether through resident courses or itinerant or extension courses. (See Appendix V for in-service training courses.)

c. **Compilation and Distribution of Subject Matter for Teachers in Service**

Teacher-training funds may be used to pay the salaries, traveling expenses, clerical help, printing, communication, and stationery and supplies necessary in the compilation and distribution of subject matter for teachers in service. Persons employed shall qualify as teacher-trainers.

d. **Supervision, Salaries, and Maintenance**

Federal funds may be used to pay salaries, travel expenses, clerical help, communication, printing, and stationery and supplies (supplies shall not be interpreted to include office equipment) of supervisors of agricultural education.

e. **Advanced Technical Courses for Employed Teachers**

Federal funds may be used to pay the salaries of teachers of short, intensive courses designed to improve the ability of employed teachers and supervisors and dealing with some phase of the program they are teaching or supervising.

f. **Studies and Research.**

Federal funds may be used to pay the salaries, travel expenses, clerical help, printing, communication, stationery, and supplies of a person or persons who carry on research and investigation in vocational education in agriculture. This person or persons shall be on the teacher training staff of the University of Kentucky, and shall have the qualifications of a teacher trainer.

**B. SUPERVISION OF AGRICULTURAL EDUCATION**

**1. Qualifications of Supervisors and Assistant Supervisors**

a. Supervisors and assistant supervisors of agricultural education shall qualify as a teacher of vocational agriculture (as outlined in C.1.f.), and shall have completed the work for the master's degree, the major of which shall have been in education with at least twelve graduate semester hours in agricultural education.

b. They shall have taught vocational agriculture three years or more, shall have had one or more years of experience in teacher training in vocational agriculture, and shall have had three full years of farm experience after the age of fourteen.

c. They shall be at least twenty-five years of age and shall be men who understand the farming conditions of the State and

who posses qualities of leadership and personality to the extent that they will command the respect of farmers and educators.

## 2. Duties of Supervisors and Assistant Supervisors

- a. They shall do such promotional work as approval of teachers, preparation of State Plan, and cooperation with farm organizations; make studies, surveys, and investigations, and do such other work as will familiarize the public with the needs, intent, purpose, organization, and administration of agricultural education.
- b. They shall approve schools for subsidy and shall be responsible for making contracts with boards of education which contracts shall determine the amount of subsidy each school shall receive. They shall make regular visits of inspection to agriculture departments or classes in schools or institutions receiving subsidy and report such visits to the Director, and ask for and check reports from teachers as the need arises.
- c. They shall assist teachers in planning programs of work; in selecting suitable library, equipment, and supplies; and in teaching and otherwise carrying out their work.
- d. They shall conduct State and sectional conferences for the benefit of vocational teachers in service.
- e. They shall cooperate with the State Director and the teacher training institutions in the development of a teacher-training program adequate to meet the needs of the State.

## C. KINDS OF AGRICULTURAL SCHOOLS AND CLASSES REIMBURSED FROM FEDERAL FUNDS

All day, part-time, and evening classes in vocational agriculture will be reimbursed from federal funds. (See Part II, General Conditions.)

### 1. All-day Classes

The purpose of all-day instruction in vocational agriculture is to train prospective farmers for efficiency and satisfaction in farming.

- a. Organization and Establishment of Departments of Vocational Agriculture  
Agriculture departments shall be established only in accredited public high schools. The departments shall have at least fifteen farm boys who desire, and can qualify to take, vocational agriculture.
- b. Plant and Equipment  
Local districts must furnish room, tables, chairs, library-and-supply-case, filing cabinet, library, and equipment suitable and adequate to carry out the purpose for which the department is established. Failure to do so is sufficient grounds for withholding Federal funds. A beginning department of vocational agriculture shall have tables for two in sufficient number to accommodate the boys in the class, together with a sufficient number of satisfactory chairs; a library-and-supply-case to care for the book and bulletin library and supplies; a sufficient number of bulletin boxes to file the necessary bulletins; a cabinet for filing farm practice and other necessary records; fifty dollars

worth of well-selected equipment other than shop equipment; and one-hundred dollars worth of wisely selected books. Both new and old departments are expected to have a farm shop, adequately equipped.

c. Minimum for Maintenance

- 1) The local school board shall employ a qualified teacher for twelve months in the year, except in beginning departments. Teachers in beginning departments are ordinarily employed for eleven months, beginning August 1. When it is deemed advisable by both the State and local board, the teacher shall be required to spend from two to five weeks in summer school in professional or technical improvement. It is expected that teachers shall average two and one-half weeks of summer school a year.
- 2) In order that departments may not be handicapped by an inadequate library and lack of supplies, the local board shall set aside a minimum of \$1.00 per pupil per year for maintenance of library and supplies.
- 3) Local necessary travel will be provided for in the teacher's salary.

d. Courses of Study

- 1) Schools having a department of vocational agriculture shall maintain such courses as will meet the needs of pupils of that community. Such courses shall be offered for not less than nine months, except in case of an emergency. The agriculture course shall be worked out on a cross-section basis and set up in terms of objectives to be reached. The course shall be approved by the Supervisor of Agricultural Education or by the Department of Agricultural Education at the University of Kentucky. (See Appendix II for illustration of the layout of a course.) Schools maintaining departments of agriculture shall make up their program of studies from Appendix I, as the needs of the community demand. Vocational agriculture may be offered in the seventh and eighth grades in colored schools.
- 2) Schools on a 45-minute-period basis shall devote not less than 90 minutes a day, 5 days a week, to each class in vocational agriculture under the direction of the teacher of agriculture. When a school is organized on a 60-minute-period basis, not less than 7 clock hours a week shall be devoted to each class in vocational agriculture. This means that on two days or more a week there shall be double 60-minute periods for each class.

e. Methods of Instruction

A problem-solving procedure shall be employed, making such use of surveys, field trips, laboratory, and shop work as may seem necessary. Supervised practice should be central in all instruction.



f. Qualifications of White Teachers

- 1) Teachers of vocational agriculture must have had at least three full years of farm experience after the age of twelve.
- 2) They shall be graduates in agriculture from the College of Agriculture, University of Kentucky, or shall have had equivalent training in agriculture; and shall have had at least fifteen semester hours in education, twelve hours of which shall be in secondary agricultural education. The teachers and the courses taken must meet the approval of the respective teacher training staff, or of the staff at the University of Kentucky, where teachers are from without the State. A minimum of 62 semester hours in agriculture will be required to satisfy the equivalency clause. Such subjects commonly offered in colleges of agriculture will be accepted. Science subjects commonly offered in colleges of agriculture will not be accepted in lieu of agriculture. These 62 hours of agriculture shall be distributed approximately as follows: Crops 9 hours, soils 7 hours, gardening 3 hours, fruits 4 hours, animal husbandry 23 hours, agricultural entomology 4 hours, farm shop 4 hours, marketing 3 hours, agricultural economics 3 hours, farm management 3 hours.
- 3) Teachers shall show evidence of leadership ability and ability to cooperate, and shall have a desirable attitude toward agriculture and farm life.

g. Qualifications of Colored Teachers

- 1) Teachers of vocational agriculture in colored schools must have had at least three full years of farm experience after the age of twelve.
- 2) They shall be graduates from the agricultural curriculum of the Kentucky State College for Negroes or institution of equivalent rank, or must have had equivalent training, with a minimum of eighteen semester hours in education, nine of which shall be in agricultural education.
- 3) Teachers shall show evidence of leadership ability and ability to cooperate, and shall have a desirable attitude toward agriculture and farm life.

h. Individual Farming Programs

- 1) Pupils taking vocational agriculture shall be required to do at least six months' practice work on a farm, under the supervision of the agriculture teacher. Supervised practice may be made up of productive enterprise projects, improvement projects, and supplementary farm practice. The teacher of agriculture should guide the pupil in the selection of a satisfactory practice program. Pupils shall keep records and make summaries and reports of all farm practice work done by them. Records should be kept in the recommended farm practice record book. (See Appendix III, for illustration of a long-time supervised practice program.)

- 2) The supervised practice work shall be visited by the teacher as often as necessary. He shall advise the pupils and furnish such information as is necessary to the proper conduct of the work. The teacher shall make such reports of supervised practice work as are called for by the Supervisor of Agricultural Education or the Director of Vocational Education.
- 3) Follow-up of former students shall usually be connected with the part-time program.

## 2. Evening Schools

### a. Purposes of Evening School Instruction

Evening courses in agriculture shall be for persons already engaged in farming, and shall be designed to improve their economic efficiency.

### b. Organization

Evening schools shall be conducted at the time of year most convenient to farmers. The teacher of agriculture shall be responsible for planning and organizing the course. The course shall be approved by the State Supervisor of Agricultural Education.

### c. Courses of Study

The length of an evening course, its content, and time of year given shall be determined by the needs and demands of the community. Ordinarily, the course shall consist of problems of a single subject or enterprise. It shall be not less than ten meetings in length, the meetings to be distributed to meet the particular situation.

### d. Methods of Instruction

The instruction shall be based largely upon problems of the group. Discussion and individual participation shall be encouraged.

### e. Qualifications of Teachers

Teachers of evening courses shall have the same qualifications as teachers of all-day classes, except in case of emergency where special teachers are employed. Special teachers employed to teach evening school work shall be approved by the State Supervisor of Agricultural Education.

### f. Improvement of Individual Farming Programs

- 1) Persons in evening courses shall be expected to do 6 months or more of supervised practice work, keeping such records as may be necessary to the proper conduct of the work. Supervised practice shall be interpreted as improved farming practices carried out under the supervision of the teacher of vocational agriculture.
- 2) Adequate supervision of this farm practice must be an integral part of an evening school program if teachers are to receive subsidy for evening courses.

## 3. Part-time Schools

### a. Purposes of Part-time Instruction

The purposes of this work shall be to prepare young men to

farm, to establish them in farming, and to improve their civic and social abilities and attitudes.

b. Organization

Part-time instruction shall be designed for persons 16 to 25 years of age who are preparing to farm and are establishing themselves in farming.

Ordinarily, the teacher will be the all-day teacher. The instruction may be done in the local high school, or in any suitable place in outlying centers.

c. Courses of Study

1) Vocational and other subjects

The curriculum shall be made up of agriculture, or agriculture and two or three of the following: English, arithmetic, elementary economics, rural life problems, citizenship, applied science. The agriculture may consist of units from one or more enterprises, securing and using credit, and problems of the farm business as a whole. The curriculum and course in agriculture shall be approved by the State Supervisor of Agricultural Education.

2) Amount and distribution of time for instruction

The course shall be organized on a 12-month basis, and there shall be not fewer than fifteen meetings of 90 minutes each. The agriculture shall ordinarily be taught by the agriculture teacher. Other teachers in the school should be encouraged to assist the agriculture teacher with instruction in their fields as the need arises.

d. Methods of Instruction

A problem-solving procedure, based largely upon the needs of the group, with considerable time to individual instruction, should be used.

e. Qualifications of Teachers

The qualifications of the agriculture teacher shall be the same as for a teacher in all-day vocational agriculture except in cases where special teachers are employed. Special teachers shall be employed only upon approval of the State Supervisor of Agricultural Education and the teacher training department of the University of Kentucky.

f. Individual Farming Programs

Pupils in part-time courses shall be expected to carry on supervised practice work for at least 6 months, keeping such records as may be necessary. Supervised farm practice should be made central in part-time instruction. It should consist of productive enterprise projects, improvement projects, and supplementary farm practice and should be such as will lead the young men to satisfactory establishment in farming. There must be adequate supervision of this work throughout the year if local boards are to be reimbursed for teachers' salaries for part-time work.

**D. TEACHER TRAINING**

From 35 to 40 per cent of teacher training funds shall be allotted to teacher training and supervision in agriculture.

## 1. Qualifications and Employment of Teacher Trainers

### a. Education

A teacher trainer in agricultural education shall be a graduate of a standard college of agriculture or shall have had equivalent training in agriculture. He shall have completed work for a master's degree, with the equivalent of a major in education, including at least 15 hours in agricultural education.

### b. Experience

He shall have taught vocational agriculture in a recognized department of vocational agriculture at least 3 years.

### c. General

He shall meet all requirements for a teacher of vocational agriculture.

### d. Qualifications of a Critic Teacher

Qualifications of a critic teacher are the same as for a teacher of vocational agriculture, plus two years of successful experience as a teacher of vocational agriculture and 10 hours of graduate work.

### e. Employment of Teacher-training Staff

Members of the teacher-training staff of those institutions receiving subsidy shall be employed by the respective institutions and approved by the State Board.

## 2. Pre-employment Training

### a. Institutions Subsidized to Train Teachers

University of Kentucky, Lexington, Kentucky  
Kentucky State College for Negroes, Frankfort, Kentucky

### b. Requirements for Certification of Teachers of Agriculture (See C.1.f. and g.)

### c. Graduation Requirements for Trainees in Agricultural Education At University of Kentucky

Satisfactory completion of at least the prescribed four-year curriculum in agriculture in the College of Agriculture, or equivalent training in agriculture. The University of Kentucky requires 139.3 semester hours, 62.3 of which are in agriculture. At least fifteen semester hours in education, twelve of which shall be in secondary agricultural education, meeting the approval of the staff in Agricultural Education. At least three full years of farm experience after the age of twelve.

