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State Plan for Vocational Education and Vocational Rehabilitation

JULY 1, 1937 TO JUNE 30, 1942

Regulations

Governing Federal and State Aided Vocational Education
Activities Operating Under the National and State Vocational
Education and Vocational Rehabilitation Acts



PART I

VOCATIONAL EDUCATION

PART II

VOCATIONAL REHABILITATION

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PART I

VOCATIONAL EDUCATION

PART II

VOCATIONAL REHABILITATION

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PART I

VOCATIONAL EDUCATION



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STATE OF COLORADO
STATE PLAN FOR VOCATIONAL EDUCATION
FOR THE FISCAL YEAR BEGINNING JULY 1, 1937, AND
ENDING JUNE 30, 1942

I. ADMINISTRATION AND SUPERVISION

A. General Direction

1. The State Acceptance Acts of 1917, 1925, and 1937 give full and complete acceptance and assent to the provisions, terms, and conditions of the Federal Smith-Hughes Act, the National Rehabilitation Act, and the Federal George-Deen Act. The acts setting forth the powers of the State Board include: The Smith-Hughes Acceptance Act approved April 10, 1917, P. 536, Session Laws 1917; State Vocational Rehabilitation Acceptance Act, Chapter 156, Session Laws 1925; Amendment to State Acceptance Act of 1917, providing a representative State Board for Vocational Education, Chapter 79, Session Laws 1937; State George-Deen Acceptance Act, Chapter 264, Session Laws 1937; State Apprentice Act, Chapter 87, Session Laws 1937.
 - a. Under these acts the State Board for Vocational Education is vested with all the powers and duties required to comply with the provisions of the acts of Congress relating to vocational education. Under the provisions of Chapter 79, Session Laws 1937, the Administrative Code (Section 14 (6) Chapter 5, Colorado Statutes annotated) was amended to include the following:
 - (1) "The State Board for Vocational Education shall consist of five citizens of the State of Colorado to be appointed by the Governor."
 - (2) "One member representing an organization of employers, and one member representing an organization of employees * * * one practicing farmer, one member representing distributive occupations and one homemaker."
 - (3) "The Board shall elect annually one of its members as chairman."

- (4) "The members of the Board shall serve without compensation but shall be allowed their necessary expenses while on the business of the Board."
- (5) "The State Board shall exercise all the rights and powers and perform all the duties vested and imposed in it by law."
- (6) "All acts and parts of acts in conflict herewith are hereby repealed."

Under the acceptance acts the State Board for Vocational Education is directed and empowered to prepare plans for vocational education including apprenticeship and vocational rehabilitation, and when said plans have been found to comply with the provisions of the acts of Congress by the Federal Government, the State Board is authorized and empowered to carry the same into effect, in institutions operated under its direction and through contract with boards of education and other local governmental agencies of the State.

The State Board is also authorized to defray the cost of administration and to appoint the personnel, subject to the State Civil Service Law and the State Retirement Act, and to fix the compensation of the personnel necessary to administer the acts.

- b. The State Board understands that under the terms of the Federal acts and the State acceptance acts the State Treasurer is responsible for the custody of all vocational funds placed in his care. The State Treasurer is required by law to disburse these funds upon receipt of vouchers issued by the State Board for Vocational Education, signed by its president and countersigned by its secretary. The State Auditor will be responsible only for determining that vouchers are properly signed and duly executed before honoring them.

The State Board agrees that whether or not any given expenditure is made for the purpose or purposes set up in the Federal laws is one entirely between the Federal Office of Education and the Colorado State Board for Vocational Education, and one over which no other agency shall have responsibility, or control. The Board understands that the title to Federal funds remains in the United States until disbursements are made in accordance with the requirements of this plan.

The State Treasurer will account for any interest earned on Federal funds.

No provision will be made for reimbursement on account of services rendered by the State custodian of Federal funds.

2. Executive Officer and Director :

- a. A full time State Director, who shall serve as Executive Officer for the Board, will be employed. Not less than 10 per cent and not more than 50 per cent of his time will be distributed to each of the six major divisions of the State Board.
 - (1) Vocational Agricultural Education
 - (2) Vocational Trade and Industrial Education
 - (3) Vocational Homemaking Education
 - (4) Vocational Training in Distributive Occupations
 - (5) Vocational Training and Rehabilitation of the Physically Handicapped
 - (6) Apprentice Training
- b. The salary and necessary travel expenses of the State Director of Vocational Education may be paid in part from Federal George-Deen funds appropriated for salaries and necessary travel expenses of teachers, supervisors, and directors, when properly matched by State funds. The distribution of expenditures for salary and travel expenses of the State Director may be paid in proportion to the time devoted to each of the services, from each of the funds appropriated for Agricultural Education, Trade and Industrial Education, Home Economics Education, Education in Distributive Occupations, and Vocational Rehabilitation.
- c. Qualifications
 - (1) Experience
Five or more years of full time experience as State Supervisor of a State Board for Vocational Education or a combination of experience in both supervision and teacher training in an approved program of vocational education.
 - (2) Technical Education
At least the same as that required for a State Supervisor in any one of the major fields of vocational education.
 - (3) General Education
At least the same as that required of a State Supervisor in any one of the major fields of vocational education administered by the State Board.
 - (4) Professional Education
At least the same as that required of a State Supervisor in any one of the major fields of vocational education administered by the State Board.

d. Duties

(1) Administrative

- (a) To act as Executive Officer for the State Board for Vocational Education in all its relations with the United States Office of Education or other governmental agency and the agencies with which the State Board cooperates within the State.
- (b) To outline and present policies regarding the administration of vocational education to the State Board for Vocational Education for its approval or disapproval.
- (c) To prepare an annual budget for the use of State and Federal funds for vocational education.
- (d) To recommend to the State Board for Vocational Education approval or disapproval of all contracts or claims against these funds.
- (e) To recommend to the State Board for Vocational Education approval or disapproval of schools and classes for reimbursement.
- (f) Subject to approval of the State Board, to have general direction of the receipts and disbursements of Federal and State matching funds for vocational education.

(2) Supervisory

- (a) To supervise the preparation and administration of State plans for vocational education in conformity with the requirements of the Federal and State acts for vocational education and to supervise the execution of the State plan.
- (b) To direct and coordinate the work of the supervisors in the various fields of vocational education.

(3) Promotional

- (a) To promote vocational education by preparing periodic reports and otherwise disseminating information pertaining to the work of vocational education in the State and in the Nation.
- (b) To attend conferences called by the National Government or the State Board for Vocational Education when authorized to do so by the State Board.

3. Representative Advisory Committee for Vocational Education as hereinafter provided:
 - a. The Colorado State Board is a representative Board—its members representing organizations of employers, employees, agriculture, distributive occupations, and homemaking—therefore it will not be necessary, except on special occasions, for the State Board to designate State Advisory Committees. However, to provide for any special contingencies the State Board reserves the right to appoint for each of the fields of vocational education a special advisory committee to advise with the State Board for Vocational Education, the State Director and the respective supervisors. When the chairmen of the several committees or representatives of the committees shall meet conjointly on the call of the State Board for Vocational Education, they shall constitute a State Advisory Committee for Vocational Education to assist the State Board for Vocational Education in formulating policies for the promotion and administration of vocational education. When in attendance at such meetings, their actual travel expenses may be paid in part from Federal George-Deen funds allotted for salaries and travel expenses of teachers, supervisors, or directors, and in part from State or local funds as provided by law.

B. Agricultural Education

1. One or more qualified State supervisors of agricultural education will be employed who will be responsible to the State Director and, through the State Director, to the State Board for carrying out the established policies of the State Board for Vocational Education. When properly matched with State funds, a portion of their salary for time devoted to the supervision of agricultural education may be paid from Federal funds.
2. Qualifications of State Supervisor and Assistant or Regional Supervisors.
 - a. Education—He shall hold a bachelor of science degree in agriculture from an approved agricultural college. A master's degree in vocational agricultural education or at least one additional year of recent training in vocational agricultural education will also be required.
 - b. Farm Experience—Preferably, he should have been farm-reared up to the age of sixteen; in any case he shall have had at least three calendar years of farm experience after arriving at the age of fourteen.

- c. Teaching Experience—He shall have had at least three years of successful experience in teaching vocational agriculture in an approved department of vocational agriculture.
- d. Supervisory Experience—He shall have had a minimum of two years of experience in local supervision or teacher training in the field of vocational agricultural education.
- e. General—The supervisor shall be a man who understands farming conditions of the State and who has those qualities of leadership and personality which command the respect of farmers, leaders of farm and business organizations, and educators.

(Note: The above qualification requirements are not to be construed as retroactive so far as present incumbents are concerned or other well-qualified men who have had satisfactory State supervisory experience in other States.)

3. Duties of State Supervisor and Assistant or Regional Supervisors.

a. To promote Agricultural Education

- (1) Counsel with local boards of education, superintendents, principals, directors, supervisors, and teachers on the subject of vocational education in agriculture; and to explain to them the plan of operation of the Federal and State acts for vocational education as applied to the field of agriculture in the State of Colorado.
- (2) Disseminate information pertaining to vocational agricultural education throughout the State.
- (3) Counsel and cooperate with all agencies interested in the State program of vocational agricultural education.
- (4) Give suitable publicity to the development of vocational agricultural education in the State.
- (5) Participate in National, State and sectional activities and conferences that have definite vocational education values.

b. To supervise Vocational Agricultural Education

- (1) Prepare a State program of work for approval of the State Director and the State Board.
- (2) Approve qualifications of teachers, coordinators, supervisors, and teacher trainers.
- (3) Assist in selection of qualified vocational agriculture teachers and teacher trainers.

- (4) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction and supervised practice teaching plans used in the training of teachers of vocational agricultural education subjects.
- (5) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction given and type projects to be undertaken by vocational agriculture students.
- (6) Visit and inspect farm projects.
- (7) Give assistance in organization of classes of less than college grade, and in the case of teacher-training, to assist in the organization of classes of college grade.
- (8) Prepare report forms, and to secure reports from the schools cooperating with the State Board when authorized to do so by the State Director.
- (9) Determine the validity of claims, contracts and reports and to make recommendations to the State Director on the same.
- (10) Have general supervision of all vocational agriculture schools and classes of less than college grade and to have general supervision of all schools and classes for the training of vocational agriculture teachers.
- (11) Act as State Adviser to the Colorado Association of The Future Farmers of America.
- (12) Report all findings to the State Director as follows:
 - (a) Submit applications for new classes for approval before obligating the State Board to give recognition to new programs.
 - (b) Submit memos and reports when called for.
 - (c) Submit all report forms for approval in order that uniform State Office practices may be maintained.
 - (d) Submit all material for printing or publication for approval of the State Board.
 - (e) Follow standard office practices and procedures prescribed by the State Board.
 - (f) Submit all recommendations for changes in policy of administration of vocational education for the approval of the State Board.

- c. To Give Instruction to those engaged in Vocational Agricultural Education Activities
 - (1) Conduct preemployment teacher-training courses or conferences.
 - (2) Conduct conferences and courses for improvement of teachers in service.
 - (3) Conduct conferences with leaders of agricultural organizations, including advisory committees.
 - (4) Conduct State and district conferences for teachers and school administrators.
 - (5) Assist teachers and supervisors in dealing with organization problems, in course of study development, and personnel problems.
 - (6) Carry on demonstration teaching and conference leading activities.
 - (7) In general, to aid teachers and administrators by individual conferences, correspondence, informational bulletins, etc.
- d. To Conduct Research Activities
 - (1) Study conditions in the State and determine vocational agricultural training needs.
 - (2) Conduct surveys and investigations as directed by the State Board, and prepare reports on results of such studies.
 - (3) Prepare courses of study and survey plans for the use of local communities in improving the organization of the local program, or the quality of instruction given.
 - (4) Compile results of graduate studies developed by the institution for the training of vocational teachers.
 - (5) Conduct any special investigations or studies that will result in the definite improvement of vocational agriculture in the State.

4. Special State Advisory Committee

See I-A-3 (page 11)

C. Trade and Industrial Education

- 1. One or more qualified State supervisors of trade and industrial education will be employed who will be responsible to the State Director and, through the State Director, to the State Board for carrying out the established policies of the State Board for Vocational Education. When prop-

erly matched with State funds, a portion of their salary for time devoted to the supervision of trade and industrial education may be paid from Federal funds.

2. Qualifications of State Supervisor and Assistant or Regional Supervisors and Local Directors
 - a. Education—He shall hold a bachelor of science degree in industrial education from a technical school or a college of recognized standing, or its equivalent. He shall have had the equivalent of 600 clock hours or 40 semester credits in approved education subjects including:
 - (1) Philosophy of Vocational Education
 - (2) Supervision and Administration of Vocational Education
 - (3) Making and Utilizing Trade and Job Analyses
 - (4) Methods of Training Trade Teachers
 - b. Trade Experience—At least five years of practical working experience as a wage earner in a trade or industrial occupation.
 - c. Teaching Experience—At least two years of successful experience with a minimum of 144 clock hours per year as a teacher of an approved trade class that meets the standards of the State plan.
 - d. Supervisory Experience—At least three years of experience in a responsible administrative or supervisory position in the field of trade and industrial education of vocational grade.
 - e. General—The Supervisor shall be a man who understands industrial conditions of the State and who has those qualities of leadership and personality which command the respect of employers, employees and educators.
3. Duties of State Supervisor and Assistant or Regional Supervisors
 - a. To Promote Trade and Industrial Education
 - (1) Counsel with local boards of education, superintendents, principals, directors, supervisors, and teachers on the subject of vocational education in the trades and industries; and to explain to them the plan of operation of the Federal and State acts for vocational education as applied to the field of industry in the State of Colorado.
 - (2) Disseminate information pertaining to vocational industrial education throughout the State.

- (3) Counsel and cooperate with all agencies interested in the State program of vocational industrial education.
- (4) Give suitable publicity to the development of vocational trade and industrial education in the State.
- (5) Participate in National, State and sectional activities and conferences that have definite vocational education values.

b. To supervise Vocational Industrial Education.

- (1) Prepare a State program of work for approval of the State Director and the State Board.
- (2) Approve qualifications of teachers, coordinators, supervisors, and teacher trainers.
- (3) Assist in selection of qualified vocational teachers and teacher trainers.
- (4) Inspect and approve or disapprove plant and equipment, courses of study, character of instruction and supervised practice teaching plans used in the training of teachers of vocational trade and industrial education subjects.
- (5) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction given and type projects to be undertaken by vocational industrial students.
- (6) Visit and inspect practical and productive projects carried on by vocational students.
- (7) Give assistance in organization of classes of less than college grade, and in the case of teacher training, to assist in the organization of classes of college grade.
- (8) Prepare report forms, and to secure reports from the schools cooperating with the State Board when authorized to do so by the State Director.
- (9) Determine the validity of claims, contracts, and reports submitted by the local school districts and to make recommendations to the State Director on the same.
- (10) Have general supervision of all vocational industrial schools and classes of less than college grade and to have general supervision of all schools and classes for the training of vocational industrial teachers.
- (11) Act as State Adviser to the Colorado Chapter of the Future Craftsmen organization.

- (12) Report all findings to the State Director as follows:
 - (a) Submit applications for new classes for approval before obligating the State Board to give recognition to new programs.
 - (b) Submit memos and reports when called for.
 - (c) Submit all report forms for approval in order that uniform State Office practices may be maintained.
 - (d) Submit all material for printing or publication for approval of the State Board.
 - (e) Follow standard office practices and procedures prescribed by the State Board.
 - (f) Submit all recommendations for changes in policy of administration of vocational education for the approval of the State Board.
- c. To Give Instruction to Trade and Industrial Teachers
 - (1) Conduct preemployment teacher-training courses or conferences.
 - (2) Conduct conferences and courses for improvement of teachers in service.
 - (3) Conduct conferences with leaders of industrial organizations, including advisory committees.
 - (4) Conduct State and district conferences for teachers and school administrators.
 - (5) Assist teachers and supervisors in dealing with organization problems, in course of study development, and personnel problems.
 - (6) Carry on demonstration teaching and conference leading activities.
 - (7) In general, to aid teachers and administrators by individual conferences, correspondence, information bulletins, etc.
- d. To Conduct Research Activities
 - (1) Study conditions in the State and determine vocational industrial training needs.
 - (2) Conduct surveys and investigations as directed by the State Board, and prepare reports on results of such studies.
 - (3) Prepare courses of study and survey plans for the use of local communities in improving the organization of the local program, or the quality of instruction given.

- (4) Compile results of graduate studies developed by the institution for the training of vocational teachers.
 - (5) Conduct any special investigations or studies that will result in the definite improvement of vocational trade and industrial teaching in the State.
4. Special State Advisory Committee
See I-A-3 (page 11)

D. Home Economics Education

1. One or more qualified State supervisors of home economics education will be employed who will be responsible to the State Director and, through the State Director, to the State Board for carrying out the established policies of the State Board for Vocational Education. When properly matched with State funds, a portion of their salary for time devoted to the supervision of home economics education may be paid from Federal funds.
2. Qualifications of State Supervisor and Assistant or Regional Supervisors
 - a. Education—She shall hold a bachelor of science degree in home economics from an approved institution and a master's degree in vocational home economics education. She should have recent graduate training in home economics education and shall have had courses in methods of supervision and philosophy of vocational education.
 - b. Homemaking Experience—Three years of actual homemaking experience, which includes the entire responsibility of the management of the home.
 - c. Teaching Experience—At least three years of teaching experience in vocational homemaking, including day school and evening classes.
 - d. Supervisory Experience—A minimum of two years of experience in local supervision or teacher training in the field of vocational homemaking education.
 - e. General—The supervisor shall be a woman not less than thirty years of age and one who has those qualities of leadership and understanding of people which command the respect of homemakers, women's organizations, educators, and fellow workers.
3. Duties of State Supervisor and Assistant or Regional Supervisors
 - a. To Promote Vocational Homemaking Education
 - (1) Counsel with local boards of education, superintendents, principals, directors, supervisors, and

teachers on the subject of vocational education in homemaking; and to explain to them the plan of operation of the Federal and State acts for vocational education as applied to the field of homemaking in the State of Colorado.

- (2) Disseminate information pertaining to vocational homemaking education throughout the State.
 - (3) Counsel and cooperate with all agencies interested in the State program of vocational homemaking education.
 - (4) Give suitable publicity to the development of vocational home economics education in the State.
 - (5) Participate in National, State and sectional activities and conferences that have definite vocational education values.
- b. To Supervise Vocational Home Economics Education
- (1) Prepare a State program of work for approval of the State Director and the State Board.
 - (2) Approve qualifications of teachers, coordinators, supervisors, and teacher trainers.
 - (3) Assist in selection of qualified vocational teachers and teacher trainers.
 - (4) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction and supervised practice teaching plans used in the training of teachers of vocational home economics education subjects.
 - (5) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction given and type projects to be undertaken by vocational homemaking students.
 - (6) Visit and inspect practical and productive projects carried on by vocational students.
 - (7) Give assistance in organization of classes of less than college grade, and in the case of teacher-training, to assist in the organization of classes of college grade.
 - (8) Prepare report forms, and to secure reports from the schools cooperating with the State Board when authorized to do so by the State Director.
 - (9) Determine the validity of claims, contracts and reports submitted by the local school districts and to make recommendations to the State Director on the same.

- (10) Have general supervision of all vocational home-making schools and classes of less than college grade and to have general supervision of all schools and classes for the training of vocational home economics teachers.
 - (11) Act as State Adviser to Chapters of the Future Homemakers of Colorado.
 - (12) Report all findings to the State Director as follows:
 - (a) Submit applications for new classes for approval before obligating the State Board to give recognition to new programs.
 - (b) Submit memos and reports
 - (c) Submit all report forms for approval in order that uniform State Office practices may be maintained.
 - (d) Submit all material for printing or publication for approval of the State Board.
 - (e) Follow standard office practices and procedures prescribed by the State Board.
 - (f) Submit all recommendations for changes in policy of administration of vocational education for the approval of the State Board.
- c. To Give Instruction to Home Economics Teachers, Supervisors, and Directors
- (1) Conduct preemployment teacher-training courses or conferences.
 - (2) Conduct conferences and courses for improvement of teachers in service.
 - (3) Conduct conferences with leaders of women's organizations, including advisory committees.
 - (4) Conduct State and district conferences for teachers and school administrators.
 - (5) Assist teachers and supervisors in dealing with organization problems, in course of study development, and personnel problems.
 - (6) Carry on demonstration teaching and conference leading activities.
 - (7) In general, to aid teachers and administrators through individual conferences, correspondence, informational bulletins, etc.

d. To Conduct Research Activities

- (1) Study conditions in the State and determine vocational homemaking training needs.
- (2) Conduct surveys and investigations as directed by the State Board, and prepare reports on results of such studies.
- (3) Prepare courses of study and survey plans for the use of local communities in improving the organization of the local program, or the quality of instruction given.
- (4) Compile results of graduate studies developed by the institution for the training of vocational teachers.
- (5) Conduct any special investigations or studies that will result in the definite improvement of vocational home economics teaching in the State.

4. Special State Advisory Committee

See I-A-3 (page 11)

E. Distributive Education

1. One or more qualified State supervisors of distributive education may be employed who will be responsible to the State Director and, through the State Director, to the State Board for carrying out the established policies of the State Board for Vocational Education. When properly matched with State funds, a portion of their salary for time devoted to the supervision of distributive education may be paid from Federal funds.
2. Qualifications of State Supervisor and Assistant or Regional Supervisors
 - a. Education—He must be a graduate of a standard college or university with a bachelor's degree in distributive education, vocational education, or business administration. He must have certificates for teaching vocational education subjects in accordance with Colorado standards. Within one year after date of employment, he shall have completed at least 20 credits or 300 clock hours in vocational education covering the following subjects:
 - (1) Philosophy of Vocational Education
 - (2) Vocational Guidance
 - (3) Methods of Teaching Vocational Subjects
 - (4) Analysis and Preparation of Instructional Materials

- (5) Administration and Supervision of Vocational Education
- (6) Coordination in Vocational Education
- (7) Conference Leading Techniques
- (8) Problems in Distributive Education
- (9) Job Analysis
- (10) Curriculum Construction

He must have at least eight semester hours or 120 clock hours in technical distributive education. This requirement may be met with two years of employment in a supervisory distributive occupation.

- b. Experience in Distributive Occupations—He must have had at least five years of successful experience in selling goods or service—grocery, meat, dry goods, hardware, advertising, or others, with a minimum of two years in any one line of business. He must have had at least three years of successful experience in managerial or supervisory work in the same kind of store or business—grocery, retail meat, printing, garage or others. Units of less than six months' continuous employment will not be recognized in computing occupational experience.
 - c. Teaching Experience—He must have had at least three years of successful experience teaching distributive occupational subjects in an approved vocational program meeting the standards of the Colorado State plan, or in a distributive organization of equivalent grade.
 - d. Supervisory Experience—He must have had at least three years of successful supervisory experience in the field of vocational education (with programs meeting the standards of the Colorado State plan) or similar supervisory experience in a distributive organization.
 - e. General—He shall have a personality which will enable him to deal successfully with teachers, commercial trade organizations, and other groups interested in distributive occupations, and he must have demonstrated ability in leadership.
3. Duties of State Supervisor and Assistant or Regional Supervisors
- a. To Promote Vocational Education for those employed in Distributive Occupations.
 - (1) Counsel with local boards of education, superintendents, principals, directors, supervisors and teachers on the subject of vocational education in distribu-

tive occupations; and to explain to them the plan of operation of the Federal and State acts for vocational education as applied to this field of education in the State of Colorado.

- (2) Disseminate information pertaining to vocational education in distributive occupations throughout the State.
 - (3) Counsel and cooperate with all agencies interested in the State program of vocational education in distributive occupations.
 - (4) Give suitable publicity to the development of vocational education in distributive occupations in the State.
 - (5) Participate in National, State and sectional activities and conferences that have definite vocational education values.
- b. To Supervise Vocational Education in the Field of Distributive Occupations
- (1) Prepare a State program of work for approval of the State Director and the State Board.
 - (2) Approve qualifications of teachers, coordinators, supervisors, and teacher trainers of distributive occupations subjects.
 - (3) Assist in selection of qualified vocational teachers and teacher trainers.
 - (4) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction and supervised practice teaching plans used in the training of teachers of vocational education in distributive occupations subjects.
 - (5) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction given to students of distributive occupations subjects of less than college grade.
 - (6) Visit and inspect practical and productive projects carried on by vocational students.
 - (7) Give assistance in organization of classes of less than college grade, and in the case of teacher-training, to assist in the organization of classes of college grade.
 - (8) Prepare report forms, and secure reports from the schools cooperating with the State Board when authorized to do so by the State Director.

- (9) Determine the validity of claims, contracts and reports submitted by the local school districts and to make recommendations to the State Director on the same.
 - (10) Have general supervision of all vocational schools and classes in distributive occupations subjects of less than college grade and to have general supervision of all schools and classes for the training of vocational teachers in this field.
 - (11) Report all findings to the State Director as follows.
 - (a) Submit applications for new classes for approval before obligating the State Board to give recognition to new programs.
 - (b) Submit memos and reports on work accomplished.
 - (c) Submit all report forms for approval in order that uniform State Office practices may be maintained.
 - (d) Submit all material for printing or publication for approval of the State Board.
 - (e) Follow standard office practices and procedures prescribed by the State Board.
 - (f) Submit all recommendations for changes in policy of administration of vocational education for the approval of the State Board.
- c. To Give Instruction to Teachers, Supervisors, and Directors of Distributive Occupations Subjects
- (1) Conduct preemployment teacher-training courses or conferences.
 - (2) Conduct conferences and courses for improvement of teachers in service.
 - (3) Conduct conferences with leaders of business organizations, including advisory committees.
 - (4) Conduct State and district conferences for teachers and school administrators.
 - (5) Assist teachers and supervisors in dealing with organization problems, in course of study development, and personnel problems.
 - (6) Carry on demonstration teaching and conference leading activities.
 - (7) In general, to aid teachers and administrators through individual conferences, correspondence, informational bulletins, etc.

d. To Conduct Research Activities

- (1) Study conditions in the State and determine vocational training needs of those employed in distributive occupations.
- (2) Conduct surveys and investigations as directed by the State Board, and prepare reports on results of such studies.
- (3) Prepare courses of study and survey plans for the use of local communities in improving the organization of the local program, or the quality of instruction given.
- (4) Compile results of graduate studies developed by the institution for the training of vocational teachers.
- (5) Conduct any special investigations or studies that will result in the definite improvement of vocational teaching of distributive occupations subjects in the State.

4. Special State Advisory Committee

See I-A-3 (page 11)

F. Trade and Industrial Education—Apprentice Training

1. One or more qualified State supervisors of apprentice training may be employed who will be responsible to the State Director and, through the State Director, to the State Board for carrying out the established policies of the State Board for Vocational Education. When properly matched with State funds, a portion of their salary for time devoted to the supervision of apprentice training may be paid from Federal funds.
2. Qualifications of State Supervisor of Apprentice Training
 - a. Education—He shall hold a bachelor of science degree in industrial education from a technical school or a college of recognized standing, or its equivalent. Within one year after date of employment, he shall have had the equivalent of 120 clock hours or 7 semester credits in approved education subjects including:
 - (1) Philosophy of Vocational Education.
 - (2) Supervision and Administration of Vocational Education.
 - (3) Making and Utilizing Trade and Job Analyses.
 - (4) Methods of Training Trade Teachers.
 - (5) Problems in Apprentice Training.

- b. Trade Experience—Completion of a four-year apprenticeship and at least five years' experience in a skilled trade or industrial occupation.
 - c. Teaching Experience—At least two years of successful experience with a minimum of 144 clock hours per year as a teacher of an approved trade class that meets the standards of the State plan, or two years' experience in administering apprentice programs in industry.
 - d. Supervisory Experience—At least three years of experience in a responsible administrative or supervisory position in the field of trade and industrial education of vocational grade, or at least three years' experience in a leadership position in industry.
 - e. General—The supervisor shall be a man who understands industrial conditions of the State and who has those qualities of leadership and personality which command the respect of employers, employees and educators.
3. Duties of State Supervisor of Apprentice Training.
- a. To promote Apprenticeship in the Skilled Trades
 - (1) Counsel with local boards of education, superintendents, principals, directors, supervisors, and teachers on the subject of vocational education for apprentices; and to explain to them the plan of operation of the Federal and State acts for vocational education as applied to apprentice training in the State of Colorado.
 - (2) Counsel and cooperate with all agencies interested in the State program of apprentice training.
 - (3) Give suitable publicity to the development of apprenticeship.
 - (4) Participate in National, State and sectional activities and conferences that have definite vocational education values.
 - b. To Supervise Vocational Education Apprentice Training
 - (1) Prepare a State program of work for approval of the State Director and the State Board.
 - (2) Approve qualifications of teachers, coordinators, supervisors and teacher trainers of apprentices.
 - (3) Assist in selection of qualified apprentice instructors and teacher trainers.

- (4) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction and teaching plans used in the training of teachers of apprentices.
- (5) Inspect and approve, or disapprove, plant and equipment, courses of study, character of instruction given and type projects to be undertaken by apprentices.
- (6) Visit and inspect practical and productive projects carried on by apprentices.
- (7) Give assistance in organization of classes of less than college grade, and in the case of teacher-training, to assist in the organization of classes of college grade.
- (8) Prepare report forms, and to secure reports from the schools cooperating with the State Board when authorized to do so by the State Director.
- (9) Determine the validity of claims, contracts, and reports submitted by the local school districts and to make recommendations to the State Director on the same.
- (10) Have general supervision of all vocational schools and classes for apprentices and to have general supervision of all schools and classes for the training of apprentice teachers.
- (11) Act as State Adviser to the organization of Apprentice Craftsmen of Colorado or any similar organization for apprentices.
- (12) Report all findings to the State Director as follows:
 - (a) Submit applications for new classes for approval before obligating the State Board to give recognition to new programs.
 - (b) Submit memos and reports when called for.
 - (c) Submit all report forms for approval in order that uniform State Office practices may be maintained.
 - (d) Submit all material for printing or publication for approval of the State Board.
 - (e) Follow standard office practices and procedures prescribed by the State Director.

(f) Submit all recommendations for changes in policy of administration of vocational education for apprentices for the approval of the State Board.

c. To Give Instruction to Apprentice Instructors

- (1) Conduct preemployment teacher-training courses or conferences.
- (2) Conduct conferences and courses for improvement of teachers in service.
- (3) Conduct conferences with leaders of industrial and labor organizations, including advisory committees.
- (4) Conduct State and district conferences for teachers and school administrators.
- (5) Assist teachers and supervisors in dealing with organization problems, in course of study development, and personnel problems.
- (6) Carry on demonstration teaching and conference leading activities.
- (7) In general, to aid teachers and administrators by individual conferences, correspondence, information bulletins, etc.

d. To Conduct Research Activities

- (1) Study conditions in the State and determine apprentice training needs.
- (2) Conduct surveys and investigations as directed by the State Board, and prepare reports on results of such studies.
- (3) Prepare courses of study and survey plans for the use of local communities in improving the organization of the local program, or the quality of instruction given.
- (4) Compile results of graduate studies developed by the institution for the training of vocational teachers.
- (5) Conduct any special investigations or studies that will result in the definite improvement of apprentice teaching in the State.

4. Special State Advisory Committee

See I-A-3 (page 11)

G. Teacher Training

1. The training of teachers of vocational Agriculture, Trades and Industries, and Homemaking will be under the general *direction of the State Board for Vocational Education. Specific responsibility for the supervision of teacher training is vested in the supervisors of the respective fields. Resident and itinerant teacher-training service will be carried on by the Colorado State College of Agriculture and Mechanic Arts at Fort Collins as provided by contract between the State College Board and the State Board for Vocational Education.
 - a. All teacher training will be in schools or classes under public supervision and control.
 - b. The training will be given only to persons who have high moral character and suitable personality and who have had adequate vocational experience in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience as a part of their training.
 - c. Not more than sixty per cent nor less than twenty per cent of the money appropriated for teacher training shall be spent for the maintenance of teacher training, including supervision, in any of the fields of Agriculture, Trades and Industries, or Homemaking.

*The word "direction" is used in the sense that it is the duty of the State Board for Vocational Education—through its agents the State Director and the State Supervisors—to give general direction to and to maintain general superintendence over the teacher-training program. This includes approval of qualifications of teacher trainers, inspection of teacher-training classes to see that training is given to properly selected groups, approval of course of study content, approval of travel and maintenance expenditures, making recommendations to the teacher-training institution on the teacher-training needs for the development of a sound State-wide program of vocational education, and to give general guidance and authoritative instruction to the institution for carrying on its teacher-training work.

II. GENERAL CONDITIONS

No school or class will be approved to receive aid under the provisions of the Federal Vocational Education acts and the State acts supplementary thereto until the following conditions are met:

- A. The school or class must be under public supervision or control.
- B. The controlling purpose of such education shall be to fit persons for useful employment.
- C. All vocational instruction, except that given in teacher-training classes, shall be of less than college grade.
- D. All vocational training shall be for persons over fourteen years of age.
- E&F. All Federal Smith-Hughes and George-Deen moneys expended for teacher training will be matched by State or local money, or both. All other Federal moneys appropriated under the provisions of the Smith-Hughes Act will be matched by State or local money, or both, and all moneys other than that provided for teacher training under the George-Deen Act will be matched at least 50 per cent by State or local funds, or both.
- G. Federal money is to be expended only for reimbursement as follows:

1. Smith-Hughes Funds

- a. Salaries of teachers, supervisors and directors of agricultural subjects.

Schools maintaining approved departments of vocational agriculture may be reimbursed from Federal Smith-Hughes funds for the salaries of instructors for that portion of their time devoted to the teaching of vocational agriculture. The amount of reimbursement will be subject to annual agreements between the individual local school boards and the State Board for Vocational Education. For reimbursement purposes the State will be considered as a unit, provided all expenditures from Federal funds for salaries of teachers of vocational agriculture will be matched by State or local funds, or both. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education.