At Kentucky State College for Negroes

Satisfactory completion of the prescribed curriculum listed in Appendix VI. The length of the course shall be not less than 4 years, and shall consist of at least 128 semester hours credit. At least eighteen of the total credit hours must be in professional training, nine of these in agricultural education.

### d. Courses of Study

See Appendixes IV, V, and VI for lists of courses and subsidized courses.

### e. Participating Experience

At University of Kentucky

Observation and practice teaching shall be done in departments of vocational agriculture in rural consolidated schools near the

University. A minimum of 54 clock hours of teaching will be required.

At Kentucky State College for Negroes

Observation and practice teaching will be done in agriculture departments in the vicinity of the college. The character of the work offered and its duration shall be such as to train effectively in the art of teaching vocational agriculture.

### 3. Training Teachers in Service

#### a. Types of Training and Responsibility for Each Type

Training in service shall be through itinerant teacher training by teacher trainers and supervisors, by newsletters from the Department of Agricultural Education at the University of Kentucky, by summer courses at the University of Kentucky, through correspondence by teacher trainers and supervisors, and through district and State conferences held jointly by supervisors and teacher trainers. Itinerant teacher training may be done by the teacher-training staff in agricultural education upon request of the State Director of Vocational Education. The duties of an itinerant teacher trainer shall be to improve the teaching efficiency of teachers of agriculture.

#### b. Development of Content and Teaching Aids for Teachers in Service

This work is to be done by the Department of Agricultural Education at the University of Kentucky. It is accepted as a definite responsibility of the department.

### 4. Follow-up of Employed Teachers

All teachers of vocational agriculture shall be followed up, largely through itinerant teacher training. Special attention will be given to first-year teachers

### 5. Improvement of Teaching in Technical Courses

Conferences are held by teacher trainers and the men teaching technical courses.

### 6. Provisions for Studies and Research

The making of studies contributing to the effectiveness of a program in agricultural education is a definite responsibility of the State Board and the teacher training institutions. (See A.2.f.) The amount of time given to research and the scope of the research program will depend upon the size of the staff and the time available. Research studies to be reimbursed or payed for out of Federal funds shall be approved by the Director of Vocational Education before being undertaken.

## IV. TRADE AND INDUSTRIAL EDUCATION

### A. USE OF FEDERAL FUNDS

#### 1. Salaries and Travel of Teachers, Supervisors, and Director

##### a. Basis of Reimbursement for All-day, Part-time, and Evening Instruction

Boards of education may be reimbursed not to exceed 50 per cent of the salary for the time the teacher devotes to trade and industrial classes that meet the requirements specified in this plan, with the exception, that beginning programs aided from George-Deen funds may be reimbursed up to two-thirds of the amount paid the teacher for salary and travel. (One-third of the Federal funds available in trade and industrial education for the salaries of teachers, supervisors, and director will be used for part-time classes.)

##### b. Use for Salary and Travel Expenses of State Director

One-fourth of the Federal portion of the salary and travel expense of the State Director of Vocational Education will be paid from the George-Deen funds allotted to trade and industrial education.

#### 2. Teacher Training Funds

##### a. Teacher Training

Either or both Smith-Hughes and George-Deen teacher training funds will be used to pay one-half of the salaries, travel, clerical services, and communication of teacher trainers devoting their time to pre-employment training, training in service, compilation and distribution of subject matter, and research.

##### b. Supervisors—Salaries and Maintenance

Federal funds may be used to pay salaries, travel expenses, clerical help, communication, printing, stationery and supplies (supplies shall not be interpreted to include office equipment) of all supervisors of trade and industrial education.

##### c. Approved Technical Courses for Employed Teachers

Federal funds may be used to pay the salaries of teachers of short, intensive courses designed to improve the ability and technical knowledge of employed teachers. (Such courses will not be provided when it is possible for trade and industrial teachers to secure the training needed through employment on an actual job.)

### B. SUPERVISION OF TRADE AND INDUSTRIAL EDUCATION

#### 1. State Supervision of Trade and Industrial Education

##### a. Qualifications of Supervisor

- 1) Trade experience: He shall have had at least five years of practical working experience as a wage earner in a trade or industrial occupation.

- 2) Teaching experience: He shall have had at least five years of successful experience as a teacher of approved trade preparatory or trade extension classes which meet the standards of the State Plan.
- 3) Supervisory experience: He shall have had at least three years of supervisory experience in trade and industrial training programs, in school or in industry.
- 4) Professional education: He shall have had at least 30 semester hours in industrial education in such approved courses as, Philosophy of vocational education, Supervision and administration of trade and industrial schools, Making trade and job analysis and organizing content for training courses, Methods of training trade teachers.
- 5) General education: Graduate of a standard college or university, with a major in industrial education.

b. Duties of Supervisor, Such as:

- 1) Promotional: The supervisor shall promote programs for trade and industrial education in the State; make studies, surveys, and investigations for the purpose of promoting classes; secure the cooperation of employers and employees; promote and conduct foreman training conferences; and train conference leaders.
- 2) Inspectional: He shall inspect and approve all trade and industrial classes, including teacher training classes, and approve contracts for reimbursements.
- 3) Instructional: He shall improve assistant supervisors, local directors, coordinators, and teachers, by individual and group conferences; and shall assist in the preparation and the organization of instructional material. He may conduct conferences and classes of industrial teachers when necessary.

C. KINDS OF TRADE AND INDUSTRIAL EDUCATION REIMBURSED FROM FEDERAL FUNDS

Evening trade extension, part-time trade extension, part-time cooperative, and day trade classes will be reimbursed from Federal funds. (See part II, General Conditions.)

1. Evening Trade Extension Schools or Classes

a. Controlling Purpose

The purpose is to increase skill or knowledge in the occupation in which the wage earner is employed, through supplementary instruction given during the leisure time of the workers.

b. Minimum Entrance Age

The minimum entrance age shall be sixteen years.

c. Plant and Equipment

The plant and equipment shall be adequate to serve the number of students and the specific objectives of the courses, in order to guarantee efficient instruction. The schools and classes must be under public supervision and control and must meet the approval of the State Supervisor.

- d. Minimum for Maintenance  
The local board shall provide adequate funds for maintenance, before the program will be approved.
- e. Courses of Study  
The content of the course must be such as will increase the skill or knowledge of the worker in the trade or industrial pursuit at which he is employed. (See Appendix VII for illustration of a course.)
- f. Methods of Instruction  
The method of instruction shall be the conference procedure or that which is best suited to the course being taught.
- g. Qualifications of Teachers
  - 1) Shop teachers
    - a) A shop teacher shall have an academic education equivalent to four years of high school.
    - b) A minimum of at least three full years of experience as a journeyman workman in the trade or industrial pursuit to be taught
    - c) All teachers, previous to or during the first four years of service, shall take at least 24 semester hours of teacher-training especially suited to their needs. Trade analysis and course organization shall be required before the teacher begins teaching or during the first year of teaching.
  - 2) Related subject teachers:
    - a) The qualifications for related subject teachers shall be the same as for shop teachers, except related subject teachers may be college graduates with majors in technical subjects. If qualifying as a college graduate, they must have had at least one year of working experience in the trade or industry for which they are going to teach the related subjects. The requirements for certification are the same as for shop teachers (under g.1).
- h. Plan for Coordination, Including Qualifications of Coordinators
  - 1) In order that a program of evening trade extension instruction may be adjusted to meet the needs of the community, a coordinator may be employed.
  - 2) The qualifications for the coordinator will be the same as for shop teachers, plus at least two years of teaching experience in an approved trade and industrial education program. A special course in coordination of industrial education shall be required before the coordinator begins his duties or during the first year of service.
  - 3) The duties of a coordinator shall be as follows:
    - a) Help arrange the instructional matter to suit the conditions in industry
    - b) Determine needed programs and arrange for classes to serve the workers in industry



- c) Ascertain whether the instructional matter offered is functioning in industry, and make such suggestions as needed to the teachers
- d) Keep office records suitable for coordination purposes. This work is not to exceed 10 per cent of the coordinator's time
- e) See that enrollments in trade and industrial education classes meet the regulations provided for in the State Plan.

## 2. Part-time Trade Extension Classes

### a. Controlling Purpose

The purpose shall be to increase skill and knowledge in the occupation in which the wage earner is employed, through instruction given during working hours.

### b. Age of Students

Students shall be 16 years of age or over, and be able to profit by the instruction offered.

### c. Required or Minimum Plant and Equipment

The plant and equipment shall be adequate to serve the number of students and the specific objectives of the course, in order to guarantee efficient instruction. The schools and classes must be under public supervision and control.

### d. Minimum for Maintenance

The local board shall provide necessary funds for adequate operation of the classes.

### e. Course of Study

See Appendix VIII for illustration of a course.

### f. Method of Instruction

The method of instruction shall be that which is best suited to the course being taught.

### g. Length of Term

The term shall be not fewer than 144 hours a year, with at least four hours a week.

### h. Qualifications of Teachers

#### 1) Shop teachers

- a) A shop teacher shall have an academic education equivalent to four years of high school.
- b) A minimum of at least three full years of experience as a journeyman workman in the trade or industrial pursuit to be taught.
- c) All teachers, previous to or during the first four years of service, shall take at least 24 semester hours of teacher training especially suited to their needs. Trade analysis techniques and Course organization shall be required of the teacher before he begins teaching or during the first year of teaching.

#### 2) Related subject teachers

The qualifications for related subject teachers shall be the same as for shop teachers, except related subject teachers

may be college graduates with a major in technical subjects. In qualifying as a college graduate, a teacher must have had at least one year of working experience in the trade or industry for which he is going to teach the related subjects. Requirements for certification are the same as for shop teachers (under h.1).

- i. Plan for Coordination, Including Qualifications of Coordinators  
Coordination may be done by the teachers of part-time students, and the duties will be as follows:
  - 1) Help arrange the instructional matter to suit the conditions of the trade being taught
  - 2) Arrange classes to serve the workers
  - 3) Place and follow up workers
  - 4) Adjust differences between employer and employee with respect to abilities and attitudes of the worker
  - 5) Correlate class and job instruction
  - 6) Not more than 10 per cent of coordinator's time devoted to office work.

### 3. Part-time Cooperative Classes

#### a. Controlling Purpose

To provide vocational training in school systems where it would be impractical to erect a trade school or even install unit courses, through cooperation between schools and local employers. The class will be made up of workers from many trades and occupations with one or more in each occupation, depending upon the training needs of the community.

#### b. Minimum Age of Students

The minimum age of students shall be 16 years.

#### c. Minimum Plant and Equipment

A satisfactory classroom equipped with tables, chairs, blackboards, and supplementary teaching material will be provided by the local board of education. Where occupational instruction is to be given in the school, equipment similar to that used locally in the occupations will also be provided. The schools and classes must be under public supervision and control.

#### d. Minimum for Maintenance

The local board shall provide funds for maintenance.

#### e. Character and Content of Course of Study

There shall be two segregated periods for these workers. One of these periods will be given to group instruction by the coordinator-teacher on industrial problems and job adjustments. The other period will be devoted to individual instruction by the coordinator, dealing with specific problems and information needed by the individual in his employment. The coordinator will arrange for the worker to attend a high school class nearest related to his occupational needs. The training program will be based upon the analysis of the occupation made by the coordinator and employer, to fit the needs of the worker.

#### f. Methods of Instruction

All instruction must be suited to the needs of workers over 16

years of age. Since workers from a variety of occupations will be enrolled, the instruction will be very largely on an individual basis. The coordinator will have available at least three consecutive regular hours each day, which will be used in adjusting the instruction given to the working needs of the pupils. Minimum time for classroom instruction shall be not fewer than 144 hours a year.

g. Qualifications of Teachers

1) Teacher coordinator

- a) Wage-earning experience in one or more industrial types of employment
- b) Graduate of a college curriculum in industrial or technical education
- c) Two years of teaching experience in some type of industrial or business education
- d) Coordination techniques in part-time education should be taken before entering upon the duties or in the first year of employment.

2) Teacher of segregated classes

The teacher of segregated classes will meet the qualifications of the State Plan for part-time related subject teachers.

h. Plan for Coordination

1) A coordinator will be employed throughout the school year. He shall have available, free from other school duties, at least three consecutive 60-minute periods each day for work with persons employed under this plan, for the purposes of coordinating school instruction and employment.

2) The work of coordination will include visits to places of employment and to the homes of workers, conferences with parents, employers, and teachers, and the keeping of records and reports of workers employed under this plan. Where the number of workers employed is more than thirty-five, the time given to coordination will be increased.

3) Distribution of coordinator's time

In school where the number of pupils enrolled under this plan is not more than thirty-five, the time of the teacher-coordinator will be distributed approximately as follows:

- a) Coordinating three clock hours per day
- b) Teaching segregated class, which includes all part-time pupils enrolled under this plan, two school periods a day.
- c) Office records and reports  
One-half school period per day.

i. Division of Time Between School and Shop

- 1) The pupils will be employed for at least 15 hours a week throughout the school year.
- 2) The time at work will equal or exceed the time per week devoted to school instruction. A student who spends more

time in school during the school year than he spends at work under regular employment conditions cannot be considered a part-time student.

- 3) The arrangement of time schedule under this cooperative plan of half-time in school and half-time in employment will be a half-day in school followed or preceded by half-day in employment.

**k. Reimbursement**

Boards of education will be reimbursed for a part of the salary paid to:

- 1) Coordinators who devote at least three hours per day to the duties of coordinating school instruction to employment and who, in addition, teach in a segregated class for two periods a day all pupils enrolled under this plan.
- 2) Approved qualified teachers of other segregated classes, arranged by the coordinator and organized to give training for the specific occupation of part-time workers enrolled under this plan. No reimbursement will be allowed for the salaries of teachers of regular high school subjects.

**4. Day Trade and Industrial Schools or Classes**

**a. Unit Trade**

- 1) Purpose: The controlling purpose shall be to prepare students for employment in trades and industrial occupations.
- 2) Admission: While a minimum age of 14 is the only age requirement for all-day schools in the vocational education acts, the age of entrance upon a vocational training program should be regulated locally at the minimum of the acts or at such a point above this minimum as will insure that those completing the training will be mature enough to be accepted as workers in the occupation. Admission should be restricted to those who are physically and mentally competent to do the work and who possess the qualifications required for employment in the type of work for which the training is offered. Interest in learning a trade and ability to do the work should be the determining factors even after admission. A probationary period of attendance for this purpose will enable the school to determine the student's real ability. While communities maintaining all-day vocational schools should offer opportunities for vocational education to all youths meeting minimum requirements who need and can profit by the instruction, care must be exercised to prevent training too many in any particular field of work.
- 3) The plant and equipment shall be sufficient to guarantee efficient instruction in the course and similar to that used in industry for which training is given. The schools and classes must be under public supervision and control, and have approval of the State Supervisor.
- 4) The local board will see that adequate provision is made for the cost of supplies and other items of expense neces-

sary for the proper maintenance of instruction.

- 5) Courses of study: See Appendix X for illustration of a course.
- 6) The instruction should provide ample opportunities for participation in the processes to be learned as well as considerable repetitive practice in them. The shop work shall be on a productive basis and not on an exercise basis and shall be carried on by regular shop methods insofar as practicable. Considerable individual instruction will be necessary.
- 7) At least fifteen clock hours a week, not less than three consecutive hours at a time, shall be devoted to practical work in the shop and the product shall be comparable with that made in industry. At least 25 per cent of the time each day shall be devoted to instruction in segregated classes related to the trade, and the remaining 25 per cent may be devoted to shop related or to academic work. This will make 30 clock hours a week given to these students, for 36 weeks.
- 8) Qualifications of teachers
  - a) Shop teachers
    - (1) A shop teacher shall have an academic education equivalent to four years of high school.
    - (2) A minimum of at least three full years of experience as journeyman workman in the trade or industrial pursuit to be taught.
    - (3) All teachers, previous to or during the first four years of service, shall take at least 24 semester hours of teacher training especially suited to their needs. Trade analysis techniques and Course organization shall be required before the teacher begins teaching or during the first year of teaching.
  - b) Related subject teachers
    - (1) The qualifications for related subject teachers shall be the same as for shop teachers, except a related subject teacher may be a college graduate with majors in technical subjects. If qualifying as a college graduate, the teacher must have at least one year of working experience in the trade or industry in which he is going to teach the related subjects.
- 9) Plan of coordination: In order to formulate a program of day trade instruction that will meet the needs of the community, a coordinator may be employed.
  - a) Qualifications for the coordinator will be the same as for shop teachers, plus at least two years of teaching experience in an approved trade and industrial education program. A special course in coordination of trade and industrial education shall be required before the coordinator begins his duties or during the first year of service.

- b) The duties of a coordinator shall be as follows:
- (1) Help arrange the instructional matter to suit the conditions in industry
  - (2) Determine needed programs and arrange for classes to serve the workers in industry
  - (3) Ascertain whether the instructional matter offered is functioning in industry, and make such suggestions as needed to the teachers
  - (4) Keep office records suitable for coordination purposes. This work is not to exceed 10 per cent of the coordinator's time.

b. General Industrial Classes for Cities of Less than 25,000

- 1) The controlling purpose shall be to prepare students for advantageous employment in trades and industrial occupations.
- 2) Admission: Same as for Unit Trade [4.a.2)].
- 3) The plant and equipment shall be sufficient to guarantee efficient instruction in the course, and shall be similar to that used in industry for which the training is given.
- 4) The local board will see that adequate provision is made for the cost of supplies and other items of expense necessary for the proper maintenance of instruction. The schools and classes must be under public supervision and control.
- 5) Vocational instruction may be given to a group of students in closely related occupations, as for example: carpentry, painting, and cement work. Such a program will be limited to places where there is a demand for this type of workman, and in no case will the combination to be taught be more than three closely related trades.
- 6) The instruction should provide ample opportunities for participation in the processes to be learned, as well as considerable repetitive practice in them. The school work shall be on a productive basis and not on an exercise basis, and shall be carried on by regular shop methods insofar as practicable. Considerable individual instruction will be necessary. Type course shown in Appendix XI.
- 7) The instruction in shop and incidental related information shall be given not less than 50 per cent of the school time. The schedule in no case shall be less than three consecutive clock hours a day, 15 clock hours a week, and 36 weeks a year.
- 8) The qualifications shall be the same as for shop teachers in unit trade classes, except that the practical experience may be a combination of the occupations taught.

**D. TEACHER TRAINING**

**1. Distribution of Federal Funds Allotted for Maintenance of Teacher Training in Trade and Industrial Education**

Twenty per cent of the teacher training funds allotted to the State shall be budgeted for supervision and teacher training in trade and

industrial education. Teacher training funds shall be matched by State or institutional funds.

a. State Board

The State Board recognizes that the up-grading of teachers is a major responsibility, and adequate provision will be made for supervision and teacher training. The teacher training, both resident and in-service, will be done through designated institutions.

b. Designated Institutions

- 1) University of Kentucky
- 2) Kentucky State College for Negroes

2. Qualifications of Teacher Trainers

a. Practical Working Experience

A teacher trainer shall have had at least two years of practical working experience as a wage-earner in a trade or industrial occupation.

b. Technical Training

At least one full year of training in a technical school of approved standing with shop subject as a major interest will be taken in lieu of one year of practical experience in industry.

c. General Education

Graduate of a standard college or university, with a major in industrial education.

d. Professional Education

At least 30 semester hours in industrial education in such approved courses as Philosophy of vocational education, Supervision and administration of trade and industrial schools, Making trade and job analysis and organizing content for training courses, Methods of training trade teachers.

e. Teaching Experience in Approved Vocational Schools

A teacher shall have had at least five years of successful experience as a teacher of approved trade preparatory or trade extension classes which meet the standards of the State Plan.

f. Supervisory or Administrative Experience

He shall have had at least three years of supervisory experience in trade and industrial training programs, in school or in industry.

3. Organized Teacher Training to be Done by Teacher Training Organization

a. By State Board

The State Board recognizes its responsibility for teacher training. All teacher training will be done in cooperation with designated institutions.

b. By Designated Institutions

1) Shop teachers

a) Resident and non-resident courses

(1) Entrance requirements

Teacher training courses are for employed, approved teachers and for competent tradesmen

whose trade experience meets the requirements set up in the State Plan. Ordinarily, not more than 25 per cent of the classes may be prospective teachers.

(2) Length of courses

Professional training for trade teachers shall consist of 24 credits, 14 of which are prescribed.

(3) Plan for giving training

Resident training shall consist of special courses given during the school year or of individual courses given during the summer school. Non-resident courses may be given at certain centers throughout the State, as the demands justify.

(4) Courses of study

The following courses are included in the professional training program for trade and industrial teachers: Trade analysis and course planning, Special methods in trade and industrial education, Shop management problems, The conference method of instruction in industrial education, Determining related subjects content, Principles of industrial education, Analysis of learning difficulties in industrial education, Coordination techniques in industrial education.

(5) Requirement for completion

No graduation is required. Certificates may be issued by the teacher training institution upon successful completion of the prescribed program.

(6) Relation of State certificate

Upon the completion of 6 approved credits, a special trade and industrial certificate may be renewed for one year.

2) For related subject teachers

Related subject teachers will be provided the same opportunity for receiving teacher training as is provided for shop teachers.

3) For continuation teachers

There will be no organized teacher training program for continuation school teachers. The number will be so small that they will be selected from qualified shop teachers or qualified high school teachers, and the training will be in-service, dealing with the problem of continuation school students.

4) Supervisors and directors

No organized program will be set up for local supervisors and directors as such. Supplementary training may be given on the job by State supervisors or teacher trainers. Local supervisors and directors may be admitted to either resident or non-resident courses offered, or they may be provided for by conferences.



5) **For school administrators**

Courses in administration and philosophy of vocational education may be offered for school administrators as the need arises. If and when given, such courses shall have the approval of the State Director of Vocational Education and be given by an approved, qualified teacher trainer.

a) **By local boards**

No local boards will be authorized to do teacher training.

4. **Provisions for Supervision of Teacher Training Program by State Supervisor**

The State Board recognizes its responsibility for providing an adequate teacher training program. The State Board delegates the responsibility of direction and supervision of the teacher training program to the State Director of Vocational Education and State Supervisor of Trade and Industrial Education, who may delegate the responsibility of the organization and carrying out of a teacher training program to the teacher trainers in the designated institutions, and who work cooperatively with and under the direction of the State Director of Vocational Education.

5. **Plan for Training Leaders for Foremanship Conferences**

It is not anticipated that there will be any need for this type of program. If the need should arise, details for the plan of training will be the responsibility of the State Supervisor and teacher trainers.

6. **Provision for Research and Investigation**

The State Supervisor will conduct such studies and investigations as deemed advisable for trades and industrial education or delegate the responsibility for research to the teacher trainer, but the problem, procedure, and estimated expenses must have the approval of the State Supervisor before any expense is incurred. Federal teacher training funds matched by State funds will be used to defray expenses of such studies.

7. **Other Provisions**

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

## V. HOME ECONOMICS EDUCATION

### A. USE OF FEDERAL FUNDS

#### 1. Salaries and Travel of Teachers, Supervisors, and Director

- a. **Basis of Reimbursement for Day School Instruction**  
Reimbursement for day schools shall not exceed 50 per cent of the teacher's salary for the time devoted to teaching home economics.
- b. **Basis of Reimbursement for Part-time Instruction**  
The minimum amount of reimbursement shall be \$75 for teaching a part-time class, of which  $\frac{3}{4}$  may be reimbursed from Federal funds and  $\frac{1}{4}$  from local funds from July, 1937, to July, 1940, after which the salary must be matched 50 per cent by local funds. This limit shall not apply in case special teachers are employed for part-time classes.
- c. **Basis of Reimbursement for Evening School Instruction**  
The minimum salary for teaching an evening school class shall be \$50. Three-fourths of this amount may be reimbursed from Federal funds and one-fourth from local funds from July, 1937, to July, 1940, after which the salary must be matched 50 per cent by local funds. This limit shall not apply in case special teachers are employed for evening classes.
- d. **Use for Salaries and Travel of Supervisors**  
Federal funds may be used for salaries and travel of State Supervisors, provided the amounts are matched by State funds.
- e. **Use for Salary and Travel Expenses of State Director**  
One-fourth of the Federal portion of the State Director's salary and travel may be paid from George-Deen home economics funds for salaries and travel.

#### 2. Teacher Training Funds

- a. **Pre-employment Teacher Training**  
Funds may be used for salaries of teacher trainers, supervisory teachers in practice schools, and for maintenance in teacher training as applied to travel, clerical service, communication, printing, light, heat, rent, janitor service, and supplies. See Appendix XII for curriculum for training teachers of vocational home economics.
- b. **Training in Service**  
Funds may be used for salaries of resident teacher trainers teaching graduate courses in home economics education designed to improve teachers in service and for travel expense, clerical help, printing, stationery, and supplies (not office equipment) of these teacher trainers. The same applies to itinerant teacher trainers and teachers of summer courses designed to improve teachers in service. Such course shall be approved by

the head of the Department of Home Economics Education, the Supervisor of Home Economics Education, and the Director of Vocational Education.

- c. **Supervision, Salaries, and Maintenance**  
Funds may be used for salaries, travel, clerical help, communication, printing, stationery, and supplies (not office equipment) of supervisors of home economics education.

- d. **Compilation and Distribution of Subject Matter for Teachers in Service**  
Teacher training funds may be used to pay the salaries, travel expense, clerical help, printing, communication, stationery, and supplies (not office equipment) necessary in the compilation and distribution of subject matter for teachers in service.

- e. **Technical Courses for Employed Teachers**

Funds may be used for subsidizing:

Courses needed by teachers of home economics to strengthen their program of teaching; and for teaching of special subject matter courses when these courses are not already offered in the College of Agriculture.

- f. **Studies and Research**

Funds may be used to pay the salaries, travel expense, clerical help, printing, communication, stationery, and supplies (not office equipment) of a person or persons whose duty it is to carry on research in the field of vocational education in home economics. This person shall be a member of the teacher training staff of the University of Kentucky or a graduate student under the direction of this staff.

## B. SUPERVISION OF HOME ECONOMICS EDUCATION

### 1. Qualification of Supervisors and Assistant Supervisors

#### a. Education

Supervisors of Home Economics Education shall have completed the prescribed course in the home economics department of the University of Kentucky or an institution of equal rank. She must have completed work for the master's degree in home economics education, including a course in supervision of home economics education.