- b. Salaries of teachers of home economics and trade and industrial subjects

Schools maintaining approved vocational departments of trade, home economics, and industrial subjects will be reimbursed from Federal Smith-Hughes funds for the salaries of the instructors for that portion of their time devoted to the teaching of vocational trade, home economics, and industrial subjects provided that not more than 20 per cent of the fund may be used for home economics education. The amount of reimbursement will be subject to annual agreements between the separate local school boards and the State Board for Vocational Education. For reimbursement purposes the State will be considered as a unit, provided all expenditures from Federal funds for salaries of teachers of trade, home economics, and industrial subjects will be matched by State or local funds, or both. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education.

- c. Training for vocational teachers

- (1) No Federal funds will be used for the purchase, erection or care of any buildings, equipment, or other items, as prohibited under Section 17 of the Smith-Hughes Act.
- (2) Budget of total Smith-Hughes teacher-training funds, for maintenance of Supervision and Teacher Training
 - (a) Agricultural Education—not less than 20 per cent nor more than 60 per cent.
 - (b) Trade and Industrial Education—not less than 20 per cent nor more than 60 per cent.
 - (c) Home Economics Education—not less than 20 per cent nor more than 60 per cent.

2. George-Deen Funds

- a. Salaries and necessary travel expenses of teachers, supervisors, and directors of agricultural subjects

Schools maintaining approved departments of vocational Agriculture will be reimbursed from Federal George-Deen funds for the salaries and necessary travel expenses of instructors for that portion of their time devoted to the teaching of vocational Agriculture. The amount of reimbursement will be subject to an annual agreement between the individual local school boards and the State Board for Vocational Education. For reimbursement purposes the State will be considered as

a unit, provided all expenditures from Federal funds for salaries and necessary travel expenses for teachers of vocational Agriculture will be matched by State or local funds, or both, as provided by law. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education. Reimbursement for travel will be made under the following conditions:

(1) Provisions applying to all travel.

- (a) All travel by teachers shall be authorized in advance by the local board of education in the district or districts that employ the teacher or by an official representative of that board. An annual authorization will be sufficient for travel within the service area.
- (b) All reimbursements for travel of teachers shall be made through the board of education that employs the teacher.

(2) Additional provisions for—

- (a) Travel within the given service area.

The local board of education or a designated representative shall be responsible for the proper expenditure of funds used for travel within the given service area.

Reimbursement will be based upon annual agreements between boards of education and the State Board for Vocational Education as provided in 2-a-(1) above, upon determined mileage, limited expense account, annual payment or other method determined by local conditions.

- (b) Travel within the State outside the given service area.

Travel within the State outside the given service area shall be for the professional improvement of teachers at conferences authorized by the State Board, or for other purposes which the State Board authorizes as contributing to the further development of the vocational program.

- (c) Travel outside the State.

All travel outside the State by teachers, in addition to being authorized by the local board of education in the district or districts that employ the teachers, shall also be approved in advance by the State Board for Vocational Education or its authorized representative.

- b. Salaries and necessary travel expenses of teachers, supervisors, and directors of homemaking subjects

Schools maintaining approved departments of vocational Homemaking will be reimbursed from Federal George-Deen funds for the salaries and necessary travel expenses of instructors for that portion of their time devoted to the teaching of vocational Homemaking subjects. The amount of reimbursement will be subject to an annual agreement between the individual local school boards and the State Board for Vocational Education. For reimbursement purposes the State will be considered as a unit, provided all expenditures from Federal funds in the State will be matched by State or local funds, or both, as provided by law. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education. Reimbursement for travel will be made under the following conditions:

- (1) Provisions applying to all travel.

- (a) All travel by teachers shall be authorized in advance by the local board of education in the district or districts that employ the teacher or by an official representative of that board. An annual authorization will be sufficient for travel within the service area.
- (b) All reimbursements for travel of teachers shall be made through the board of education that employs the teacher.

- (2) Additional provisions for—

- (a) Travel within the given service area.

The local board of education or a designated representative shall be responsible for the proper expenditure of funds used for travel within the given service area.

Reimbursement will be based upon annual agreements between boards of education and the State Board for Vocational Education as provided in 2-b-(1) above, upon determined mileage, limited expense account, annual payment or other method determined by local conditions.

- (b) Travel within the State outside the given service area.

Travel within the State outside the given service area shall be for the professional improvement of teachers at conferences authorized by the State Board, or for other purposes which

the State Board authorizes as contributing to the further development of the vocational program.

(c) Travel outside the State.

All travel outside the State by teachers, in addition to being authorized by the local board of education in the district or districts that employ the teachers, shall also be approved in advance by the State Board for Vocational Education or its authorized representative.

c. Salaries and necessary travel expenses of teachers, supervisors, and directors of trade and industrial subjects.

Schools maintaining approved departments of vocational trade and industrial subjects or classes maintained by the State Board will be paid or reimbursed from Federal George-Deen funds for the salaries and necessary travel expenses of instructors for that portion of their time devoted to the teaching of vocational Trade and Industrial subjects. The amount of reimbursement will be subject to an annual agreement between the individual local school boards and the State Board for Vocational Education. For reimbursement purposes the State will be considered as a unit, provided all expenditures from Federal funds in the State will be matched by State or local funds, or both, as provided by law. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education, and under the following provisions regarding travel

(1) Provisions applying to all travel.

(a) All travel by teachers shall be authorized in advance by the local board of education in the district or districts that employ the teacher or by an official representative of that board. An annual authorization will be sufficient for travel within the service area.

(b) All reimbursements for travel of teachers shall be made through the board of education that employs the teacher.

(2) Additional provisions for—

(a) Travel within the given service area.

The local board of education or a designated representative shall be responsible for the proper expenditure of funds used for travel within the given service area.

Reimbursement will be based upon annual agreements between boards of education and the State Board for Vocational Education as provided in 2-c-(1) above, upon determined mileage, limited expense account, annual payment or other method determined by local conditions.

- (b) Travel within the State outside the given service area.

Travel within the State outside the given service area shall be for the professional improvement of teachers at conferences authorized by the State Board, or for other purposes which the State Board authorizes as contributing to the further development of the vocational program.

- (c) Travel outside the State.

All travel outside the State by teachers, in addition to being authorized by the local board of education in the district or districts that employ the teachers, shall also be approved in advance by the State Board for Vocational Education or its authorized representative.

- d. Training for teachers, supervisors, and directors of vocational subjects.

- (1) Maintenance of teacher training.

No Federal George-Deen teacher-training funds will be used except for the same purposes for which Smith-Hughes teacher-training funds will be used.

- (2) Budget of total George-Deen teacher-training funds, Federal and State, as divided among

(a) Agricultural Education—not less than 20 per cent nor more than 60 per cent.

(b) Home Economics Education—not less than 20 per cent nor more than 60 per cent.

(c) Trade and Industrial Education—not less than 20 per cent nor more than 60 per cent.

- (3) Use of George-Deen funds for local teacher-training travel shall conform with the following provisions:

- (a) Provisions Applying to All Travel—

All travel by teachers shall be authorized in advance by the local board of education in the district or districts that employ the teacher or by an official representative of that board. An

annual authorization will be sufficient for travel within the service area.

All reimbursements for travel of teachers shall be made through the board of education that employs the teacher.

(b) Additional provisions for—

Travel within the given service area.

The local board of education or a designated representative shall be responsible for the proper expenditure of funds used for travel within the given service area.

Reimbursement will be based upon annual agreements between boards of education and the State Board for Vocational Education as provided in 2-d-(3)-(a) above, upon determined mileage, limited expense account, annual payment or other method determined by local conditions.

Travel within the State outside the given service area.

Travel within the State outside the given service area shall be for professional improvement of teachers at conferences authorized by the State Board, or for other purposes which the State Board authorizes as contributing to the further development of the vocational program. Travel outside the State.

All travel outside the State by teachers, in addition to being authorized by the local board of education in the district or districts that employ the teachers, shall also be approved in advance by the State Board for Vocational Education or its authorized representative.

e. Education for Distributive Occupations

- (1) Salaries and travel expenses of teachers, supervisors and directors of approved vocational departments or classes in Distributive Occupations will be paid or reimbursed from Federal George-Deen funds for the salaries and necessary travel expenses of instructors for that portion of their time devoted to the teaching of distributive occupations subjects. The amount of reimbursement to schools maintaining approved departments or classes will be subject to an annual agreement between the individual local school boards and the State Board for Vocational

Education. For reimbursement purposes the State will be considered as a unit, provided all expenditures from Federal funds for salaries of teachers of distributive occupations subjects will be matched by State or local funds, or both, as provided by law. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education. Salaries and necessary travel expenses of supervisors and directors of education in Distributive Occupations may also be paid from Federal George-Deen funds for that portion of their time devoted to supervision when matched by State or local funds, or both, in the proportions required under the terms of the George-Deen Act, and subject to the following provisions regarding travel:

(a) Provisions Applying to All Travel—

All travel by teachers shall be authorized in advance by the local board of education in the district or districts that employ the teacher or by an official representative of that board. An annual authorization will be sufficient for travel within the service area.

All reimbursement for travel of teachers shall be made through the board of education that employs the teacher.

(b) Additional provisions for—

Travel within the given service area.

The local board of education or a designated representative shall be responsible for the proper expenditure of funds used for travel within the given service area.

Reimbursement will be based upon annual agreements between boards of education and the State Board for Vocational Education as provided in 2-e-(1)-(a) above, upon determined mileage, limited expense account, annual payment or other method determined by local conditions.

Travel within the State outside the given service area.

Travel within the State outside the given service area shall be for professional improvement of teachers at conferences authorized by the State Board, or for other purposes which the State Board authorizes as contributing to the

further development of the vocational program. Travel outside the State.

All travel outside the State by teachers, in addition to being authorized by the local board of education in the district or districts that employ the teachers, shall also be approved in advance by the State Board for Vocational Education or its authorized representative.

- (2) Training for teachers, supervisors and directors of Distributive Occupations subjects—

Federal George-Deen funds may be used for the salaries and necessary maintenance costs of teacher training and supervision in Distributive Occupations subjects when matched by State or local funds, or both, in the proportions required by the terms of said Act, and at the discretion of the State Board for Vocational Education.

Provisions for teacher-training travel shall conform to d-(3)-(a) and (b), pages 35 and 36.

H. Use of George-Deen and Teacher-Training funds for Travel.

1. Use of the "George-Deen Fund for Salaries and Travel of Teachers, Supervisors and Directors," and the "State Vocational Education Fund" for travel to conferences called by the State Board.

The "George-Deen Fund for Salaries and Travel of Teachers, Supervisors, and Directors" and the "State Vocational Education Fund" may be used as reimbursement for actual expenses for travel, lodging, and subsistence of teachers, supervisors and directors of approved vocational classes for attendance at official conferences called by the State Board. Such travel expense will be limited to schedules established by the State Board. The present schedule will include reimbursement at the round-trip, common carrier rate from the school district in which the teacher is employed to the conference point and return. The State will be considered as a unit in matching expenditures from these funds. Reimbursement will be made under the conditions as set forth in 2-a-(1) and (2), pages 31 and 32; in 2-b-(1) and (2), pages 33 and 34; in 2-c-(1) and (2), pages 34 and 35; and 2-d-(3)-(a) and (b), pages 35 and 36; and 2-e-(1)-(a) and (b), pages 36, 37 and 38.

2. Use of Teacher-Training funds for Travel to Conferences called by the State Board.

Teacher-training funds may be used as reimbursement for transportation, lodging and subsistence of teachers, super-

visors, and directors of approved vocational schools to attend conferences called by the State Board, provided that Federal funds expended for this purpose will be matched by State or local funds, or both. Where teacher training funds are used for such travel, the schedule provided under H-1, page 38, will prevail, and the following provisions will apply:

a. Provisions applying to all travel.

- (1) All travel by teachers shall be authorized in advance by the local board of education in the district or districts that employ the teacher or by an official representative of that board. An annual authorization will be sufficient for travel within the service area.
- (2) All reimbursements for travel of teachers shall be made through the board of education that employs the teacher.

b. Additional provisions for—

- (1) Travel within the given service area.

The local board of education or a designated representative shall be responsible for the proper expenditure of funds used for travel within the given service area.

Reimbursement will be based upon annual agreements between boards of education and the State Board for Vocational Education as provided in 2-a above, upon determined mileage, limited expense account, annual payment or other method determined by local conditions.

- (2) Travel within the State outside the given service area.

Travel within the State outside the given service area shall be for the professional improvement of teachers at conferences authorized by the State Board, or for other purposes which the State Board authorizes as contributing to the further development of the vocational program.

- (3) Travel outside the State.

All travel outside the State by teachers, in addition to being authorized by the local board of education in the district or districts that employ the teachers, shall also be approved in advance by the State Board for Vocational Education or its authorized representative.

3. Use of George-Deen and State Matching Funds for Travel of Vocational Teachers within the School Districts

George-Deen and State Vocational Education funds may be used as reimbursement for travel of local vocational teachers, supervisors and directors on project, field trip, coordination, or supervision duties carried on for vocational students.

Annual contracts will be entered into between the individual school districts or local governmental agencies, and the State Board for reimbursement for travel within the service area covered by the vocational teacher, coordinator, supervisor, or director. Reimbursement will be made only on sworn statements of actual expenses incurred and will not exceed the contracted amount. All Federal moneys expended for such local travel will be matched by local funds. Reimbursement will be in accordance with the provisions set forth in 2-a-(1) and (2), pages 31 and 32; 2-b-(1) and (2)-(a), page 33; 2-c-(1) and (2), pages 34 and 35; 2-d-(3)-(a) and (b), pages 35 and 36; and 2-e-(1)-(a) and (b), pages 36, 37 and 38.

4. Use of George-Deen and State Vocational Education funds for Travel of Itinerant Teachers.

Itinerant teachers employed by the State Board, or under joint agreement between several school districts and the State Board, may be reimbursed for travel under regulations prescribed by the State Board as follows:

- a. Itinerant instructors employed by the State Board will travel under the same regulations prescribed for State supervisors. See II-II-7 (page 41).
- b. Itinerant instructors employed under joint agreement among several school districts and under contract with the State Board may be reimbursed under any schedule agreed upon between the contracting parties provided that Federal funds will be matched 50 per cent from State or local moneys, or both, and provided that the State will be considered as a unit in matching expenditures for salary and travel of itinerant teachers. Provisions for the travel of teachers shall apply.

5. Use of Teacher-Training funds for Travel of Itinerant Teacher Trainers

- a. Itinerant teacher trainers employed by an approved teacher-training institution will travel under rules and regulations provided by the institution under contract for reimbursement between the teacher-training institution and the State Board for Vocational Education. Reimbursement will be based upon an annual agreement

between the institution and the State Board for Vocational Education determined upon mileage and limited expense account, under the same provisions as apply to supervisors.

- b. Itinerant teacher trainers employed by the State Board for Vocational Education will travel under rules and regulations prescribed by the State Board which will be the same as for State supervisors (see Sec. 8, below).
 - c. Federal funds used for such travel will be matched by State or local funds, or both. The State will be considered as a unit in matching expenditures in the respective fields of teacher training or for one of the several teacher-training purposes.
6. Use of funds for Travel of Advisory Committees
See I-A-3 (page 11)
 7. Use of the "George-Deen Fund for Salaries and Travel of Teachers, Supervisors and Directors" for travel of State Director and State Supervisors.

Travel expense (transportation, subsistence and lodging) of the State Director and State Supervisors, both within and without the State, may be paid entirely from Federal George-Deen funds or from Federal and State funds combined. For the State as a whole, 50 per cent of all expenditures from George-Deen funds for salaries and necessary travel expense of teachers, supervisors, and directors will be matched by State or local funds, or both. The general travel regulations prescribed for State employees will be adopted by the State Board and will be used by the agents of the State Board. Specific regulations not covered in the general regulations for State travel may be prescribed by the State Board.

8. Use of Teacher-Training Funds for Travel of State Supervisors.

Federal teacher-training funds may be used for travel of State Supervisors and when so used the State will be considered as a unit in matching expenditures in the respective fields of teacher training or for one of the several teacher-training purposes. The same travel regulations prescribed by the State Board under 7, above, will be used by the agents of the State Board.

III. AGRICULTURAL EDUCATION

A. Proposed Use of Federal Funds

1. Smith-Hughes funds allotted for salaries of teachers.

- a. Proposed basis of reimbursement for all-day instruction

The State will be the unit for matching purposes. For the State as a whole, all expenditures from Federal Smith-Hughes funds allotted for salaries will be matched by State or local funds, or both, for all types of instruction in vocational agriculture.

- b. Proposed basis of reimbursement for part-time instruction

Vocational agriculture teachers may be paid for extra time devoted to teaching part-time classes, the amount to be agreed upon jointly by the local board and the State Board for Vocational Education. For the State as a whole, all expenditures from Federal Smith-Hughes funds allotted for salaries will be matched by State or local funds, or both, for all types of instruction in vocational agriculture.

- c. Proposed basis of reimbursement for adult evening school instruction

Vocational agriculture teachers may be paid for extra time devoted to teaching evening classes, the amount to be agreed upon jointly by the local board and the State Board for Vocational Education. For the State as a whole, all expenditures from Federal Smith-Hughes funds allotted for salaries will be matched by State or local funds, or both, for all types of instruction in vocational agriculture.

- d. Use for salaries of supervisors (State, local, district, regional or assistants)

Salaries of supervisors of vocational agriculture may be reimbursed not to exceed 50 per cent from Federal Smith-Hughes funds.

- e. Use for salaries of cadet teachers if certificated
Cadet teachers in Colorado are defined as follows:

- (1) Trainees who have not yet completed their professional and technical training to fully qualify as teachers of vocational agriculture, but who as a part of their training are securing daily participating experience under supervision in the teaching

of vocational agriculture in a recognized approved department over a period of at least one semester.

- (2) Salaries of cadet or apprentice teachers will be determined cooperatively by the State Board for Vocational Education and the Teacher Training Institution and may be reimbursed in part from Federal Smith-Hughes funds. For the State as a whole, all Smith-Hughes funds allotted for salaries of teachers, supervisors and directors will be matched by State, local funds, or any combination of such funds for all types of instruction in vocational agriculture including supervision of the cadet teachers.
- (3) No Federal Smith-Hughes funds will be used for salaries of student or practice teachers or trainees who do less than one semester of full time "cadet" or "apprentice" teaching.

2. George-Deen funds allotted for salaries and travel, for further development of agricultural education

a. Proposed basis of reimbursement for all-day instruction

Salaries and travel expenses of teachers of vocational agriculture in all-day schools may be reimbursed from George-Deen funds for that portion of the teacher's time devoted to the teaching of vocational agriculture. For the State as a whole, 50 per cent of all expenditures from George-Deen funds will be matched by State or local funds, or both.

b. Proposed basis of reimbursement for part-time instruction

Vocational agricultural teachers may be reimbursed for additional time and travel expense incurred in teaching part-time classes, the amount to be agreed upon jointly by the local Board and the State Board for Vocational Education. For the State as a whole, 50 per cent of all expenditures from George-Deen funds will be matched by State or local funds, or both, for all types of instruction in vocational agriculture.

c. Proposed basis of reimbursement for adult evening school instruction

Teachers of vocational agriculture may be paid extra salaries and travel expenses for teaching evening classes in vocational agriculture, the amount to be agreed upon jointly by the local board and the State Board for Vocational Education. For the State as a whole, 50 per cent of all expenditures from George-

Deen funds will be matched by State or local funds, or both, for all types of instruction in Vocational Agriculture.

- d. Use for travel of teachers
- (1) George-Deen funds may be used to reimburse local Boards of Education for necessary travel expenses of teachers of vocational agriculture as provided in Section II-G-2-a (pages 31 and 32) for the following types of travel
 - (a) Local supervision of farming programs conducted by all-day, part-time, and evening school students, field trips, recruiting enrollments, and other community work necessary for the program of vocational education in agriculture as provided in Section II-H-3 (page 40).
 - (b) Attendance at State, district, or regional professional improvement conferences called by the State Board for Vocational Education as provided in Section II-H-1 (page 38).
 - (c) Attendance at State, district, or regional conferences or meetings which the State Board for Vocational Education authorizes and recognizes as contributing to the further development of vocational education in agriculture as provided in Section II-H-1 (page 38).
 - (d) Attendance at out-of-State conferences or meetings which the State Board for Vocational Education authorizes and recognizes as contributing to the further development of vocational education in agriculture within the State and upon the individual advance authorization for such attendance.
 - (2) Necessary travel expense is defined as follows:
 - (a) For travel within a local area, ordinarily served by the teacher, travel expense will include transportation only.
 - (b) For travel within the State but outside the local service area ordinarily served by the teacher and for all out-of-State travel, necessary travel expense is defined to include transportation, subsistence, and lodging.
 - (3) Necessary travel of the types previously defined may be reimbursed in such a manner that for the State as a whole 50 per cent of the total

expenditures from "George-Deen funds allotted for salaries and travel for further development of agricultural education" will be matched by State or local funds or both.

- (4) Payments by local Boards of Education for necessary travel expenses may be in addition to payments for salaries and will be based upon certified statements or claims submitted at stated intervals by the teacher to his local board of education.
 - (5) All travel expense incurred by teachers of vocational agriculture for travel outside the local service area and for all out-of-State travel upon which reimbursement from Federal funds is expected must be authorized in advance by the local board of education and by the State Board for Vocational Education through its authorized representative.
- e. Use for salaries and travel of supervisors
- Salaries and necessary travel expenses (transportation, subsistence and lodging) of supervisors for travel, both within and without the State may be paid entirely from Federal George-Deen funds or from Federal and State funds combined. For the State as a whole, 50 per cent of all expenditures from George-Deen funds for salaries and necessary travel expenses of teachers, supervisors and directors will be matched by State or local funds, or both.
- f. Use for salaries and travel of cadet teachers
- In the case of cadet teachers who are teaching for a period of at least one semester or longer, as defined in Section III, A-1-e (pages 42 and 43), George-Deen funds for salaries and travel of teachers may be used for the salary and necessary travel expenses (including transportation, subsistence, and lodging), but for the State as a whole, 50 per cent of all expenditures from George-Deen funds will be matched by State or local funds, or both, for all types of instruction in vocational agriculture, including necessary travel expense of teachers, supervisors, eritic teachers, and cadet teachers.
- g. Use for salary and travel expense of State Director
- A prorated portion of the salary and necessary travel expenses (transportation, subsistence, and lodging) of the State Director of Vocational Education for travel both within and without the State may be paid entirely from Federal George-Deen funds, or from Federal and State funds combined as provided in Section

I-A-2-b (page 9). For the State as a whole, 50 per cent of all expenditures from George-Deen funds for salaries and necessary travel expense of teachers, supervisors and directors will be matched by State or local funds, or both.

- h. Use for travel of members of State Advisory Committee
If and when a State Advisory Committee for Vocational Education, including agricultural representatives, or a special State Agricultural Advisory Committee is appointed, the necessary travel expenses (transportation, subsistence, and lodging) of its members for travel within the State, may be paid entirely from Federal George-Deen funds, or from Federal and State funds combined as provided in Section I-A-3 (page 11). For the State as a whole, 50 per cent of all expenditures from George-Deen funds for salaries and necessary travel expenses of teachers, supervisors and directors will be matched by State or local funds, or both.
3. Smith-Hughes and George-Deen Teacher-training Funds
 - a. Pre-employment teacher-training. Salaries and maintenance, including participating experience in the activities of teachers of vocational agriculture.
 - (1) The Colorado State College of Agriculture and Mechanic Arts has been designated as the institution for the undergraduate professional training of teachers of vocational agriculture, and may be reimbursed from Smith-Hughes or George-Deen teacher-training funds, or both.
 - (2) Pre-employment postgraduate teacher training
 - (a) All pre-employment postgraduate or apprentice teacher training in Colorado will be conducted under the auspices of the State Board for Vocational Education and under the immediate supervision of the State Supervisor of Agricultural Education.
 - (b) Smith-Hughes or George-Deen teacher-training funds, or both, when properly matched by State or local funds or any combination of such funds, will be used for the salaries and necessary maintenance costs including necessary travel of qualified agricultural teacher trainers, critic teachers, or specialists in agricultural education in charge of this work for that portion of their time devoted to pre-employment, postgraduate teaching or teacher training for teachers in service as the case may be.

- (3) One-half the salaries and maintenance costs of all agricultural teacher training and critic teaching may be paid from either Smith-Hughes or George-Deen teacher-training funds, or both, for that portion of the time of the agriculture teacher trainers or critic teachers devoted to teacher training. The balance of their salaries and maintenance costs will be paid from State, or local funds or a combination thereof.
- (4) Necessary travel expense for critic teachers and student teachers may be paid from Smith-Hughes or George-Deen funds, or both, when matched by State or local funds, or both.

b. Training in service

Smith-Hughes or George-Deen funds, or both, will be used for the payment of salaries and necessary travel expenses of qualified teacher trainers when engaged in itinerant teacher-training work and when matched by State or local funds, or any combination of such funds. In case a special itinerant teacher trainer is employed the salary, necessary travel and maintenance costs will be paid from Federal Smith-Hughes or George-Deen teacher-training funds, or both, when matched by State or local funds, or any combination of such funds as provided in Section II-II-5 (pages 40 and 41).

c. Supervision, salaries and maintenance

Smith-Hughes or George-Deen teacher training funds, or both, may be used for the salaries and maintenance of supervision when properly matched by State or local funds, or any combination of such funds as provided in Section II-II-7-8 (page 41).

d. Use for travel of teachers to attend conferences called by the State Board

Smith-Hughes or George-Deen teacher-training funds, or both, when matched by State or local funds, or both, may be used for the reimbursement of travel expense of teachers to authorized conferences as provided in Section II-II-2 (pages 38 and 39).

e. Compilation and distribution of subject matter for teachers in service

Smith-Hughes or George-Deen teacher-training funds, or both, when properly matched by State or local funds, or both, may be used for the payment of salaries and necessary maintenance costs of one or more specialists in subject matter, who are especially qualified by training and experience in the teaching of vocational

agriculture and who meet the qualification requirements for a State Supervisor as outlined in this plan, or for the payment of salaries and necessary maintenance costs of a budgeted portion of the time of one or more members of the supervisory or teacher-training staffs, to compile and distribute technical subject matter materials in agriculture for use by teachers in service. These individuals will devote their full time or so much of it as may be prescribed to this particular service and will work under the immediate supervision of the State Board for Vocational Education.

f. Advanced technical courses for employed teachers

Advanced technical courses for employed teachers in agriculture may be offered in short intensive courses at the Colorado State College of Agriculture and Mechanic Arts or other convenient centers in the field during Summer Session or at other stated intervals, and paid for in part from either Smith-Hughes or George-Deen teacher-training funds, or both, when properly matched by State or local funds, or both.

g. Studies and Research

Smith-Hughes or George-Deen teacher-training funds, or both, when properly matched by State or local funds, or both, may be used for the payment of salaries and necessary maintenance costs of one or more specialists in research who are especially qualified by training and experience in the teaching of vocational agriculture and who meet the qualification requirements for a State Supervisor as outlined in this plan; or for the salaries and necessary maintenance costs of a budgeted portion of the time of one or more of the supervisors or teacher-trainers, for the making of studies and investigations in vocational education in agriculture. These individuals will devote their full time, or so much of it as may be prescribed, to this particular service, and will work under the immediate direction of the State Board for Vocational Education.

B. State and Local Supervision of Agricultural Education

1. Qualifications of State Supervisor and Assistant or Regional Supervisors

Minimum qualifications for the supervisors of agricultural education shall be as provided in Section I-B-2 (pages 11 and 12).

2. Qualifications of Local Supervisors

Same as I-B-2- a, b, c, e, (pages 11 and 12).

3. Duties of State Supervisor and Assistant or Regional Supervisors

The duties of State and Regional Supervisors of Agricultural Education will be as provided in Section I-B-3 (pages 12, 13 and 14).

4. Duties of Local Supervisors

Same as I-B-3-b (3), (6), (7), (10), (12), (pages 12 and 13).

I-B-3-c (1), (2), (3), (6), (7) (page 14)

I-B-3-d (3) (page 14)

C. Kinds of Agricultural Schools and Classes which the State Board Intends to Aid from Federal Funds

The following types of schools and classes may be reimbursed from Federal funds: All-day schools or classes in vocational agriculture; part-time classes; evening classes.

D. All-Day Schools

1. Organization

- a. The primary purpose of all-day instruction is the developing of abilities in young men who are preparing to farm. The work is designed to meet the needs of boys who are physically and mentally the equivalent of age 14, or over, and whose interest indicates a definite vocational objective in farming.

Day Schools. Classes in vocational agriculture operated as a part of the regular work in high schools shall constitute the day schools. The instructor in such classes shall be under the direct supervision of the local superintendent, just as any regularly employed high school teacher. Such instructor may or may not teach other high school subjects.

Prorating of salary. In case an agricultural instructor teaches classes in addition to vocational agriculture, reimbursement on his salary shall be prorated according to the fraction of his time devoted to the teaching of vocational agriculture.

2. Required or Minimum Plant and Equipment

(The following provisions for minimum plant and equipment, although listed under the heading of "all-day school," should be considered as a part of the total plant and equipment requirements and be equally available for part-time and evening class instruction in vocational agriculture.)

- a. The agricultural department will be appropriately housed in the high school building or in a separate structure close to the high school building. One room or more should provide facilities for individual or class study, and laboratory work; other rooms should provide facilities for instruction in farm shop work. There should also be a storage room for storing apparatus and for properly caring for materials selected in the community, such as grasses, grains, vegetables, small implements, animal feeds, etc.
- b. The study room should be well lighted, heated and ventilated, with movable tables and chairs.
- c. The farm shop should contain equipment suitable for teaching such farm shop skills that are common to farm practices in the community served by the particular school under consideration.
- d. Although the farm should constitute a laboratory for much of the agricultural instruction, the school should own teaching equipment not readily available in the community.
- e. Agricultural reference library. The following minimum shall be maintained:
 - (1) Adequate reference books dealing with each phase of farming in the community.
 - (2) A carefully selected list of farm magazines or papers.
 - (3) Sufficient agricultural bulletins which are up-to-date and pertinent to class or individual use by vocational students in that community.
- f. In cases of newly established departments, at least \$300 shall be used in purchasing recommended and required lists of reference materials and equipment before schools are officially approved for reimbursement.
- g. In the cases of established departments, a minimum expenditure of \$2.00 per year, per student enrolled in vocational agriculture, shall be made for the following items: project books, record sheets, judging cards, library and reference books, film strips, lumber and shop materials, magazines, bulletins, and chart-making materials. Also any other items required and approved by the State Supervisor of Agricultural Education for the departments.
- h. Illustrative material. Care should be given to the selection and preservation of such material as is needed

for classroom instruction. Also, all such material should be so placed as to make it readily accessible.

- i. The teacher should be provided with adequate office desk, filing cases and other necessary office furniture and equipment.

3. Minimum for Maintenance

- a. Each agricultural teacher employed on a twelve (12) months' basis will be entitled to not more than two weeks' summer vacation. Such vacation should be taken at a time to least interfere with needed supervisory activities. Not more than three additional weeks should be allowed the instructor for professional improvement training every third year.
- b. Each department should set up an annual budget approved by the local board, that should include the following items: shop equipment, reference books, stationery, stamps, and other incidental supplies.
- c. A budget for paying the expense of transportation of the instructor while engaged in the supervision of projects, field trips, or other agricultural school duties should be set up and made available on a minimum basis of \$150 for a part-time department and \$250 for a full time department.

4. Courses of Study (all-day classes)

- a. High schools undertaking to teach vocational agriculture may offer from two to four years of work. The instruction in vocational agriculture each year will include both the directed or supervised practice and the related class instruction in farm enterprises, farm management, or farm shop. The supervised practice shall extend over the natural sequence of production and marketing and must always extend over a period of not less than six months. Not less than 90 minutes daily of class instruction, or a minimum of 450 minutes per week shall be offered each year, not less than 40 per cent of which time should be devoted to Farm Mechanics. The class instruction should be so organized that the work of freshmen and sophomores and juniors and seniors may be combined and alternated so that students so desiring can secure four years' work with the school offering only two or three courses in any one year. The work given should fit the needs of the community and may be selected from horticulture, dairying, animal breeding, soils and irrigation, farm management or farm shop. Type courses in vocational agriculture in all-day schools:

First Year

1. Agriculture I & Farm Mechanics I 90''-180'' per day (consecutive period)
2. Supervised Practice or 450'' per week
3. Non-vocational electives

Second Year

1. Agriculture II & Farm Mechanics II 90''-180'' per day (consecutive period)
2. Supervised Practice or 450'' per week
3. Non-vocational electives

Third Year

1. Advanced Agriculture III & Farm Mechanics III 90''-180'' per day (consecutive period) or 450'' per week
2. Supervised Practice
3. Non-vocational electives

Fourth Year

1. Advanced Agriculture IV & Farm Mechanics IV 90''-180'' per day (consecutive period) or 450'' per week
2. Supervised Practice
3. Non-vocational electives

This course of study is fully illustrated in Appendix (page 181), and is subject to annual revision to meet changing needs.

5. Methods of Instruction

- a. The instruction shall be organized around real farm jobs selected so that information, skill and managerial ability necessary in the conducting of a local farm will be developed. The content will be presented by demonstration, class discussion and supervised study supplemented by field trips and laboratory work.
- b. Local teachers of vocational agriculture will serve as advisers in local chapters of Future Farmers of America. Other student organizations such as marketing or loan associations should be used or set up whenever they provide specific training in cooperative effort or other necessary activities connected with farming.