#### b. Experience

##### 1) Supervisor:

She shall have taught secondary home economics for three years, at least two of these years having been in vocational schools or departments meeting minimum standards of the Kentucky State Plan.

##### 2) Assistant Supervisor:

She shall have taught secondary home economics for three years, at least two of these years having been in vocational schools or departments meeting the minimum standards of the Kentucky State Plan. She shall have had one or more years experience in teacher training.

c. General

1) Supervisor:

She shall be at least twenty-five years of age, and shall have had administrative experience sufficient to demonstrate her ability to cooperate and work with others. She shall have had practical experience in managing a home. She shall improve professionally by study or travel every four years.

2) Assistant Supervisor:

She shall be at least 25 years of age and shall have demonstrated her ability to perform the special duties for which she is employed. She shall have had practical experience in managing a home and shall improve professionally every four years.

2. Duties of Supervisors and Assistant Supervisors

a. Improvement of Teachers in Service

This shall be done through (1) making classroom visits with follow-up conferences with teachers and superintendents; (2) holding individual, district, and State conferences; (3) issuing bulletins and other materials of instruction; (4) guiding curriculum and other group study programs; (5) guiding committee work, professional reading, directed intervisitation among teachers; (6) organizing and assisting with experimental programs; and (7) demonstration teaching with discussion of issues met.

b. Promotional Work

The supervisor shall promote new work through furnishing plans and equipment information to superintendents; respond to calls of interested superintendents, school boards, and other groups; attend meetings of general value; use the press and other educational publications to inform lay people of the purpose and functions of homemaking education and of the services available to them under the vocational education acts.

c. Inspection Work

The supervisor shall make regular visits to all departments and classes receiving subsidy and report the visits to the Director of Vocational Education. She shall make such other visits to approve departments as may be deemed wise in accordance with the expenditure of time and funds. The supervisor shall be responsible for the administration of the program and shall delegate responsibilities to the assistant supervisor.

C. KINDS OF HOME ECONOMICS EDUCATION REIMBURSED FROM FEDERAL FUNDS

Day school or classes for girls and boys and part-time and evening classes in vocational home economics will be reimbursed from Federal funds. All schools and classes so reimbursed must be under public supervision and control.

1. Day Schools

a. Purpose

To give training in homemaking to girls and boys in secondary schools.

b. Qualification of Students

Mental age for admission shall be 14 years.

c. Required Minimum Plant and Equipment

The plant and equipment shall approximate a home situation insofar as possible. A room or group of rooms shall be of sufficient size and properly heated, lighted, ventilated, and equipped to teach all major home activities. At least one sewing machine is required for every four girls, one stove burner for every two girls, one chair (non-folding) for each girl, and storage cabinets or closets sufficient to store supplies, garments, equipment, and illustrative material. Table or desk space not less than 30"x22" shall be provided for each two girls, and iron, ironing board, and such small equipment as recommended by the State Supervisor of Home Economics Education for the particular situation. There shall be in the department of home economics a reference library of home economics publications sufficient to teach all phases of homemaking.

d. Minimum for Maintenance

The local board of education shall set aside each year a definite amount to buy supplies and for upkeep of equipment as recommended by the State Supervisor of Home Economics Education. This amount shall be based on pupil enrollment. In no case shall the purchase of supplies be dependent upon collection of fees from pupils; neither shall the support of the department be dependent upon the teacher and pupils.

e. Types of Programs to be Maintained

1) Program I may be used in schools that have 45-minute periods. One-half of the school day shall be given to vocational work as follows:

a) Ninety minutes daily in home economics courses and a minimum equivalent of seven single periods per week in segregated classes must be given to related subjects. Exception: This may be reduced to five periods per week when pupils devote the equivalent of one-fifth of the vocational half-day to supervised home projects. Related science is recommended for first-year home economics pupils, and related art for second-year pupils. Each pupil shall do at least one home project in addition to home practice. The teacher shall have allowed in her schedule at least two periods per week for project supervision.

2) Program IIA may be used in schools that have 60-minute periods and offer two consecutive years in home economics with related subjects taught in segregated classes.

3) Program IIB may be used in schools that have 60-minute periods and offer three consecutive years of home eco-

nomics. For first-year pupils, at least three home practice activities shall be required during the first semester, and at least one home project during the second semester. For second- and third-year pupils, two home projects in addition to home practice shall be required. The second- and third-year pupils shall select projects that are larger in scope and difficulty than those selected by first-year pupils. Each pupil may postpone one project until summer.

- 4) Program III may be used in schools with 45-minute periods giving 90 consecutive minutes daily to each home economics class and offering two consecutive years of work. The home project program is the same as for Program IIB.
- 5) A third year of home economics may be offered in any of these programs. Only pupils who have had two years work are eligible for enrollment in the third year. The minimum amount of time given to the third year shall be forty-five minutes. Special classes for boys may be organized on the basis of a semester or a year with a minimum of 45 minutes daily and a maximum of 90 minutes daily. Projects are optional with boys' classes.
- 6) Length of program in years  
Program I—A minimum of one year  
Program IIA—A minimum of two consecutive years  
Program IIB—A minimum of three consecutive years  
Program III—A minimum of two consecutive years when organized on a 90-minute period basis.

f. Conferences for Home Project Supervision

The teacher shall have a minimum of five periods per week for conferences with pupils, in schools that have more than one home economics class.

The teacher shall have a minimum of two periods per week for conferences with pupils, in schools that have only one home economics class. The teacher must use this time for individual or group conference with pupils to direct the selecting, planning, and executing of projects, in collecting materials that will assist pupils with projects, in checking project reports, and in planning supervisory visits to the homes or in visiting homes.

g. Number of Months Teacher Employed

All departments shall employ the teacher for one month beyond the regular school term, beginning in 1938-39.

h. Character and Content of Course of Study

The course shall include the fundamental activities of home-making based on the needs of the pupils of the community in which it is taught. It shall be taught in units. The length of the school year shall be nine months except in case of emergency. See Appendix XIV for illustration of a layout for a program in home economics.

1. Methods of Instruction

- 1) A problem solving procedure shall be employed. The time devoted to home economics shall include discussion and laboratory work so arranged that the two processes of in-

struction are combined in one exercise or period. Supervised home projects shall be a part of every pupil's experience.

j. Qualifications of Teachers

1) Education

- a) White Teachers—Teachers of home economics subjects shall be graduates of home economics in the College of Agriculture of the University of Kentucky or an institution of equal rank, or may be graduates from the College of Education, provided they have sufficient home economics credits and shall have met the requirements listed under D.2.
- b) Students qualifying to teach vocational home economics in secondary schools shall present fifteen semester hours in education. Nine hours shall be in home economics education, including Technique of teaching and Directed teaching in home economics.
- c) Colored Teachers—Teachers of home economics shall be graduates of a four-year teacher-training curriculum in home economics education at Kentucky State College for Negroes, or an institution of equal rank. They shall have met the requirements listed under D.2.

2) Experience

In addition to professional and technical subject matter training, the teacher shall have teaching experience, under supervision, in the teacher-training institution or in the public schools, under the supervision of the teacher-training department.

**Note:** The home economics teacher is expected to take additional training at least every three years. When deemed advisable by both the State and local board, the teacher shall be required to spend from two to five weeks in professional or technical improvement.

2. Part-time Home Economics Schools and Classes

a. Purpose

To offer training in homemaking and those subjects essential to homemaking for girls who have dropped out of school and are employed either in the home or outside the home, or girls who have finished high school and have not been permitted to go to college.

b. Qualifications of Students

Part-time instruction is designed for persons 14 years and over.

c. Length of Term

There shall be a minimum of 15 meetings. The minimum length of a meeting shall be 60 minutes.

d. Required or Minimum Plant and Equipment

At the present time, part-time classes will use the plant and equipment in the day schools in home economics, but when it is necessary to furnish new plant and equipment for part-time

classes, a type will be provided that will be best suited to the needs of the groups of pupils in part-time classes. Equipment shall be approved by the State Supervisor of Home Economics.

e. Minimum for Maintenance

Sufficient funds to buy supplies to teach units shall be furnished by the local board. This amount shall be agreed upon by the local board and teacher, and approved by the State Supervisor of Home Economics, before the unit is taught.

f. Character and Content of Course of Study

The course shall be planned to meet the needs and desires of the group to be enrolled. It shall be taught in units.

g. Method of Instruction

The method of instruction shall be adapted to the maturity, experience, and information of the pupils. It should provide for individual and group instruction and home application.

h. Provision for Follow-up

A minimum of one day per week shall be allowed for home visiting and supervision of home work. Provision shall be made for travel expense for home visiting.

i. Qualifications of Teachers

Same as for day schools.

3. Evening Home Economics Schools and Classes

a. Purpose

To give help in attaining desirable standards in homemaking and to aid adults in adjusting standards in meeting changing conditions.

b. Qualifications of Students

Minimum age 16 years. The groups to be reached include:

- 1) Those who are already homemakers, household assistants, or household employees, and who desire to extend their knowledge of homemaking and to improve their practice.
- 2) Those who expect soon to have charge of their own home or are interested in preparing themselves for homemaking responsibilities.
- 3) Those employed women who have either full or part-time responsibility for the home in addition to their wage-earning occupations and who wish to extend their knowledge of homemaking and to improve their practices.

c. Organization

The minimum length of a class shall be ten meetings.

d. Required Minimum Plant and Equipment

Sufficient to carry out successfully the outline of work and to meet the needs of the students. When possible, it is desirable to use the high school laboratory. However, for non-laboratory units, available rooms in other public buildings may be used. Equipment must be approved by the State Supervisor of Home Economics Education.



e. Minimum for Maintenance

A sufficient fund to buy supplies to teach the unit shall be furnished by the local board. This amount shall be agreed upon by the teacher and local board, and approved by the State Supervisor of Home Economics Education before the unit is taught.

f. Character and Content of the Course of Study

1) The major objectives for the homemaking program for adults are (a) to help adults develop a consciousness of their responsibility for home and family life and its improvement, (b) to help them meet intelligently those everyday problems of personal and community living which affect home and family life, and (c) to help them solve new personal and home problems satisfactorily as they arise.

2) The content for the various units is most effectively determined by a study of conditions within the homes and the community, and will vary according to the personnel of family groups, types of homes in which they live, the amount of income available, and the previous training and experience of the homemaker.

g. Methods of Instruction

Instruction shall be on the problem-solving basis so as to teach homemakers to better think through and solve their home problems.

h. Qualifications of Evening School Home Economics Teachers

The teacher of adult classes in homemaking must have sufficient training and experience to insure (1) a concept of the scope and importance of homemaking, (2) ability to deal with individual and family problems in the fields to be taught, (3) ability to organize and present subject matter which will meet the needs of the members of the class. She must also possess personal qualities which command the confidence and the respect of the members of the class. Teachers who meet the above qualifications will draw from the following groups:

1) Day-school teachers who have time provided in their teaching schedules for such classes.

2) Persons in the community (homemakers or other professional persons) qualified in training and experience.

3) Itinerant teachers for adult programs.

An emergency permit for teaching in evening schools, valid for one year, may be issued to a person who has special ability in any one phase of homemaking, as may be shown by a record of special training and/or successful experience in any one phase of homemaking, and who is recommended by the State Supervisor of Home Economics for teaching the subject shown on its face. This permit may be reissued for one year upon evidence of additional training in Methods of Teaching Adults, or in approved subject matter courses, when the holder has been recommended for re-employment by the State Supervisor of Home Economics.

## D. TEACHER TRAINING

### 1. Qualifications and Employment of Teacher Trainers

Teacher training funds budgeted to home economics shall range from 35 to 40 per cent.

#### a. Head Teacher Trainer and Itinerant Teacher Trainer, White

- 1) Experience—She shall have had at least three years of practical experience in homemaking, three years of experience in teaching in secondary home economics, two years of which must have been in vocational schools or departments meeting the minimum standards of the Kentucky State Plan. She shall have had one year of experience in supervisory teaching in home economics.
- 2) Education—She shall have completed the prescribed course in the home economics department of the University of Kentucky or an institution of equal rank. She must have completed her work for a master's degree in Home Economics Education with supervisory training including courses in supervision. An itinerant teacher trainer in adult education or any other special phase of homemaking education shall have had special courses in the phase of home-making education in which she is engaged.
- 3) General—She shall be at least twenty-five years of age and possess personal qualities which command the respect of fellow workers and admiration of young people. She shall have ability to perform the duties and responsibilities of teacher trainer of home economics education and to carry on research.

#### b. Head Teacher Trainer and Itinerant Teacher Trainer, Colored

The qualifications of the colored head teacher trainer are the same as for white teacher trainer, except she must have completed the prescribed course in the home economics department of Kentucky State College for Negroes or an institution of equal rank, rather than the University of Kentucky.

The itinerant teacher trainer shall have completed the prescribed course in the home economics department of Kentucky State College for Negroes or an institution of equal rank, and shall have had at least six semester hours graduate work including a course in supervision. She shall have had at least three years of experience in homemaking, two years of experience teaching in secondary home economics. She shall be at least twenty-five years of age and shall possess personal qualities which command the respect of her fellow workers.