6. Qualifications of Teachers**a. Farm experience**

Preferably he should have been farm reared until the age of sixteen; in any case, after 1939, he shall have

had at least two continuous calendar years of farm experience after arriving at the age of fourteen years.

b. Education

- (1) He shall be a graduate of a standard four-year agricultural course of college grade, in an accredited college or university of recognized standing which has been approved by the State Board for Vocational Education for the training of teachers of vocational agriculture. After June 30, 1939, all agricultural college graduates who wish to qualify as teachers of vocational agriculture in Colorado must present as a part of their training at least 60 semester hours credit in undergraduate technical agricultural subjects distributed as follows:
 - (a) Animal Production Courses, 20 Semester Hours
 - (b) Plant Production Courses, 20 Semester Hours
 - (c) Agricultural Mechanics Courses, 10 Semester Hours
 - (d) Economics, Agricultural Economics and Sociology Courses, 10 Semester Hours.
- (2) He shall have not less than 20 semester hours in educational subjects, including courses in "Special Methods of Teaching Vocational Agriculture," "Observation and Practice Teaching of Vocational Agriculture," "Philosophy of Vocational Education," and other educational subjects as specified by law for certification of teachers and he must hold a vocational credential issued by the State Board for Vocational Education.
- (3) All qualified, out-of-state teachers employed in Colorado for the first time, whether experienced or inexperienced, will be required within one year of date of employment to earn at least 3.5 hours of credit in Agricultural Education (as applied to Colorado conditions) in residence or off campus courses given by the State Supervisor or Teacher-Training Staffs.

The above requirement will also apply to qualified teachers who have not taught vocational agriculture for three years or more. In addition, each teacher will be required to enroll for a three weeks intensive Summer Session for further professional improvement at least once every three years.

- (4) In the case of a shortage of certified Colorado vocational agriculture teachers, a well qualified candidate from another state who meets the requirements in Colorado may be approved by the State Board for Vocational Education to teach vocational agriculture in Colorado providing
 - (a) He has had two or more years of successful teaching experience in vocational agriculture in an approved department of vocational agriculture in another state.
 - (b) He can present the unqualified recommendations of the State Board for Vocational Education of the state from which he wishes to transfer.
 - (c) See (3) above.

7. Individual farming programs (supervised farm practice)

a. Farm practice

Supervised farming activities must be conducted on the farm. These activities will offer experience in the occupation, under the conditions of the occupation, and will be on a constantly expanding basis which points definitely toward establishment in farming at the conclusion of the systematic instruction in vocational agriculture.

b. Supervision

The State Board for Vocational Education recommends that students have complete ownership and financial and managerial control of their supervised farming enterprises on a constantly expanding basis, or that definite contractual relationships on a partnership basis be entered into between the student and his parent, guardian or other adult, whereby the student is to be given definite managerial responsibility for the particular enterprise undertaken. Selection of farming enterprises should be done by the student after first advising and consulting with his teacher and parent or guardian. Plans for supervised farming programs will be developed on a long time basis, with provision for definite records and reports on the progress of the work as it develops. All supervised farming activities of the students will be under the constant direction and supervision of the local teacher of vocational agriculture.

e. Follow-up of former students

Records of all former students of vocational agriculture will be kept by local teachers of vocational agriculture and efforts will be made to guide or direct them in their farming operations and to continue to render educational service to them by providing further systematic instruction in vocational agriculture through part-time instruction. The State Supervisor will use his efforts to keep teachers constantly on the alert in their efforts to assist former students who are not yet farming on their own responsibility to establish themselves in a farming occupation through the securing of farm loans or placement on a farm or ranch where they may have the opportunity to become permanently established on an independent basis.

E. Evening Schools

1. Purpose of evening school instruction is to increase the proficiency of persons already engaged in farming that they may become more efficient in meeting changing social and economic conditions, by giving instruction supplementary to their occupation.

2. Organization

a. Groups for which intended

- (1) Farmers who are already owners or renters and desire to extend their knowledge of farming that they may become more efficient in some particular phase of their vocation.
- (2) Those who either expect soon to own farms or who are interested in preparing themselves for ownership or renter responsibilities.

b. Planning the program

- (1) Adult evening schools will always be organized on a basis of ten or more meetings of at least 90 minutes in length per session. (The term "evening school" is a generic term, descriptive of the kind of work, rather than the particular time of day the class is in session. Thus an evening school may be held forenoons, afternoons, or evenings.)
- (2) A student is considered as "enrolled" only when he has attended 30 per cent or more of the class sessions.
- (3) Where all-day teachers' salaries are being prorated on account of part of their time being devoted to academic subjects, local boards of education will

be encouraged to place these teachers on a full-time basis, and they will be reimbursed accordingly, providing the time formerly given to teaching academic subjects is made available for organizing and conducting evening classes. Teachers of vocational agriculture will also be paid additional salaries for teaching evening classes.

- (4) The plant and equipment of the local vocational agriculture department shall be equally available for evening class instruction.

3. Courses of Study

The courses of study planned shall be of the unit course type. Instruction will be given on the specific unit in which students are most interested. A course will consist of all or part of the jobs of a farm enterprise or one or more jobs or problems connected with the operation of the farm business as a whole.

Related activities and information designed to improve the civic and vocational intelligence specifically related to the needs of farmers may also be included in the course. The content of any course will be determined by the local social and economic conditions and the needs and interests of the group enrolled.

The distribution of time may vary according to the kind of course planned. In farm mechanics the group may meet one or more times each week for a period of ten or more weeks, whereas evening classes in poultry may only be held at certain periods throughout the year, based on seasonal sequence of jobs occurring in this enterprise. A minimum of ten meetings of ninety minutes each will be necessary if State and Federal funds are used for reimbursement.

TYPE COURSE OF STUDY FOR EVENING CLASSES (Farm Poultry Production)

Job or Activity

1. Feeding for egg production	1 meeting
2. Managing a farm flock.	1 meeting
3. Culling the flock	1 meeting
4. Incubating	1 meeting
5. Brooding and care of baby chicks	2 meetings
6. Housing the farm flock	2 meetings
7. Preventing and treating poultry diseases	2 meetings
8. Marketing eggs and poultry	2 meetings
9. Controlling poultry parasites	2 meetings
10. Caponizing	2 meetings

4. Methods of Instruction

The conference and open forum methods of instruction will be used extensively in evening schools. This will include such devices as pooling experiences of members, use of survey data and charts prepared from local studies, and community teaching facilities such as field study of potato diseases, practice in culling poultry, etc.

5. Qualifications of teachers

The local regularly employed teacher of vocational agriculture will, as a general rule, be in charge of this work. Where special teachers are employed, such as farmers who have been outstandingly successful in a particular phase of farming and who have shown evidence of ability to teach, they must be properly credentialed by the State Board for Vocational Education for the particular agricultural course to be taught, and must be approved by the State Supervisor of Agricultural Education.

6. Improvement of Individual Farming Programs

As a result of the instruction, the members of the class will be assisted in planning improved practices in some job or several jobs of farm enterprises, or the improvement of the farm enterprises, or the improvement of the farm or part of the farm or reorganization of the farm business.

The teacher is expected to follow up the evening school instruction and assist members to plan and conduct improved practices, check results and make reports to the State Department. This will require contacts with the farmers at home and special visits to observe progress and results of work.

F. Part-Time Schools

1. Purposes of part-time instruction

The State Board for Vocational Education will promote the establishment of part-time schools or classes for out-of-school farm boys over fourteen years of age, who have not yet entered upon the work of the farm on their own responsibility, in order to increase their proficiency in farming and assist them in establishing themselves in a farming occupation. These classes shall offer instruction in short unit courses in technical agriculture and, where feasible, also in subjects which improve their civic and vocational intelligence. A minimum of 15 meetings of 90 minutes each will be necessary if State and Federal funds are used for reimbursement.

TYPE COURSE OF STUDY FOR PART-TIME
CLASSES (Farm Credit)

Subject of Course: "Securing and using credit in the operation of a crop or livestock enterprise or for the entire farm business."

- | | |
|---|------------|
| 1. Determining the need for credit | 3 meetings |
| 2. Making a budget | 2 meetings |
| 3. Determining the available sources and requirements of short term credit and advantages and disadvantages of each | 4 meetings |
| 4. Types of loans provided by Production Credit Association | 1 meeting |
| 5. Making application for a Production Credit Loan | 2 meetings |
| 6. Planning a program for farm or enterprise operations which will insure success in repayment of loan | 2 or more |
| 7. Keeping records and accounts to determine efficiency of work
(Followed by frequent checking and discussion.) | 1 meeting |

Practices will include making budgets, keeping records, applying for loans, using money for specific purposes such as purchase of feed, seed, stock, equipment, etc.

2. Methods of Instruction

It is important that the instructor should conduct his part-time work in a manner which will especially appeal to boys who are primarily interested in putting the instruction to immediate use on the farm. A plan based upon a general outline of the content of the course of study shall be made for the purpose of budgeting time. Each teacher must work out his own program, modify it to meet the agricultural needs of his community, reshape it in the light of growing experience, and adapt it to the individual needs of his pupils.

3. Qualifications of teachers

Instruction of part-time classes will be conducted only by instructors of day classes in vocational agriculture, or by those qualified to teach evening classes as provided under E-5 (page 57). No reimbursement will be granted to a teacher who does not hold a vocational credential issued by the State Board for Vocational Education.

4. Individual farming programs (supervised farm practice)
 - a. Individual farming programs will be planned and followed by each member enrolled. This program will be based upon each individual's situation. Some may start as farm laborers, some may be working at home, some may be continuing with their projects, some may be renters, etc., but each one will progress toward satisfactory establishment in farming as a goal.
 - b. The teacher will act as counselor to the students, supervise their farming programs, keep records and make reports of the progress and results of all activities and practices.
 - c. Follow-up of former students.
 - (1) Departments of vocational agriculture shall maintain a permanent system of records of the occupational status of all former part-time students.
 - (2) It shall be a definite responsibility of the teacher of vocational agriculture to assist in placing part-time students in farming occupations.
 - (3) These students shall be encouraged to continue their education in agriculture through evening classes, after becoming established in farming.

G. Teacher Training

1. Percentage of teacher-training funds to be allotted to agriculture
 - a. Smith-Hughes Funds

Not less than 20 per cent nor more than 60 per cent of Federal Smith-Hughes teacher-training funds will be budgeted for maintenance of teacher training. Fifty per cent of this amount will be budgeted by the State Board for Vocational Education for the supervision of teachers of Vocational Agriculture as provided in Section I-G (page 29).
 - b. George-Deen Funds

Not less than 20 per cent nor more than 60 per cent of Federal George-Deen teacher-training funds will be budgeted for maintenance of teacher training. Fifty per cent of this amount will be budgeted by the State Board for Vocational Education for the supervision of teachers of Vocational Agriculture as provided in Section I-G (page 29).

2. Qualifications of teacher trainers

The qualifications of all teacher trainers in Colorado shall not be less than those previously outlined in this plan as minimum qualifications for the State Supervisor of Agricultural Education. Any applicant for a position as teacher trainer in Agricultural Education must receive the approval of the State Supervisor of Agricultural Education and the State Board for Vocational Education previous to employment.

3. Pre-employment training

a. Name and location of institution or institutions authorized to train teachers.

- (1) The Colorado State College of Agriculture and Mechanic Arts is the institution designated by the State Board for Vocational Education for the pre-employment training of teachers of Vocational Agriculture.
- (2) The work of the teacher trainers will be under the immediate direction of the Head of the Department of Vocational Teacher Training.
- (3) The work of the teacher trainers will be under the general supervision of the State Board for Vocational Education.

b. Requirements for certification of teachers of agriculture as set up by the State Board for Vocational Education. Same as listed under All-day Schools—Qualifications of Teachers, Section III-D-6 (pages 52, 53 and 54).

All persons meeting the above qualification requirements, may be granted a certificate to teach Vocational Agriculture in Colorado.

c. Graduation requirements set up by the teacher-training institution for trainees in agricultural education (including farm experience). The graduation requirements are the presentation of evidence of farm experience as outlined under Section III-G-3-b, above, and the completion of Course of Study as outlined under Section III-G-3-d, below.

d. Courses of study

For the present, the following undergraduate curriculum for trainees who are preparing to teach vocational agriculture is prescribed by the Colorado State College of Agriculture and Mechanic Arts and approved by the State Board for Vocational Education.

GENERAL AGRICULTURAL COURSE

FRESHMAN YEAR

B	1	General Botany	2	B	3	General Botany	2
B	2	Botany Laboratory	1	B	4	Botany Laboratory	1
C	1	Inorganic Chemistry	3	C	3	Inorganic Chemistry	3
C	2	Inorganic Chem. Lab.	2	C	4	Inorganic and Qualitative Chem. Lab.	2
E	2	English Composition	3	E	3	English Composition	3
M	10	Algebra	5	EZ	11	Zoology	3
MT	1	Military Science	1	EZ	12	Zoology Laboratory	2
PE	1	Physical Education	0.5	MT	2	Military Science	1
				PE	2	Physical Education	0.5
17.5				17.5			

SOPHOMORE YEAR

C	5	Organic Chemistry	3	C	7	Organic Chemistry	3
C	6	Organic Chem. Lab.	2	C	22	Organic Chem. Lab.	2
E	25	Public Speaking	2	Ag	2	Soils	3
AH	1	Types of Livestock	2	Ag	4	Soils Laboratory	2
EZ	4	Economic Entomology	3	H	1	General Horticulture	3
M	3	Trigonometry	2	B	16	Plant Classification	3
E	51	Literature	2	MT	4	Military Science	1
MT	3	Military Science	1	PE	4	Physical Education	0.5
PE	3	Physical Education	0.5				
17.5				17.5			

JUNIOR YEAR

Ag	1	Crop Production	3	AH	11	Animal Nutrition	3
Ag	3	Crops Laboratory	2	AH	31	Range Livestock	3
B	4	Plant Diseases	3	Ag	6	Irrigation Farming	3
ES	3	Economics	3	FM	3	Farm Blacksmithing	1
ES	7	Farm Org. & Mgt.	3	FM	5	Farm Machinery	2
FM	1	Farm Carpentry	1	H	5	Vegetable Crops	2.5
		Electives	2.5			Electives	3
17.5				17.5			

SENIOR YEAR

AH	47	Milk Production	3	AH	45	Swine Production	3
FM	6	Farm Tractors and Motors	2	AH	51	Livestock Practicums	1
P	1	Farm Poultry	3	ES	8	Principles of Marketing	3
VM	9	Animal Hygiene	3	FM	7	Rural Electrification and Sanitation	2
		Electives	6.5			Electives	8.5
17.5				17.5			

TEACHER TRAINING SUBJECTS IN VOCATIONAL AGRICULTURE

JUNIOR YEAR

*Ed 160 Spec. Meth. in Ag.	3	Ed 105 Educational Psychology	3
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SENIOR YEAR

*Ed 162 Meth. & Skills in Fm. Shp.	3	*Ed 1 Student Teaching	4
Ed 180 Phil. of Voc. Ed.	2	Ed 161 Methods in Home Projects	2
		*ES 70 Rural Sociology	3

*Offered both semesters.

Individuals who are found to be deficient in any of the prescribed groups of subjects outlined below, regardless as to whether or not they hold the degree of Bachelor of Science in Agriculture, will be required to secure additional training in technical agricultural subjects before being approved for the teaching of Vocational Agriculture in Colorado.

Prescribed groups of undergraduate agricultural subjects required of persons who wish to qualify as teachers of Vocational Agriculture in Colorado after July 1, 1939, together with lists of recommended courses within each group.

(a) Animal Production Subjects—20 Semester Hours

Recommended Courses

1. Types and Breeds of Livestock
(Combination of judging and study of breeds)
2. Range Livestock
(Beef cattle and sheep on the range. Breeds, breeding, management)
3. Animal Nutrition
(Beginning course in feeds and feeding)
4. Milk Production
5. Animal Hygiene
(Essentially livestock diseases)
6. Poultry
7. Swine Production
8. Livestock Practicums
(Butchering all classes of livestock and other practicums)

(b) Plant Production Subjects—20 Semester Hours

Recommended Courses

1. Soils
2. Soils Laboratory
3. Crops
4. Crops Laboratory
5. Irrigation Farming
6. General Horticulture
7. Vegetable Crops
8. Economic Entomology
9. Plant Classification
10. Plant Diseases

(c) Agricultural Economics and Rural Sociology Subjects—10 Semester Hours

Recommended Courses

1. Economics
2. Principles of Marketing
3. Farm Organization and Management
4. Rural Sociology

(d) Farm Mechanics Subjects—10 Semester Hours
Recommended Courses

1. Farm Blacksmithing
2. Farm Carpentry
3. Farm Machinery
4. Rural Electrification and Sanitation
5. Farm Tractors and Motors
6. Farm Shop Skills and Methods

(2) Professional Training

- (a) All trainees will be required as a part of their undergraduate training to secure at least 20 semester hours of training in Education subjects, not less than 15 of which shall be in the field of Vocational Education in Agriculture. Courses in Agricultural Education should include special methods of teaching Vocational Agriculture, Student Teaching, and Principles and Philosophy of Vocational Education.
 - (b) Only professional courses in Vocational Education and Agricultural Education when taught by the Agricultural Teacher Trainer, or other approved qualified specialists in Agricultural Education, will be reimbursed from Federal Teacher-training funds.
- e. Participating experience in the activities of teachers of Vocational Agriculture.
- (1) Training centers and facilities for providing participating experience for prospective teachers of vocational agriculture will be provided in recognized and approved departments of vocational agriculture which have been approved as training centers by the State Board for Vocational Education.
 - (2) Trainees will secure their participating experience in the activities of a teacher of vocational agriculture under the immediate supervision of qualified critic teachers, and under the general supervision of the State Supervisor of Agricultural Education or resident agricultural teacher trainer.
 - (3) Participating experience will be provided in all-day classes, including supervised farming and Future Farmer Chapter activities, and wherever possible in part-time and evening classes. The

minimum amount of such participating experience will not be less than the equivalent of six weeks of teaching.

- (4) Travel expense of trainees in connection with participating experience may be paid from Smith-Hughes or George-Deen teacher training funds, or both, when matched by state or local funds, or both.

4. Training Teachers in Service

All training of teachers in service shall be conducted under the supervision of the State Supervisor of Agricultural Education.

- a. Advanced technical courses in agriculture for teachers in service may be offered at the Colorado State College of Agriculture and Mechanic Arts or other convenient centers during summer session or at other stated intervals.
 - b. Special short unit professional courses in Agricultural Education for teachers in service will also be offered at the Colorado State College of Agriculture and Mechanic Arts or at other convenient centers, during the summer session or at other stated intervals, when taught by members of the State supervisory or teacher training staffs or by other approved qualified specialists in the field of agricultural education, as approved by the State Board for Vocational Education.
 - c. Professional courses of graduate rank leading to graduate degrees may also be offered at the Colorado State College of Agriculture and Mechanic Arts during summer or regular sessions, when taught by qualified teacher trainers or approved specialists in Agricultural Education as approved by the State Board for Vocational Education.
 - d. State-wide summer conferences, sectional and regional conferences, will be conducted by the State supervisory staff, and news or service letters issued from time to time for the purpose of upgrading teachers in service.
- #### 5. Follow-up of Employed Teachers

All follow-up of employed teachers will be done as a part of the supervisory and itinerant teacher training functions of the State supervisory staff, or if possible, by the teacher-training staff.

6. Development of Content and Teaching Aids for Teachers in Service

Subject matter materials and teaching aids will be developed by the State supervisory or teacher training staffs or by specialists, in subject matter or research or both in case such specialists are later employed.

7. Improvement of Teaching in Technical Courses

Conferences with heads of departments together with their staff members for the purpose of giving assistance in the organization and presentation of subject matter in their particular fields may be held from time to time as the opportunity affords.

8. Provisions for Studies and Research

Special research and field studies will be made by the State supervisory and teacher training staffs from time to time. Special studies and research work in agricultural education may also be conducted by qualified specialists in subject matter and research if and when such specialists are employed and upon advanced approval of such research by the State Board for Vocational Education.

IV. TRADE AND INDUSTRIAL EDUCATION

A. Proposed use of Federal funds.

1. Smith-Hughes fund allotted for salaries.

- a. Proposed basis of reimbursement for all-day instruction
The State will be the unit for matching purposes. All Federal Smith-Hughes Trade and Industrial Education funds used for day trade instruction will be matched on a dollar-for-dollar basis by State or local funds, or both. Reimbursement to local schools will be subject to agreement between the individual local boards of education and the State Board for Vocational Education. State and Federal funds will be used for reimbursement only on that portion of instructional salaries which meets the standards of this State Plan.

- b. Proposed basis of reimbursement for part-time instruction

The State Board will use not less than one-third of the Smith-Hughes funds available for Trade and Industrial Education, for reimbursement on the salaries of instructors and coordinators of part-time classes. All Federal Smith-Hughes Trade and Industrial Education funds used for part-time education will be matched on a dollar-for-dollar basis by State or local funds, or both; and the State will be the unit for matching. Reimbursement to local schools will be subject to agreement between the individual local boards of education and the State Board for Vocational Education.

- c. Proposed basis of reimbursement for evening school instruction.

All Federal Smith-Hughes funds used for reimbursement on evening school classes will be matched dollar for dollar with State or local funds, or both, on a State-wide basis. Each school district expecting to receive reimbursement will be required to make application in advance, and reimbursement will be based on such classes as meet the standards of this plan. Reimbursement will be subject to agreement between the individual local school boards and the State Board for Vocational Education.

2. George-Deen fund allotted for salaries and travel.

- a. Proposed basis of reimbursement for all-day instruction
The State will be the unit for matching purposes, provided at least 50 per cent of all expenditures from

Federal George-Deen funds used for day trade instruction will be matched by State or local funds, or both. Reimbursement will be made only after a school or class has been approved by the State Board for Vocational Education as provided by contract between the State Board and local boards of education or other governmental agency.

- b. Proposed basis of reimbursement for part-time instruction.

The State will be the unit for matching purposes. Not less than one-third of the Federal George-Deen funds allotted to Trade and Industrial Education will be expended for reimbursement on salaries of part-time instructors and coordinators. Reimbursement will be made only on such part-time class or classes as meet the standards of this plan for part-time education, and as provided by contract between the State Board for Vocational Education and individual local boards of education or other governmental agency.

- e. Proposed basis of reimbursement for evening school instruction.

The State will be the unit for matching George-Deen funds used for evening instruction. Reimbursement will be made after a school or class has been approved by the State Board as having met the standards of this plan pertaining to evening schools. The State Board for Vocational Education will determine the percentage rate for reimbursement of evening schools and enter into contracts with local boards of education or other governmental agency in accordance with the needs of such instruction.

- d. Use for travel of teachers.

(1) George-Deen and State Vocational Education funds may be used as reimbursement for the travel, including maintenance, of teachers of approved Trade and Industrial classes to official conferences called by the State Board for Vocational Education, and only upon advance approved authorization and on schedules established for each conference by the State Board as prescribed in Section II-H-1, (page 38).

(2) George-Deen and State funds may be used as reimbursement for the necessary travel, including maintenance of itinerant teachers of Trade and Industrial classes which have been approved for reimbursement. Individual annual contracts will

be made between the State Board and cooperating boards of education or other governmental agencies for reimbursement of necessary travel within the service area involved as prescribed in Section II-II-4 (page 40).

e. Use for salaries and travel of supervisors

- (1) George-Deen and State Trade and Industrial funds may be used as reimbursement for the salary and travel of local directors and supervisors of approved Trade and Industrial classes. Reimbursement on travel shall be on the same basis as for teachers under A-2-d-(1) and (2) (page 68).
- (2) George-Deen Trade and Industrial funds may be used for the salaries and approved travel within the State of supervisors, assistant supervisors and coordinators employed directly by the State Board, providing regular sworn expense account forms for mileage and subsistence are returned and approved as regularly provided for State service. Out-of-state travel to official conferences will require advanced individual approval by the State Board for Vocational Education.

f. George-Deen Trade and Industrial funds may be used on the salary of the State Director for Vocational Education, not to exceed one-fifth of the total expenditure from Federal funds on such salary; and upon the necessary travel—transportation, meals and lodging—of the State Director when engaged in the Trade and Industrial education program, on the same basis as for State supervisors, under Section IV-A-2-e (2), above, and as prescribed in Section I-A-2-a & b (page 9).

g. George-Deen and State Trade and Industrial funds may be used for the travel—transportation, meals and lodging—of a member or members of official advisory committees representing Trade and Industrial education to meetings called by the State Board for Vocational Education upon advanced authorization of such travel as prescribed in Section I-A-3-a (page 11).

3. Smith-Hughes and George-Deen teacher-training funds.

a. Preemployment teacher-training salaries and maintenance

Trade and Industrial teacher-training funds may be used for reimbursement on the salaries and the maintenance of the preemployment training of teachers, providing the personnel in teacher-training classes meet

the qualifications for teachers as otherwise enumerated in this plan, except as for the professional training requirement. Reimbursement for mileage and maintenance of teacher trainers will be on the same basis as for State supervision, as under A-2-e-(2) (page 69).

b. Training in service

Trade and Industrial teacher-training moneys will be used for the in-service training of teachers, both on the group and individual instruction basis, providing the personnel enrolled in group instruction are teachers, directors, supervisors, coordinators, and school administrators engaged in a Vocational Education program, or are employed in classes for which Trade and Industrial funds are used, or are eligible to be used for reimbursement.

c. Supervision—salaries and maintenance

Trade and Industrial teacher-training moneys will be used for the salaries of supervisors and assistant supervisors directly in the employ of the State Board and for the maintenance of supervision. The use of teacher-training moneys for the travel for State supervision shall be on the same basis as provided under A-2-e-(2), (page 69).

d. Use for travel of teachers to attend conferences called by the State Board.

Teacher-training funds may be used as reimbursement for transportation, meals and lodging of teachers, coordinators, supervisors and directors to attend official conferences called by the State Board for Vocational Education upon advance authorization, and upon schedules established by the Board for each conference, as established under A-2-d-(1), (page 68).

e. Compilation and distribution of subject matter for teachers in service.

Trade and Industrial teacher-training funds may be used for defraying the cost of compiling, distributing and printing of subject matter for teachers in service in Colorado, providing this work and the use of teacher-training funds has been authorized in advance by the State Board for Vocational Education.

f. Approved technical courses in trade and industry.

Trade and Industrial teacher-training funds may be used for reimbursement on the salaries of teachers and necessary supplies for approved technical courses designed specifically for the trade extension training of

Colorado Trade and Industrial Education instructors in service and, upon recommendation by the State Board.

g. Studies and research.

Trade and Industrial teacher-training funds may be used for technical studies and research, in the field of Trade and Industrial education directly furthering the program of Vocational Education within the State, providing plans setting forth the work contemplated are approved in advance and the personnel so employed meet the qualifications of this State Plan.

B. Supervision of Trade and Industrial Education.

1. State supervision of Trade and Industrial education.

The State Supervisor of Trade and Industrial Education will devote full time to the supervision of Trade and Industrial education schools and classes, as prescribed in Section I-C-1, 2, 3, (pages 14 to 18).

2. Local Supervision of Trade and Industrial Education.

a. General Plan.

Trade and Industrial George-Deen funds may be used to reimburse salaries of local supervisors, through contracts with local school boards, when in the opinion of the State Board for Vocational Education there is a need for local supervision. To be designated, a qualified person must devote at least 50 per cent of his school employment time to the supervision of the Trade and Industrial education program within the area designated. The local supervisor will be held responsible by the State Board for Vocational Education for the observance of standards as established in the State Plan in all classes for which reimbursement is to be given. He will also be responsible for making all necessary reports on the work done. The principal purpose of local supervision is to provide for the improvement of teachers, and the chief duty of the local supervisor shall be to carry out that purpose.

b. Qualifications of local supervisors and directors

The qualifications of local supervisors, and teacher trainers shall be the same as those specified under Section I-C-2, (page 15), of this plan except for the professional training which may be the equivalent of 225 clock hours or 15 semester hours in vocational education.

- e. The duties of the local director, supervisor or teacher trainer will include:
- (1) Promoting additional vocational classes including part-time, apprentice, evening and day trade schools and selecting and training teachers for these classes.
 - (2) Supervising classes shall be primarily for the purpose of discovering those points on which the local teachers need help and assistance. A considerable portion of the local director's time must be spent in class rooms conferring with teachers, making helpful suggestions and assisting them in working out their special problems.
 - (3) Training teachers shall constitute 50 per cent of the local director's work and particular attention will be given to the professional improvement of teachers in service. This will be accomplished through informal specialized work with individual teachers and through the organization of professional improvement conferences. The conference method will be utilized where time will be saved or where better results can be attained through group discussion of some problem of interest to more than one teacher. This method will be emphasized in all group training programs because the results attained will be of more value than the conclusions that might be reached by interviewing the individual teacher.

C. Kind of Trade and Industrial Education which the State Board will aid through Federal and State Vocational Education Funds.

1. Evening trade extension schools or classes.
2. Part-time schools or classes, including:
 - a. Trade extension part-time schools or classes.
 - b. Trade preparatory part-time schools or classes.
 - c. Cooperative apprentice schools or classes.
 - d. General continuation part-time schools or classes.
3. Unit trade preparatory day schools or classes.
 - a. Type A Unit Trade.
 - b. Type B General Industrial.

D. Evening trade extension schools and classes.

1. An evening industrial school or class is one established and maintained under public school supervision and control for the purpose of giving instruction supplemental to the daily employment of persons who have entered upon a particular trade or industrial pursuit. Such a class is usually established in the evening but instruction may be given in the day time for persons who are employed in the evening, the essential requirement being that the class is organized outside the regular hours of employment, and is attended on the worker's leisure time.
2. The minimum entrance age requirement is 16 years. No maximum age limit is prescribed.
3. Absolute state-wide standards for minimum plant and equipment will not be prescribed. Under Federal and State acts no portion of any moneys appropriated under the act may be applied directly or indirectly to the purchase, erection, preservation or repair of any building 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. The entire cost incident to the maintenance of evening schools must be borne by the local community. Classes may be held:
 - a. In the building which houses a day or part-time trade or industrial department, or in a regular class room where seating capacity is satisfactory for adults.
 - b. Industrial plants where cooperative agreements can be established providing for the use of equipment and supplies.
 - c. In rooms available in public libraries or in other public meeting places.

Special attention should be given to the lighting, ventilating and heating arrangements regardless of where the class is held. The State Board will base its approval for subsidy partly on condition that the equipment is sufficient in quality and variety to insure the proper instruction in the standard practice or related work of the occupation for which the school proposes to give instruction.

4. Minimum for Maintenance.

The State Board recommends that a salary schedule should be established that will attract high grade experienced men from the occupations which are to be taught in the evening schools. The minimum for main-

tenance will take into account the materials and supplies necessary for successful work in an evening school. An evening class organized to teach the steel square to a group of carpenters might report as follows:

To instructor, 20 nights at \$3.00.....	\$60.00
To supplies, 15 men, 20 nights at 8c per man per night	24.00
Total.....	<u>\$84.00</u>

State aid may be claimed for instructor's salary only—in illustrative report.

5. Character and Content of Course of Study.

Short unit courses are best suited for evening class work. The following outline illustrates a type of short unit course:

Use of the steel square in roof framing, for journeyman and apprentice carpenters.

UNIT I

Parts of the square
 Testing a square
 Roof members
 Run, rise and pitch
 Common rafters
 Hip rafters
 Jack rafters
 Reducing run and rise to inches
 Hip and valley rafter cuts

UNIT II

The five-inch method for use on $\frac{1}{2}$ pitch roofs
 Roof framing from plan lines
 Jack rafters and roof boards for a hip or valley roof
 Purlins and roof boards
 Seat cuts for hip or valley rafters
 Preparing polygons for hexagonal hips, and so forth.

All of the instruction and practice work should be done with full size building tools and materials. The various scales on the square should be explained as their use is occasioned in practice rafter cutting and roof framing.

6. Character of school work (supplemental to daily employment)
 - a. Evening instruction can be successfully given only in such subjects as will increase skill or knowledge of the occupation in which the worker is engaged, or as will lead to promotion or advancement in that work. As a rule the time available in an evening school is so short that it is impossible to teach the skilled trade to anyone unless he is engaged in daily work affording him opportunity to apply the skill and knowledge gained in an evening class or unless the daily employment gives the experience which will enable the worker, with the knowledge or skill acquired in an evening school, to secure promotion in that occupation.
 - b. An unemployed person, or one who is about to become unemployed, due to changing conditions in industry, may be admitted to evening classes providing the content of the course selected is such that, with his previous experience as a background, the student may be expected to prepare himself for employment in a related field within a limited period.
 - c. Supplemental instruction may be expected to confer upon the students one or more of the following benefits:
 - (1) The securing of additional knowledge or skill which will lead to better efficiency on the job or to promotion in the particular occupation.
 - (2) The securing of knowledge or skill which will lead to promotion along the line of the particular trade in which the student is now employed.
 - (3) The securing of knowledge or skill which will lead to increased remuneration for the work in which the student is now engaged.

7. Methods of instruction.

The instruction must be shaped in accordance with the actual experience and the daily employment of the group taking the work. It must be presented in a masterful way so the students will be convinced that each evening's work gives them specific knowledge which will be of use in their daily employment. Adults will not hesitate to pass judgment upon the effectiveness of the instruction they are receiving. For this reason all evening school instructors must possess the ability to put over useful instruction in accordance with the very best teaching practice. The conference method will be used in evening classes where the subject matter deals with infor-

mation supplementary to trade skills. Shop subjects or subjects intended to improve mechanical efficiency must be organized on the individual instruction plan.