#### c. Supervisory Teachers in Student-teaching Center

Qualifications for white and colored are the same. Exception: Colored supervisory teachers shall be graduates in home economics from Kentucky State College for Negroes or an institution of equal rank.

- 1) Experience—She shall have had two years of successful experience in teaching secondary home economics in voca-

tional schools or in departments meeting the minimum standards of the Kentucky State Plan.

- 2) Education—She shall have completed the prescribed courses in the home economics department of the University of Kentucky or an institution of equal rank, and shall have completed at least one half her work toward the master's degree. She shall have had at least twenty hours in education, including Home economics methods, Directed teaching in home economics, and Supervision in home economics education. She shall complete her master's degree within four years after assuming the duties of supervisory teacher.
- 3) General—She shall possess the ability to help prospective teachers under her supervision overcome difficulties and gain self-confidence. She shall improve professionally every four years, either through special conferences or courses.

## 2. Pre-employment Training

### a. Standards for Training

- 1) Candidates for the teaching of vocational home economics must have made a standing of 1 and a grade of C in Methods of teaching home economics before they are permitted to take student teaching.
- 2) Length of course
  - a) University of Kentucky—four years with a minimum of 128 semester hours. Kentucky State College for Negroes—four years with a minimum of 128 semester hours.
- 3) Content of course—University of Kentucky
  - a) Total number of hours for graduation.....133.7
 

(a) Professional .....	15 hours	13.5 per cent
1. *Technique of Teaching Home Economics .....	3 hours	
2. *Directed Teaching in Home Economics .....	6 hours	
3. School Organization .....	3 hours	
4. Foundations of Secondary Education (Adolescent Psychology) .....	3 hours	
(b) Technical .....	49 hours	36.8 per cent
1. Foods and Nutrition .....	17 hours	
2. Clothing and Textiles .....	8 hours	
3. Health of the Family .....	3 hours	
4. Housing .....	3 hours	
5. Home Management and Family Relationships .....	5 hours	
6. Child Care and Development.....	3 hours	
7. Others		
Costume design .....	3 hours	

\* Starred courses are required.

	Interior decoration .....	3	hours
	Electives .....	4	hours
(c)	Art .....	4	hours
	(Costume design and house decoration given in home economics.)	3	per cent
(d)	Science .....	30	hours
	1. Chemical .....	14	hours
	2. Physical .....	6	hours
	3. Biological .....	8	hours
	4. Social and Economics .....	6	hours
(e)	General .....	27.7	hours
	1. Physical Education .....	2.8	hours
	2. Assemblies .....	9	hours
	3. English .....	11	hours
	4. Psychology .....	3	hours
(2)	Electives .....	8	hours
		7.4	per cent
4)	Content of Course—Kentucky State College for Negroes		
a)	Total number of hours for graduation.....	134	
(1)	Required (approximately)		
(a)	Professional .....	15	hours
	1. Methods of Teaching Home Economics .....	3	hours
	2. Directed Teaching in Home Economics .....	3-6	hours
	3. Educational Psychology .....	3	hours
	4. Library Methods .....	1	hour
	5. Introduction to Education ....	3	hours
	6. Freshman Orientation .....	1	hour
	7. Vocational Education .....	3	hours
(b)	Technical .....	34	hours
	1. Foods and Nutrition .....	9	hours
	2. Clothing—Textiles— Laundering .....	12	hours
	3. Home Nursing .....	2	hours
	4. Home Planning .....	3	hours
	5. Home Management .....	5	hours
	6. Child Care .....	3	hours
(c)	Art .....	3	hours
(d)	Science .....	41	hours
	1. Chemical .....	11	hours
	2. Biological .....	9	hours
	3. Social and Economics.....	21	hours
(e)	General .....	17	hours
	1. English .....	12	hours
	2. Poultry Husbandry .....	3	hours
	3. Physical Education .....	2	hours

b. Provision and Amount of Time for

1) Practical homemaking

Prospective teachers are expected to have entire charge of a home for at least one month and to have completed one home project.

2) Residence in home management house

The students reside in the home management house for a period of eight weeks during the school year, or one summer term of not less than five weeks. Residence in the home management house shall provide typical family living with a specific income allowed for the group. The residents shall have opportunity to purchase for the house, plan recreational activity, assume social activities, and take care of emergency situations in addition to the regular routine managerial responsibility of the home. There should be opportunity for cooperative relationship with the other divisions of the home economics department.

3) Contacts with children

Students observe and work with preschool children during the time they are taking the course in child development.

4) Community contacts

Students must make at least one home visit with the supervising teacher during the time of directed teaching or with a teacher doing summer project supervision.

c. Provision and Amount of Time for

1) Resident student teaching

a) Types of centers

Student teaching must be done in schools meeting vocational requirements.

b) Experience must be given in day school and should be given in part-time and evening classes in home economics.

c) Amount of time

All trainees shall teach and observe from 30 to 40 continuous lessons, including as many as two complete units in more than one phase of home economics. They shall teach a minimum of 30 lessons. If possible, they should observe in other units.

2) Apprentice teaching

Federal funds may be used to pay salaries of apprentice teachers if such funds are matched dollar for dollar by State or local funds or both and if the apprentice teacher is certificated and under the immediate and full-time supervision of the regular teacher. An apprentice teacher shall have completed at least 3½ years of training in home economics including Technique of Teaching, shall devote full time to apprentice teaching for a semester or a summer term, shall reside in the community served, and shall not be registered for courses other than apprentice teaching. The Federal

portion of the salary for an apprentice teacher shall not exceed \$37.50 per month.

d. State Certification Requirements

Home economics teachers must be college graduates in home economics and must have had the technical courses in home economics and related subjects listed under D.2.a.(3). They must have had 15 semester hours in education, including 3 semester hours in secondary education, 3 semester hours in methods of teaching home economics, 6 semester hours in student teaching, and 3 semester hours in psychology or educational psychology.

3. Training of Teachers in Service

a. Agencies Responsible for Training Are:

The Division of Vocational Education in the State Department of Education and the Department of Home Economics Education, University of Kentucky.

b. Official Title and Responsibilities of Individuals in Charge:

1) State Supervisor

a) Time allotted to in-service training

The State Supervisor shall give a minimum of 50 per cent of her time to training of teachers in service. The maximum amount of time given will vary from year to year, depending on the demand of administrative duties.

b) Purposes of in-service training

To improve the teaching procedure of high school teachers. To help teachers analyze their difficulties and find a means for overcoming them, to guide teachers in planning the course of study for their particular community. To help teachers with home project program, adult classes, and individual teaching problems.

c) Types of training programs to be conducted

State and district conferences and short courses given off campus for training teachers of adult classes and courses offered in summer school.

2) Assistant state supervisor

The State Supervisor delegates duties to her assistant. These duties will be determined by the special needs of the State program when an assistant is employed.

3) Itinerant teacher trainer (white)

a) Proportion of time allotted to in-service training

A minimum of 90 per cent of the itinerant teacher trainer's time shall be given to improving teachers in service except in case of employing an itinerant teacher trainer to conduct classes for adults, train teachers for adult classes, and to promote adult classes. In this case the use of her time will be planned so as to permit her to do the most effective work.

b) Types of training programs

State and district conferences, short courses given off campus for training teachers of adult classes, and summer courses at the University of Kentucky.

4) Itinerant teacher trainer (colored)

The duties of the itinerant teacher-trainer for colored people shall be to supervise day school teachers, teach adult classes, especially those employed in household service, assist day school teachers with adult classes, and offer courses at Kentucky State College for Negroes when deemed advisable. Her major duty is to promote and teach adult classes.

c. Approved Technical Courses

Technical courses, not already a part of the regular home economics curriculum, that are planned to improve teachers in service may be reimbursed at the approved teacher training institution at the request of the State Board of Education. Example of such a course, Consumer Buying.

4. Program of Work

The State Supervisor of Home Economics and her assistants shall meet with the teacher trainer and itinerant teacher trainer at least once a year, at the close of the year (June) or beginning of the year (September), to plan the program of work for the year and to discuss desirable improvements. The State Supervisor shall meet with the members of the teacher training staff at least once a year to discuss problems of teachers in service. She shall assume responsibility for promoting and recruiting adult classes. The itinerant teacher trainer in adult education shall be responsible to the State Supervisor for her program of work.

5. Graduate Programs in Teacher Training

a. Provision for Technical and Professional Courses

1) Regular session

2) Summer session

Such courses shall be offered as are needed by graduate students to strengthen their program of teaching.

b. Special professional and technical courses requested by the State Board to meet special needs in the State shall be offered by the University of Kentucky and be reimbursed from Federal funds.

c. Reimbursement for travel shall be made for professional staff for field contacts when deemed advisable by the State Supervisor.

d. Provision for Experimental Programs

Experimental programs that will contribute to the improvement of the teacher training program may be carried on at the University of Kentucky.

e. Provisions for Research

- 1) Types of program—Research may be done in the teacher training centers and high school departments of home economics, under the direction of teacher training department or the director of research.
- 2) The director of research shall have the same qualifications as the teacher trainer, with special training in research.
- 3) The director of research may be the teacher trainer or a person having the following qualifications:

Personal Qualifications:

Ability to think logically and independently, scientific attitude, and questioning mind.

Alertness to problems and to implications found through study. A wholesome attitude toward life, sympathetic view, and interest in people and family life.

Experience:

She shall have had experience in assisting with research or in making minor investigations through courses. She shall have developed ability to plan and carry through studies and to draw valid conclusions from data.

Education:

A graduate in home economics with advanced courses in education in the phase of research to be undertaken. She should have had statistical analysis and technique in writing up reports of investigation.



## **VI. DISTRIBUTIVE OCCUPATIONS EDUCATION**

### **A. USE OF FEDERAL FUNDS**

#### **1. Salaries and Travel of Teachers, Supervisors, and Director**

- a. Basis of Reimbursement for Part-time and Evening Instruction  
Boards of education may be reimbursed not to exceed two-thirds of the travel and salary for the time the teacher devotes to distributive occupations education classes which meet the requirements specified hereinafter in this Plan.
- b. Use for Salary and Travel Expense of State Director  
One-fourth of the Federal portion of the salary and travel expense of the State Director of Vocational Education will be paid from the George-Deen funds allotted to distributive occupations education.

#### **2. Funds for Maintenance of Teacher Training**

- a. Pre-employment and In-service Teacher Training  
George-Deen funds will be used to pay two-thirds of the salaries, travel, and clerical services and communication of teacher trainers devoting their time to pre-employment training, training in-service, the compilation and distribution of subject matter for teachers-in-service, and research work.
- b. Supervisors—Salaries and Maintenance  
Federal funds may be used to pay salaries, travel expense, clerical help, communication, printing, and stationery and supplies (supplies shall not include office equipment) of supervisors of distributive occupations education.
- c. Approved Technical Courses for Employed Teachers  
Federal funds may be used to pay the salaries of teachers of short, intensive courses designed to improve the ability and technical knowledge of employed teachers. (Such courses will not be provided when it is possible for distributive occupations teachers to secure the training needed through employment on an actual job.)

### **B. SUPERVISION OF DISTRIBUTIVE OCCUPATIONS EDUCATION**

#### **1. State Supervision of Distributive Education**

- a. Qualifications of Supervisor
  - 1) Practical working experience—At least five years of practical working experience as a wage earner in some type of distributive occupation.
  - 2) Technical education—At least one year of training in business education, not clerical subjects, in an approved institution, including courses in retail merchandising and salesmanship.

- 3) General education—Graduate of a standard college, preferably with a major in commerce or vocational education.
- 4) Professional education—At least eighteen semester hours in vocational education in such courses as: The conference method of teaching, Philosophy of vocational education, Supervision and administration of vocational education, Making distributive occupation analyses, Methods of training vocational teachers, Principles of part-time education, Principles of coordination, Adult education.
- 5) Teaching experience—At least three years of successful experience as a teacher of approved vocational classes which have met the standards of the State Plan.
- 6) Supervisory or administrative experience—At least three years of supervisory experience, either in vocational education programs or in some distributive business.

**b. Duties of Supervisor**

- 1) Promotional—The supervisor shall promote programs for distributive education in the State; make studies, surveys, and investigations for the purpose of promoting classes; secure the cooperation of employers and employees; promote and conduct manager-training conferences; and train conference leaders.
- 2) Inspectional—He shall inspect and approve all distributive education classes, including teacher training classes, and approve contracts for reimbursements.
- 3) Instructional—He shall endeavor to improve assistants, supervisors, local directors, coordinators, and teachers by individual and group conferences and shall assist in the preparation and organization of instructional material. He shall conduct conferences and classes of distributive education teachers when necessary.

**2. Local Supervision of Distributive Education**

It is not planned to have any local supervision. All supervision will be provided for by the State supervisors and teacher trainers.

**C. KINDS OF CLASSES FOR DISTRIBUTIVE WORKERS REIMBURSED FROM FEDERAL FUNDS**

Evening, part-time extension classes, and part-time cooperative classes will be reimbursed from Federal funds allotted for distributive occupations education.

**1. Evening Classes**

**a. Controlling Purpose**

To increase skill, technical knowledge, occupational information, and judgment in workers engaged in distributive occupations.