8. Qualifications of teachers.

a. Shop Teachers:

- (1) Trade experience—not less than five years in the trade or industrial occupation which the instructor is employed to teach.
- (2) Professional training—60 clock hours or 4 semester credits of professional training, in the field of Trade and Industrial Education will be required of all evening trade teachers. A certificate to teach trade and industrial subjects will be issued to all evening school teachers completing the required course of study. In order to give the local communities the greatest latitude in recruiting desirable teachers, a temporary certificate will be issued authorizing a seemingly well qualified individual to teach before completing the instructor-training courses. The temporary certificate is good for one year only and all instructors proposing to continue teaching evening classes will be required to complete the instructor-training course prescribed by the State Board for Vocational Education, within three years. The State Board desires that all evening school teachers be thoroughly qualified, therefore, the State Board or the teacher-training agency will provide in service teacher-training for evening school instructors. The teacher-training program shall be designed to meet the needs of the evening school instructors in the local situations.

b. Related subjects teachers

Qualifications for related subjects teachers in evening classes will be the same as those listed for shop teachers. In selecting related subjects teachers for evening schools it is essential that the prospective instructor have a thorough knowledge of the subject to be taught with its application to the trade to which the subject is related. The State Board will reserve the right to approve or disapprove a teacher on the judgment of the state supervisor concerning the qualifications, character, attitude toward work, personality, honesty and prestige among fellow workers and evening school instructors.

9. Plan for coordination including qualifications of coordinators.
 - a. Trade and Industrial funds may be used to reimburse for payments made for coordination work done by qualified persons. Coordination shall provide for periodic visits to the places of employment of student personnel, for conferences to be conducted with students, employers and instructors, and for cooperation in the selection, development and modification of courses of study and the periodic revision of these courses so that instruction may better meet the needs of the pupils. It shall further provide guidance, placement and follow-up of students enrolled in Trade and Industrial evening classes, and cooperation with civic, industrial, employer and employee groups interested in industrial education.
 - b. Coordinators shall have qualifications at least equal to the qualifications of evening trade extension teachers.

E. Part-Time Schools or Classes.

1. Trade Extension Part-Time Schools or Classes.
 - a. The controlling purpose of trade extension part-time classes shall be to improve the trade efficiency of employed youths in the given trade or industrial pursuits in which they are already employed. Trade extension part-time classes require:
 - (1) That the persons who are to take the work be employed in a trade or industrial pursuit which has a content that can be given to advantage in an organized school or class.
 - (2) That the persons employed in the trade or industrial pursuit are to be given opportunities for experience which will enable them to use to advantage the knowledge and skill acquired in the part-time school.
 - (3) That opportunities are afforded in the trade or industrial pursuit for increased efficiency or for promotion and advancement.
 - b. The age standard set up for part-time instruction is definite as regards minimum entrance age. Provisions of the act are as follows: "That such education shall be less than college grade and shall be designed to meet the needs of persons over 14 years of age who have entered upon the work of a trade or industrial pursuit." It must be recognized that at the ages of

14 to 16 years, youths employed in trade and industrial pursuits are engaged largely in the so-called juvenile jobs in which the skill and related knowledge are limited, therefore, trade extension instruction for youths of this age is in less demand than for the ages of 16 years and over. The State law restricts industrial employment to a minimum entrance age of 16 years.

- e. The equipment necessary for a part-time school or class depends entirely on the group which is to receive instruction. In many cases it will be possible to give instruction in the plant where the workers are regularly employed. Such instruction as is supplemental to the daily employment, including drawing, science and mathematics, may be given in any class room.
- d. In general the work in a part-time trade extension school is comparable to work in a trade and industrial evening school. The minimum for maintenance must provide instruction conditions similar to those obtaining in the industry itself and must provide teachers who are thoroughly prepared through an extended experience in the vocation which they are teaching as well as in methods of teaching.
- e. All courses of study must be based on an analysis of the trade and the needs of the specific group to be instructed. For example, a unit course in "shop sketching" for machinist apprentices might be set up to include the following objective:
 - (1) To equip the youth to make an ordinary free-hand or semi-freehand sketch where all necessary information as to materials, dimensions and shapes can be given by a single view with notations thereon.
 - (2) To equip students to make an ordinary diagram showing the relation of important parts of mechanical devices.
 - (3) To equip students to make an ordinary diagram showing the relation of views.
 - (4) To equip students to make sketches indicating invisible edges or parts including the use of broken sections or cross section views.
 - (5) To develop ability to make sketches indicating an object as it appears to the eye for the purpose of presenting three-dimensioned information on a one-view sketch.

- (6) To acquaint student with the relation of views on a sketch and to equip him to make ordinary working sketches or diagrams, either conventional or pictorial, indicating various objects and using standard representations; and to develop ability in noting thereon such data as may be necessary to indicate how the work should be carried on.

Type trade extension part-time air valve course for railway apprentices:

- Westinghouse triple valves
- Plain triple valves
- Functions of the triple valve in operating the brake
- Quick-action triple valves
- Peculiarities and troubles of the quick-action triple valve
- The type K triple valve

Another unit dealing with air pumps might cover the following topics:

- Westinghouse air pumps
- 9½-inch pump
- Westinghouse right and left-hand pumps
- Westinghouse 11-inch pump
- The 8½-inch course compound pump
- The present standard SF-(4) pump governor

Apprentice courses are often carried on within the plant; where this is done the school authorities will be responsible for seeing to it that the proper equipment is provided. In the case of air brake instruction for apprentices, sectional valves, pumps, compressors and similar equipment must be installed.

- f. The methods of instruction will combine the best teaching procedure with the standard practices in the trade or industrial pursuit. Since part-time trade extension instruction undertakes to provide or supplement a system of apprenticeship, it becomes necessary to base all instruction on the standard commercial practice of the trade or industrial pursuit.
- g. Part-time schools or classes should provide for not less than 144 hours of organized instruction per year. By hour is meant a period of 60 minutes. In practice many part-time schools will be organized to give instruction in excess of the minimum number of hours provided by law. A few arrangements of time

schedules to cover the minimum 144 clock hours follow:

4 hours per week for 36 weeks per year

8 hours per week for 18 weeks a year

144 hours per year in any sequence as to number of hours per day or weeks per year

The dull season course where training may be carried on 6 or 8 hours a day for a period of 3 weeks during the slack season of a particular craft.

Where the minimum of 144 hours is exceeded the following cooperative schedules are possible:

Half a day in industry and half a day in school

The alternate day plan: Day in school and day in industry

The alternate week plan: Week in school and week in industry

Where cooperative arrangements are made two boys are usually employed for the same job, one being in school while the other is at work and vice-versa.

Under special approval part-time classes may be established for less than 144 hours when George-Deen funds are used for reimbursement.

h. Qualifications of Teachers:

(1) Shop Teachers.

The shop teacher in trade extension part-time school should have not less than 5 years of successful experience as a journeyman in the trade he expects to teach. In addition 60 clock hours or 4 semester credits of professional training including special methods of teaching part-time education, job analysis and philosophy of vocational education will be required of all part-time school teachers. Units of less than six months of employment may not be used in computing trade experience.

(2) Related Subjects Teacher.

Qualifications for related subjects teachers in part-time schools will be the same as those listed for shop teachers. They must also have a thorough practical knowledge of related drawing, science and mathematics and their application to the trade. The teacher's ability to exert a

wholesome influence upon boys and girls of rather immature age will be given consideration in approving schools and certifying teachers in all part-time schools.

- (3) Certification of Shop Teachers and Related Subject Teachers will comply with Section F-1-i-(4), (page 101).
- i. Plan for coordination including qualifications of coordinators.
 - (1) Trade and Industrial funds may be used to reimburse for coordination in part-time schools when coordination is performed by qualified personnel. Coordination shall provide for periodic visits to the places of employment of student personnel, for conferences to be conducted with students, employers and instructors, and for cooperation in the selection, development and modification of courses of study, and the periodic revision of such courses so that instruction may better meet the needs of the pupils. It shall further provide guidance, placement and follow-up of students enrolled in Trade and Industrial part-time classes, and cooperation with civic, industrial, employer and employee groups interested in industrial education.
 - (2) Coordinators shall have qualifications at least equal to the qualifications of part-time trade extension teachers and demonstrated ability in leadership.
2. Trade preparatory part-time schools and classes.
 - a. The controlling purpose of trade preparatory part-time school instruction is to give vocational training to immature workers who have left school at an early age and who have entered unskilled types of employment. This type of part-time school recognizes that it is possible to organize trade preparatory schools which will fit such individuals for advantageous entrance into a skilled trade or industrial occupation.
 - b. As in all other part-time classes no pupil under 14 years of age may be admitted.
 - c. The equipment in a trade preparatory school must be more complete, and more nearly like that of the commercial shop than is the case in supplemental subjects part-time work. The shop work must be on a production basis for the reason that the pupil's

day work does not supply contact with tools and machines comparable with that of trade extension students. At times it is possible to give the desired practical training by entering an agreement with the individual employer whereby pupils may be sent to a commercial shop or assigned to work with journeymen for a certain number of hours per week. This will be done wherever possible. While engaged in work under such an agreement the pupils will be paid a monetary wage comparable to that paid other employees doing similar work. The location of the school is important in the case of trade preparatory instruction since the pupils in this class must come to the school more often than do trade extension part-time pupils.

- d. The minimum for maintenance is covered under the heading for trade extension part-time classes. The State Board will assure itself that ample maintenance is provided before approving the work for reimbursement.
- e. The course of study must contain only subjects of greatest importance and value to the learner because of the limited time available. For example, a course organized to train for oxy-acetylene welding might include a study of:

- (1) Required apparatus

Welding torch

Oxygen supply

Oxygen regulator

Acetylene supply

Acetylene regulator

Hose connecting blow-pipe to oxygen and acetylene supplies

- (2) Connecting the apparatus

- (3) Preparing metal

- (4) Welding practice

In the example given above the object of the course would be to prepare the individual to do ordinary welding jobs in cast iron, malleable iron and steel and to develop enough ability to enable him to secure employment along this line. It will be recognized that the course is in no wise complete but it is expected that such students will continue to attend a trade extension part-time class after they are employed. In the trade extension course additional

units of instruction dealing with the theory of welding and perhaps with the practice of welding difficult jobs would be offered. Thus in time, through employment in the occupation and attendance in part-time and evening schools, the individual could be brought to a place where he would be an expert in his line of employment. Employment conversion training for unemployed adults is sometimes effectively carried on in dull season part-time classes. A series of unit courses in gold mining follows:

SUGGESTED OUTLINE FOR MINING COURSE

- | | |
|---|----------|
| I. Mining Laws | |
| a. Placer claims. | |
| b. Lode claims. | |
| c. Rights of farmers. | |
| (1) Pollution of streams. | |
| d. Partnership, sale of property, etc. | 20 hours |
| II. Prospecting and Geology | |
| a. Choice of outfit. | |
| b. General geology. | |
| c. Economic geology. | |
| d. Knowledge of common ores. | |
| e. Nonmetallics. | 40 hours |
| III. Placer Mining | |
| a. Use of hand pan. | |
| b. Use of special equipment. | |
| c. Amalgamation. | |
| d. Cleanup. | |
| e. Sale of product. | |
| f. Construction of special equipment. | |
| g. Drainage and water problems. | 50 hours |
| IV. Lode Mining | |
| a. Shaft work. | |
| b. Opening a drift. | |
| c. Simple timbering. | |
| d. Explosives. | |
| e. General problems. | 40 hours |
| V. Milling—(Old mine dumps or mined ore) | |
| a. Crushing. | |
| b. Grinding. | |
| c. Amalgamation. | |
| d. Table concentration. | |
| e. Flotation. | |
| f. Cyanidation. | |
| g. Sampling. | 40 hours |

VI. Mineralogy and Blowpiping

- a. Sight determination of minerals.
- b. Use of blowpipe apparatus.
- c. Field testing. 40 hours

VII. Assaying

- a. Preparing sample.
- b. Operation of furnace.
- c. Fluxes and types of ore.
- d. Fusion.
- e. Cupelling
- f. Parting and weighing
- g. Simple wet tests 40 hours

VIII. Follow-up training

- a. Instruction on the job.
- b. Settle difficulties
- c. Suggest new fields. 2 or 3 months in summer

f. The methods of instruction must be practical and efficient. It must be remembered that the majority of part-time students leave school because formal school work does not appeal to them. They must be approached thru motivation and thru their interest in advancement. The students are ambitious and adult-minded, and quick to judge teaching efficiency and grasp instruction that is properly given.

g. Not less than 144 hours of instruction must be given per year. In the trade preparatory part-time school it is desirable to have the course continue over a longer period than the required minimum. Also attention is called to the fact that when a student spends more time in school during the year than he spends actually working in industry, he cannot be considered a part-time student.

h. Qualifications of Teachers:

- (1) The trade preparatory part-time shop teacher should be the highest type of teacher obtainable for the work. He must have had at least five years of trade experience plus the minimum teacher-training requirements set up for trade extension part-time school teachers under Section IV-E-1-h-(1), (page 80). In general his trade experience must be such as to enable him to practice the trade, to teach it and to command the trade respect of fellow workmen. He must also possess the ability to analyze his trade for teaching purposes and to manage a school shop according to the trade school standards set up in this plan.

- (2) The related subjects teacher should have the same qualifications as those set up for shop teachers. All part-time teachers must have the special ability to inspire interest in students. They must possess a willingness to visit and study industrial plants, assist in placing students and must fully appreciate the problems and ambitions of the working youth.
 - (3) Certification of shop and related subject teachers and coordinators will comply with Section IV-F-1-i-(4), (page 101).
 - i. Coordinators will have at least the qualifications as established for trade preparatory part-time instructors. Their duties shall be the same as prescribed under Section IV-E-1-i, (page 81).
3. General Continuation Part-time Schools or Classes.
- a. For enlarging the civic or vocational intelligence of workers over 14 years of age.
 - (1) The controlling purpose shall be:
 - (a) Improvement in the knowledge of regular subjects which the wage worker did not complete in school.
 - (b) Increased civic intelligence.
 - (c) Increased vocational intelligence.
 - (d) Occupational training.
 - (2) The minimum entrance age is 14 years.
 - (3) The plant and equipment for general continuation part-time work may be the same as the class rooms and shops regularly used in public schools. Since public school buildings are well distributed in a majority of our communities it is generally possible to locate classes near the place of employment. It is possible, too, that school rooms can be equipped in stores, factories or other places where a large number of juvenile workers are employed, thus making it possible for students to attend these classes with the least possible expense of time and money. In general the equipment will consist of tables suitable for round table discussion, blackboards and wall space for charts or maps, reference and text books and general equipment as found in the public school.
 - (4) Adequate maintenance must be provided by the local community.

In some instances, equipment not provided in the regular public schools may be necessary such as shop cards, time clock cards, illustrations of tools and other equipment for practical demonstrations. Often such materials can be borrowed or purchased at a slight cost from manufacturing plants. Aside from this, laboratory work in the related sciences, including chemistry, physics or mechanics, can be taught in the regularly equipped high school departments.

(5) Character and content of course of study.

The general continuation class is established on the assumption that the pupil in his efforts to succeed in any occupation is handicapped by limited general education and occupational information as well as lack of employment supervision. The Federal and State Acts recognize that it is the duty of the public schools to provide opportunity for such education as a means of overcoming these handicaps.

While vocational efficiency is a major factor in good citizenship there are also certain social and civic duties for which instruction may be given in part-time general continuation schools. While the courses of study may have the same titles as those used in the elementary or high school, they should nevertheless be taught with different aims, and more careful selection of topics must be made and special care must be taken to relate the subjects of study to the daily lives of the pupils. For example, a course of study for junior workers in the telegraph service might include:

- The social and economic importance of the telegraph
- The telegraph in business
- The obligations of an employee
- The obligations of an employer
- Delivering a telegram
- Giving additional service
- How to enter a business office
- How to make a report
- How to take a message
- Summary of duties
- Promotional opportunities

From the above outline it is obvious that English, mathematics, civics, spelling, personal conduct and perhaps other subjects must be taught in

giving full consideration to each of the topics named. The detailed course should be organized to conform with the very best practice of motivated instruction, and should be coordinated with, and function in a worthwhile occupation.

- (6) The conference or discussion method of instruction will be found useful in part-time general continuation class work. The instruction should deal with live problems of interest to the students enrolled. Pupils should be organized in groups wherever possible according to capacity, present educational attainment, employment and the vocational aims of the individual pupils. Because of the diversities of ability and schooling it will be found unwise to carry the classification or grouping of pupils too far. At the same time it is necessary to arrive at some grouping of students on the basis of factors indicated above.

The teacher should not be held responsible for more than 100 different pupils in general continuation classes. Effective teaching of the adolescent involves an appeal to the interest; the utilization of the pupil's experience, knowledge of the individuality of youth and an appreciation of the "gang spirit." A heavier schedule of class room work precludes the possibility of effective follow-up work by the teacher which is considered a necessary and important part of the continuation school teacher's program. Each teacher must work out his own program, modifying it to meet the occupational needs of his class, and adapt it to the individual needs of the pupils.

- (7) The maximum term is 49 per cent of the working day prorated as explained under trade preparatory work. The same flexibility of time distribution between days, weeks and months of the year as previously stated applies to this class.
- (8) General continuation school teachers may be divided into two general types—the vocational teacher of subjects given to enlarge civic and vocational intelligence and the teacher of general education subjects.
 - (a) The vocational teacher should have occupational experience equivalent to that set up for trade preparatory and trade extension part-time teachers.
 - (b) The qualifications of teachers of general education subjects may be the same as those re-

quired of secondary school teachers by the Colorado State Department of Education, plus the completion of approved teacher-training courses designed to prepare teachers of part-time schools. In all cases the educational experience of the instructor should be supplemented by practical experience in industry or commercial establishment. Permanent certification will not be granted until a part-time teacher has proven his or her efficiency in this work. Required courses of study for part-time teachers will include occupational analysis, community surveys, analysis of part-time educational problems, objectives in part-time education, vocational guidance and placement problems, coordination responsibilities and special methods of teaching part-time classes.

(9) Coordinators shall have qualifications at least equal to those of part-time trade extension teachers and should have demonstrated leadership ability.

- b. For enlarging the vocational intelligence of workers over 14 years of age regularly employed in offices and stores.

General continuation courses given for the express purpose of training commercial workers will be organized on a basis suitable for pupils between 14 and 18 years of age. The standards and requirements set up on pages 48 to 50, Vocational Education Bulletin No. 1, Revised February 1937, will be adhered to in organizing continuation courses for commercial workers. General continuation commercial schools may be established:

- (1) For employed boys and girls who wish to study vocational commercial subjects in general continuation part-time school.
- (2) For boys and girls who have entered upon employment in store position or commercial offices on a cooperative basis between store or office and school.
- (3) In cooperative classes, 51 percent of the student's time between 8 a.m. and 6 p.m. must be devoted to employment in office or store work thruout the school term.
- (4) Where commercial extension courses are organized the enrollment should be made up entirely

of office and store employees. While commercial classes organized on a part-time basis may be classified as general continuation schools it is nevertheless true that the philosophy pertaining to the organization of trade extension classes should be used in the organization of commercial classes.

Training for positions more advanced in character than can be successfully held by pupils in training may not be included. Thus, instruction in shorthand may not be given to 14- or 15-year-old pupils nor salesmanship to students not employed in stores.

- (5) A suggestive unit commercial course follows:

Business topics and store problems for discussion in classes composed of retail and department store sales girls

Analysis of details pertaining to making a sale:

Making change readily

Making out legible sales slips

Analysis of duties of cashiers, bundle girls, floor boys

Qualities which make for efficiency such as quickness, accuracy, folding or packing suits, dresses, skirts or waists

Service to customers

A second unit of instruction which might be offered during the second year of the part-time school includes:

Store organization

Store system

Truthfulness in business

Store directory

Store courtesy

Dignity and responsibility of work

Relation of employees to each other and to employer

Care of stock

Customer approach

Demonstration sales

- (6) Methods of instruction will conform to Section IV-E-3-a-(6), (page 87).
- (7) Term as defined under Section IV-E-3-a-(7), (page 87).

- (8) Qualification of teachers shall be as under Section IV-E-3-a-(8), (page 87).
 - (9) Coordination shall be as set out under Section IV-E-3-a-(9), (page 88).
- c. For enlarging the civic and vocational intelligence of workers over 14 years of age who are employed on a cooperative basis in miscellaneous occupations.
- (1) The controlling purpose of the general occupational cooperative educational program is to train boys and girls who are in need of vocational instruction in the worthwhile local occupations of their respective communities thru the cooperation of local employers and the schools.
 - (2) Cooperative general occupational classes shall be designed to meet the needs of persons sixteen years of age or over who have entered into employment in their respective communities for the purpose of learning a worthwhile occupation in an occupational environment.
 - (3) Class rooms as regularly used in public schools will be used for group instruction. The local school shall supply adequate supplementary teaching material.
 - (4) Adequate maintenance shall be provided by the local community.
 - (5) A course of study for each individual student shall be developed by the coordinator, in cooperation with the employer, based on an analysis of the particular occupation for which the student is in training. This shall include the necessary related technical information associated with the occupation. All instruction must be shaped in accordance with the actual working experience of each individual student. Group instruction shall be based on general occupational problems and employment and industrial relations common to all employment.
 - (6) The students shall meet as a part-time segregated class with the teacher coordinators for at least one regular school period per school day or the equivalent. In addition to the one period given to the segregated groups, occupational instruction shall be given to individuals or to occupational groups equivalent to at least one school period per day, to be arranged for by the coordinator in special segregated classes, in available high school classes, or on the job. The student

shall be in employment training with the employer under the supervision of the school, in the respective places of business of the cooperating employers for at least three hours per school day. The student should not be held on any one job longer than required to learn the job efficiently and should be rotated from job to job so he may acquire proficiency in all phases of the occupations. The trainee should receive monetary wages for any services rendered the employer, and when the training has progressed to the point where the trainee becomes an asset to the employer, the wages for work performed should be increased.

- (7) Fifteen hours per week of employment training in addition to one school period of segregated group instruction during the school term will be the minimum time requirement. The time at work will equal or exceed the time in clock hours per week devoted to school instruction through the year.
- (8) Coordinators will have the same qualifications as specified for part-time school instructors under Section IV-E-1-h-(2), (page 80), except that experience may be in a variety of occupations and will be subject to the same certification requirements.
- (9) Coordinators will be responsible for maintaining group instructions in employment relations; developing individual training programs for each student; cooperating with employers in training and placing students; assisting in counseling and guiding pupils; keeping records of attendance and progress of individual students and securing regular reports regarding training experience of each student; cooperating with local advisory committees; arranging with employers a proper sequence of training on the job; supervising students in employment training; and working with employers in arranging suitable specific training procedure for each student.

Coordinator shall have available, free from other school duties, at least three regular school periods each day for work with pupils enrolled in this program. This may include the period of segregated class instruction. Where the number of students enrolled is greater than 30, the time given to coordination will be increased.

F. Day Trade and Industrial Schools or Classes.

1. Type A—Unit Trade.

- a. The controlling purpose of the unit trade school is to prepare the individual for effective entrance into a particular trade or industrial pursuit. Work designed to fit individuals for a particular trade or industrial pursuit implies that selection of a specific vocation has been made by the pupil. Such work cannot be given to persons who have not made a choice of a vocation or trade. A course in plumbing has value only for pupils who have elected plumbing as a trade in which they propose to earn a livelihood. It should be noted that this sort of education is not intended for backward, deficient, incorrigible or otherwise subnormal individuals. Such education commands the best efforts of normal boys and girls. Experience indicates that pupils failing to make normal progress in regular school work rarely do satisfactory work in industrial classes. Ability to do the work of the unit trade class should be the determination test after admission, and a probationary period of attendance will commonly be required to determine those students who are capable of carrying on the work.
- b. Day unit preparatory trade schools or classes shall be designed to meet the needs of persons over 14 years of age who are preparing for a trade or industrial pursuit.
- c. Required or minimum plant and equipment.

The plant and equipment for a unit trade school requires careful selection, space for installation, and ample funds for purchase of supplies to enable the work to be put on a production basis. The State Board will assure itself that plant and equipment are adequate before granting subsidy to any trade preparatory school. Experience indicates that three types of buildings are suitable:

New buildings especially designed for trade and industrial education.

Old school buildings converted or adapted to vocational school requirements.

Unoccupied factory buildings.

The equipment in nearly all trades must duplicate the commercial equipment of the trade being taught. Absolute compliance with every provision of the industrial laws relating to safety and equipment must

be made. Before installing special equipment the local communities should ascertain the views of both employers and employees concerning what is adequate for the particular trade, what particular machines should be used, their method of installation and the proper housing of the equipment.

Such general equipment as books and apparatus necessary for teachers of related science, charts, blackboards and desks may be provided.

Minimum for maintenance: It is impossible to specify a minimum maintenance standard for unit trade classes in all communities.

Salaries paid to regular elementary or secondary school teachers cannot be taken as a standard upon which to base a schedule for teachers in unit trade schools. Invariably trade teachers must be paid a higher salary. This due to the fact that there is competition with industry and only a limited number of individuals possess the trade standing to qualify as teachers in a trade school, and these individuals are usually on a high salaried schedule. The responsibilities and duties that must be assumed by the trade teacher exceed, in amount and importance, the duties of the secondary school teacher, which in itself is justification for the salaries paid. Through the use of Federal and State funds, however, the burden of high salary cost is in part lifted from the local community, making possible higher salary schedules.

- d. Other forms of maintenance will include machinery and equipment upkeep or maintenance, supplies which must be provided in quantities, power, heat and light. To compensate for the relatively high cost of maintenance in comparison with manual training shop work, it is pointed out that the total cost and net cost are very different things and that the funds obtained by the sale of products manufactured in the trade school must be credited in determining the net cost. While the prime purpose is to give instruction, and the making of the salable product is secondary, it is nevertheless true that some day-trade schools are so efficient that maintenance is provided from the sale of the productive products that are turned out. This is particularly true of certain trades such as the trade school of printing where all school printing may be done, a trade school of carpentry where houses are built each year and sold with enough profit to provide for the maintenance of the school, and trade schools of machine shop practice

where tools, automobile parts and other equipment is manufactured and sold either through jobbing houses or at retail to provide maintenance for the school.

- e. In formulating a course for any unit trade or industrial school which is to receive subsidy, the local community must regard the conditions set up in Federal and State acts, namely: That the course shall be one intended for persons 14 years of age or over who are preparing to enter upon a particular trade or industrial pursuit and that the work shall be of less than college grade; that one-half the time shall be given to work on a useful or productive basis and that provisions shall be made for instruction that is supplemental to shop work and for subjects which go to make up a well-rounded course of study. The State Board wishes to leave to local authorities the greatest possible latitude as to the division of time but it firmly believes that a larger percentage than 50 percent of the school day should be given to shop work. A type unit trade course in auto mechanics follows:

- Removing, cleaning and replacing of front wheels
- Adjusting brakes
- Removing engine from frame
- Cleaning the engine
- Testing the cylinder compression
- Inspection of crank case
- Cleaning carbon from engine
- Lapping the cylinders
- Repairing of cracked water jacket
- Inspection of crank shaft
- Fitting crank shaft and connecting rod bearings
- Straightening a crank shaft
- Adjusting connecting rods
- Inspecting connecting rods
- Removing and fitting piston rings
- Replacing piston pins
- Inspection of valves and push rods
- Adjusting valves
- Grinding valves
- Replacing valves
- Timing valves
- Fitting valve guides

- Straightening valve stem
- Curing excess lubrication
- Cleaning oil and gasoline tubes
- Inspection of cooling system
- Fitting gaskets
- Adjusting and fitting fan and fan belt
- Testing a repair job
- Trouble shooting

Any trade course is expected to conform to the requirements of the act, namely, that the work be conducted on a production basis. It is impossible, therefore, in a course of study to outline in detail all of the production problems that will come to a school shop. They will be the same as the problems confronting any commercial shop and the above practical outline is only suggestive of the type of work that must be covered. A related science course in automotive electricity follows:

Unit I

STARTING AND LIGHTING SYSTEMS

- Principles of generation
- Parts of the generator
- Shunt-wound generator
- Series-wound generator
- Compound-wound generator
- Regulating the charging rate
- The third brush system
- Thermostat control
- Single unit systems

Unit II

LIGHTING SYSTEMS

- One-wire type
- Two-wire type
- Lighting switch
- Fuses
- Lamps
- Lamp bulbs
- Dimming
- Spot lights

Unit III

IGNITION

- Ignition systems
- Primary circuits
- Secondary circuits
- Spark coils
- Safety spark gap
- Condensers
- Distributors
- Timers
- Automatic spark control
- Ignition timing

Unit IV

AUTOMOBILE BATTERIES

- Dry cells
- Lead-acid storage batteries
- Separators
- Battery jars
- Electrolyte
- Cell arrangement
- Chemical action in lead-acid storage
- Electrochemical reaction
- Chemical symbols
- The Nickel-Iron or Edison battery
- Recharging batteries
- Motor generating sets

Unit V

ELECTRICITY AS APPLIED TO THE AUTOMOBILE

- Magnetic lines of force
- Laws of magnetism
- Principles of electricity
- Ohm's law
- Electric circuits
- Watts
- Resistance
- Voltage consumption
- Electromagnetism
- Ammeter
- Volmeter
- Voltage tests
- Polarity of circuits, and so forth

The electric units might be set up as one or two years' work in related science for those enrolled in auto trade classes. Gases and the gas engine, lubrication, cooling systems, and mechanics might be set up as additional units of the related science course.

- f. The methods of instruction should provide a sequence of experience which will enable the pupil to acquire as rapidly as possible manual skill and dexterity in the various operations of the trade plus thinking ability along the line of the industrial pursuit for which he is preparing. The following principles must be followed:

All instruction must deal with practical production experiences.

Instruction should proceed from the concrete to the abstract.

The work should be organized on a progressive training basis. Job analysis used with correct methods of instruction will determine the order of experiences so that the progressive development of the pupil will be assured.

All mechanical methods must be based on standard practices used in the particular trade or industrial pursuit being taught.

Graphs, charts, diagrams, lantern slides, commercial catalogs and current trade literature should be provided for related instruction in the class rooms.

Visits to commercial shops and reports on such visits should be required.

- g. Both Federal and State Acts require that a specified proportion of the instructing time in day schools shall be devoted to practical work. Experience during the past fifteen years has demonstrated that the minimum standards of instruction set up in these acts have been none too high. Many efficient trade schools exceed in time requirements the minimum prescribed in this plan. These minimum requirements follow: Not less than 15 clock hours of 60 minutes each a week must be set aside for practical work. The 15 hours of practical shop work may be given for 3 hours a day, 6 hours a day on alternate days or by any other distribution of time suitable to a school district proposing to establish a day trade class. This time standard is not optional but is a mandatory requirement of both Federal and State laws. Generally, where a trade or industrial pursuit is of

such character that the related theoretical work can be given in the shop, it is advisable to lengthen the time required for shop work so that 30 to 35 percent of the school day may be devoted to related subject instruction, such as mathematics, science or plan reading and sketching.

The guiding principle in unit-trade school organization may be stated as follows: "If the school is to instruct boys efficiently in the principles of shop organization and management it must duplicate actual shop organization using the individual method of production only where it is used in industry and the group method where it is commonly used."

- h. Instruction must extend over a minimum period of 9 months per year. However, in cities of less than 25,000 population where schools are in session for less than 30 hours or less than 9 months, the above time requirements may be modified proportionately in order to meet local conditions, but in no case will they be less than 25 hours per week or 6 months per year. Several day industrial schools are organized for 44 weeks of instruction. While a 9-month or 36-week school year is established as a minimum, more than that time may be given by any school. At times it is highly desirable to organize summer work for trade classes. This is of value in assisting the students to make contact with industrial life outside of the school shop. Experience indicates that a longer school day than is required for the regular secondary school is essential for an industrial school. The State Board wishes to call to the attention of the local communities the possibilities of a lengthened school day.

Since the pupils are preparing to enter a trade, the hours they give to work in the schools should approach the hours they will be required to give to work in a trade. Home study methods and assigned lessons cannot be used to advantage in trade schools. The school work requires the presence of an instructor in order that it may be carried on effectively, hence there is little opportunity or need for home study but there is need for a maximum amount of time in laboratory or shop work. In practice a majority of our secondary schools have adopted a six-hour day for five days a week. For this reason the requirement of three hours per day is the minimum standard fixed by law.

It is possible, however, to have a school organized for six days a week, five hours each day, or for four days a week of seven and one-half hours a day. The minimum time requirements then are as follows: Three hours (of 60 minutes each) must be devoted to shop work on a practical and productive basis. From 30 to 33 per cent of the school day (assuming a six-hour (60 minutes each) school day) must be devoted to related subject work. From 15 to 25 per cent of the time may be devoted to general education subjects. The shop instruction covers 15 hours per week and must extend over not less than nine months per year.

(The specific provisions in this reference will conform to the provisions of Section 11 of the Smith-Hughes Act, which are as follows: ". . . that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis . . .")

i. Qualifications of teachers.

(1) Shop Teachers:

Not less than five years of successful trade experience will be required of all shop teachers. Mechanical skill and ability to use technical knowledge in a practical way will also be required. In addition to the trade experience and mechanical ability, 60 clock hours or four semester credits of professional training including: Special methods of teaching trade and industrial education, job analysis, vocational guidance and placement problems and philosophy of vocational education will be required of all unit trade school teachers. In order to give the local communities the greatest latitude in recruiting desirable teachers temporary certificates may be issued authorizing a well qualified individual to teach before completing the instructor-training course. A temporary certificate is good for one year only and all instructors proposing to continue in the teaching profession will be required to complete the instructor-training courses prescribed above. A certificate to teach trade and industrial subjects will be issued by the State Board for Vocational Education to all unit trade school teachers completing the required course of study. These must be maintained valid as provided under Section

IV-F-1-i-(4), (page 101). All newly employed teachers should register with the State Board for Vocational Education as soon as employed by the local school board.

(2) Related Subjects Teachers:

Related subjects teachers must have had not less than three years' experience in a trade or industrial pursuit plus the minimum professional training named for unit trade shop teachers. It is essential that related subject teachers have a thorough grasp of the subject to be taught with its application to the trade to which the subject is related. Related subject teachers must be certificated by the State Board for Vocational Education, if subsidy is expected for the work done. The State Board is anxious to have unit trade teachers as thoroughly qualified as possible. Therefore, the minimum training requirements and the certification plan have been established under Section IV-F-1-i-(1), (page 99) and (4), (page 101).

(3) Non-vocational subjects teachers:

Since the local school districts are required to bear the entire salary expense of non-vocational subjects teachers, the State Board does not attempt to fix standards. In such cases it will approve the standard established by the local school district or by the State Department of Public Instruction for non-vocational teachers. The State Board urges teachers of non-vocational subjects to secure sufficient contact with industrial and business activities to give them an appreciation of the conditions and problems of industry and a layman's knowledge of the more common industrial methods and processes. As a rule teachers who have had the most successful experiences in the regular secondary schools will prove successful as teachers of vocational students dealing with non-vocational subjects. Ordinarily the State Board will not certificate trade and industrial teachers who are under 25 years or over 45 years of age at the time of employment. It reserves the right to approve or disapprove a teacher on its judgment based upon trade qualifications, education, and upon the more indefinite qualifications, among which may be mentioned age, character, attitude toward work, liking for young people, and personality.

- (4) Professional and practical improvement necessary to maintain validity of regular certification.
 - (a) Instructors must spend sufficient time in the periodic revision of courses of study and instructional materials or in pursuing prescribed Vocational Education professional improvement courses to be the equivalent of a minimum of four Vocational Education credits during every three years of teaching employment. In addition, these teachers must also meet the requirements of at least six weeks' employment or observation training in the particular Trade and Industrial field in which they are employed to teach as approved by the State supervisor.
 - (b) Selection of employment for the improvement of teaching should include experience most effective in keeping the instructors abreast of current industrial methods.
 - (c) The time spent in employment or employment observation and study should equal the total time of employment for a six-week normal employment period in the industry.
 - (d) A report of studies made will be due the State office not later than September 1 of the year the work was performed for certification. This report shall contain recommendations for changes in school equipment, methods of teaching, curriculum changes, and other suggestions for improving instructions together with evidences of time spent in industry, attested by representatives of the industry studied.
- j. Plan for coordination including qualifications of coordinators.
 - (1) Trade and Industrial funds may be used to reimburse for coordination in day-trade schools when qualified personnel are employed for coordination. Coordination shall provide for periodic visits to the places of employment of student personnel, for conferences to be conducted with students, employers and instructors, and for cooperation in the selection, development and modification of courses of study and periodic revision of such courses so that instruction may better meet the needs of the pupils. It shall further provide guidance, placement and follow-up of students enrolled in Trade and Industrial day-

trade classes, and cooperation with civic, industrial, employer and employee groups interested in industrial education.

- (2) Coordinators shall have qualifications at least equal to those of unit day-trade instructors and demonstrated ability in leadership.

2. Type B—General Industrial Schools

- a. The controlling purpose of the general industrial school shall be to fit for useful employment within a group of related trades. Among such trade groups may be mentioned the metal trades, building trades, mine mechanical occupations and the printing trades. Within the metal trades there are such well-organized subdivisions as the machinists, black-smiths and welders. Among the building trades are plumbing, steam fitting and sheet metal or electric wiring and carpentry, or brick laying and concrete work, or painting, decorating and paperhanging. In many smaller communities having a predominant industry, unit trade classes will best meet the industrial education needs, but in order to meet the particular needs of the small cities and towns where it is not of advantage to organize unit trade schools because of employment conditions, the general industrial school is suggested. The same consideration must be given to the supply and demand of labor in deciding upon the establishment of schools or classes as would be given in the organization of any trade school and trades must be taught in small related groups as suggested above.
- b. The age requirement for the general industrial school is identical with that for the unit trade school, the minimum age of entrance being 14 years with no specific upper age limit.
- c. All that has been said regarding buildings for the unit trade school should be carefully read by those contemplating the establishment of general industrial schools. While the unit trade school is thoroughly equipped for a specific trade, the general industrial school must provide a variety of equipment based on the mechanical occupations of the community.
- d. Maintenance must be adequate to carry on the necessary activities to fulfill the purposes of the school. The State Board will assure itself that maintenance is adequate before it certifies the school for approval.

- e. The course of study for a general industrial school will be built up on the same procedure that is used in shaping a course of study for a unit trade school. That is, the occupations which the school will serve must be grouped and analyzed and the courses set up on a basis of such analyses. The classes will be made up of students who have decided to enter industrial work and have made their choice within the group of occupations in which the school gives instruction. In measuring the effectiveness of general industrial schools, the State Board will be guided by:

The age of the pupil.

Whether or not the students have determined upon a vocation that they expect to pursue.

Extent to which the course of study is taken from the activities of the selected group of occupations and is taught as practiced in industry.

Whether or not the course is of such a nature as to guarantee advantageous entrance into the vocation selected.

After the school has been organized for several years its success will be measured by the number of persons completing the course who have actually entered upon industrial occupations for which they were prepared.

TYPE COURSE OF STUDY FOR GENERAL INDUSTRIAL SCHOOL IN MINING MECHANICS FOR COAL-MINE COMMUNITIES

Shop Work.

Making repair parts for mine cars, including bearings, parts of running gear, etc.

Splicing ropes

Splicing cables

Making trolley wheels and small parts for electric locomotives.

Repairing mine motors

Making small repair parts for mining machines

Key cutting

Tempering tools

Acetylene welding

Babbitting bearings

Repairing pumps

Pipe work

Related Subjects Work.

Mechanics
First Aid
State mining laws
Mine gases
Mine fires
Mining methods
Haulage
Coal and its uses
Safety lamps
Elementary geology
Map reading
Assaying
Mine timbering

It is a well-known fact that the machinists, electricians, blacksmiths and those employed at other mechanical trades in and around the mines are "all around" men and not specialists like the mechanics in specialized manufacturing plants. In large mining communities there is need for well-trained mine mechanics. The advantages of such schools are many. Production work can be carried on thus giving the student a measure of job ability. The class will be made up of a higher average grade of students than are generally employed around the mines. Higher standards of workmanship can be attained. Such schools can be organized in strategic centers and can meet the demands of the number of smaller mining properties. In communities where mining is the only occupation open to the boys, it would seem that a two-year course covering the junior and senior years of the high school could be established to advantage.

- f. The methods of instruction will be the same as those recommended for unit trade schools. It may be necessary to vary the method to some extent since some pupils of the general industrial school may be grouped around one division of the trade while other groups will be engaged in different work. In such cases the instructor will be required to divide his time between the different groups. All work, however, should be planned on a project basis and the problems relating to the several specific trades should be dealt with.
- g. At least 60 percent of a five-hour school day and 50 percent of a six-hour school day must be devoted to practical shop work on a useful and productive

basis. The related subjects instruction in a general industrial school will be taught by the shop teacher incidental to the shop instruction and without any formal organization of related subject classes. Not less than 15 clock hours of 60 minutes each per week must be devoted to practical work in the shop.

- h. The instruction will extend over a period of nine months per year; provided, however, that in cities of less than 25,000 population where the schools are in session for less than 30 hours per week and less than 9 months per year, the above time requirements may be modified proportionately in order to meet the local conditions, but in no case less than 25 hours per week and 8 months per year. The minimum time requirements for the five and six-hour school days follow:

- (1) Three clock hours per day for shop and related subjects in general industrial schools with no separation of this time into periods for the teaching of "subjects."

- i. General industrial school teachers must possess the same qualifications as have been set up for unit trade school teachers, except that a teacher may have had extended experience in one of the trades (not less than five years) and in addition intimate contact with the others that are to be taught. In addition to the practical experience the required professional training will include methods of teaching industrial subjects, trade analysis, instructional management and philosophy of vocational education. As in the case with unit trade teachers, general industrial school teachers may be temporarily certified to teach for one year in an approved school. Following this they will be required to complete the necessary professional training prescribed for unit trade teachers in order to receive a permanent certificate to teach approved trade and industrial classes.
- j. Funds may be used for reimbursement for coordination providing coordinators have at least the same qualifications as trade instructors and have demonstrated ability in leadership.

G. Teacher-Training.

- 1. Teacher-training funds will be budgeted as provided in Section II-G-1-c-(2)-(b), (page 31) and G-2-d-(2)-(c), (page 35) for the salaries of State and local directors, supervisors, teacher trainers and the necessary maintenance for such teacher training as is provided in this plan.

2. Teacher-training funds will be distributed to the following:
 - a. State supervision which will give particular attention to the professional improvement of teachers in service, as provided in Section I-C-3, (page 15).
 - b. Local direction and supervision which will be directly charged with the improvement of teachers in service as provided in Section IV-G-3-a, below.
 - c. Organized teacher training as may be conducted by:
 - (1) State Board for Vocational Education
 - (2) Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colorado.

3. Plan for teacher training by local boards of education.

Sec. I. The Board of Education of district No. will appoint the director of vocational education, subject to approval of the State Board for Vocational Education. Such approval to be on the condition that Sections I and II of this agreement are complied with.

Sec. II. The State Board for Vocational Education will reimburse school district No. of the city and county of.....to the extent of percent of the salary of the director for the time devoted to teacher training and promotional duties listed under paragraph "a" as follows:

 - a. Duties of the Local Director or Supervisor
 - (1) The director will devote a major portion of his time to professional preparation and professional improvement of teachers in service. The balance of his time will be allotted to administration and promotional problems. (By professional improvement of teachers in service is meant informal specialized help and assistance to the individual teachers on points where they are having difficulty, particularly as they affect the teaching efficiency, together with the improvement of instructional methods and materials to better meet the needs of the pupils. This means that the local director must spend a considerable portion of his time in the classroom with the individual teacher and must make helpful suggestions as the need may indicate. It is also true that much valuable professional improvement work with teachers in service may be rendered through group training conferences; such conference work refers to the meeting of the teachers with a director, where a certain teaching problem

common to all is discussed freely by all present in order to arrive at a common agreement or decision.)

(a) Teacher training

The teacher-training activities will constitute the major portion of the local director's work and particular attention shall be given to the professional improvement of teachers in service. The inspection activities under this plan shall be primarily for the purpose of discovering those points in which teachers are weak and need help. Other teacher-training duties will include selecting and training teachers for new classes in professional preparatory groups or on the job, transferring teachers and training them in their new duties, and recommending teachers for employment or dismissal with a view of improving the teaching efficiency.

(b) Administrative duties.

The administrative duties will include school organization problems, selection and maintenance of equipment, recommending teachers for employment and maintaining adequate record and reporting systems of the work of the department.

(c) Promotional duties.

The promotional duties shall be devoted to the establishment of additional vocational classes in the field of part-time, evening and day vocational schools.

(2) The director of vocational education will be responsible directly to the superintendent of schools and all his duties will be discharged as an assistant, to the superintendent of schools, in charge of vocational education.

4. Qualifications of teacher trainers must be the same as the qualifications of the state supervisor of trade and industrial education, as listed in Section I-C-2, (page 15).
5. Organized teacher training to be undertaken by each teacher-training organization.
 - a. The State Board for Vocational Education has designated the Colorado State College of Agriculture and Mechanic Arts, at Fort Collins, as the teacher-training agency; however, when in the judgment of the State

Board for Vocational Education adequate teacher-training service cannot be supplied for Colorado teachers in Trade and Industrial Education by the designated teacher-training agency, the State Board will employ a qualified teacher trainer and maintain this service under the requirements as listed under b, below.

- b. Teacher-training courses to be offered by the Colorado State College, the designated institution, are as follows:

(1) For teachers, supervisors and coordinators:

(a) Entrance requirements for Colorado teachers include high school graduation or its equivalent. Not less than five years' experience in a trade or industrial occupation which the instructor proposes to teach is required, such experience to be approved by the State Board for Vocational Education. Satisfactory personal qualifications including character, attitude toward work, personality, prestige among fellow workers and teaching ability are also requisite. Non-resident students shall be required to present, previous to enrollment, information as follows: (1) A statement from a State Supervisor of Trade and Industrial Education that the applicant meets the standards for practical experience required of vocational trade and industrial teachers or supervisors in that State, or (2) a statement from a State supervisor that the applicant is, or has been, employed as a teacher or supervisor of vocational trade and industrial subjects in that State, or (3) evidence of general education and practical trade experience equivalent to that required of Trade and Industrial teachers or supervisors in Colorado.

(b) Length of course: (1) Sixty clock hours or four semester credits for completion of course leading to temporary certification by State Board for Vocational Education, or (2) a four-year course or total of 140 semester credits leading to the bachelor of science degree from the Colorado State College of Agriculture and Mechanic Arts and a permanent teaching certificate.

(c) Plan of training: (1) Resident courses will be offered in the summer session of the Col-

orado State College of Agriculture and Mechanic Arts. They may be offered during the regular college year at any time a group of properly qualified prospective teachers want this service. (2) Extension courses will be offered by the teacher trainer of industrial education in the different centers of the State where there is a demand or need for this work. (3) Methods of teaching, job analysis, occupational studies or similar subjects may be offered at any time either on the campus of the Colorado State College of Agriculture and Mechanic Arts or in the various centers throuth the State where trade and industrial education is being carried on whenever there is a recognized need and request for such unit courses.

- (d) Teacher-training Courses: (1) Sixty clock hours or four semester credits of professional training, including special methods of teaching trade and industrial subjects, job analysis, and philosophy of vocational education, will be required of all trade preparatory and trade extension teachers. The completion of these subjects whether carried on by the Colorado State College of Agriculture and Mechanic Arts or under designated State and local directors or supervisors of vocational education will entitle the trade teacher to a certificate from the State Board for Vocational Education as provided in Section IV-F-1-i-(4), (page 101).
- (2) A complete course of study for the professional improvement of teachers in service, and for persons preparing to teach, who meet the entrance requirements as prescribed in Section IV-G-5-b-(1)-(a), (page 108), will be maintained by the Colorado State College of Agriculture and Mechanic Arts. The following courses are prescribed:
1. Shop Instructor: Shop Instructor Course I, Shop Instructor Course II, Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Seminar for Industrial Teachers.

2. Related Subject Instructor: Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Seminar for Industrial Teachers, Related Subjects—Their Selection and Development II.

3. Part-Time Instructor: Shop Instructor Course I, Shop Instructor Course II, Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Seminar for Industrial Teachers, Related Subjects—Their Selection and Development II, Coordination in Part-Time Education.

4. Evening School Instructor: Shop Instructor Course I, Shop Instructor Course II, Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Seminar for Industrial Teachers, Related Subjects—Their Selection and Development II.

5. Continuation Instruction: Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Seminar for Industrial Teachers, Coordination in Part-Time Education, Organization and Administration of Courses in Diversified Occupations, Special Problems in Training for Diversified Occupations.

6. Apprentice Instructor: Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Seminar for Indus-

trial Teachers, Related Subjects—Their Selection and Development II, Organization and Administration of Courses in Distributive Occupations, Organization and Administration of Courses in Diversified Occupations, Special Problems in Training for Distributive Occupations, Special Problems in Training for Diversified Occupations, Local Supervision in Trade and Industrial Education, Foremen Conference Leading.

7. Local Supervisor: Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Related Subjects—Their Selection and Development II, Co-ordination in Part-Time Education, Organization and Administration of Courses in Distributive Occupations, Special Problems in Training for Distributive Occupations, Organization and Administration of Courses in Diversified Occupations, Special Problems in Training for Diversified Occupations, Local Supervision in Trade and Industrial Education, Foremen Conference Leading, Training Teachers in Service.

8. Coordinator: Job Analysis I, Job Analysis II, Methods of Teaching Industrial Subjects, Organization for Individual Instruction and Progression, Philosophy of Vocational Education, Related Subjects—Their Selection and Development I, Analysis of Learning Difficulties, Co-ordination in Part-Time Education, Organization and Administration of Courses in Distributive Occupations, Special Problems in Training for Distributive Occupations, Organization and Administration of Courses in Diversified Occupations, Special Problems in Training for Diversified Occupations.

Additional electives are offered for those desiring to complete a course of study leading to a bachelor's degree in Trade and Industrial Education. Degree candidates will be required to complete twelve prescribed courses in general college subjects, such as:

English, Mathematics, Social Science, Science, Psychology, History, Philosophy.

- (3) Qualified persons completing the required courses will be granted certificates by the State Board for Vocational Education. To maintain validity of regular certificates, teachers will comply with the provisions of Section IV-F-1-i-(4), (page 101).
6. The State Supervisor of Industrial Education will be responsible for the supervision of all trade and industrial teacher-training classes, for which State or Federal aid is to be used. Where claims are made for reimbursement on teacher-training travel, evidence will be submitted to show that such travel complies with the travel provisions of this plan. When claims are made for reimbursement for communications, supplies, printing or rent, evidence and copies of such material will be submitted together with an itemized ledger sustained by vouchers which show the use of such funds for the trade and industrial education teacher-training program within the State.
7. Leaders of foremanship conferences will be trained thru special unit courses that may be organized as the work demands. This course includes a study of conference planning, preparation and distribution of informational material, the relation of instruction to conference work and methods of leading foremanship conferences.
8. Research and investigation activities of the State Board for Vocational Education, the Colorado State College of Agriculture and Mechanic Arts, or designated local teacher-training districts, will be limited to the furtherance of the industrial education or teacher-training programs.

The State Board interprets the important and legitimate purpose for which research may be carried on to be the following:

- (a) Methods of coordinating the industrial education program with industry.
- (b) Methods of procedure by which teachers may secure functioning subject matter for courses of study.
- (c) Methods of securing information pertaining to employment opportunities and employment requirements to the end that such information will be useful in advisement, placement and follow-up work.

9. The enrollment in all Trade and Industrial teacher-training classes will be restricted to those persons who at the time of enrollment have had at least the minimum amount of practical experience as is prescribed for entrance to classes in Section IV-G-5-b-(1)-(a), (page 108), except in classes for teaching fundamental courses in education. In these fundamental courses in education, the policy which is outlined on page 35, Vocational Education Bulletin, No. 1, revised 1937, will apply. In all other courses, reimbursement will be rendered only when all persons enrolled have qualified as to trade experience as required above. The Colorado State College of Agriculture and Mechanic Arts and local school districts maintaining teacher-training classes will submit evidence of the qualifications of personnel enrolled in classes, for inspection at the time of organization of classes, and in advance of claims for reimbursement. The qualifications of teacher trainers and the content of proposed courses of study must be approved in advance of organization of teacher-training classes for which reimbursement will be claimed.

V. HOME ECONOMICS EDUCATION

Introduction

The controlling purpose of vocational education is "to fit for useful employment," hence it follows that the controlling purpose of vocational education in home economics, as provided for in the vocational education acts, should be to prepare for assuming the responsibilities of the home-maker. These include:

Provision for food for the family.

Selection, care and construction of clothing.

Care and guidance of children.

Selection, furnishing and care of house.

Selection and use of home equipment.

Maintenance of health.

Home care of the sick.

Consumer-buying.

Management of all material and human resources available to the home.

Maintenance of satisfactory family relationships.

Application of the arts and sciences to the home.

Essential characteristics of a vocational homemaking program are:

That consideration is given to the fundamental problems in the many aspects of home living and homemaking.

That each problem studied is adapted to the maturity and experience of the pupil in relation to home and community needs for satisfactory living.

That pupils reached through the program are sufficiently mature to have a realization of the social significance of homemaking and to assume managerial responsibilities in the home.

That the program is sufficiently intensive and extensive to enable the pupil to participate effectively in homemaking.

That the long-time vocational program in any one center meets the homemaking needs of the various age groups (in day, part-time, and adult classes), taking into account other educational opportunities which the home, the school, and the community provide.

—Vocational Education Bulletin No. 1.

A. Federal Funds

1. Not more than twenty per cent of the money appropriated under the Smith-Hughes Act for the payment of salaries of teachers of trade, home economics and industrial subjects, for any year, may be expended for the salaries of teachers of home economics subjects.

2. Proposed use of Federal funds

- a. Smith-Hughes funds allotted for salaries

- (1) Proposed basis of reimbursement for all-day instruction

The State will be the unit for matching purposes. For the State as a whole, all Federal Smith-Hughes money allotted for salaries will be matched by State or local funds, or both, for types of instruction as set up in this plan under Smith-Hughes regulations.

- (2) Proposed basis of reimbursement for part-time instruction

One-third of the Federal Smith-Hughes money allotted to Homemaking will be used for salaries for part-time instruction, this money to be matched by State or local funds, or both.

- (3) Proposed basis of reimbursement for evening school instruction

For the State as a whole, all Federal Smith-Hughes funds allotted for salaries for evening classes will be matched by State or local funds, or both.

- b. George-Deen funds allotted for salaries and travel

- (1) Proposed basis of reimbursement for all-day instruction

Salaries and travel expenses of teachers of vocational homemaking may be paid or reimbursed from George-Deen funds for that portion of the teacher's time devoted to the teaching of vocational homemaking. For the State as a whole, every dollar of George-Deen funds will be matched by at least fifty cents of State or local funds, or both.

- (2) Proposed basis of reimbursement for part-time instruction

One-third of the George-Deen funds allotted to Homemaking may be used for part-time educa-

tion. Salaries and travel expenses of vocational homemaking instructors may be paid or reimbursed for part-time instruction, as set up under George-Deen regulations in this plan. For the State as a whole every dollar of George-Deen funds will be matched by at least fifty cents of State or local funds, or both.

- (3) Proposed basis of reimbursement for evening instruction

Salaries and travel expenses of vocational homemaking teachers may be paid or reimbursed for evening class instruction, the amount to be determined by local boards of education and the State Board for Vocational Education. For the State as a whole every dollar of George-Deen funds will be matched by at least fifty cents of State or local funds, or both.

- (4) Use for salaries and travel of teachers

George-Deen funds may be used for paying or reimbursing necessary travel of vocational homemaking teachers, when approved and certified by the State Board for Vocational Education, for the following types of travel:

- (a) Transportation only for local project supervision, field trips and home visitation necessary for the program of vocational homemaking in the community, subject to the provisions of Section II-II-3 (page 40).
 - (b) Transportation, subsistence and lodging for district and state conferences which are approved by the State Board for Vocational Education for professional improvement of teachers, subject to the provisions of Section II-II-1 (page 38).
 - (c) Attendance at out-of-state conferences which the State Board for Vocational Education authorizes and recognizes as contributing to the further development of vocational education in homemaking within the State, the individual authorization to be made in advance by the State Board.
 - (d) Transportation for itinerant teachers who serve two or more centers, subject to the provisions of Section II-II-4 (page 40).
- (5) Use for salaries and travel expenses of Supervisor
- Salaries and necessary travel expenses (transportation, subsistence and lodging) of super-

visors for travel, both within and without the State, may be paid entirely from Federal George-Deen teacher-training funds or from Federal and State teacher-training funds combined as provided in Section II-II-7 (page 41).

- (6) Use for salaries of apprentice teachers
The use of apprentice teachers is not contemplated.

- (7) Use for salary and travel expenses of local directors

A distribution of the salary and necessary travel expense (transportation, subsistence and lodging) of qualified local directors of vocational education for travel, both within and without the State, may be paid entirely from Federal George-Deen funds, or from Federal and State funds combined.

- (8) Use for travel expenses of members of State advisory committee

As provided in Section I-A-3 (page 11).

c. Smith-Hughes and George-Deen teacher-training funds funds

- (1) Pre-employment teacher training.

Salaries and maintenance (including observation and practice teaching).

The Colorado State College of Agriculture and Mechanic Arts is the designated institution for the training of teachers of vocational homemaking. One-half of the salaries of teacher trainers, itinerant teacher trainers and supervising teachers may be paid or reimbursed from Smith-Hughes or George-Deen funds, or both, when matched by local or State funds, or both.

- (2) Training in service

Salaries, necessary travel expenses and maintenance of teacher trainers, itinerant teacher trainers, State and local supervisors may be paid or reimbursed from Smith-Hughes or George-Deen funds or both. Travel must be for the promotion and further development of vocational homemaking in the State and approved by the State Board for Vocational Education.

- (3) Use for travel expenses of teachers to attend conferences called by the State Board

Necessary travel expenses, including transporta-

tion, subsistence and lodging, of vocational homemaking teachers may be paid or reimbursed from George-Deen or Smith-Hughes funds to attend conferences called by the State Board for Vocational Education as provided in Section II-H-2 (pages 38 and 39).

- (4) Compilation and distribution of subject matter for teachers in service

Such material as is needed by teachers in service to keep them up-to-date on various homemaking education problems may be compiled and distributed and salaries of people qualified to prepare it may be paid from George-Deen or Smith-Hughes Federal funds when properly matched by State or local funds, or both.

- (5) Approved technical courses in home economics
No technical courses will be approved for reimbursement.

- (6) Studies and research

Such studies and research as will promote and function directly in the furtherance of vocational education under the supervision of well qualified persons, and subject to the approval of the State Board, will be paid from George-Deen or Smith-Hughes Federal funds and matched by State or local funds, or both. When a plan for research has been developed the State Board will submit a description of the scope of the work contemplated and the qualifications required of the persons to be employed to the Federal Office.

B. Supervision of Home Economics Education

1. State supervisors

- a. Minimum qualifications—as provided in Section I-D-2 (page 18).
- b. Duties—as provided in Section I-D-3 (pages 18-21).

2. Assistant State supervisors

The State Board for Vocational Education may employ specialists in Parent Education and Adult Education, who will teach and supervise classes in this field of work.

a. Qualifications

(1) Education

She shall hold a Bachelor's degree in Home Eco-

nomies or its equivalent. The Parent Education specialist should have special training in Parent Education with at least one year of major work in Child Development and Parent Education. All Adult Education specialists should have courses in Methods of Adult Education and Philosophy of Homemaking Education.

(2) Experience

Two years of actual homemaking experience, which includes the entire management of the home. Two years experience in teaching day school classes and adult classes, with emphasis on adult classes. Demonstrated organization and administrative ability will be expected.

(3) General

Such specialists should be women of maturity who have leadership and organization ability and who command the respect of adult homemakers and administrators.

b. Duties

(1) Organizing and teaching classes in Parent Education and Adult Homemaking Education.

(2) Supervising teachers of parent education and adult homemaking.

(3) Cooperating with local school administrators, women's organizations and school organizations in promoting vocational homemaking adult classes.

(4) Making reports to State Supervisor of Homemaking Education and State Board for Vocational Education of needs and work done.

3. Local Supervisors

By agreement and where conditions warrant it, the State Board for Vocational Education may grant aid to the local school district on the salary of a supervisor of home economics education.

a. Qualifications of supervisor for local community or city

(1) Experience

(a) Practical working experience—

Equivalent to two years' homemaking experience, part of which shall have been acquired in the actual management of a

home. It is also desirable that such local supervisor shall have had adequate occupational experience or contact in wage-earning fields outside of teaching.

(b) Teaching experience

Three years' experience in vocational schools, including both day and evening classes meeting at least minimum standards set up by the State Board and approved by the Federal Board.

(2) Education

(a) Professional

Equivalent of 20 semester credit hours in education, including—

1. Philosophy of vocational education.
2. Special methods and supervised teaching in vocational schools and classes in home economics that meet the minimum standards provided in the State Plan.
3. Making analyses of teaching content in home economics and organizing the same on a teaching basis, in accordance with the needs of selected groups.
4. Methods of training home economics teachers.

(b) Technical and general education—

The minimum technical and general education of these local supervisors should exceed the minimum qualifications, provided in the State Plan, for those teachers for whose professional improvement in service they are most largely responsible.

b. Duties

(1) Teacher Training

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

(2) Promotional

The promotional activities of local supervisors shall be devoted to the establishment of additional vocational classes for the improvement of the vocational program where the local conditions justify it, particularly in the field of part-time

and evening schools in home economics, and in the selecting and training of teachers in service for these classes.

(3) **Inspectional**

The inspectional activities of local supervisors shall be primarily for the purpose of discovering those points on which the local teachers under their supervision need help and assistance.

C. Kinds of home economics education which the State Board intends to aid from Federal funds

1. Day schools or classes
2. Part-time home economics schools or classes for minors
3. Part-time home economics schools or classes for adults
4. Evening home economics schools or classes

D. Day schools

1. **Purpose**

The purpose of homemaking education is defined in the introductory statement to this section.

2. **Qualifications of students**

Minimum age requirement is 14 years. Pupils should be sufficiently mature to have a realization of the social significance of homemaking and to assume managerial responsibilities in the home.

3. **Provisions for minimum plant and equipment**

The plant and equipment must include provision for instruction and practical work in all of the home activities which are taught within the school, such as selection, preparation and serving of food, selection, construction, care and repair of clothing, home management, laundry, care of the sick in the home, care and guidance of children.

Selection and arrangement of equipment should be based on needs and standards of community. A homemaking department should be made as homelike as possible and should be of a standard that the homes of the community can meet. Adequate reference material is necessary. Twenty-five dollars per year should be allowed for new reference material in each homemaking department.

4. **Minimum for maintenance**

- a. Each cooperating school shall be required to provide

an appropriation sufficient to employ a vocationally trained and approved teacher, to purchase such supplies and equipment as are necessary to properly conduct these classes and to provide funds for the travel of the teacher in the community for home project supervision. No fees may be charged to the student for maintenance.

5. Minimum length of school year and hours of instruction per week
 - a. The length of the school year shall be not less than nine months in all cities and towns where Smith-Hughes and George-Deen funds are used.
 - b. The hours of instruction per week shall not be less than thirty in towns of over twenty-five thousand.
 - c. In towns under twenty-five thousand, the hours may be twenty-five.
6. Types of programs to be maintained
 - a. Smith-Hughes funds
 - (1) Number of hours of school week given to vocational work.
 - (a) In the six-hour day, 15 hours per week, or 180 minutes daily, must be devoted to homemaking and related subjects, 120 minutes devoted to homemaking and home projects and 60 minutes to related subjects.
 - (b) In the five-hour day, 12½ hours per week, or 150 minutes daily, must be devoted to homemaking and related subjects, 90 minutes to homemaking and home projects and 60 minutes to related work.
 - (2) Home projects

One-fifth of the vocational half day, or two or three hours per week, may be devoted to home projects, supervised by the homemaking teacher, this time to be distributed or cumulative, according to the demands of the projects.
 - b. George-Deen funds
 - (1) Scheduled time for class work
 - (a) The school program, made up of 60-minute class periods, shall devote 120 minutes or two periods per day to vocational homemaking, 60 minutes to homemaking, 60 minutes to related work in segregated classes

where at least 75 per cent of the female students are enrolled in vocational homemaking.

- (b) In school programs made up of 45-minute class periods, two periods or 90 minutes per day, shall be devoted to vocational homemaking.
- (c) In school programs made up of 60-minute class periods, one period of 60 minutes may be devoted to vocational homemaking, providing the students in this class have had a general basic course in homemaking at the high school level, and one free period per day is allowed the teacher for project supervision, and the teacher is employed four to eight weeks beyond the school year for supervision of projects.

- (2) Scheduled time in school day for individual and group conference between teachers and pupils

One free period per day for every 40 or less students enrolled in vocational homemaking shall be allowed the homemaking teacher for group or individual conferences. This period is included with the time reimbursed for teacher's salary.

- (3) Provision for home and community contacts by teachers

It is desirable that all vocational homemaking teachers be employed for four to six weeks beyond the regular school term for the purpose of supervising home projects and for initiating and conducting vocational programs in the community. An extra month's salary beyond the regular salary and mileage for travel in the community for promotion and supervision of the program should be allowed the teacher.

- (4) Provision for related subjects

It is desirable that in programs (b) and (c) using George-Deen funds, that at least one extra period per day be devoted by students enrolled in vocational homemaking to related subjects, including art and science principles related to the home.

- (5) Provision for home projects

Home practice and home projects should be promoted during the school year and during the summer in order to provide opportunity for

acquiring skills in the different phases of home-making. Home practice should be encouraged throughout all vocational homemaking classes, as a method in teaching homemaking, so that the training given in school may be carried over into the home. The home project should be selected and chosen so that it will show individual growth in students. It should fit the needs, interests and home situation of the girl and should develop new skills. The plan should include various goals and procedures and the evaluation of results should be reported in clear cut statements.

7. Length of program in years

a. Smith-Hughes—2 years

(1) 2 years plus 4 to 8 weeks project supervision

b. George-Deen—3 years

(1) 3 years plus 4 to 8 weeks project supervision

(2) 3 years if preceded by basic course and 4 to 8 weeks supervision

8. Character and content of course of study

In view of the changing concept of education, a philosophy of education for home and family life includes:

a. Training for development of interests, appreciations, judgments, skills and ideals in all phases of home-making.

b. Enlarging the opportunities for creating and establishing desirable social and family relationships, and providing opportunities for the development and growth of individual personalities.

c. Providing for work in real home situations through the medium of home projects.

d. Meeting the needs of the individual and the group by having the homemaking problems, in so far as possible, student planned.

e. Giving sufficient emphasis in all phases of home-making to enable the learner to step into the home and act as assistant homemaker or to assume the full responsibility of the home.

f. An understanding of the basic relationships within the home and development of abilities necessary to democratic family living.