**b. Qualifications of Students**

- 1) Minimum age—Sixteen years or over
- 2) Employment—The student must be a worker employed in a distributive occupation or in other work involving contact with consumers.

c. Required or Minimum Plant and Equipment

The plant and equipment shall be adequate to serve the number of students and the specific objectives of the course. The schools and classes must be under public supervision and control.

d. Minimum for Maintenance

The local board shall provide adequate funds for maintenance, before the program will be approved.

e. Character and Content of Course

A typical course of study is shown in Appendix XVI.

f. Methods of Instruction for Groups or Classes Employed in:

(Insofar as possible, the conference procedure will be used.)

1) A single occupation—The method of instruction shall be that which is best suited to the short unit course, and the course content shall be made up of material that will function best for the group being taught.

2) Several different occupations—In communities where it is impossible to get together enough of one branch of distributive trades to form a class, a mixed class may be set up, and this instruction should be arranged on an individual basis so that training can be given in specific occupational practices needed by each worker.

g. Time Schedule for Instruction in Relation to Employment Schedules

Classes may meet any hour of the day or night so long as they are held during the leisure hours of the worker.

h. Qualifications of Teachers

1) Vocational subjects

a) The teachers shall have an academic education equivalent to four years of high school.

b) A minimum of at least three full years of employment in the distributive occupation to be taught.

c) All teachers, previous to or during the first four years of service, shall take at least twenty-four semester hours of teacher training especially suited to their needs. Occupational analysis, conference procedure, and content organization shall be required before the teacher begins teaching or during the first year of teaching.

2) Related subject teachers—Related subject teachers shall be certified to teach in their particular field, and they shall be especially qualified in the phase of distributive education in which they are to teach or shall have the same qualifications as required of vocational subject teachers. Such related subject teachers shall be required, before beginning teaching or during the first year of teaching, to take content organization and conference procedure in teaching.

1. Plan of Coordination, Including Qualifications of Coordinators
  - 1) In order that a program of evening extension instruction may be adjusted to meet the needs of the community, a plan of coordination may be set up.
  - 2) The qualifications of the coordinator will be the same as for vocational teachers, plus two years of teaching experience in an approved class in distributive occupations. A special course in coordination of distributive education shall be required before he begins his duties or during the first year of service.
  - 3) The duties of a coordinator shall be as follows:
    - a) Help arrange the instructional material to suit the requirements of the workers
    - b) Determine needed programs and arrange for classes to serve stores and workers in distributive occupations
    - c) Ascertain whether the instructional material offered is functioning in the occupations, and offer suggestions to the teachers for improving instruction
    - d) Keep office records suitable for coordination purposes, but not to exceed 10 per cent of the coordinator's time
    - e) See that enrollments in distributive occupations education classes meet the regulations provided for in the State Plan.

## 2. Part-time Extension Classes

- a. Controlling Purpose  
To increase skill, technical knowledge, and occupational information or judgment of workers employed in distributive occupations, through instruction during working hours.
- b. Qualifications of Students
  - 1) Minimum age—Workers must be 16 years of age or over and be able to profit by the instruction offered.
  - 2) They must be regularly employed in the occupation in which they are receiving school instruction.
- c. Required or Minimum Plant and Equipment  
The plant and equipment shall be adequate to serve the number of students and specific objectives of the course. The schools and classes must be under public supervision and control.
- d. Minimum for Maintenance  
The local board shall provide necessary funds for adequate operation of the classes.
- e. Character and Content of the Course of Study  
The course of study, both in content and organization, must meet the occupational needs of the workers.
- f. Methods of Instruction. (Insofar as possible conference procedure will be used.)
  - 1) Single occupations—The method of instruction shall be that best suited to the short-unit course, and the course content made up of material that will function for the group being taught.

- 2) Several different occupations—In communities where it is impossible to get together enough of one branch of distributive trades to form a class, a mixed class may be set up, and the instruction should be arranged on an individual basis so that training can be given in specific occupational practices needed by each worker.
- g. Time Schedules for Instruction in Relation to Employment  
Workers must attend school during their working hours. The time spent in employment by part-time pupils must equal or exceed the amount of time spent in school.
- h. Qualifications of Teachers
- 1) Vocational subjects
    - a) The teachers shall have an academic education equivalent to four years of high school.
    - b) A minimum of at least three full years employment in the distributive occupations to be taught.
    - c) All teachers, previous to or during the first four years of service, shall take at least twenty-four semester hours of teacher training especially suited to their needs. Occupational analysis and course organization shall be required, before the teacher begins teaching or during the first year of teaching.
  - 2) Related subject teachers—Related subject teachers shall be certified to teach in their particular field, and they shall be especially qualified in the phase of distributive education in which they are to teach or shall have the same qualifications as required of teachers of vocational subjects. Such related subject teachers shall be required, before the teacher begins teaching or during the first year of teaching, to take course organization and conference procedure in teaching.
1. Plan of Coordination, Including Qualifications of Coordinators
- 1) In order that a program of part-time extension instruction may be adjusted to meet the needs of the community, a plan of coordination may be set up.
  - 2) Qualifications of the coordinator will be the same as for vocational teachers, plus two years of teaching in an approved class in distributive occupations. A special course in coordination of distributive education shall be required before the coordinator begins his duties or during the first year of service.
  - 3) The duties of a coordinator shall be as follows:
    - a) Help arrange the instructional material to suit the needs and requirements of the workers
    - b) Determine needed programs and arrange for classes to serve workers in distributive occupations
    - c) Ascertain whether the instructional material offered is functioning in the occupation and make suggestions to the teachers for improving instruction

- d) Keep office records suitable for coordination purposes, but not to exceed 10 per cent of the coordinator's time
- e) See that enrollments in distributive occupations education meet the regulations provided for in the State Plan.

### 3. Cooperative Part-time Classes

#### a. Controlling Purpose

To give effective training to workers in distributive occupations by providing for a plan of cooperation between schools and the employers of the workers enrolled.

#### b. Qualifications of Students

- 1) Minimum age—Workers must be sixteen years of age or over and be able to profit by the instruction offered.
- 2) They must be regularly employed on a cooperative basis in the occupation in which they are receiving school instruction.

#### c. Required or Minimum Plant and Equipment

The plant and equipment shall be adequate to serve the number of students enrolled and the specific objectives of the course. The schools and the classes must be under public supervision and control.

#### d. Minimum for Maintenance

The local board shall provide necessary funds for adequate operation of the classes.

#### e. Character and Content of Courses of Study

Courses of study shall be based upon an analysis of the occupation and shall include specific working practices and the technical knowledge needed to increase the worker's ability and judgment in his occupation.

#### f. Methods of Instruction for Topics Included in:

- 1) Vocational subjects content—Instruction to be given in skills, methods, attitudes, and technical content which will insure the worker initial employment assets; also those which will enable workers to keep pace with changing conditions and eventually advance in the occupation.
- 2) Related subjects—Instruction to be given in subjects which may help to enlarge the vocational intelligence, understanding, morale, or judgment of workers. These subjects should include preparation of the commodities sold, consumer demands, social contacts, laws affecting stores and businesses, principles of art in the display of goods, and such.

#### g. Minimum Time for Vocational Instruction

- 1) During school day—Regular class instruction in school relating to and based upon the working experience of the worker must be at least two periods in each school day.
- 2) During school year—This instruction to extend over a period of not less than nine months each year.

h. **Time Schedule for Instruction in Relation to Employment Schedule During the School Year**

During the school year, the time spent in employment must equal or exceed the time spent in school. A student who spends more time in school during the school year than he spends at work under regular employment cannot be considered a part-time cooperative student.

i. **Qualifications of Teachers of:**

1) **Vocational subjects**

- a) The teacher shall have an academic education equivalent to four years of high school.
- b) A minimum of at least three full years of employment in the distributive occupation to be taught.
- c) All teachers, previous to or during the first four years of service, shall take at least twenty-four semester hours of teacher training especially suited to their needs. Occupational analysis and course organization shall be required before the teacher begins teaching or during the first year of teaching.

2) **Related subjects—Qualifications for related subject teachers shall be the same as for teachers of vocational subjects, except related subject teachers may be graduates of a business college; in this case, they must have had at least two years of working experience in the distributive occupations for which they are going to teach the related subjects. The requirement for certification shall be the same as for teachers of vocational subjects.**

j. **Plan of Coordination**

- 1) In order that a program of cooperative part-time instruction may be adjusted to the needs of the community, a plan of coordination should be set up.
- 2) The qualifications of the coordinator will be the same as for vocational teachers, plus two years of teaching experience in an approved class in distributive occupations. A special course in coordination of distributive education shall be required before the coordinator begins his duties or during the first year of service. The teacher may act as coordinator for his own group; in this case, his time will be prorated between coordination and teaching.
- 3) The duties of a coordinator shall be as follows:
  - a) Help arrange the instructional material to suit the requirements of the workers
  - b) Determine needed programs and arrange for classes to serve stores and workers in distributive occupations
  - c) Ascertain whether the instructional material offered is functioning in the occupations, and make such suggestions to the teachers for improving instruction
  - d) Keep office records suitable for coordination purposes, but not to exceed 10 per cent of the coordinator's time

- e) See that enrollments in distributive occupations education meet the regulations provided for in the State Plan
- f) Place and follow up students on the job.
- k. Plan for Using Teachers of Cooperative Part-time Classes for Service in Other Part-time and Evening Classes for Distributive Workers

The qualifications for teachers of distributive education are essentially the same. Therefore, teachers may be used in any or all types of classes, provided the schedules do not conflict and the hours of teaching are not too long.

#### D. TEACHER TRAINING

##### 1. Use of Federal Funds Allotted Under Section II of the George-Deen Act for Maintenance of Teacher Training in Distributive Occupations Education

Sufficient Federal funds necessary to provide adequately for teacher training and supervision in the field of distributive occupations will be budgeted and used when properly matched by State funds.

##### a. Organized Teacher Training

Both resident and itinerant teacher training will be provided. All teacher training will be done in cooperation with designated institutions. The State Director of Vocational Education will have general supervision of teacher training, and the upgrading of teachers in service will be considered a major responsibility.

##### 1) Designated institutions

- a) University of Kentucky
- b) Kentucky State College for Negroes

##### 2. Qualifications of Teacher Trainers

##### a. Practical Working Experience in Distributive Occupations

At least five years of practical working experience as a wage earner in some type of distributive occupation.

##### b. Technical Education

At least one year of training in business education, not clerical subjects, in an approved institution, including courses in retail selling.

##### c. General Education

Graduate of a standard college preferably with a major in commerce or vocational education.

##### d. Professional Education

At least eighteen semester hours in vocational education in such courses as: The conference method of teaching, Philosophy of vocational education, Supervision and administration of vocational education, Making analyses of distributive occupations. Methods of training vocational teachers, Principles of part-time education, Principles of coordination, and Adult education.

##### e. Teaching Experience

At least three years of successful experience as a teacher, preferably of vocational classes.



**f. Supervisory or Administrative Experience**

At least two years of supervisory experience, in vocational education programs or in some distributive business.

**3. Training Program for Each Teacher-training Organization**

**a. By the State Board of Education**

The State Board of Education recognizes its responsibility for teacher training, but all teacher training will be done in cooperation with designated institutions.

**b. By Designated Institutions**

**1) For teachers of vocational and related subjects in the field of distributive occupations education**

**a) Resident courses and non-resident courses**

**(1) Qualifications for entrance**

Enrollment in teacher training courses shall be limited to employed, approved teachers, and to prospective teachers whose technical training and occupational experience appear to qualify them to receive teacher training in distributive occupations education.

**(2) Length of course**

The length of the course shall depend upon the nature and scope of the instruction.

**(3) Plan for giving training**

This shall consist of special courses during the school year or intensive summer school courses.

**(4) Course of Study**

A definite course of study made up of technical and professional courses has not been set up. However, such professional courses as Determining teaching content in distributive occupations, Problems of the coordinator in distributive occupations, and Technique of teaching distributive occupations are required courses for those preparing to teach distributive occupations.

**(5) Requirements for completion**

Standards required by the institution for resident courses shall be met.

**(6) Relation to state certification**

Upon completion of six approved credits, a special distributive education certificate may be renewed for one year

**(7) Provision for observation and directed teaching**

Prospective teachers will be given regular courses in observation and practice teaching in connection with regular approved classes and shall meet the State requirements for practice teaching.

**(8) Provision for payment of apprentice teachers**

The State Board of Education does not propose to

use any funds for paying the salaries of apprentice teachers.

- (9) Provision for additional occupational experience  
An effort will be made to enlist the cooperation of stores and other businesses in providing additional occupational experience for teachers in residence training.
- (10) Use of Federal funds for travel of teacher trainers  
Travel expense of teacher trainers shall be paid out of Distributive Education funds allotted to teacher training when properly matched by State funds.
- (11) Special services, etc.  
Any help a teacher needs on the job will be given by the regular teacher trainer on an itinerant basis and will be considered part of the regular duties of the teacher trainer.

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## APPENDIX II

### ILLUSTRATION OF ALL-DAY VOCATIONAL AGRICULTURE IN A HIGH SCHOOL

AGRICULTURE I	AGRICULTURE II
Corn	Tobacco
Hogs	Dairy
Poultry	Hay
Farm Shop	Farm Shop
Individual Problems	Individual Problems
Supervised Practice	Supervised Practice
AGRICULTURE III	AGRICULTURE IV
Soils	Farm Management
Sheep	Feeding Hogs, Dairy Cattle, and Workstock
Pastures	Home Beautification and Improvement (including shop)
Farm Shop	Individual Problems
Individual Problems	Supervised Practice
Supervised Practice	

Agriculture I may be alternated with Agriculture II; likewise Agriculture III with Agriculture IV.

## APPENDIX III

### ILLUSTRATION OF PROJECTS IN A SUPERVISED PRACTICE PROGRAM IN AGRICULTURE

Actual Program of a Young Man in Vocational Agriculture

Enterprise	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Hogs	2 grade gilts	1 grade sow 2 purebred gilts 8 pigs	2 purebred sows and pigs	4 purebred sows and 28 pigs 1 purebred boar	4 sows 28 pigs 1 purebred boar
Tobacco	2 acres	1½ acres	2 acres	2 acres	2 acres
Poultry		25 hens 100 chicks	70 pullets 400 chicks	100 pullets 25 hens 10 cockerels 350 chicks	60 hens 350 chicks
Incubator			800 chicks	1,150 chicks	500 chicks
Cattle				1 registered beef helper	2 beef cows
Labor Earnings from Supervised Practice	\$192.29	\$289.12	\$413.66	\$550.00	Not yet completed

## APPENDIX IV

### CURRICULUM, UNIVERSITY OF KENTUCKY, FOR MEN PREPARING TO TEACH AGRICULTURE

#### FRESHMAN YEAR

##### First Semester

Course	Subject	Credit
A. I. 31 .....	Market Classes and Breeds of Livestock.....	3
A. I. 33 .....	Dairying .....	3
Agronomy II .....	Farm Crops .....	3
Botany Ia .....	General Botany .....	4
English Ia .....	English Composition .....	3
Military Sci. Ia.....	First Year Basic Course, Infantry .....	1.3
Physical Ed. Ia .....	Gymnasium or Field Athletics .....	.7
Assembly (Freshman).....		.3
		18.3

##### Second Semester

A. I. 32 .....	Farm Poultry Production .....	3
Chemistry Ia .....	General Inorganic Chemistry .....	5
Botany Ib .....	General Botany .....	4
English Ib .....	English Composition .....	3
Military Sci. Ib .....	First Year Basic Course, Infantry .....	1.3
Physical Ed. Ib .....	Gymnasium or Field Athletics .....	.7
		17.0

#### SOPHOMORE YEAR

##### First Semester

Chemistry Ib .....	General Inorganic Chemistry .....	5
Economics I .....	Principles of Economics .....	3
Horticulture I .....	General Horticulture .....	4
Farm Engr. 10 .....	Mechanics of the Farmstead .....	3
Military Sci. 6a .....	Second Year Basic Course, Infantry .....	1.5

##### Second Semester

Bacteriology 52 .....	Principles of Bacteriology .....	4
Geology 3 .....	Elements of Geology .....	3
Farm Econ. 4 .....	Agricultural Economics .....	3
A. I. 20 .....	Principles of Animal Nutrition .....	3
Agronomy I .....	Soils .....	3
Mil. Sci. 6b .....	Second Year Basic Course, Infantry .....	1.5
		17.5

#### JUNIOR YEAR

##### First Semester

Farm Economics 113.....	General Farm Management .....	3
Markets and Rural Finance 108 .....	Marketing .....	3
Farm Engr. 12 .....	Farm Structural Engineering .....	3

Course	Subject	Credit
A. I. 19	Genetics	3
Agronomy 115	Soil Management	3
A. I. 106	Pork Production	3

18

#### Second Semester

*Education 16	Educational Psychology	3
Zoology 25	General Animal Biology	3
Horticulture 110	Vegetable Gardening	3
A. I. 107	Sheep Production	3
A. I. 13	Livestock Judging	2
Agronomy 23	Plant Pathology	4
Agronomy 105	Advanced Crops	3
Agri. Ent. 102	Advanced Agricultural Entomology	3
Hort. 113	Landscape Gardening	3
Farm Eng. 13	General Farm Shop	3

Student load of 18 hours to be chosen from this list.

### SENIOR YEAR

#### First Semester

Markets and Rural		
Finance 133	Agricultural Policy	3
Farm Economics 120	Rural Community Problems	3
A. I. 102	Farm Butchering and Curing of Meats	4
Agronomy 113	Agronomy Experimentation	3
Horticulture 105	Small Fruits	2
*Ag. Ed. 181	Teaching Vocational Agriculture (either sem.)	7
Journalism Ia	Reporting	3
Markets and Rural		
Finance 111	Agricultural Prices	3

Student load of 18 hours to be chosen from this list.

#### Second Semester

Education 122	Educational Tests and Measurements for High School Teachers	3
A. I. 105	Beef Production	3
A. I. 134	Advanced Poultry Production	3
A. I. 116	Diseases of Domestic Animals	4
A. I. 125	Dairy Cattle Feeding and Management	3
*Ag. Ed. 181	Teaching Vocational Agriculture (either sem.)	7
*Ag. Ed. 182	Evening School and Part-time Courses	2

Student load of 18 hours to be chosen from this list.

\* Starred courses are professional, subsidized courses required of students planning to teach vocational agriculture. After the sophomore year the student's schedule must be approved by his adviser in agricultural education and by his adviser in agriculture. Students who become teachers are required to take Ag. Ed. 179. Determining Course Content in Vocational Agriculture, offered the first 2½ weeks of the Summer School. Including Ag. Ed. 179, the student must present at least 15 credits in education.

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### APPENDIX V

#### REIMBURSABLE GRADUATE PROFESSIONAL COURSES FOR TEACHERS, SUPERVISORS, AND ADMINISTRATORS OF VOCATIONAL AGRICULTURE

A. Professional Courses	Credits
Ag. Ed. 179—Determining Content in Vocational Agriculture.....	3
Ag. Ed. 188—Farm Practice Supervision .....	1
Ed. 211—Administration of Vocational Education .....	3
Ag. Ed. 280—Method in Teaching Vocational Agriculture .....	3
Ag. Ed. 281—Teaching Prevocational Agriculture .....	3
Ag. Ed. 282—Teaching Farm Shop .....	3
Ag. Ed. 287—Advanced Problems in Agricultural Education .....	3
Ag. Ed. 289—Research in Agricultural Education .....	3
Ed. 222—Methodology of Educational Research .....	3

### APPENDIX VI

#### SUGGESTED CURRICULUM AT KENTUCKY STATE COLLEGE FOR NEGROES, FOR PERSONS PREPARING TO TEACH VOCATIONAL AGRICULTURE

##### FRESHMAN YEAR

First Semester	Hours	Second Semester	Hours
Agr. 101 Farm Animals .....	3	Agr. 102 Feeds and Feeding....	3
Sci. 101s Intro. Biol. Sci.....	3	Sci. 101s Intro. Biol. Sci .....	3
Eng. 101 Eng. Comp. ....	3	Eng. 102 Eng. Comp. ....	3
Edu. 103 Fresh. Orient. ....	1	Edu. 203 Edu. Psy. ....	3
Edu. 104 Intro. to Edu.....	3	Edu. 102 Library Methods .....	1
P. Ed. 101 Rec. Act.....	½	P. Ed. 102 Rec. Act.....	½
	16½		16½

##### SOPHOMORE YEAR

First Semester	Hours	Second Semester	Hours
Agr. 201 Farm Crops .....	3	Agr. 202 Soils .....	3
Sci. 201s Intro. Phys. Sci.....	3	Sci. 201s Intro. Phys. Sci.....	3
Eng. 203 Eng. Lit. (Survey)....	3	Eng. 204 Survey of Eng. Lit....	3
Sci. 101 Chemistry .....	4	Sci. 101 Chemistry .....	4
Edu. 209 Fund. of Ele. Edu....	3	Edu. 302 Voc. Edu. ....	3
P. Ed. 201 Rec. Act.....	½	P. Ed. 202 Rec. Act.....	½
	17½		17½

##### JUNIOR YEAR

First Semester	Hours	Second Semester	Hours
Agr. 301 Dairying .....	3	Agr. 302 Veg. Growing .....	3
Agr. 303 Fruit Growing .....	3	Agr. 304 Poultry .....	3
Agr. 305 Rural Soc. ....	3	Sci. 303 Bacteriology .....	3
Agr. 307 Plant Phys. and Diseases .....	2	Sci. 304 Genetics .....	3
Sci. 205 Prin. of Ec. ....	3	Soc. Sci. 206 Prin. of Ec.....	3
Agr. 309 Animal Diseases .....	2		
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## SENIOR YEAR

First Semester	Hours	Second Semester	Hours
Agri. 401 Farm Shop .....	3	Agri. 402 Farm Shop .....	3
Agri. 403 Farm Management....	3	Agri. 404 Marketing .....	3
Agri. 405 Farm Insects .....	3	Agri. 406 Farm Meats .....	2
Agri. 407 Canning .....	1	Agri. 408 Home Beautification..	2
Edu. 409 Agr. Methods.....	3	Edu. 410 Dir. Teach. in Agr....	6
Elective in Sec. Edu. ....	3	Edu. 402 Tests and Measure-	
		ments .....	3
	16		19

## APPENDIX VII

### EVENING COURSE IN TRADES AND INDUSTRIES

Evening courses may be organized for a period of time sufficient to meet the occupational needs of the workers in the class; for example, two hours per night, 2 nights per week, for 10 weeks.

#### Outline of Suggested Topics for an Evening Class in Auto Mechanics

- I. Carburetor
  - A. Combustible Mixtures
  - B. Adjustments
  
- II. Power Generation and Transmission
  - A. Engines
    1. Valves
    2. Pistons
    3. Bearings
    4. Lubrication
    5. Timing
      - a. Valves
      - b. Ignition
    6. Cooling
  - B. Transmission
  - C. Differential
  
- III. Electrical System
  - A. Ignition
    1. Induction Coil
    2. Distributor
    3. Spark Plugs
  - B. Starting and Lighting
    1. Battery
    2. Generator
    3. Starter
    4. Light Circuits
  
- IV. Testing Devices
  - A. Motor
  - B. Brake Testers
  - C. Wheel Alignment Testers



## APPENDIX VIII

### PART-TIME TRADE EXTENSION COURSES IN TRADES AND INDUSTRIES

Trade Subject	Hours per Year	Related Subjects	Hours per Year	Other Subjects	Hours per Year	Total Hours in One Year
Trade Skills and Knowledge	72	Shop Drawing	36	Penmanship	4	144
		Shop Mathematics	24	Civics	8	

#### Suggested Course in Automotive Electricity

##### I. Trade Skills and Knowledge (72 hours per year)

###### A. Storage Batteries

1. Principles and construction
2. Charging
3. Servicing

###### B. Generator

1. Principles of current generation
2. Construction
3. Adjustment of charging rate
4. Servicing

###### C. Starter

1. Principles of electric starters
2. Servicing

###### D. Electric Lighting System

1. Principles of electric lighting
2. Servicing

###### E. Ignition Systems

1. Principles
  - a. Battery and coil
  - b. Magneto
2. Distributor
3. Timing
4. Spark plugs

###### F. Testing Devices

1. Armature tester
2. Condenser tester
3. Contact synchronizer
4. Growler tester
5. Battery lamp tester
6. Battery capacity indicator
7. Battery cell tester
8. Hydrometer

**II. Related Subjects (60 hours per year)**

**A. Drawing**

1. The "drawing" as a specification
2. Principles of orthographic projection
3. Invisible surface and line
4. Representing hidden surfaces and lines
5. Dimensioning three-view sketches
6. Sections
  - a. Cut
  - b. Cross
7. Lettering
8. Completing third views

**B. Shop Mathematics (24 hours per year)**

**C. Penmanship (4 hours per year)**

**D. Civics (8 hours per year)**

**APPENDIX IX**

**PART-TIME CO-OPERATIVE COURSE IN TRADES AND INDUSTRIES**

Employment	Hours per Year	Related Subjects	Hours per Year	Regular High School Subjects	Hours per Year
Skills of the Trade or Occupation	540	Technical Information Math. Drawing, Etc.	270	English, Social Science, Etc.	270

**Suggested Course in Masonry**

**I. Trade Skills and Knowledge (540 hours per year)**

- A. Masonry in stone and brick, and its use.
- B. Field stone and its use
- C. Mortar mixtures
- D. Mason's hand tools and equipment
- E. The manufacture and kinds of brick
- F. Lime, cement, and sand
- G. Walls and footings
- H. Openings in masonry walls

**II. Related Subjects**

- A. Masonry mathematics (200 hours per year)
- B. Drawing (70 hours per year)

**III. Regular Academic Subjects (270 hours per year)**

- A. English
- B. Social Science

## APPENDIX X

### A UNIT TRADE COURSE IN TRADES AND INDUSTRIES

#### Machinists' Trade—Day-Trade School

##### First Year

Machine shop practice.....	15 or more hours per week.
Related shop mathematics.....	} 10 hours or less per week, according to time devoted to shop work.
Related drawing and shop sketching.....	
Blue print reading.....	
Related science .....	

##### Non-vocational or general education subjects

English .....	} 5 hours per week
Civics .....	
Industrial History .....	
Geography .....	