Suggested units for day school programs :

- a. Child Care Units
 - (1) Physical Needs of the Young Child Within the Family
 - (2) Management of the Play School
 - (3) Mental and Social Development of the Young Child
 - (4) Infant Care
- b. Clothing Units
 - (1) Wardrobe for the Girl
 - (a) A Dress Covering for Work
 - (b) Care and Repair of Clothing
 - (c) Selection and Construction of Needed Garments
 - (d) Use of the Sewing Machine
 - (2) Wardrobe for the Family
 - (a) Clothing for the Young Child
 - (b) Construction and Selection of a Needed Garment for Some Member of the Family
 - (c) Selection of Men's Clothing
- c. Foods and Nutrition
 - (1) Better Bodies from Better Foods
 - (2) Family Meals
 - (3) Food Preservation
 - (4) Meals for Special Occasions
 - (5) Saving Available Food Supply
 - (6) School Lunches
- d. Home Management
 - (1) Consumer Education and Buying
 - (2) Family Management Problems
 - (3) Steps in Good Management
- e. Related Science
 - (1) Digestion and Absorption
 - (2) Home Hygiene and Care of the Sick
 - (3) Nervous System and Ductless Glands
 - (4) Personal Grooming
 - (5) Relationship of Micro-Organisms to Health
 - (6) Respiratory and Circulatory System
 - (7) Solvents and their Use in the Home
 - (8) Transfer and Control of Heat

- f. Related Art
 - (1) Color and Its Use
 - (2) Elementary Art Principles
 - (3) Home Furnishings
- g. Social and Family Relationships
 - (1) Social and Family Relationships
 - (2) Understanding Oneself.

9. Methods of instruction

The work will take the form of solving practical problems in so far as possible. The class periods will not be divided into laboratory and recitation periods, but should include laboratory work based on project method, special drill lessons in developing technique, recitation and discussion, field trips, observation and report on projects, supervised study, conferences, supervised home projects in so far as each fits into the course.

10. Provision for travel

Necessary travel of homemaking teachers for the following services will be reimbursed on a fifty per cent basis, from Federal and State funds, or both:

- a. Surveying needs of community for further development of program.
- b. Visiting prospective students (day, part-time and adult).
- c. Visiting homes to advise students and evaluate home projects.
- d. Other activities necessary in promoting and developing the program, subject to approval of the local school authority.

11. Qualifications of teachers

- a. Home economics teachers
 - (1) Education, including professional and technical training.

They shall be graduates of a four-year course in home economics with a major in home economics from a college of standard grade approved by the State Board for Vocational Education (or they shall have equivalent training which has been approved by the State Board for Vocational Education as meeting the requirements of pre-

service training outlined in this plan). They shall hold a Colorado State Teacher's Certificate.

- (a) The following professional subjects must be included in the required 20 hours in educational credit (subject to change):

	Semester Hours
Psychology	5
Special Methods in Home-making Education.....	3
Student Teaching in Vocational Homemaking Class in an Approved High School	6
Advanced Methods in Home-making Education.....	2
Electives in Education.....	4
The Family.....	3
Recommended Electives:	
Principles of Education....	3
Sociology	3

- (b) Technical courses must include: 6 full weeks of Home Management House, Child Care and Training, with laboratory observation of small children.
- (c) Before a teacher can be vocationally approved she must have an average rating of C or 1.0 point in scholarship and student teaching, and approved professional training in Home Economics from an approved institution within the last three years.
- (2) Experience
- (a) They shall have had not less than two years of adequate vocational experience in the home, including a reasonable period of actual management of the home. This experience should be checked before the junior year in the college course.
- (3) General

They must exemplify their homemaking training by having good health and following the rules of good health, by neatness and attractiveness of clothing, by courtesy, and by general wholesome standards of living.

b. Related subjects teachers

Qualifications

When the related science subjects are not taught by the home economics teacher, such teachers shall meet the following requirements:

- (a) They shall be graduates of a four-year scientific course from an approved college of standard grade and shall have had at least twelve weeks' experience in practice teaching or its equivalent, together with courses in special methods dealing with related science problems. They shall hold a Colorado State Teacher's Certificate.
- (b) They shall be sufficiently acquainted with and interested in home problems that they can and will make the science subjects "truly related" to the home economics subjects that they parallel.

Qualifications of teachers of related art

- (a) When the art is not taught by the homemaking teachers they shall meet the educational requirements demanded of high school teachers.
- (b) They shall have a major in art subjects and sufficient knowledge of homemaking to apply the principles of art to homemaking problems, together with courses in special methods and student teaching dealing with related art subjects.

E. Part-time Home Economics Schools and Classes

1. For minors

a. Source of funds

One-third of the twenty per cent of the Smith-Hughes funds allotted to home economics shall be devoted to part-time homemaking classes for either minors or adults. The Federal funds appropriated under the George-Deen Act will also be used.

b. Qualifications of students

Part-time classes are open to women and girls over 14 years of age.

c. Purpose

Instruction given must be designed for workers over 14 years of age and be suitable to enlarge their civic and vocational knowledge. It must enable them to discharge more successfully their responsibilities as homemakers or to enter into wage-earning occupations requiring homemaking training.

d. Length of term

Those classes organized under the Smith-Hughes Act must be organized for a minimum of 144 hours of instruction during the school year in a combination of units that fit the needs of students.

Classes organized under the George-Deen Act may be organized for a minimum of 60 hours of instruction during the school year.

e. Provision for plant and equipment

Equipment and space used for day school classes will be used when it is available. Environment to insure efficient learning will be found, in every instance, before classes are scheduled.

f. Provision for maintenance

The local school board will be expected to provide a budget for maintenance of part-time classes, as well as equipment, space, reference and illustrative materials.

g. Character and content of course of study

See D-8 (page 124).

Course should include a series of units in homemaking that fit the needs and interests of the group. Since experiences of the group are varied and time available for instruction is limited, lessons presented will be planned with definite objectives, and whenever possible will be complete units. Special emphasis should be given to those aspects of homemaking that are of vital concern to the students in each class.

h. Methods of instruction

Problems in various aspects of homemaking that members of the class are meeting will be used as a basis of discussion, demonstration and laboratory work. Field trips, use of current references and illustrative material will be introduced when they serve to make the course more interesting and profitable.

i. Provision for follow-up work

Homemaking teachers will be asked to keep a record of each student regarding occupations, ability and possibilities for placement or promotion. Travel funds will be allowed for home and place of employment visitation for follow-up work.

j. Qualifications of home economics teachers

(1) Education

A minimum of two years of training in home economics from an approved school will be required. (Note: This requirement may be waived in case of a person especially well qualified to handle one particular line of work. People of equal ability with more training will be given preference in selection.)

Such teachers shall have completed enough work in education to entitle them to valid certificates to teach in Colorado and shall have demonstrated their ability to teach.

(2) Experience

Not less than two years of practical homemaking or successful trade experience along the line to be taught will be required.

(3) General

There is recognition of the need for special attention to personal qualities that will appeal to the group to be reached, as well as adequate technical and academic training, in the selection of the teacher for a part-time class.

F. Evening Home Economics Schools and Classes

1. Source of Federal funds

- a. Smith-Hughes funds allotted to homemaking from 20 per cent of trade and industrial funds, and at least one-sixth of George-Deen homemaking funds will be used to reimburse evening classes.

2. Purpose

To encourage and guide the development of greater desire and ability to bring homemaking practices to the most desirable standards attainable as to environment, health, relationships and activities, and to continue to aid adults in adjusting standards to those which are feasible in meeting constantly changing conditions and situations.

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3. Organization

Classes for adults will be organized on a short unit basis, 6 to 12 lessons in each unit, with each lesson $1\frac{1}{2}$ to 2 hours in length. All lessons should be adjusted to

meet the varying needs and possibilities in each community.

Organizing and administering the adult program are the joint responsibilities of local school administrator, teacher and supervisor.

4. Qualifications of students.

Students must be sixteen years of age or over.

Groups to be reached are:

- a. Homemakers, household assistants or household employees who desire to extend their knowledge of homemaking and to improve their practices.
- b. Those who expect soon to have their own home or are preparing themselves for homemaking responsibilities.
- c. Those who have the responsibility of a home in addition to a wage-earning occupation.

5. Provision for minimum plant and equipment.

Plant and equipment must be adequate for the phase of homemaking that is to be taught. A well equipped home economics laboratory or a housekeeping center will be secured when work involving the manipulative processes is offered. Rooms selected will be well lighted and heated. A private home with adequate space may be used in some communities where other laboratory facilities are not available.

6. Provision for maintenance

Each cooperating school shall be required to provide an appropriation sufficient to employ a trained and capable teacher and to purchase such supplies and illustrative and reference material as may be necessary to properly conduct these classes.

7. Character and content of the course of study

Major objectives 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 the everyday problems of personal and community living which affect home and family life in the present complex social order.
- c. To help them solve new personal and home problems satisfactorily as they arise.

8. Character of the school work

All of the instruction given will be supplemental to the homemaking experiences of class members, based on needs and attainable standards.

9. Methods of instruction

The skillful teacher uses many methods and uses each to fit the objectives toward which the class is working in any given unit. The limitations and advantages of each method chosen will be considered in relation to each individual and to his or her maximum development.

10. Qualifications of home economics teachers

a. Education—Including professional and technical training

The teacher shall be graduated from a recognized four-year high school, and have special education for the phases of work she is to teach, either in trade schools or college homemaking departments. She must have a command of methods of teaching which will enable her to effectively present her material and to plan practical experiences for members of the class. She must be expert in the phase of homemaking she is to teach, so that she commands "occupational respect."

b. Experience—Including homemaking and teaching

At least two years of adequate practical experience in the management of a home. Preference will be given to candidates with successful teaching experience. Training conferences will be planned for all adult teachers.

c. General—Including personal fitness and general contacts

She must have good health, must like people, have convictions about the values in adult education for homemakers, and possess ability to convince others of these values.

G. Teacher Training

1. Distribution of Federal funds allotted for maintenance of teacher training in home economics shall be on the basis provided in Section II-G-1-c and G-2-d (pages 31 and 35).

a. State supervision

As provided in Section I-D-3 (pages 18-21).

b. Local supervision

Local supervisors and directors, as well as the State Supervisor, shall be responsible for the improvement of teachers of homemaking education in their respective communities. They shall conduct personal and group conferences, develop instructional material, and improve methods of individual teachers.

c. Organized teacher training by

(1) State Board

The State Board will not conduct organized teacher training except for part-time and adult teaching.

(2) Designated institution

(a) Colorado State College of Agriculture and Mechanic Arts is the designated institution for the training of vocational home economics teachers.

(b) Said institution is located in Fort Collins, Colorado.

(c) The teacher-training fund allotted by the State Board for the preparation of teachers of home economics education will be used for the maintenance of courses for the training of teachers of home economics subjects, including salaries of teacher trainers, clerical service, communications, printing and supplies, and for travel when authorized by the State Board for Vocational Education, as provided in Section II-G-1-c (page 31) and Section II-G-2-d (page 35).

2. Qualifications of teacher trainers

a. Head teacher trainer

(1) Experience

Homemaking—At least three years of successful experience in the practice of homemaking, in which two years shall have been spent in the actual management of a home.

Teaching experience—From three to five years of successful teaching experience of vocational home economics in day and evening part-time classes. Supervisory or administrative experience—At least two years of supervisory or administrative experience in home economics education. Preference will be given to candidates with experience

in positions of responsibility in teacher-training centers, where teachers of vocational home economics are trained.

(2) Education

Professional—Twenty-five semester credit hours in education, ten of which parallel or follow the teaching experience, including—

Philosophy of vocational education.

Special methods and supervised teaching in vocational schools and classes in home economics that meet the minimum standards provided in the State Plan.

Making analyses of teaching content in home economics and organizing the same on a teaching basis, in accordance with the needs of selected groups.

Methods of training home economics teachers.

Technical and General—Graduation from a standard four-year course in home economics and a Master's degree in home economics education.

She must show ability to demonstrate effective teaching procedures and provide situations and learning experiences for prospective teachers and direct them in such a way that they will develop independence, skill and judgment in teaching.

(3) General

She should be a woman of not less than thirty years of age, with leadership ability and a concept of the scope and importance of the profession of home economics, coupled with a philosophy of education so well defined that she can translate the two into a sound educational program in teacher education and in homemaking education for the various age level groups.

b. Assistant teacher trainers

No assistant teacher trainer will be provided at this time.

c. Supervisory teachers in student-teaching center

(1) Experience

At least two years of successful experience in practice of homemaking.

Three years of successful teaching in vocational homemaking classes in day school. Experience in evening and part-time classes is desirable.

(2) Education

A graduate from a standard, four-year college course, with a major in home economics, which includes the professional and technical courses required for the teaching of vocational homemaking in this State Plan. She should show professional interest in working toward a Master's degree in Home Economics Education. A professional graduate course in "Supervision of Student Teaching" will be required of all supervising teachers.

(3) General

She should have leadership ability and be able to guide student teachers so they will develop independence, skill and judgment in teaching in so far as possible.

She should have personal qualities which command the admiration of young people and the respect of fellow workers.

d. Itinerant teacher trainers

(1) Experience

Same as G-2-a-(1), (pages 133 and 134).

(2) Education

Same as G-2-a-(2), (page 134).

(3) General

Same as G-2-a-(3), (page 134).

In addition, she should have shown evidence of ability to adjust to the varying teaching and administrative situations that will be met throughout the State and to share with others in the State and in the teacher-training institution the results of her experience.

3. Preemployment preparation of teachers

a. Standards for training home economics teachers

(1) Basis for selection of teachers

Vocational homemaking teachers in day schools will be urged to encourage students with leadership and homemaking ability to prepare themselves for the teaching of homemaking.

A representative faculty committee from the approved institution for the training of vocational teachers will be appointed to study the problem of selection of prospective home economics teachers and to formulate a plan that will make for progress toward finding a valid basis for selection of prospective teachers.

- (2) Length of course
 - (a) In years—4 school years
 - (b) In unit hours—140
- (3) Content of course
 - (a) Required hours for graduation—140 semester hours

FRESHMAN YEAR

EH	2	English	-----	3	EH	3	English	-----	3
C	1	Inorganic Chemistry	-----	3	C	3	Inorganic Chemistry	-----	3
C	2	Inorganic Chemistry Laboratory	-----	2	C	4	Inorganic Chemistry Laboratory	-----	2
EZ	2	Human Anatomy and Physiology	-----	5	HE	16	Textiles and Clothing	-----	3
HR	01	Orientation	-----	2	--	--	Mathematics	-----	3
--	--	Art Fundamentals	-----	2	PE	52	Physical Education	-----	0.5
PE	51	Physical Education	-----	0.5			Electives	-----	2

SOPHOMORE YEAR

C	5	Organic Chemistry	-----	3	Ph	1	Physics	-----	3
C	6	Organic Chemistry Laboratory	-----	2	Ph	2	Physics Laboratory	-----	2
B	5	Introduction to Botany	-----	1	HE	2	Advanced Design	-----	2
B	6	Introduction to Botany Lab.	-----	1	HE	30	Food for the Family	-----	5
HE	17	Costume Design and Construction	-----	5	PE	54	Physical Education	-----	0.5
PE	53	Physical Education	-----	0.5			Electives	-----	5
		Electives	-----	5					

JUNIOR YEAR

PB	18	Bacteriology	-----	3	EH	25	Public Speaking	-----	2
HE	32	Nutrition	-----	3	EH	52	English Literature	-----	2
Ed	10	Psychology	-----	3	ES	71	Principles of Sociology	-----	2
ES	70	Rural Sociology	-----	2	ES	3	Economics	-----	3
GH	8	Journalistic Writing	-----	2	Ed	107	Psychology of Childhood	-----	2
		Electives	-----	4.5	HE	70	Home Management	-----	3
							Electives	-----	4.5

SENIOR YEAR

(Courses listed below will be offered both semesters)

ES	161	Marriage and the Family	-----	3
HE	50	Child Development	-----	3
HE	71	Home Management Residence	-----	2
HE	117	Consumer Education	-----	3
HE	4	Modern Housing	-----	2
HE	5	House Furnishing	-----	3
HE	51	Pre-school Techniques	-----	2
HE	134	Foods Management and Service	-----	2
HE	116	Selected Problems in Clothing	-----	3

Required Professional Courses

Ed	1b	Student Teaching in Homemaking Education	-----	6
Ed	40	Special Methods in Homemaking Education	-----	3
Ed	40	Advanced Methods	-----	2

(4) Provision and amount of time for

(a) Home Project Work—Will be carried on by teaching majors during the four-year course and during vacation periods in areas selected on the basis of their development as individuals and prospective teachers. These projects will be supervised by teacher trainers in cooperation with technical subjects staff members.

(b) Residence in home management house

Each girl is required to live in the home management house six full weeks and provision will be made for a home management house under supervision of a competent instructor. Experiences in the home management residence should include those which are typical of family living, such as family counseling, living within a specific income, purchasing for the house, planning recreational activities, assuming social responsibilities, taking care of emergency situations, in addition to the regular routine managerial responsibilities of a home. Provision should also be made for cooperative relations with the various other divisions of the home economics department.

(c) Contacts with children

Such contacts should be provided through making provision for a child or children to be in the home management residence at various times, and through participation and observation in a nursery school, as well as through contacts which are possible in homes and communities.

(d) Community contacts

Community contacts such as those afforded through church, local, and State organizations, or other social groups, are recognized as valuable. Participation in these groups will be encouraged as preparation for the teacher in becoming a member of the community in which she lives.

(5) Provision and amount of time for

(a) Resident student teaching

Vocational homemaking departments will be used for student-teaching centers.

Centers selected for student teaching will have successful day school classes and maintain either part-time or evening classes during the school term.

Student teachers will teach six full school weeks in the center and live in the community during this period. Observation will be conducted in schools near teacher-training institution before students go to student-teaching center in the State.

(b) Apprentice teacher

No compensation will be allowed for apprentice teachers.

(6) State certification requirements

REQUIREMENTS FOR TEACHERS OF VOCATIONAL HOMEMAKING

Degree must be taken in Home Economics, Teacher Training Curriculum	3 semester hours
Psychology	3 semester hours
Student Teaching in Vocational Homemaking Education	6 semester hours
Special Methods in Vocational Homemaking Education	3 semester hours
Advanced Methods in Vocational Homemaking Education	2 semester hours
Electives in Educational Subjects	6 semester hours
Recommended—Principles of Secondary Education	3
Sociology	3

20 semester hours

GRADUATE TEMPORARY CERTIFICATES

(Valid for five years in any school in Colorado)

In order to secure a certificate to teach in the high schools, it is necessary to hold an A.B. or equivalent degree, with thirty quarter hours of credit distributed among at least three of the following groups, one of which must be Practice Teaching: (a) General and Educational Psychology; (b) Principles of Education; (c) History of Education; (d) Administration and Supervision of Education; (e) Practice Teaching; (f) Special Methods; (g) Philosophy, Sociology, Anthropology, Biology, Political Science. (Note: The maximum amount of credit allowed in group (g) is ten quarter hours.)

Six quarter hours of practice teaching are required. The regulation regarding practice teaching may be waived for a teacher who has had three years' successful teaching experience.

4. Training of teachers in service

a. Agencies responsible for training

The State Board for Vocational Education, working with the teacher-training department of the Colorado

State College, with the superintendents and principals of the various schools, is responsible for the training of vocational homemaking teachers.

b. Official title and responsibilities of individuals in charge

(1) State Supervisor of Homemaking Education

(a) One-half of State Supervisor's time will be allotted to in-service teacher training.

(b) Functions—See Section I-D-3 (pages 18 to 21).

Call or direct State, group or individual conferences when necessary.

Advise teachers as to advanced school work, school visiting, trade experience, etc.

Certify vocational homemaking teachers.

Advise on placement of teachers.

Visit schools and assist teacher in her special problems.

(c) Training programs

Day-school teachers' district and annual conferences.

Schools and institutes for training of part-time and evening school teachers.

(2) Assistant State supervisors

See B-2-b (page 119).

(3) Local Supervisors

See B-3-b (page 120).

(4) Itinerant teacher trainer

(a) Will devote half-time to two-thirds of her time during nine-month school year to assisting first-year teachers and others needing special help in adapting their programs to classes in school and community.

c. Technical courses

There will be no technical courses for vocational homemaking teachers reimbursed at teacher-training institutions.

5. Working relationship to be maintained between the State Department of Education and the institution engaged in teacher training

Members of the teacher-training and supervisory staff will work together to coordinate the pre-service and in-service programs.

6. Graduate programs in teacher training

- a. The Colorado State College, particularly in its summer school, gives advanced work in home economics education, leading to a degree of Master of Science in Vocational Education, majoring in Home Economics Education. The following outline shows the content of this graduate course:

Requirements: Thirty-five semester hours of graduate work, including a thesis. One-half of these credits, including the thesis, must be earned in the major subject. The remaining credits may consist of one or more minors.

Candidate must hold a bachelor's degree with a major in home economics and show evidence of having completed the following: Special Methods in Home Economics, Student Teaching or successful experience in teaching home economics, sufficient education courses to qualify for a State teacher's certificate in Colorado.

MAJORS

Required Courses

(Thesis gives $3\frac{1}{2}$ semester hour credits. All other courses listed below give $1\frac{3}{4}$ semester hour credits.)

Ed. 225 Educational Research

Ed. 250 Philosophy of Homemaking Education
Thesis

Electives in Home Economics Education to Complete Required Number of Credits in Major

Ed. 118 Leadership in Parent Education

Ed. 140 Methods in Related Subjects

Ed. 141 Adult Education in Homemaking

Ed. 142 Organization and Supervision of Adult Education

Ed. 143 Methods in Related Art

Ed. 144 Methods in Science Related to the Home

Ed. 145 Elementary Methods in Home Economics

Ed. 180 Philosophy of Vocational Education

Ed. 212 Advanced Philosophy of Vocational Education

Ed. 214 Educational Statistics

- Ed. 226 Seminar in Research Work
- Ed. 240 Problem and Project Teaching in Home Economics
- Ed. 241 Methods in Teaching Child Care and Family Relationships
- Ed. 242 Home Projects and Extra-Curricular Duties
- Ed. 244 Personality Development for Home Economics Teachers
- Ed. 245 Seminar in Home Economics Education
- Ed. 247 Supervision of Student Teaching in Home Economics
- Ed. 248 Administration and Supervision of Home Economics Education
- Ed. 249 Study of the Curriculum in Home Economics

MINORS

The following minors are available for candidates who have had the necessary prerequisites. The candidate should select first her minor line of interest and then those courses which will best satisfy her interests.

Home Economics

Child Development

Supervision and Teacher Training

The Family and its Economic and Social Problems

Vocational Education

Adult Education

General Education

- b. Plan for reimbursement for professional courses
Professional courses which meet the needs of homemaking teachers in the State will be reimbursed on a 50-50 basis, providing they are taught by an instructor who is qualified to teach the courses and understands the philosophy of vocational education, and providing they are taught in the approved teacher-training institution.

Detailed courses change from year to year. See G-6-a (page 140).

- c. Provision for field contacts by professional staff

Home Economics Teacher-Training funds may be used for reimbursement on the travel of professional staff members within the State, when engaged in official duties. Each member of the homemaking professional staff should make annual visits to the field and have frequent conferences with field workers to keep in-

formed about persistent problems of homemakers and teachers for the purpose of strengthening their own teaching and for increasing their services to the State homemaking education program.

d. Provisions for experimental programs

Studies which contribute help in the solution of questions of school or class organization, curriculum content and experiences adapted to different maturity levels, to teaching procedures and to means of evaluating results in instruction of vocational homemaking may be undertaken by local communities when approved and advised by the State Supervisor and the State Board for Vocational Education.

e. Provisions for research

Subject to the provisions of A-2-c-(6), (page 118).

VI. DISTRIBUTIVE EDUCATION

A. Proposed use of Distributive Education funds allocated for salaries and travel and maintenance of teacher training.

1. Distributive Education funds allotted for salaries and travel.

a. Proposed basis of reimbursement for Part-Time instruction.

The State will be the unit for matching Distributive Education funds. Reimbursement will be made only on such part-time classes as meet the requirements of this State Plan and will be subject to contract between the State Board for Vocational Education and local boards of education or other governmental agency. School districts will make application in advance of establishing classes eligible for reimbursement.

b. Proposed basis of reimbursement for evening school instruction.

The State will be the unit for matching Distributive Education funds. The funds will be used in accordance with the needs of this type of instruction and in accordance with requirements of this State Plan. Reimbursement will be subject to contracts between the State Board and local boards of education or other governmental agency, upon application in advance of establishing classes.

c. Distributive Education funds may be used for the travel of itinerant teachers and the travel of teachers attending official conferences, on the same basis as provided in Section II-H-1 and 4 (pages 38 and 40).

d. Distributive Education funds may be used for State supervision, salaries, travel, and the necessary maintenance of such supervision, as provided in Section I-E-1 (page 21). The travel will be subject to the same provisions as Section II-H-7 (page 41).

e. The use of apprentice teachers is not contemplated.

f. Distributive Education funds may be used for the salary of the State Director of Vocational Education, the amount so used not to exceed one-fifth of the total expenditure from Federal funds on such salary; and Distributive Education funds may also be used for the necessary travel of the State Director when engaged in the Distributive Education program, on the same basis as provided in Section I-A-2 (page 9).

- g. Distributive Education funds may be used for travel of representatives of distributive occupations on official advisory committees appointed by the State Board, and on the same basis as provided in Section I-A-3 (page 11).
2. Funds for maintenance of teacher training in Distributive Education.
 - a. Distributive Education funds may be used for the pre-employment training of teachers of distributive education subjects providing the personnel enrolled in organized classes meet the qualifications for teachers of distributive education, as provided under Section VI-D-8 (page 150), and providing classes are conducted by qualified teacher trainers.
 - b. Distributive Education funds may be used for the salaries, travel, clerical service and supplies necessary for the in-service training of teachers engaged in the Distributive Education program. This training may be given by a state supervisor of distributive education, or the designated teacher-training agency may be reimbursed for services rendered.
 - c. Supervision, salaries and maintenance.

When a State Supervisor is employed by the State Board, supervision will be subject to provisions in Section VI-A-1-d (page 143) of this plan.
 - d. Distributive Education funds may be used for the travel of Distributive Education teachers to conferences as provided in Section VI-A-1-e (page 143), and subject to the same conditions as Section II-II-1 (page 38).
 - e. Distributive Education funds may be used for salaries and qualified personnel employed to compile special subject matter for the use of distributive teachers in service; and Distributive Education funds may be used for the distribution of this material, providing the State Board authorizes in advance, upon acceptance of an approved plan, all such expenditures. If persons other than supervisors and teacher trainers of distributive education are to be employed for the preparation of subject matter, there will be submitted to the Federal Office the minimum qualifications for those to be employed before Federal funds are used as reimbursement for part of their salaries.
 - f. The State Board for Vocational Education may employ special instructors for advanced technical or vocational content courses to conduct short intensive

courses in a special summer school session when such courses are necessary. Such courses are restricted to employed teachers of Distributive Education.

- g. Distributive Education funds may be used for salaries and travel of State supervisors and teacher trainers to make studies and to do research in the field of Distributive Education. Funds will also be used for printing and distribution of the results of such studies and research. All programs of study and research must be approved by the State Board for Vocational Education before any expenditures for this purpose are incurred.

B. Supervision of Distributive Education

1. State Supervisor and Assistant Supervisors

The State Board for Vocational Education may employ a State supervisor of Distributive Education, and assistant State supervisors as are necessary for an efficient State program and as funds will permit. Secretarial and clerical workers will be employed in accordance with the needs of the program. The State Supervisor of Distributive Education and his staff shall be directly responsible to the State Director of Vocational Education for the State program of Distributive Education. All policies and regulations as specified throughout Section I of the State Plan shall apply to Distributive Education.

- a. Qualifications of State Supervisor and Assistants as provided in Section I-E-2 (page 21).
- b. Duties of State Supervisor as provided in Section I-E-3 (pages 22 to 25).

2. Local Supervision of Distributive Education.

a. General Plan

George-Deen Distributive Education funds will be used to reimburse salaries of local supervisors when there is need for local supervision and the local supervisors meet the qualifications set up herein. To be designated as a supervisor of Distributive Education, a person must devote 50 per cent or more of his school employment time to the supervision of the Distributive Education program.

b. Qualifications of Local Supervisors

(1) Practical working experience

He must have at least 5 years of experience in selling, managing or operating, with a minimum

of 2 years of this experience in the same kind of store or business: grocery, retail meat, printing, garage or others. A combination of selling and managing experience will be considered. Only 2 years of continuous selling or managing experience will be required of those with a Bachelor's Degree, based upon majors in Retailing, Marketing or Business Administration. Time less than 6 months in a business or occupation will not be considered in totaling occupational experience.

(2) Teaching Experience in Vocational Distributive Classes

He must have at least 3 years of experience as a teacher of distributive occupational subjects in classes which meet the standards of the Colorado State Plan, or similar experience in a distributive organization.

(3) General qualifications shall be the same as provided in Section I-E-2-e (page 22).

(4) Professional Education

He shall have completed at least two years of college training or its equivalent, including 12 credits or 180 clock hours in Vocational Education subjects.

e. Duties of Local Supervisor

(1) Promotional

He shall be responsible for the promotion and organization of classes in distributive occupational subjects. He will make the necessary contacts with individuals, commercial trade organizations, and employers to promote the program. He will be responsible for the publicity desirable for such promotion. He will be expected to attend conferences and meetings of groups interested in Distributive Education. He will also promote general interest in Distributive Education in the community. He shall assist teachers in the preparation of courses of study.

(2) Inspectional

He shall inspect and have general supervision of the classes or schools in the community. He shall visit the schools and classes to determine whether or not State Board for Vocational Education requirements are being met regarding plant, equipment, courses of study, enrollment, etc. He

shall make reports to the State supervisor as required.

(3) Instructional

He will be responsible for the improvement of the teachers of Distributive Education in the community. He shall help them to improve their methods and efficiency, conduct personal and group conferences, and develop instructional material.

C. Kinds of Classes for Distributive Workers which the State Board Will Aid from Federal funds.

1. Evening Classes

George-Deen Distributive Education funds will be used for reimbursement of the salaries of teachers of evening classes in accordance with the requirements of this plan.

2. Part-time Classes

George-Deen Distributive Education funds will be used for reimbursement of the salaries of teachers of part-time classes in accordance with the requirements of this plan.

3. Requirements for Reimbursements for Teaching Distributive Occupational Subjects.

a. The teacher shall have at least the minimum qualifications provided in the State Plan for teachers of the particular distributive occupational subject he is to teach.

b. The pupils should be employed in a distributive occupation, or in other work involving contact with consumers, or if unemployed or about to become unemployed they should have had sufficient experience in a distributive occupation to be reemployable in a related distributive occupation with a limited period of training.

c. Pupils in a part-time class must be 16 years of age or over; in an evening school they must be 16 years of age or over.

d. All classes must be under public supervision and control.

e. The time given to instruction of part-time pupils shall not exceed in each day, week, or other unit of time, the number of hours that the pupils are employed during the same unit of time.

- f. Instruction in either part-time or evening schools must be limited to vocational or related distributive subjects which are supplemental to the daily employment, as defined under C-3-b (page 147). A vocational distributive subject is one involving a discussion or presentation of the specific working practices of a distributive occupation for the purpose of increasing the skill, technical knowledge, occupational information, or judgment of workers engaged in that specific occupation.

A related distributive subject is one which is intended to enlarge the vocational knowledge, understanding, morale, or judgment of workers from one or more distributive occupations. Thus, subjects bearing on the production and preparation of the commodities, social contacts for store workers, laws affecting stores and business, art principles to be followed in the display of goods or preparation of advertisements, science in the sanitary handling of perishable goods, business organization and management, economics of retailing, are all examples of related distributive subjects.

D. Evening Classes

1. The controlling purpose of evening school instruction is to increase the efficiency of workers employed in distributive occupations.

Students in reimbursable evening classes must be employed in a distributive occupation subject to the provisions of Section VI-C-3-b, (page 147). Reimbursements for evening school teachers of distributive occupational subjects are limited by the terms of Section 6 of the George-Deen Act to the restriction in Section 11 of the Smith-Hughes Act, which stipulates that evening school instruction shall be confined to that which is supplemental to the daily employment of workers over 16 years of age. An evening school or class in distributive occupations is one which conforms to the following requirements:

- a. Pupils are 16 years of age or over and are employed in a distributive occupation.
- b. The instruction is supplemental to their daily employment, as defined under Section VI-C-3-b, (Page 147).
- c. The class meets during the non-working hours of the pupils. Thus the class can be held at any hour of

the day or night depending upon the employment schedule of the workers enrolled.

2. Vocational or Related Subjects Supplemental to Daily Employment are Those the content of which
 - a. Increases the skill or knowledge of workers in a specific distributive occupation;
 - b. Prepares workers in a distributive occupation for changing to a related kind of work in another distributive occupation, such as a course in retail store management for salespeople in a particular kind of retail store; or a course in selling a specific kind of goods or services;
 - c. Prepares for promotion to a full-time distributive occupation, workers in an industrial or trade occupation whose daily employment involves some contact with consumers and who have an agreement for full-time employment in a consumer contact position in their trade or industrial field.

3. Minimum Plant and Equipment

The plant and equipment provided for instruction in distributive occupations shall be adequate for instructional purposes and meet the objectives of the course. The State Supervisor of Distributive Education will inspect plant and equipment to determine whether they are adequate before such classes are approved.

4. Minimum for Maintenance

The State Board for Vocational Education does not specify the minimum amount to be spent for maintenance of each type of distributive education course but will withhold Federal and State aid in any case where the Board is convinced that the instruction is not properly maintained.

5. Character and Content of Course of Study Supplemental to Daily Employment

The course of study for evening schools may consist of a single short unit, a series of short units or a term's work covering a school year or more. In every case the work will be organized upon a practical basis offering opportunity for a worker to obtain advanced experience in occupational processes or such scientific and technical information as to give him a broader understanding of his work. In most cases single occupation groups will be organized for courses to make the instruction most

effective. A course of study will be submitted when needs are determined and experience makes a practical course of study possible.

6. Methods of Instruction for Groups or Classes

The conference technique of instruction and individual instruction will be the most common procedures used in evening schools or classes for groups employed in single and several different occupations. The teacher will adapt his special skills and knowledges to the needs of the students and supplement his instruction with data from reliable sources. Illustrative materials, motion pictures, and demonstrations may be used. Whenever the informational method is used, it shall be followed by a conference of the class members, in order that the information may be put into immediate use by the group.