##### Second Year

Machine shop practice .....	15 hours or more per week
Forging—tool making, etc.....	15 hours per week
Related technical knowledge.....	10 hours or less per week, according to time given to shop.
Non-vocational .....	5 hours per week

#### Outline for First-year Shop

#### Suggested Jobs in the Machinists' Trade That Might be Taught During the First Year

##### Drilling

- Rough drilling
- Drilling open holes

##### Shaping

- Shaping off a surface
- Shaping off more than one surface

##### Planing

- Planing on horizontal surface of a casting
- Planing a number of castings

##### Lathe work

- Rough straight turning on medium sized stock
- Turning more than one diameter
- Long work requiring use of steadier follower rest
- Chucking and boring
- Taper turning

**APPENDIX XI**  
**TYPICAL DAY-TRADE GENERAL INDUSTRIAL COURSE IN BUILDING TRADES**  
**First Year**

Vocational			Academic
Carpentry 1	*Shop—135 Hrs. per Yr.	*Rel. Sub. 1—45 Hrs. per Yr.	Gen. High School Sub- jects—180 Hrs. per Yr.
Painting 1	Shop—135 Hrs. per Yr.	Rel. Sub. 1—45 Hrs. per Yr.	Gen. High School Sub- jects 180 Hrs. per Yr.
Cement Work 1	Shop—135 Hrs. per Yr.	Rel. Sub. 1—45 Hrs. per Yr.	Gen. High School Sub- jects 180 Hrs. per Yr.
Total, 405 Hrs. per Yr.		Total, 135 Hrs. per Yr.	Total, 540 Hrs. per Yr.

**Second Year**

Vocational			Academic
Carpentry 2	Shop—135 Hrs. per Yr.	Rel. Sub.—45 Hrs. per Yr.	Gen. High School Sub- jects 180 Hrs. per Yr.
Painting 2	Shop—135 Hrs. per Yr.	Rel. Sub.—45 Hrs. per Yr.	Gen. High School Sub- jects 180 Hrs. per Yr.
Cement Work 2	Shop—135 Hrs. per Yr.	Rel. Sub.—45 Hrs. per Yr.	Gen. High School Sub- jects 180 Hrs. per Yr.
Total, 405 Hrs. per Yr.		Total, 135 Hrs. per Yr.	Total, 540 Hrs. per Yr.

**Suggested Jobs in the Building Trades**

Carpentry	Painting	Cement Work
Framing	Mixing paints	Mixing concrete
Foundation sills and girders	Preparing surfaces	Constructing simple forms
Headers and trimmers	Priming surfaces	Pouring concrete in forms
Partitions	Finishing	Pouring rough concrete floor
Cutting rafters	Enameling	Finishing concrete floor

**APPENDIX XII**

**CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS, UNIVERSITY OF KENTUCKY**

Institutions which have been approved to train vocational home economics teachers under the equivalency clause shall file with the State Supervisor of Home Economics Education a copy of their home economics curriculums.\*\*

\* Related subjects, 45 minutes per day; Shop, 135 minutes per day, taught by the same teacher as integral part of the three-hour period.

Note.—Anyone desiring an outline of a typical course for shop work not listed here may get one, upon request, by applying to the Supervisor of Trade and Industrial Education, Frankfort.

\*\* Berea College, Eastern Kentucky State Teachers College, Murray State Teachers College, and Western Kentucky State Teachers College are approved to train teachers of home economics under the equivalency clause.

FRESHMAN YEAR

First Semester	Credits	Second Semester	Credits
Art 30a .....	2	Art 30b .....	2
Chem. 1a Gen. Inorganic .....	5	Chem. 1b Gen. Inorganic .....	5
H. E. 6a Foods .....	3	H. E. 6b Foods .....	3
H. E. 26 Textiles .....	2	H. E. 29 Costume Design .....	3
Phys. 51a Introd. to Phys. ....	3	Phys. 51b Introd. to Phys. ....	3
Freshman Assembly .....	.3	Phy. Ed. Gym. Practice .....	.7
Phy. Ed. Gym. Practice .....	.7		
	<hr/>		<hr/>
	16.0		16.7

SOPHOMORE YEAR

First Semester	Credits	Second Semester	Credits
Chem. 7 Organic Chem. ....	4	A. & P. 3 Physiology .....	4
or		Econ. 1 Prin. of Economics. ....	3
Eng. 6 Essen. of Speech. ....	2	Eng. 1b English Comp. ....	3
Jour. 1a Reporting .....	3	H. E. 47 Advanced Clothing. ....	3
Eng. 1a English .....	3	Psy. 7 Child Psychology .....	3
H. E. 46 Clothing .....	3	Phy. Ed. Gym. Practice. ....	.7
Psy. 1 Elem. Psychology. ....	3		
Sophomore Assembly .....	.3		
Phy. Ed. Gym. Practice .....	.7		
	<hr/>		<hr/>
	16 or 17.0		16.7

JUNIOR YEAR

First Semester	Credits	Second Semester	Credits
Bact. 52 Prin. of Bact. ....	4	Ed. 160 Technique of Teach.	
H. E. 3 Food and Nutrition. ....	4	Home Economics .....	3
H. E. 17 Food Sources and		Eng. 3b Hist. of Eng. Lit. ....	3
Costs .....	3	H. E. 115 Child Care and	
H. E. 41 Housing .....	3	Devel. ....	3
Ed. 147 Foundations of Sec.		H. E. 117 Interior Decora. ....	3
Education .....	3	H. E. 124 Dietetics .....	4
Junior Assembly .....	.3	Elective .....	1
	<hr/>		<hr/>
	17.3		17

SENIOR YEAR

First Semester	Credits	Second Semester	Credits
*Ed. 162 Direct. Teach. in		Ed. 101 School Organiza. ....	3
Home Economics .....	6	*Ed. 162 Direct. Teach. in	
F. E. 120 Rural Com. Prob. ....	3	Home Economics .....	6
or		*H. E. 142 Home Manag. and	
Soc. 1a Prin. of Sociology. ....	3	Family Relationships .....	5
H. E. 33 Health of the Fam. ....	3	Electives .....	2
*H. E. 142 Home Mgmt. and			
Family Relationships .....	5		
	<hr/>		<hr/>
	17		16

\* May be taken either semester.

Vocational teachers must have had 15 semester hours in education, including 3 semester hours in secondary education, 3 semester hours in methods of teaching home economics, 6 semester hours in student teaching, and 3 semester hours in psychology or educational psychology.

### APPENDIX XIII

#### SUGGESTED CURRICULUM FOR PERSONS PREPARING TO TEACH VOCATIONAL HOME ECONOMICS

##### Kentucky State College for Negroes

This curriculum leads to the Bachelor of Science degree, with a major in home economics and a minor in another department. With careful selection, a student may prepare herself as teacher in two or more fields.

#### FRESHMAN YEAR

First Semester	Hours	Second Semester	Hours
Sci. 101s Intro. Biol. Sci. ....	3	Sci. 101s Intro. Biol. Sci. ....	3
Hist. 101s Intro. to the Humanities .....	3	Hist. 101s Intro. to the Humanities .....	3
Eng. 101 Eng. Comp. ....	3	Eng. 102 Eng. Comp. ....	3
P. Ed. 101 Rec. Act. ....	1/2	P. Ed. 102 Rec. Act. ....	1/2
Ed. 103 Fresh. Orientation ....	1	Ed. 104, Fresh. Orientation ....	1
Ed. 104 Intro. to Educa. ....	3	H. Ec. 102 Textiles and Laud. ....	3
H. Ec. 101 Art and Design. ....	3	History 104 Hist. of Modern Europe .....	3
	16 1/2		16 1/2

#### SOPHOMORE YEAR

First Semester	Hours	Second Semester	Hours
Soc. Sci. 201s Intro. to Soc. Sci. ....	3	Eng. 202 Survey Eng. Lit. ....	3
Eng. 203 Survey Eng. Lit. ....	3	P. Ed. 202 Rec. Act. ....	1/2
P. Ed. 201 Rec. Act. ....	1/2	Sci. 206 Chemistry .....	4
Sci. 205 Chemistry .....	4	H. Ec. 204 Clothing .....	3
H. Ec. 203 Clothing .....	3	Hist. 202 The Americans. ....	3
Ed. 203 Ed. Psych. ....	3	Electives .....	3
	16 1/2		16 1/2

#### JUNIOR YEAR

First Semester	Hours	Second Semester	Hours
Soc. Sci. 305 Rural Soc. ....	3	Sci. 306 Bacteriology .....	3
Sci. 301 Organic Chem. ....	3	Agri. 308 Poultry Husb. ....	3
H. E. 302 Nutrition .....	3	Edu. 302 Voc. Ed. ....	3
H. E. 305 Home Nursing .....	2	H. E. 301 Foods .....	3
H. E. 307 Home Planning .....	3	H. E. 304 Advanced Clo. ....	3
H. E. 300 Foods .....	3		
	17		15

H. E.  
H. E.  
Ed. 4  
Elect

LA

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### SENIOR YEAR

First Semester	Hours	Second Semester	Hours
H. E. 403 Child Care .....	3	H. E. 402 Home Mgt. ....	3
H. E. 401 Home Mgt. ....	2	Edu. 402 H. E. Dir. Tchg.....	3-6
Ed. 407 H. E. Methods.....	3	Sc. Sci. 402 The Family.....	3
Electives .....	8	Electives .....	6
	16		15

### APPENDIX XIV

#### LAYOUT OF A THREE-YEAR PROGRAM IN HOME ECONOMICS FOR HIGH SCHOOL

First Year	Second Year
Introductory Unit .....	Food Preservation .....
3 days	Storing of Summer Clothes
Apron Unit .....	and Planning Winter
15 days	Wardrobe .....
Breakfast Unit .....	5 days
20 days	Tailored Winter Dress.....
Care of Home and	25 days
Equipment .....	Getting Ready for
20 days	Christmas .....
Play Life of the Child.....	10 days
12 days	The Family and the Child....
School Lunch .....	15 days
10 days	Getting Your Money's
Improving Personal	Worth .....
Appearance .....	20 days
12 days	Dinner Unit .....
Selection of Under-	25 days
garments and Hose .....	Art in the Home .....
3 days	25 days
Construction of Under-	Storing Winter Clothes and
garments .....	Plannig a Summer
20 days	Wardrobe .....
Luncheon Unit .....	5 days
25 days	Summer Dress .....
Safety in the Home and Its	25 days
Surroundings .....	
10 days	
Personality .....	
10 days	
School Dress .....	
20 days	

#### Third Year

Entertaining in the Home....	Development and Needs of
15 days	the Child .....
Spending the Clothing	15 days
Dollar .....	Housing the Family .....
20 days	20 days
Health and Home Nursing....	Individual Clothing
20 days	Problem .....
Christmas Foods Unit .....	15 days
10 days	Individual Foods Problem....
Family Finance .....	10 days
15 days	The Girl Away from Home..
Food for the Family .....	15 days
20 days	

### APPENDIX XV

#### TYPICAL COURSE FOR GROCERY STORE TRAINEES IN A COOPERATIVE SET UP

##### Units of Doing Jobs

- Unit I. Store Housekeeping
- Unit II. Store System
- Unit III. Merchandising of Perishables

- Unit IV. Merchandising Impulse Goods
- Unit V. Merchandising of Staples
- Unit VI. Merchandising Candy, Cakes, Pastries, and the like

#### Units of Related Information

- Unit I. The Nature of Retailing
- Unit II. Stores and Storekeeping
- Unit III. Counter Work—Service Selling
- Unit IV. The Salesman and His Services
- Unit V. Personal Qualifications Necessary in Retailing
- Unit VI. Business Manners
- Unit VII. Selling Personality
- Unit VIII. Social Objectives
- Unit IX. Psychology of Retail Selling
- Unit X. Wastes and Losses That Salesman Can Prevent
- Unit XI. Sizing Up the Customer
- Unit XII. Finding What the Customer Wants
- Unit XIII. Displaying Merchandise
- Unit XIV. Creating Desire
- Unit XV. Closing the Sale
- Unit XVI. Suggestive Selling

### APPENDIX XVI

#### TYPICAL EVENING COURSE IN DISTRIBUTIVE OCCUPATIONS

##### SUGGESTED COURSE FOR RETAIL SHOE SALESMAN

- Unit I. Salesmanship Today
  - The salesman's position in the merchandising picture today
  - "We manufacture by formula, we sell by science"
- Unit II. Types of Customers
  - Silent, talkative, know-it-all, undecided, doubting, and so on
- Unit III. The Approach
  - a. Purpose of approach
  - b. Greeting customers
- Unit IV. Fitting the Foot
  - a. Seating the customer
  - b. Use of measure
  - c. How to measure
  - d. How to classify feet
  - e. How to determine length of shoe
- Unit V. Handling Stock
  - a. How to find shoes in stock
  - b. Handling shoes
  - c. Placing shoe on foot
  - d. Don't leave shoes on floor
  - e. Don't sit on stool after fitting



Unit VI. Creating Desire for Ownership

- a. Creating interest
  - 1. Pride of possession
  - 2. Quality of shoe, etc.
- b. Narrow choice
- c. Learn intended use of shoe
- d. Don't show too many styles

Unit VII. Substitution and Pricing

Unit VIII. How to Prevent Walkouts

Unit IX. Closing Sale

Unit X. Suggestive Selling

- a. To increase average sale
- b. To sell other merchandise