7. Time Schedule for Instruction in Relation to Employment Schedule

The usual plan will be to organize evening classes on a short unit basis. Each class meeting will usually cover a period from 1½ to 2 clock hours. Two meetings a week will be the most common procedure. Flexibility will be maintained, however, in order to meet specific needs of groups.

8. Qualifications of Teachers

a. Vocational Subjects.

The teacher of a vocational distributive subject must be a master of his occupation and must meet the following qualifications:

- (1) For those with four years of high school education, or less than college graduation, at least five years of practical experience in the vocation to be taught; with a minimum of two years of continuous employment in any single kind of distributive business.
- (2) For those with four years of college education, at least three years of practical experience in the vocation to be taught, with a minimum of two years of continuous employment in any single kind of business.

Units of less than six months' experience are not considered.

b. Related Subjects

- (1) Certified vocational teachers in the field of agricultural, commercial, homemaking, and trade and industrial education may be employed to teach related subjects when the general needs of the group indicate an effective use of instruction in these related fields, and when these instructors present evidence of having had a minimum of 60 clock hours of instruction in methods of teaching related distributive subjects, including conference leading.
- (2) Business experts and recognized leaders in the field of distribution may be employed as related subject teachers from time to time when the needs of the group indicate an effective vocational use of such related instruction. Those continuously employed will be required to have had a minimum of 60 clock hours of instruction in teaching related distributive subjects, including conference leading.
- (3) Related instruction shall follow the methods specified in D-6 (page 150).

9. Plan for Coordination

Funds will be used for reimbursement for salaries paid for time spent in coordination of evening classes. Coordination shall provide for periodic visits to the places of employment of student personnel, for conferences to be conducted with students, employers and instructors, and for cooperation in the selection, development and modification of courses of study, and the periodic revision of these courses so that instruction may better meet the needs of the pupils. It shall further provide guidance, placement and follow-up of students enrolled in Distributive Education evening classes, and cooperation with civic, industrial, employer and employee groups interested in industrial education.

When a person is employed full-time by a school and devotes fifty per cent or more of such employed time to coordination, such person must meet the same qualifications as set up for a local supervisor and secure a coordinator's certificate within three years after employment. When less than 50 per cent of his time is given to coordination, the coordinator shall have at least the qualifications of an evening school teacher.

E. Part-time Schools or Classes

1. Extension Part-time Schools or Classes

a. Controlling Purposes

The controlling purposes of part-time schools or classes shall be to increase the skill, technical knowledge, occupational information and judgment of young workers engaged in distributive occupations. Part-time schools or classes will be organized for the instruction of workers over 16 years of age who can leave their daily employment only a few hours each week to attend such schools or classes. Short intensive courses will be taught for a limited period of time to any one group of distributive workers during the period when they are not employed. Continuous part-time courses will be conducted for a period of time covering a school term or year.

b. Qualifications of Students

Part-time schools or classes will be organized for persons over 16 years of age who have legally left the full-time school and are lawfully employed in a distributive occupation, or have been lawfully employed in a distributive occupation, but are temporarily unemployed.

c. Required or Minimum Plant and Equipment

The plant and equipment providing for instruction in distributive occupations shall be adequate for instructional purposes and for attaining the objectives of the course. The State Supervisor of Distributive Education will inspect plant and equipment to determine whether they are adequate before such classes are approved.

d. Minimum for Maintenance

The State Board for Vocational Education does not specify the minimum amount to be spent for maintenance of each type of distributive education course but will withhold Federal and State aid in any case where the Board is convinced that the instruction is not properly maintained.

e. Character and Content of Courses of Study

The course of study for part-time instruction may consist of a single short unit, a series of short units, or a term's work comprising a school year or more. In every case the work will be organized on a practical basis offering opportunities for a young worker to obtain advanced experiences in occupational proce-

esses, technical and related occupational information to give him a broader understanding of his work. Wherever possible single occupational groups will be organized for courses to make the instruction most effective. A course of study will be submitted when needs are determined and experience makes a practical course of study possible.

f. Methods of Instruction

Same as D-6 (page 150).

g. Time Schedule for Instruction in Relation to Employment

The time schedule will vary according to ability of groups to leave their employment. Flexibility will be maintained to meet the specific needs of individuals. The minimum length of time for a class meeting will be one hour. Usually there will be sufficient meetings to cover 4 hours each week. Short intensive courses will be given, as well as continuous courses. Continuous courses may cover a period of time from a school term to a year. When conferences are given, 1½ to 2 hours will be the usual minimum time for each meeting. The time provision of C-3-e (page 147) shall prevail.

h. Qualifications of Teachers.

(1) Vocational Subjects

Same as Section VI-D-8-a (page 150).

(2) Related Subjects

Same as Section VI-D-8-b (page 151).

i. Plan for Coordination.

Funds will be used to reimburse salaries paid for time spent in coordination of part-time classes. Coordination shall provide for periodic visits to the places of employment of student personnel, for conferences to be conducted with students, employers and instructors, and for cooperation in the selection, development and modification of courses of study, and the periodic revision of such courses so that instruction may better meet the needs of the pupils. It shall further provide guidance, placement and follow-up of students enrolled in Distributive Education part-time classes, and cooperation with civic, industrial, employer and employee groups interested in Distributive Education. When a person is employed full time by a school and devotes 50 per cent or more of such employed time to coordination, such

person must meet the same qualifications as set up for a local supervisor and secure a coordinator's certificate within three years after such employment. When less than 50 per cent of employed time is given to coordination, coordinators shall have at least the qualifications of part-time teachers.

2. Cooperative Part-time Classes

a. Controlling Purposes

The controlling purpose of the cooperative part-time class is to give effective preparatory or extension training for distributive occupations through cooperation between the schools and the employers of the students who are enrolled.

b. Qualifications of Students

The students pursuing the cooperative part-time course must be 16 years of age or over. They must be mentally and physically qualified to successfully follow a distributive occupation. They must be employed in a distributive occupation at least as many hours each week as they spend in school.

c. Required or Minimum Plant and Equipment

The plant and equipment provided for instruction in distributive occupations must be adequate for instructional purposes and to meet the objectives of the course. The State Supervisor of Distributive Education will inspect plant and equipment to determine whether they are adequate before such classes are approved. Much of the equipment for this type of course will be provided on the job by the employer.

d. Minimum for Maintenance

The State Board for Vocational Education does not specify the minimum amount to be spent for maintenance of each type of Distributive Education course but will withhold Federal and State aid in any case where the Board is convinced that the instruction is not properly maintained.

e. Character and Content of Courses of Study

Since the purpose of this training is to increase the vocational intelligence of workers in distributive occupations, the vocational instruction in the course of study will include only subjects which directly contribute to that purpose. The school will, however, provide the other subjects necessary for giving a well-rounded training. A course of study will be

submitted when needs are determined and experience makes such a course of study possible. Whenever enrollment is large enough separate classes will be organized for teaching the vocational practices needed by each group of workers, such as grocery store employees, dry goods store employees, and similar different retail store workers. Subjects equally valuable to workers in several different kinds of stores may be taught to composite classes.

f. Methods of Instruction

In classes of this type, instruction will be based upon the working experiences of the students. Much individual instruction may be necessary, so the project or other individualized teaching procedures will be customarily used. The teachers will be expected to adapt their occupational skills and trade knowledge to the special needs of the students. The conference method will be used as far as possible and whenever appropriate.

g. Minimum Time for Vocational Instruction

Regular class instruction, related to and based upon the working experiences of the pupils, amounting to two periods in each school day, will be given.

h. Time Schedule for Instruction in Relation to Employment Schedule

Employment will cover at least 15 hours a week for a period of not less than 36 weeks. The 15 hours a week may not include the time spent at work on Saturdays. The 36 weeks may not include the time during which the schools are closed for Christmas, Easter, and summer vacations. The time spent in school each week will not exceed the time spent in employment.

i. Qualifications of Teachers

A teacher of cooperative part-time classes in retailing, merchandising, etc., shall be required to have at least two years of college work in addition to high school graduation, including:

(1) Vocational Subjects

As provided in D-8-a (page 150)

(2) Related Subjects

As provided in D-8-b (page 151)

j. Plan for Coordination

Funds will be used for reimbursement for salaries paid for time spent in coordination of cooperative part-time classes. Coordination shall provide for periodic visits to the places of employment of student personnel, for conferences to be conducted with students, employers and instructors, and for cooperation in the selection, development and modification of courses of study, and the periodic revision of such courses so that instruction may better meet the needs of the pupils.

A coordinator of distributive education will not spend more than 10 per cent of his time as coordinator in keeping office records or performing administrative duties.

Coordination shall further provide guidance, placement and follow-up of students enrolled in Distributive Education part-time classes, and cooperation with civic, industrial, employer and employee groups interested in Distributive Education. When a person is employed full time by a school and devotes 50 per cent or more of such employed time to coordination, such person must meet the qualifications as set up for a local supervisor and secure a coordinator's certificate within three years after employment. When employed less than 50 per cent of time for coordination, coordinators must have at least the qualifications of part-time teachers.

k. Plan for Using Teachers of Cooperative Part-time Classes

Teachers of cooperative part-time classes may be used for services in other part-time and evening classes for distributive workers when they meet the qualifications for the special types of classes organized. In some cases teachers may be employed as full-time employees of the local schools to conduct cooperative part-time classes and to devote some time to teaching part-time classes in the school or in business establishments. The usual practice will be to have teachers of cooperative part-time classes devote some time to coordination activities in connection with the classes they teach. In some cases these teachers may be responsible for cooperative part-time classes in more than one school.

F. Teacher Training

1. Proposed Use of Federal Funds Allotted for Salaries and Maintenance of Teacher Training for Distributive Education.

a. State Supervision

Distributive Education funds may be used for State supervision, salaries, travel and maintenance of such supervision.

b. Local Supervision

Distributive Education funds may be used for reimbursement of the salaries of qualified local supervisors when approval of the appointment of such supervisors has been given by the State Board for Vocational Education prior to the appointment.

e. Organized Teacher Training

(1) By the State Board for Vocational Education

Until such time as a Supervisor of Distributive Education is employed by the State Board for Vocational Education, the State Supervisor of Trade and Industrial Education shall be responsible for the conduct of such teacher-training courses and conferences as may be required for the efficient operation of the program. Inasmuch as all distributive occupations training will be through part-time and evening classes the State Supervisor will conduct the necessary teacher-training conferences and classes. The teacher trainers employed in the trade and industrial education service may be used where their services are desirable and justified from the standpoint of their qualifications. Special part-time teacher trainers may be employed by the approved teacher-training institution to teach short unit courses in distributive educational subjects. Teacher trainers so employed must meet the qualifications set up in this plan. When the State program is developed to the extent that the State Supervisor cannot efficiently carry on the necessary teacher training, reimbursement may be made for the services of an institutional teacher trainer as provided for other vocational education services.

(2) Designated Institution

(a) Name

Colorado State College of Agriculture and

Mechanic Arts, Fort Collins, Colorado, is the institution approved for the conduct of special teacher-training courses given by teacher trainers.

(3) Local Boards of Education

When necessary, individual and group teacher training of Distributive Education teachers may be conducted by local directors and supervisors of vocational education.

2. Qualifications of Teacher Trainers.

Teacher trainers shall be approved by the State Board for Vocational Education in accordance with the policies for the employment of the State Board professional staff. Teacher trainers shall meet the following qualifications:

a. Education

He must be a graduate of a standard college or university with a degree of Bachelor of Science in distributive education or vocational education. He must have certificates for teaching vocational education in accordance with Colorado Standards.

b. Experience

(1) Practical Working Experience in Distributive Occupations

He must have had at least 2 years of successful experience in selling goods or service in some one kind of business; grocery, meat, dry goods, hardware, advertising or others. He must have had at least 3 years of successful experience in managing or operating or personnel training in retail meat, printing, garage or other kinds of distributive business.

(2) Teaching

He must have had at least 3 years of successful experience teaching distributive occupational subjects in an approved vocational program meeting the standards of the Colorado State Plan, or similar experience in a distributive organization.

(3) Supervisory

He must have had at least 3 years of successful supervisory experience in the field of vocational education with programs meeting the standards of the Colorado State Plan. Experience in conducting conferences for heads of departments in

distributive occupations will be accepted as part of his experience.

c. Professional Education

He shall have completed at least 20 credits or 300 clock hours in Vocational Education covering the following subjects :

Philosophy of Vocational Education

Vocational Guidance

Methods of Teaching Vocational Subjects

Analysis and Preparation of Instructional Materials

Administration and Supervision of Vocational Education

Coordination in Vocational Education

Conference Leading Techniques

Job Analysis

Curriculum Construction

d. Technical Education

He must have at least 8 semester hours or 120 clock hours in technical distributive education.

3. Training Program for each Teacher-Training Organization

a. By State Board and designated teacher-training agency

(1) For teachers of vocational and related distributive subjects.

(a) By itinerant teacher trainers

The State supervisor shall carry on the necessary itinerant teacher training until such time as the program justifies additional teacher trainers.

(b) Qualifications of students

Teacher training shall be given to those persons with the general education and occupational experience necessary for qualification to teach vocational and related distributive subjects.

(c) Length of course

Unit courses will be organized as needed. Each unit course will cover a minimum of 30 clock hours.

(d) Plan for giving training

(1) The State Board for Vocational Education in cooperation with the approved teacher-training institution may arrange for teacher-training courses to be given to persons with the general education and occupational experience necessary for qualification as teacher of distributive occupational practices during the regular school year and summer sessions. These courses will be taught by qualified teacher trainers approved by the State Board for Vocational Education. These courses will be organized to meet the needs of distributive education teachers. Some or all of the courses indicated herein may be offered in residence during the regular and summer sessions. Such courses offered will be open only to properly qualified persons as defined under "Personnel of Classes." Such classes will be organized only when ten or more qualified persons are enrolled. The State Supervisor of Distributive Education will be responsible for the supervision of teacher-training classes as established in Section IV-G-6 (page 112).

(2) Instruction to meet the needs of teachers in smaller communities.

When there is not a sufficient number of qualified persons who warrant the organization of a class, a member of the staff will be assigned as a sponsor to one or more individuals and will render assistance to them by helping them to plan their course of study and other instructional material and by rendering such additional assistance as may be desired. When such persons have completed a sufficient amount of work satisfactorily, credit will be given toward a vocational certificate.

(3) Instruction to meet the needs of heads of departments, executives, supervisors and conference leaders for distributive occupations.

The State supervisor and teacher trainers may conduct "foremanship con-

ferences" and "leader training conferences" when such conferences are approved by the State Board for Vocational Education.

(4) Personnel of Classes

Each teacher-training class must have a membership composed of distributive workers with the general educational and vocational experience necessary for qualification as teachers of distributive education who are preparing for or engaged in teaching evening or part-time classes which meet the requirements of the State Plan for Vocational Education; and coordinators, supervisors, or directors of vocational education programs; or those who are preparing and are qualified for such positions. The qualifications determine their eligibility for class membership. Non-resident students shall be required to produce evidence from a State Board for Vocational Education that they meet the occupational requirements of a state plan for Distributive Education. The teacher-training agency will submit evidence of the qualifications of personnel for inspection at the time of organization of classes and in advance of claims for reimbursement.

(5) Teacher-Training Class Reports.

Teacher-training classes and conference groups must return such reports and returns as requested and required by the State Board for Vocational Education.

e. Course of Study

The following courses may be given by qualified teacher trainers when they are requested by the State Board for Vocational Education:

Course Construction

Methods of Organizing and Conducting Evening
School and Part-time Classes

Vocational Guidance and Placement

Legal and Industrial Relations—Aspects of Vocational
Education

Methods of Teaching Distributive Occupational
Subjects

- Individualized Instruction Methods
- Special Problems in Distributive Education
- Coordination in Distributive Education
- Techniques of Securing and Using Vocational Information
- Distributive Education Studies
- Techniques of Making Occupational and Job Analyses
- Conference Techniques for Distributive Classes

Any of these courses when taught by qualified teacher trainers in classes meeting the requirements of teacher-training class personnel will be accepted toward a vocational certificate. Each course will cover a minimum of 30 clock hours of instruction.

f. Requirements for Certification

The following requirements have been set up for the certification and professional improvement of teachers of distributive occupational subjects.

Teachers preparing to enter the distributive education field for a part or all of their time should plan their courses with these requirements in view and consult a member of the State staff in regard to courses available in that field. Teachers desiring to take courses in distributive education at teacher-training institutions outside of the State should have these courses approved beforehand in case they intend to submit them in fulfillment of requirements for vocational certificates.

(1) Temporary Certificates

Persons who meet the qualifications as set up in this plan for teaching distributive occupational subjects will be given a temporary certificate which will be valid for three years. During the period of temporary certification teachers will be required to take training in conference techniques for distributive classes, and meet teacher-training requirements.

(2) Special temporary certificates may be issued to related subject teachers for conducting special units, and such certificates shall be valid for one year.

(3) Professional and Practical Improvement Requirements Necessary for Teachers to Maintain the Validity of Regular Certificates

(a) These teachers must spend sufficient time

pursuing resident or extension courses to secure a minimum of 4 semester hours' credit in the field of vocational education during every 3 years of teaching employment. In addition, these teachers must also meet the requirement of 6 weeks' employment in the field of distributive occupations as approved by the State supervisor, and attend State conferences for distributive education teachers as called by the State Board.

- (b) Teachers having Master's Degrees are exempt from the requirement of securing 4 semester hours of credit but are held to the requirement of 6 weeks of employment in distributive occupations during every 3 years of teaching employment. The summer employment requirement can be met only by actual employment during the summer months or by leave of absence during the school year. Employment must be reasonably continuous.

Note 1. Careful consideration should be given to the type of employment engaged in, in order that the experiences may be most effective in teaching.

Note 2. The total time spent in employment and study of an occupation or of a number of occupations should be equivalent to time spent in employment for a 6-weeks period. This means a total of 180 clock hours in actual observation, compilation of data, and writing of report.

Note 3. Each report must be attested by some executive of the plants or establishments studied to show evidence of time spent and accuracy of report.

Note 4. Each report should contain recommendations as to changes in equipment, method of teaching and courses of study in order to meet the changes and new conditions which the teacher has observed.

Note 5. The report must be typewritten and sent to the State office not later than September 1 of the year in which the study is made.

(c) Teachers of Evening and Special Part-time Classes

Special certificates valid for one year may be issued to vocationally qualified persons employed as teachers of evening and special part-time classes only. These certificates may be renewed from year to year as long as the person continues to do satisfactory work and meets the teacher-training requirement of 60 clock hours in the distributive occupation subjects.

4. Provisions for Supervision of Teacher Training by State Supervisor

When teacher trainers are added to the professional staff of the State Board for Vocational Education, the State Supervisor through the State Director, shall be responsible for the teacher-training program conducted by such teacher trainers. When teacher-training courses are given in the approved institution the State Supervisor shall, through the State Director, be responsible for teacher training so conducted.

5. Research and Investigations

The State Supervisor and teacher trainers, with the approval of the State Director, will make studies and do research in the field of distributive education leading to the development and improvement of the program of distributive education. Federal funds will be used for this purpose, providing plans for the research are approved prior to the time any expenses for the purpose are incurred.

6. Special Teacher-Training Services

Short, intensive teacher-training courses may be given for supervisors, coordinators, conference leaders and teachers. Conferences may also be given for this group. In all cases such courses and conferences must be approved by the State Board for Vocational Education. Federal funds will be used only for the travel of such persons to attend the short courses or conferences. The regulations for travel of local supervisors, coordinators and teachers described in Section VI-A-1-e (page 143) and Section IV-A-2-d-(1), (page 68), shall apply to Distributive Education. The short courses and conferences may be given on a state-wide or district basis and shall be for the purpose of improving the teachers in service. Teachers will be taught how to adapt their special skills and knowledges to the needs of workers in distributive occupations. They will also be given training in the use of conference procedures.

PART II

VOCATIONAL REHABILITATION

VOCATIONAL REHABILITATION

A. General Administration

1. Through an act of the General Assembly of the State of Colorado, Chapter 156, Session Laws of 1925, the State of Colorado accepted the National Vocational Rehabilitation Act entitled, "An act to provide for the promotion of Vocational Rehabilitation of persons disabled in industry or otherwise and their return to civil employment." The State act creates a division of Vocational Rehabilitation under the direction of the State Board for Vocational Education.
2. The act authorizes and empowers the State Board to
 - a. Disburse all funds provided for the rehabilitation of disabled persons.
 - b. Appoint and fix the compensations of the personnel necessary to administer this act.
 - c. Vocationally rehabilitate, and place in remunerative occupations, persons eligible for the benefits of this act.
 - d. Make such rules and regulations as may be necessary for the administration of this act.
 - e. Report annually to the Governor of the State on the administration of this act.
3. The State Act also empowers and directs the State Board for Vocational Education (hereinafter referred to as the State Board) to cooperate with the Federal Board for Vocational Education (hereinafter referred to as the U. S. Office of Education) in the administration of the act, through the following provisions:
 - a. "Accept the provisions and benefits of the Act of Congress entitled 'An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment,' approved June 2, 1920, as amended June 5, 1924."
 - b. "Designate the State Treasurer as custodian of all moneys received by the State from appropriations

made by the Congress of the United States for vocational rehabilitation of persons disabled in industry or otherwise, and authorize the State Treasurer to make disbursements therefrom upon the order of the State Board for Vocational Education."

- e. "Empower and direct the State Board for Vocational Education to cooperate with the Federal Board for Vocational Education in carrying out the provisions of the Federal Civilian Vocational Rehabilitation Act."
4. The State Board of Colorado therefore submits this plan and agrees to abide by its provisions in the administration of the National Vocational Rehabilitation Act in the State of Colorado. The State Board further agrees to abide by any policies pertaining to the administration of the vocational rehabilitation program that may be issued by the U. S. Office of Education during the effective period of this plan.

B. Staff and Office Organization

A full-time State Director, who shall serve as Executive Officer of the Board, shall be employed. Not more than eight and one-third per cent of his time shall be charged to Federal Vocational Rehabilitation funds, and not more than eight and one-third per cent of his time to State Vocational Rehabilitation funds. The salary and necessary travel expense of the Director may be paid in part from Federal Vocational Rehabilitation funds when properly matched by State funds.

The State Board will employ a State Supervisor of Rehabilitation who will devote full time to the work; together with such other professional staff members, coordinators or case workers as the volume of work may require and the funds available will permit. The State Board will provide such secretarial and clerical assistance as will be required to maintain an adequate supporting service.

The present staff and office organization includes, in addition to those enumerated above, a full-time clerical worker and rehabilitation interviewer and two coordinators or case workers.

The Division of Vocational Rehabilitation of the State Board for Vocational Education is located in Room 312, State Museum Building, Denver, Colorado.

C. Selection and Appointment of Personnel

1. All appointments to the professional staff will be made by the State Board subject to State Civil Service provisions. Final selection of applicants will be based upon adequate training, experience, and personal qualifications for the position under consideration.
2. In accordance with State Civil Service provisions, appointments to the staff will be made for the maximum period of probation provided by Civil Service regulations, and for permanent tenure thereafter, subject to continued faithful and efficient performance of the duties of their offices. In making appointments the Board will adhere to the following procedures:
 - a. Applicants for positions will submit to the State Board for Vocational Education written statements of their education and experience, followed by a personal interview, and, if deemed advisable, an oral examination for the purpose of evaluating personal fitness for the position.
 - b. Civil Service examination administered by the State Civil Service Commission in accordance with the State Civil Service laws.

D. Qualifications of Personnel

1. State Director
 - a. Experience

Five or more years of full time experience as State Supervisor of a State Board for Vocational Education or a combination of experience in both supervision and teaching training in an approved program of vocational education.
 - b. Technical Education

At least the same as that required for a State Supervisor in any one of the major fields of vocational education
 - c. General Education

At least the same as that required of a State Supervisor in any one of the major fields of vocational education administered by the State Board.
 - d. Professional Education

At least the same as that required of a State Supervisor in any one of the major fields of vocational education administered by the State Board.

2. State Supervisor of Vocational Rehabilitation

a. Education

Graduation from a recognized institution of college grade with a major in one of the fields of vocational education and at least one year of additional study in the field of vocational rehabilitation.

b. Occupational Experience

Three or more years of business or industrial occupational experience.

c. Professional Experience

In one of the following fields totaling at least two years:

- (1) Vocational rehabilitation: Case work, or supervision.
- (2) Vocational teaching, supervision or administration.
- (3) Personnel management: Supervision or administration of vocational guidance, employment or industrial studies or activities.

d. General

The State Board will require a person of mature judgment who has the ability to organize, coordinate and supervise the work of others and who has broad knowledge of conditions of employment, job requirements and opportunities and of training methods and facilities.

3. Rehabilitation Field Agent

(This designation has reference to the official who is essentially a case worker in a designated district or region in the State.)

In the event it becomes necessary to employ a coordinator or field agent, he shall have qualifications as follows:

a. Personal Qualifications

The State Board will require for this position a person who is aggressive, energetic, and physically capable; and who has resourcefulness, adaptability and tact in dealing with others.

b. Experience

Successful experience in one or more of the following fields, totaling at least two years:

- (1) Vocational rehabilitation: Case work.
- (2) Education: Teaching or supervision in vocational education.
- (3) Personnel management: Vocational guidance, employment, or industrial studies.

c. Education

A minimum of education, as represented by completion of two years of training of college grade.

E. Training of Personnel

1. The State Board will provide for the training of new vocational rehabilitation case workers through individual instruction in case work methods by the State Supervisor, and through training of all personnel for improvement of case work through periodic, organized staff conferences. This training of rehabilitation personnel will be supplemented by the maintenance of an adequate library of books and magazines on rehabilitation and related fields. The State Board will provide opportunity for the professional advancement of its rehabilitation personnel by granting leaves of absence for special study in rehabilitation and related fields, such leave not to exceed six weeks during any calendar year.
2. The State Board, recognizing the value to be derived from the attendance of its professional rehabilitation staff at training conferences covering the field of vocational rehabilitation, will permit the use of rehabilitation funds to defray the expenses of attendance of its staff at regional and national conferences called by the U. S. Office of Education. Likewise, the State Board will defray, from rehabilitation funds, the expense of attendance of its representative at meetings of the States' Rehabilitation Council.

F. Duties and Supervision of Personnel

The State Board will adopt general policies with respect to the operation of the rehabilitation program, and the Director will provide the workers with written instructions for their guidance in the conduct of case work, and will see that the case work conforms to adopted policies and instructions.

1. State Director

a. Administrative

- (1) To act as Executive Officer for the State Board for Vocational Education in all its relations with the United States Office of Education or other

governmental agency and the agencies with which the State Board cooperates within the State.

- (2) To outline and present policies regarding the administration of vocational rehabilitation to the State Board for Vocational Education for its approval or disapproval.
- (3) To prepare an annual budget for the use of State and Federal funds for vocational rehabilitation.
- (4) To recommend to the State Board for Vocational Education approval or disapproval of all contracts or claims against these funds.
- (5) Subject to approval of the State Board, to have general direction of the receipts and disbursements of Federal and State matching funds for vocational rehabilitation.

b. Supervisory

- (1) To supervise the preparation and administration of State plans for vocational rehabilitation in conformity with the requirements of the Federal and State acts for vocational rehabilitation and to supervise the execution of the State Plan.
- (2) To direct and coordinate the work of the supervisors, agents and coordinators in the field of vocational rehabilitation.

c. Promotional

- (1) To promote vocational rehabilitation by preparing periodic reports and otherwise disseminating information pertaining to the work in the State and in the Nation.
- (2) To attend conferences called by the National Government or the State Board for Vocational Education when authorized to do so by the State Board.

2. State Supervisor

a. To Promote Vocational Rehabilitation

- (1) Promote the State program through general publicity, bulletins, reports, talks, conferences, or other desirable means.
- (2) Establish cooperative relationships between the Rehabilitation Service and other agencies in similar work—including other State departments, social, professional, and industrial organizations.

- (3) Participate in National, State and sectional activities and conferences that have definite vocational education values.
- b. To Supervise the Training of Rehabilitation Cases
 - (1) Locate and survey cases.
 - (2) Recommend and establish training programs for rehabilitants.
 - (3) Locate job opportunities for rehabilitants.
 - (4) Supervise training of rehabilitation cases.
 - (5) Place rehabilitants in remunerative employment.
 - (6) Follow up cases.
 - (7) Submit all contracts for rehabilitation expenditures or agreements with trainees or cooperative agencies to the State Director for approval before obligating the State Board in recognition of the same.
 - (8) Maintain office records in conformity with practices prescribed by the State Board.
 - (9) Submit reports to the State Director as required.
 - (10) Submit all recommendations for changes in policy of administration of vocational rehabilitation for the approval of the State Board.
 - c. To Give Instruction to Teachers of Rehabilitation Trainees
 - (1) Conduct preemployment teacher-training conferences and hold conferences with instructors of rehabilitation trainees.
 - (2) Assist in organization problems, improvement of courses of study and training methods used by rehabilitation instructors.
 - d. To Conduct Research Activities
 - (1) Conduct surveys and investigations to determine methods of meeting the rehabilitation needs of the State.
 - (2) Make surveys of job opportunities for the physically handicapped.

G. Special State Advisory Committee

The State Board may appoint special advisory committees to advise with the State Supervisor, the State Director and the State Board regarding policies for the promotion and administration of vocational rehabilitation.

H. Organization of Working Relations with Other Agencies

There is a written agreement with the Industrial Commission of Colorado and the State Reemployment Service of Colorado. Copies are attached hereto.

I. Plan for Local Participation

1. General Principles

To encourage local participation in vocational rehabilitation and to secure a more effective program, the State Board for Vocational Education will reimburse from Federal Rehabilitation funds, State Rehabilitation funds, or from both, any school district, county, group of counties, or other public agency which undertakes the vocational rehabilitation of disabled persons under the following conditions:

- a. There must be sufficient number of disabled persons residing in the district to warrant, in the opinion of the State Board, the undertaking of the activity.
- b. All rehabilitation work done must conform with the State Plan and practices approved by the United States Office of Education, and the vouchers for local expenditures must be marked and recorded in such a manner as to facilitate auditing by the State and the U. S. Office of Education.
- c. A local rehabilitation coordinator or supervisor to do the work of advisement, training, and placement of disabled persons must be employed.
- d. The local coordinator or supervisor must possess the same qualifications as those required of State rehabilitation field agents.
- e. Reimbursement allotted from State or Federal funds by the State Board will be as follows:
 - (1) Sixty-six and two-thirds per cent of the local supervisor's salary for time devoted to Vocational Rehabilitation, subject to a maximum reimbursement of \$1,200.00.
 - (2) Fifty per cent of reasonable and necessary travel expenses subject to a maximum reimbursement of \$125.00. No reimbursement will be made for travel within the city in which the local supervisor is located.
 - (3) One hundred per cent of any funds expended on the special vocational training of the disabled, eligible under the State and Federal Acts.

- f. If sufficient rehabilitation funds are not available to meet all the demands hereunder, the amounts will be prorated.

J. Case Work

1. The State Board will promote and organize facilities for locating, selecting, preparing, and placing in employment, handicapped persons eligible for rehabilitation to remunerative employment, whenever such rehabilitation is deemed feasible.
2. In the operation of the program it will be the policy of the Board to provide a rehabilitation service for individuals from all groups of the physically handicapped (except the blind);* to maintain a reasonable distribution of cases with respect to age, sex, education, and origin and nature of disability; and to maintain a reasonable geographical distribution of cases throughout the State.
3. Through its case service organization, the State Board will provide, or secure from other agencies, physical and psychological examinations, physical restoration (including prosthesis), vocational training, social service, compensation service, placement, and other service as may be necessary in the rehabilitation of the disabled in the State.
4. The State Board will make a statistical analysis of rehabilitated and live roll cases annually for the purpose of determining the extent to which the staff's practices conform to its established policies relating to case work, and correcting practices which deviate materially therefrom.

K. Studies and Investigations

The State Board, through its rehabilitation staff, will make, from time to time, studies and investigations of its program, looking to improvement of its administration and of the methods of rehabilitating disabled persons. It will cooperate with the U. S. Office of Education in carrying out surveys and research studies for the purpose of ascertaining the most effective practices in rehabilitation service.

*Blind cases are now receiving training and care under the State Commission for the Blind.

L. Record Systems

1. Financial Records

- a. The State Board agrees to maintain a system of financial records for the purpose of providing complete and accurate data on expenditures of State and Federal funds for administration and case work.
- b. The State Board agrees to organize its financial record system so as to make it correlate with the items covered in the financial report required annually by the U. S. Office of Education.

2. Statistical Records

- a. The Board agrees to maintain a system of records providing general statistical and case work data. This record system will be organized so as to give, with facility, the data required on the annual statistical report to the U. S. Office of Education.
- b. The State Board agrees to maintain its financial and statistical records so as to facilitate the submission of data required by the U. S. Office of Education in the making of its annual audits.

APPENDIX

AGREEMENT

FOR COOPERATION BETWEEN THE STATE EMPLOYMENT SERVICE

and

THE STATE REHABILITATION AGENCY

For the Period July 1, 1937, to June 30, 1938

Section 8 of the Wagner-Peyser Act (48 Stat. 113) provides that:

“In those states where a state board, department, or agency exists which is charged with the administration of state laws for vocational rehabilitation of physically handicapped persons, such plans shall include provision for cooperation between such board, department, or agency and the agency designated to cooperate with the United States Employment Service under this Act.”

In compliance with this provision, the Colorado State Employment Service (referred to hereinafter as the Employment Service) and the Rehabilitation Service of the State Board for Vocational Education (referred to hereinafter as the Rehabilitation Service) mutually enter into a cooperative agreement for the fiscal year ending June 30, 1938, providing that:

I. Advisory Councils

At least one individual representing the interest of vocational rehabilitation will have membership in the State Advisory Council of the employment Service.

II. Joint Staff Conferences

The Rehabilitation Service and the Employment Service will hold joint staff conferences at which, among other subjects, will be discussed and explained:

1. The scope of intake of the Rehabilitation Service
2. The scope of intake of the Employment Service

III. Rehabilitation Service for Handicapped Applicants

All physically handicapped applicants who come within the scope of the Rehabilitation Service will be referred by the Employment Service to the Rehabilitation Service. The Rehabilitation Service will interview all individuals so referred, will guide and counsel those who are found to be ineligible for rehabilitation or for whom no rehabilitation program is feasible, and will provide, where feasible, a rehabilitation service for all who are found to be eligible.

IV. Placement Service

The Employment Service will interview, advise, and so far as practicable provide placement service for all individuals referred to it by the Rehabilitation Service.

V. Reports

The Employment Service and the Rehabilitation Service will each submit case reports to the other on all persons referred.

VI. Employment Information

A. The Employment Service will furnish the Rehabilitation Service with such information as it obtains regarding occupations and employment opportunities which is applicable to the employment of physically handicapped persons.

B. The Rehabilitation Service will furnish the Employment Service with such information as it obtains regarding occupations and employment opportunities which is applicable to the employment of physically normal persons.

VII. Duration of Agreement

A. Except where otherwise specified, all provisions of this agreement shall become effective immediately on signature of all persons indicated below.

B. This agreement will continue in force until June 30, 1938.

(Signed) H. A. TIEMANN,
Director, Rehabilitation Service of the
State Board for Vocational Education

Date July 8, 1938

(Signed) O. S. WOOD,
Director, Colorado State Employment Service

Date July 8, 1938

Reviewed by :
Director, United States
Employment Service Date

**PLAN OF COOPERATION BETWEEN THE STATE
INDUSTRIAL COMMISSION
and the
STATE BOARD FOR VOCATIONAL EDUCATION**

Section 4 of the Colorado Vocational Rehabilitation Act requires that a plan of cooperation be established between the State Industrial Commission and the State Board for Vocational Education to become effective when approved by the Governor of the State.

Following is the plan of cooperation agreed upon by the Industrial Commission and the State Board for Vocational Education:

- I. Reporting Industrial Accident Cases:
 - A. The Industrial Commission of Colorado agrees to report in writing to the Rehabilitation Service of the State Board for Vocational Education promptly all cases where a permanent disability appears reasonably certain.
 - B. This will enable the State Rehabilitation Agent to investigate the case, cooperate in any plan of suitable morale work, and in many cases inaugurate the training program immediately after the physical restoration.
- II. Cooperating in minor investigations and furnishing general information:
 - A. Mutual assistance will be rendered between the State Board for Vocational Education and the Industrial Commission in minor investigations.
 - B. Information dealing with such points as physicians' examinations, quality of medical care, suitability of prosthetic appliances, amount of compensation, and the method of awarding, the nature and cost of the training given and the general history of the case, may be exchanged from time to time as requested by either agency.
 - C. Statistical records of the Rehabilitation Service of the State Board for Vocational Education will be so arranged as to supply the maximum information desired by the Industrial Commission.
- III. Lump Sum Settlement
 - A. The Industrial Commission will consider the effect upon Vocational Rehabilitation in awarding compensation in

lump sums in permanently disabled cases where eligibility and need for training have been determined upon, and the training course outlined. Those cases where funds are desired to finance a business venture or where funds are needed for subsistence while short intensive training courses are given, will be benefited most by lump sum awards. In general, lump sum awards will be made when the State Supervisor of Civilian Rehabilitation and the Commission are reasonably certain that these funds will provide maintenance while the trainee is receiving vocational training which will put him on a self-supporting basis immediately following the training period.

The State Board agrees to be guided by the experience and advice of the Industrial Commission in all such cases.

IV. Provision for a Coordinating Board

- A. An advisory Coordinating Board of three members will be formed to consider:
 1. Problems that may affect both the State Board for Vocational Education and the Industrial Commission of Colorado.
 2. Special problems pertaining to the promotion of the Rehabilitation program.
- B. The Coordinating Board will also act as an Appeal Board in compensation cases where a trainee is dissatisfied with the training received and wishes to present his case for further and final consideration. In all cases, the decision of the Coordinating Board will be final.
- C. The Industrial Commission will name one of its members to act as coordinating officer on the Advisory Board. The State Board for Vocational Education will name one of its members or officers to act in the same capacity. A third member, preferably chosen from the social welfare field, will be selected by the two coordinating officers to act as the advisory member of the coordinating board.
- D. The State Supervisor of Industrial Rehabilitation will be an ex-officio member of the coordinating board by virtue of his position.
- E. It is particularly understood that no provision or agreement herein shall in any manner be construed as a delegation or surrender by said Industrial Commission of any part or portion of its powers or duties.

Approved December 10, 1925
Reaffirmed annually

COURSE OF STUDY IN VOCATIONAL AGRICULTURE

FIRST YEAR

Emphasis on Animal Husbandry

First Semester

1. Livestock Production
2. Farm Mechanics I
3. Projects and Other Forms of Supervised Farm Practice

Second Semester

1. Livestock Production (Cont'd)
2. Farm Mechanics I (Cont'd)
3. Projects and Other Forms of Supervised Farm Practice
4. Crop Production
(Class project jobs only)

SECOND YEAR

Emphasis on Crop Production

First Semester

1. Livestock Production (Cont'd)
2. Crop Production (Cont'd)
3. Farm Mechanics II
4. Projects and Other Forms of Supervised Practice

Second Semester

1. Livestock Production (Cont'd)
2. Crop Production (Cont'd)
3. Farm Mechanics II (Cont'd)
4. Projects and Other Forms of Supervised Farm Practice
5. One or Two New Special Enterprises

THIRD YEAR

Emphasis on Economic Aspects of Farming

First Semester

1. Livestock Production (Cont'd)
2. Crop Production (Cont'd)
3. Special Enterprises (Cont'd or new one added)
4. Farm Mechanics III
5. Projects and Other Forms of Supervised Farm Practice

Second Semester

1. Livestock Production (Cont'd)
2. Crop Production (Cont'd)
3. Special Enterprises (Cont'd or new one added)
4. Farm Mechanics III (Cont'd)
5. Projects and Other Forms of Supervised Farm Practice

FOURTH YEAR

Emphasis on Individual Instruction in Farm Jobs and Problems Which Will Help Most in Establishing Boys in Farming

First Semester

1. Livestock Production (Cont'd)
2. Crop Production (Cont'd)
3. Special Enterprises (Cont'd or new one added)
4. Farm Mechanics IV
5. Projects and Other Forms of Supervised Farm Practice
6. Farm Management

Second Semester

1. Livestock Production (Cont'd)
2. Crop Production (Cont'd)
3. Special Enterprises (Cont'd) or new one added)
4. Farm Mechanics IV (Cont'd)
5. Projects and Other Forms of Supervised Farm Practice
6. Farm Management (Cont'd)

1. Content adapted to types of farming of the community.
2. Vocational work—90 to 180 minutes daily.
3. Boys elect two or three non-vocational subjects.

COLORADO STATUTES
relating to
VOCATIONAL EDUCATION
and
FEDERAL VOCATIONAL EDUCATION AND
VOCATIONAL REHABILITATION LAWS

ARTICLE 6, PAR. 6, PAGE 18, VOL. II
COLORADO STATUTES ANNOTATED

6. The State Board for Vocational Education, which is hereby created and is hereby designated as the state board for carrying out the provisions of the acts of Congress relating to Vocational Education and Vocational Rehabilitation. The State Board for Vocational Education shall consist of three (3) citizens of the State of Colorado to be appointed by the governor. In the first instance, one member shall be appointed for two (2) years, one for four (4) years and one for six (6) years and thereafter for six (6) years each. The board shall elect annually one of its members as chairman. The members of the board shall serve without compensation but shall be allowed their necessary expenses incurred while on the business of the board. The State Board for Vocational Education shall exercise all the rights and powers and perform all the duties vested and imposed by law in and upon the present State Board of Agriculture acting in its temporary capacity as the State Board for Vocational Education. (L. '33, p. 223, par. 14.)

Note: The above act was amended by Chapter 79, Session Laws of 1937, as follows:

AN ACT

CHAPTER 79, SESSION LAWS, 1937

BY REPRESENTATIVES TAYLOR
(PHILLIPS & SEDGWICK) AND
GRAHAM AND SENATORS
HOTCHKISS, HUDSON, HIRSCH-
FELD, RITCHIE, NORIEGA, TAY-
LOR AND JOHNSTON (9th).

RELATING TO THE STATE BOARD FOR VOCATIONAL EDU-
CATION AND TO AMEND SECTION 14 (6), CHAPTER 3,
1935 COLORADO STATUTES ANNOTATED.

Be It Enacted by the General Assembly of the State of Colorado:

Section 1. Section 14, (6), Chapter 3, 1935 Colorado Statutes Annotated, is hereby amended to read as follows:

Section 14, (6). The State Board for Vocational Education shall consist of five (5) citizens of the State of Colorado to be appointed by the Governor: Three members now serving, and one member representing an organization of employers, and one member representing an organization of employees. The members now serving shall continue in office until their term expires and when their successors are named, one practicing farmer, one member representing distributive occupations and one homemaker shall be appointed. The members representing employers and employees shall be appointed, in the first instance as follows: The labor member shall be appointed for three years and the employer member shall be appointed for six years, and thereafter appointments shall be for six years each. The Board shall elect annually one of its members as chairman. The members of the Board shall serve without compensation but shall be allowed their necessary expenses incurred while on the business of the Board. The State Board for Vocational Education shall exercise all the rights and powers and perform all the duties vested and imposed in it by law.

Section 2. All acts and parts of acts in conflict herewith are hereby repealed.

Section 3. In the opinion of the General Assembly an emergency exists; therefore, this act shall take effect and be in force from and after its passage.

Section 4. The General Assembly hereby finds, determines and declares that this act is necessary for the immediate preservation of the public peace, health and safety.

(Signed) FRANK J. HAYES
President of the Senate

(Signed) WAYNE N. ASPINALL
Speaker of the House of Representatives

Approved June 5, 1937

(Signed) TELLER AMMONS
Governor of the State of Colorado

STATE VOCATIONAL EDUCATION ACCEPTANCE ACT OF 1917 SESSION LAWS '21, PAR. 8134

480. **Vocational Education—Acceptance of Congressional act.** That full and complete acceptance and assent is hereby made and given by the State of Colorado to the provisions, terms and conditions made and prescribed by the act of congress of the United States entitled, "An act to provide for the promotion of vocational education, to provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries, to provide for cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure." (C. L. '21, par. 8134.)

The act referred to is the Smith-Hughes Act of February 23, 1917. See Sees. 462-479.

481. **Costs of administration.**—The state board (of agriculture*) *for Vocational Education*** is hereby authorized to use funds appropriated for the maintenance and support of institutions and schools under its control, for defraying the costs of administration under this act and said act of congress. (C. L. '21, par. 8139.)

482. **Plans, conduct and expenditure.**—The state board (of agriculture*) *for Vocational Education*** is hereby directed and empowered to prepare plans for vocational education as required by the aforesaid act of congress, and when said plans shall have been found to comply with the provisions of said act by the Federal Board for Vocational Education, the State Board (of Agriculture*) *for Vocational Education*** is hereby authorized and empowered to carry the same into effect in institutions now operated under its direction and in other state institutions, and, by entering into agreement and contract with the boards of education of first, second and third class school districts, and with county high school and district boards; and said boards of education and county high school and district boards are hereby authorized and empowered to enter into such agreement and contract with the State Board (of Agriculture*) *for Vocational Education*** and they are hereby granted the right to use and expend a part of the revenues of their respective districts for such purpose. (C. L. '21, par. 8136.)

483. **State treasurer custodian.**—The State Treasurer is hereby appointed custodian of the funds due and payable to the State of Colorado by the aforesaid act of congress, and is hereby authorized and directed to pay out such funds on warrants drawn by the Auditor of State on the order of the State Board (of Agriculture*) *for Vocational Education*** signed by its president and countersigned by its secretary. (C. L. '21, par. 8138.)

484. **Training of teachers**—Appropriation.—The State Board (of Agriculture*) *for Vocational Education*** is hereby authorized, empowered and directed to prepare plans for the training of teachers of vocational subjects as required by the aforesaid act of congress, and to put these plans into effect. For the purpose of making available to the State of Colorado the appropriations provided in section 4 of said act of congress, the State Board (of Agriculture*) *for Vocational Education*** is hereby authorized, empowered and directed to meet said appropriations with moneys on a dollar for dollar basis, to be paid out of funds appropriated for the maintenance and support of the institutions under its control. (C. L. '21, par. 8137.)

*Now known as the State Board for Vocational Education.

**Italic words supplied in accordance with amended Act. See Art. 6, Section 14, Paragraph 6, Chapter 3 Administrative Code, Vol. 2, Page 18 Colorado Statutes Annotated 1935.

REHABILITATION LAWS

Page 1570, Vol. 4,

Colorado Statutes Annotated

4. **Division for Vocational Rehabilitation and Placement of persons established.**—In order to provide for the vocational rehabilitation of physically disabled persons, there is hereby established, under the direction and control of the State Board (of Agriculture*) *for Vocational Education*** a division for the vocational rehabilitation and placement in remunerative employment of persons whose capacity to earn a living is or has been destroyed or impaired. (L. '25, p. 464, par. 1.)

5. **“Physically disabled person” defined—Eligibility.**—For the purposes of sections 4 to 9 of this chapter the term “physically disabled person” means any person who, by reason of a physical defect or infirmity, whether congenital or acquired by accident, injury, or disease, is, or may be expected to be, totally or partially incapacitated for remunerative occupation; the term “vocational rehabilitation” means the rendering of a disabled person fit to engage in a remunerative occupation.

To be eligible for rehabilitation a person must be vocationally handicapped, and must be susceptible of rehabilitation. (L. '25, p. 464, par. 2.)

6. **State Board of Agriculture created as State Board for Vocational Education—Powers and Duties of Board.**—For the purposes of sections 4 to 9 of this chapter the State Board (of Agriculture*) *for Vocational Education*** is hereby declared to be the State Board for Vocational Education and is hereby authorized and directed (1) to disburse all funds provided for the rehabilitation of disabled persons; (2) to appoint and fix the compensation of the personnel necessary to administer sections 4 to 9 of this chapter; (3) to vocationally rehabilitate, and place in remunerative occupations persons eligible for the benefits of sections 4 to 9 of this chapter; (4) to make such rules and regulations as may be necessary for the administration of sections 4 to 9 of this chapter; (5) and to report annually to the governor of the state on the administration of sections 4 to 9 of this chapter. (L. '25, p. 465, par. 3.)

7. **State Board (of Agriculture*) *for Vocational Education*** and Industrial Commission of Colorado to co-operate.**—The State Board (of Agriculture*) *for Vocational Education*** and the Industrial Commission of Colorado are hereby empowered and directed to co-operate in the administration of sections 4 to 9 of this chapter, and to formulate a plan of co-operation, to become effective when approved by the governor of the state. (L. '25, p. 465, par. 4.)

*Now known as the State Board for Vocational Education.

**Italic words supplied in accordance with amended Act. See Art. 6, Section 14, Paragraph 6, Chapter 3 Administrative Code, Vol. 2, Page 18 Colorado Statutes Annotated 1935.

8. **Board to receive gifts and donations—Moneys deposited in State Treasury.**—The State Board for Vocational Education is hereby authorized and empowered to receive such gifts and donations from either public or private sources as may be offered unconditionally, or under such conditions as in the judgment of said State Board are proper and consistent with the provisions of sections 4 to 9 of this chapter. All moneys received as gifts or donations shall be deposited in the State Treasury, and shall constitute a permanent special fund to be used by the State Board in carrying out the purposes of sections 4 to 9 of this chapter. A report of all gifts and donations received, and all disbursements made therefrom, shall be submitted annually to the governor of the state. (L. '25, p. 465, par. 5.)

9. **State accepts benefits under Federal Act.**—The State of Colorado does hereby (1) accept the provisions and benefits of the act of Congress entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, as amended June 5, 1924; (2) designate the state treasurer as custodian of all moneys received by the state from appropriations made by the Congress of the United States for vocational rehabilitation of persons disabled in industry or otherwise, and authorize the state treasurer to make disbursements therefrom upon the order of the State Board for Vocational Education; (3) empower and direct the State Board for Vocational Education to cooperate with the Federal Board for Vocational Education in carrying out the provisions of the Federal civilian vocational rehabilitation act. (L. '25, p. 466, par. 6.)

CHAPTER 165, PAR. 8335, SECTION 81,

COMPILED LAWS OF 1921, COLORADO STATUTES ANNOTATED

Additional powers conferred on school boards—First class districts.—That all school boards in districts of the first class, in addition to the powers now conferred upon them by law, shall have power to establish and maintain out of the school funds of the district continuation schools, part time schools, evening schools, vocational schools, schools for aliens, or other opportunity schools. All such schools shall be open to all persons regardless of age, whom the superintendent and principal of such school shall judge to be morally desirable and mentally able to profit by the instruction given in such school. In like manner, boards of education in districts of the first class may at their discretion establish and maintain open air schools, playgrounds and museums. They may provide instruction in and employ special teachers for such special subjects as music, drawing, manual training, household economics, including the care of children, vocational and industrial subjects, and subjects for the training of such special teachers. They may prescribe the qualifications of, conduct examinations for, and issue

certificates to such teachers; Provided, Such certificates shall be valid only in the district where issued. (L. '17, p. 116, Sec. 1.)

AN ACT

CHAPTER 264, SESSION LAWS 1937

BY REPRESENTATIVES HOEF-
NAGELS, DAMERON, WILSON,
HARVEY, GRIFFITH, CHILD-
RESS, RENKEN, DEEDS, MCGIN-
LEY AND SENATORS HIRSCH-
FELD, MILLER, HUDSON AND
JOHNSTON (5th).

ACCEPTING THE TERMS AND CONDITIONS OF THE FEDERAL ACT KNOWN AS THE "GEORGE-DEEN ACT—PUBLIC NO. 673, 74th CONGRESS, H. R. 12120—TO PROVIDE FOR THE FURTHER DEVELOPMENT OF VOCATIONAL EDUCATION IN THE SEVERAL STATES AND TERRITORIES," AND MAKING AN APPROPRIATION TO MATCH THE FUNDS PROVIDED BY THE SAID ACT AND TO PROVIDE FOR ITS ADMINISTRATION.

Be It Enacted by the General Assembly of the State of Colorado:

Section 1. In compliance with an act of Congress (Public No. 673—74th Congress) entitled, "An Act to Provide for the Further Development of Vocational Education in the Several States and Territories" and in conformity with the intent of such act to provide vocational training in agriculture, homemaking, trades and industries, service and distributive occupations, to the end that youths over 14 years of age and adults may be trained for remunerative employment and for more efficient discharge of their duties, to make their employment secure, the State of Colorado hereby gives full and complete acceptance to its terms and conditions.

Section 2. In order to make available to the State of Colorado Federal funds as provided by said act there is hereby appropriated in addition to any other appropriations to the State Board for Vocational Education the sum of \$95,700.00 for the biennial period ending June 30, 1939, and for the purposes of administering the provisions of this act, there is also appropriated \$4,300.00 to the State Board for Vocational Education for the biennial period ending June 30, 1939.

Said appropriation shall be **of the first class and* subject to the same conditions and limitations, except as otherwise provided in Public No. 673, 74th Congress, as appropriations provided by the Federal Smith-Hughes Act entitled, "An Act to provide for the promotion of vocational education; to provide cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure." Approved February 23, 1917,

*This phrase was omitted in copy of bill signed by Governor.

and accepted by the State of Colorado by an act approved April 10, 1917.

Section 3. The State Board for Vocational Education is hereby authorized to prepare plans for the development of vocational education and when such plans have been found to be in conformity with the Federal Act, said Board is directed and empowered to carry the same into effect by entering into agreement and contract with boards of education, with county high schools and district boards or other local governmental agencies, for vocational training services; and with the Colorado State College of Agriculture and Mechanic Arts, for teacher training services; and such agencies are in turn authorized to enter into agreement and contract with the State Board for Vocational Education and to use a portion of their revenues for the purposes provided in this act.

Section 4. The State Board for Vocational Education is hereby granted all the powers required to comply with the provision of said acts of Congress and may appoint and fix the compensation of the personnel necessary to administer the act.

Section 5. The State Treasurer is hereby appointed custodian of the Federal funds made available to the State by the Federal Act and is hereby directed to pay out such funds on warrants drawn by the Auditor of State on vouchers issued by the State Board for Vocational Education, signed by its president and countersigned by its secretary.

Section 6. All acts or parts of acts in conflict herewith are hereby repealed.

Section 7. In the opinion of the General Assembly this act is necessary for the immediate preservation of the public peace, health and safety.

Section 8. In the opinion of the General Assembly an emergency exists; therefore, this act is to take effect and be in force immediately after its passage.

(Signed) FRANK J. HAYES
President of the Senate

(Signed) WAYNE N. ASPINALL
Speaker of the House of Representatives

Approved June 7, 1937 at 3:54 P. M.

(Signed) TELLER AMMONS
Governor of the State of Colorado

AN ACT

CHAPTER 87, SESSION LAWS, 1937

BY REPRESENTATIVES TAYLOR
(PHILLIPS, SEDGWICK), GRAHAM
AND SENATORS HOTCHKISS,
HUDSON, HIRSCHFELD, RITCHIE,
NORIEGA, TAYLOR, AND JOHNSTON (9th)

RELATING TO THE EMPLOYMENT OF APPRENTICES, PRESCRIBING STANDARDS OF VOCATIONAL TRAINING FOR APPRENTICES, AND PROVIDING FOR ITS ADMINISTRATION.

Be It Enacted by the General Assembly of the State of Colorado:

Section 1. To provide for the learning of any skilled trade, craft, or occupation requiring an experience of 3500 hours or more for the mastery of the trade, there is hereby established under the direction and control of the State Board for Vocational Education, hereinafter referred to as the State Board, a division of apprentice training to provide for the organization, administration, and supervision of vocational training program for apprentices.

Section 2. The term "apprentice" as used herein shall mean any person at least sixteen years of age, who has entered into a written contract with an employer, an association of employers, an organization of employees or the State Board, which contract provides for at least 3500 hours of reasonably continuous employment for such person, through which employment he is to receive practice in all the skills of the trade, and part-time schooling in an approved program of technical training leading to competent journeymanhood in such trade.

Section 3. Every agreement entered into by an apprentice with his employer or other agency shall be known as a contract. Such contracts shall be in writing and shall be executed in quadruplicate, one copy to be filed with the apprentice, one with the employer, one with the State Board, and one copy with the local advisory committee as hereinafter provided.

Section 4. Any minor sixteen years of age or over may contract, as hereinafter provided, for a term of apprenticeship of not less than thirty-five hundred (3500) hours of reasonably continuous employment, providing that not less than 144 hours per year shall be devoted to approved instruction in civic and vocational, and related technical subjects, by or under the direction of the State Board.

Section 5. Every contract shall be signed by the apprentice; the father, or if the father be dead or legally incapable, the mother, or if both father and mother be dead or legally incapable, the guard-

ian; and if there be no parent or guardian, a justice of the peace of the county of residence of the apprentice; the employer; and the State Board. Each contract shall contain the name of the occupation for which training is to be provided; the names of the parties to the contract; date of birth of the apprentice; the date at which apprenticeship shall begin; the length of the period of apprenticeship, including a probationary period, the number of hours to be spent at work; the number of hours to be spent in related instruction; a schedule of the operations to be learned, including job experience and related vocational training; and a statement of the compensation to be paid the apprentice. Contracts may be cancelled or transferred by the State Board upon application of either party to the contract for good cause shown. Apprentices now employed may contract to complete their apprenticeships under the provisions of this act but apprenticeships entered into prior to the passage of this act shall not be invalidated by this act.

Section 6. The State Board shall approve apprentice contracts, register apprentices, supervise apprentices; and may organize, administer apprentice training and cooperate with education authorities in the school program. It shall enter into cooperative agreement with other State agencies having apprentices; designate local advisory apprenticeship committees; prepare and recommend basic standards for use in developing training programs for apprentices; and act as the final authority in the adjustment of apprenticeship problems. A certificate shall be given the apprentice at the conclusion of the apprenticeship by the State Board, which certificate shall include the terms of the contract, work operations learned during the period of the indenture; and an outline of the technical training received in the vocational school during the period of the contract.

Section 7. Vocational departments of public school systems, cooperating with the State Board, shall provide apprentice instruction and coordination service as an integral part of the local program of trade and industrial education. Coordination service shall include periodic visits to industrial concerns, employee groups and to employers cooperating in the apprentice training program, also periodic visits with the apprentice at the place of employment, with employers, parents and trade organizations to better correlate the instruction with employment experiences and to otherwise assist apprentices in employment adjustment problems. Apprentice instructors shall have a minimum of five years of journeymanship experience in the trade in which they are instructing apprentices, and in addition thereto shall be required to complete teacher training courses prescribed by the State Board. Apprentice instructors shall carry on instruction in related technical and civic and vocational subjects for apprentices, and they shall periodically examine apprentices to determine progress and eligibility for final certification, such examinations to be given with the assistance of the local advisory apprenticeship committee.

Section 8. The State Board is further directed to comply with all the requirements and provisions of the National Vocational Education Acts (Smith-Hughes, Public No. 347, Sixty-fourth Congress, S. 703; and George-Deen, Public No. 673, Seventy-fourth Congress, II. R. 12120); and with the general regulations of the Department of Labor or other federal agencies relating to apprentice training; and is hereby authorized to use a portion of its Federal and State Vocational Education appropriations to defray the cost, in whole or in part, of the salaries and travel expenses of supervisors and instructors, and to reimburse school districts or other local Governmental units cooperating with the State Board in the maintenance of apprentice training; and boards of education of first and second class school districts or local governmental unit may cooperate with the State Board, with employers, with labor organizations, and with apprentices in furnishing instruction in part-time schools and paying for the same, in whole or in part, from public school monies, or other public funds as provided by law.

Section 9. In order to comply with the federal plan of establishing representative boards for the administration of the apprentice programs, representative local advisory committees of the various crafts and industries shall be appointed by the State Board to serve without compensation in each community carrying on an apprentice training program. Such committees shall consist of one member representing the public, two members of organized labor from the particular craft in which apprentices are to be employed, and two employers of apprentices of the craft. It shall be the duty of such advisory committees to cooperate with the State Board, local boards of education, organized groups maintaining apprentice agreements, and employer and employee groups, contracting with apprentices; and to advise on all matters relating to the training of apprentices and the adjustment of local apprentice problems.

Section 10. All acts relating to apprentice training in conflict with the provisions of this act are hereby repealed.

Section 11. The General Assembly hereby finds, determines and declares that this act is necessary for the immediate preservation of the public peace, health and safety.

Section 12. In the opinion of the General Assembly an emergency exists; therefore, this act shall take effect and be in force from and after its passage.

(Signed) FRANK J. HAYES
President of the Senate

(Signed) WAYNE N. ASPINALL
Speaker of the House of Representatives

Approved June 7, 1937 at 3:52 P. M.

(Signed) TELLER AMMONS
Governor of the State of Colorado

AN ACT

CHAPTER 53, SESSION LAWS 1937

BY REPRESENTATIVES GRAHAM
AND HOEFNAGELS

AN ACT MAKING AN APPROPRIATION TO THE STATE BOARD FOR VOCATIONAL EDUCATION, FOR THE EXPENSES AND MAINTENANCE THEREOF, AND FOR THE MATCHING OF FEDERAL FUNDS FOR THE REIMBURSEMENT IN PART OF THE SALARIES OF VOCATIONAL TEACHERS, DURING THE BIENNIAL FISCAL PERIOD BEGINNING JULY 1, 1937, AND ENDING JUNE 30, 1939.

Be It Enacted by the General Assembly of the State of Colorado:

Section 1. To match federal funds on a dollar for dollar basis for the maintenance of vocational education established pursuant to Chapter 150, Session Laws of Colorado 1917, and Chapter 156, Session Laws of Colorado 1925, there is hereby appropriated, out of any moneys in the state treasury not otherwise appropriated, to the State Board of Vocational Education, the sum of one hundred ten thousand dollars (\$110,000.00) for the biennial fiscal period beginning July 1, 1937, and ending June 30, 1939, said appropriation to be expended as follows:

	1937-1938	1938-1939	Biennium
	Personal Service		
Director	\$ 3,600.00	\$ 3,600.00	\$ 7,200.00
(Less any amount received from the federal govern- ment or agencies, it being the intention that the total salary of said director shall not exceed \$4,000.00 per year)			
Agricultural Supervisor.....	1,520.00	1,520.00	3,040.00
Home Economics Supervisor.....	1,330.00	1,330.00	2,660.00
Vocational Rehabilitation Super- visor	1,400.00	1,400.00	2,800.00
Trade and Industrial Supervisor	1,350.00	1,350.00	2,700.00
Chief Clerk.....	750.00	750.00	1,500.00
Stenographer	600.00	600.00	1,200.00
	Maintenance and Operation		
Office Expense.....	1,000.00	1,000.00	2,000.00
Travel and Subsistence.....	2,250.00	2,250.00	4,500.00
Rehabilitation Case Service.....	8,000.00	8,000.00	16,000.00
Reimbursement to School Dis- tricts	33,500.00	33,500.00	67,000.00
			<u>\$110,000.00</u>

Section 2. The appropriation hereby made shall be an appropriation of the first-class and all moneys herein appropriated shall be of the first class and shall be expended in accordance with the statutes of this state relating to the expenditure of appropriations, for vocational education and the auditor of state is hereby authorized to draw warrants against the said appropriation, upon vouchers duly issued and certified as provided by law.

Section 3. The General Assembly hereby finds, determines and declares that this act is necessary for the immediate preservation of the public peace, health and safety.

Section 4. In the opinion of the General Assembly an emergency exists; therefore, this act shall take effect and be in force from and after its passage.

(Signed) FRANK J. HAYES
President of the Senate.

(Signed) WAYNE N. ASPINALL
Speaker of the House of Representatives

Approved June 7, 1937 at 3:58 P. M.

(Signed) TELLER AMMONS
Governor of the State of Colorado

APPROPRIATION ACT FOR BIENNIAL PERIOD ENDING JUNE 30, 1939

CHAPTER 54, SESSION LAWS, 1937

BY REPRESENTATIVE GRAHAM
AND SENATORS MILLER,
NOLAN, NORIEGA, HIRSCH-
FELD, ABBOTT, CONSTANTINE,
RITCHIE, RAGAN, AND HOTCH-
KISS.

A BILL FOR

AN ACT MAKING AN APPROPRIATION TO THE STATE
BOARD FOR VOCATIONAL EDUCATION TO BE USED FOR
VOCATIONAL REHABILITATION SERVICES.

Be It Enacted by the General Assembly of the State of Colorado:

Section 1. There is hereby appropriated to the State Board for Vocational Education the sum of \$10,267.16 for the biennial period ending June 30, 1939, in compliance with Chapter 156, Session Laws of 1925, and the provisions of Title V, Part 4, of the National Security Act, Public—No. 271—74th Congress.

Section 2. Said appropriations are hereby declared to be of

the first class and shall be expended for vocational rehabilitation and placement into remunerative employment of physically handicapped citizens of Colorado.

Section 3. The General Assembly hereby finds, determines and declares that this act is necessary for the immediate preservation of the public peace, health and safety.

Section 4. In the opinion of the General Assembly an emergency exists; therefore, this act shall take effect and be in force from and after its passage.

(Signed) FRANK J. HAYES
President of the Senate

(Signed) WAYNE N. ASPINALL
Speaker of the House of Representatives

Approved June 7, 1937 at 3:56 P. M.

(Signed) TELLER AMMONS
Governor of the State of Colorado

CONSTITUTION OF THE STATE OF COLORADO, ART. IX, SEC. 2

The General Assembly shall . . . provide for the establishment and maintenance of a thorough and uniform system of free public schools thruout the State wherein all residents of the State, between the ages of 6 and 21 shall be educated gratuitously.

The Supreme Court has ruled that:

(The above is not a limitation on the power of the Legislature to provide free schools for children under the age of 6 years. 18 c. 234, 32 P. 422.)

The Constitutional right of the General Assembly to provide appropriations for adult classes has never been questioned. In view of the decision rendered above it does not seem possible that any different decision could be reached. That is, the Constitutional provision for public schools does not place a limitation on the power of the legislature to provide free schools either under the age of 6 years or over the age of 21 years.

PUBLIC—NO. 347—64TH CONGRESS
(S. 703)

(Federal Smith-Hughes Act)

An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of

vocational subjects; and to appropriate money and regulate its expenditure.

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

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

for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$18,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$14,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$34,000; and annually thereafter the sum of \$27,000.

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

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

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

Sec. 5. That in order to secure the benefits of the appropriations provided for in sections two, three, and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State board of education, or other board having charge of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board, for the purposes of this Act.

In any State the legislature of which does not meet in nineteen hundred and seventeen, if the governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Educa-

tion, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

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

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

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

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

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

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

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

*Section 7 was amended by Act approved June 26, 1934 (Public 473—73d Congress) so as to change the permanent appropriation to a permanent authorization.

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

Sec. 10. That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this Act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board as the minimum for

such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture either on a farm provided for by the school or other farm, for at least six months per year, that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.

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

census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

Sec. 12. That in order for any State to receive the benefits of the appropriation in this Act for the training of teachers, supervisors or directors of agricultural subjects, or of teachers of trade, industrial or home economics subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board; that such training shall be given in schools or classes under public supervision or control; that such training shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home economics subjects; that not more than sixty per centum nor less than twenty per centum of the money appropriated under this Act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.

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

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

tion of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this Act.

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

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

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

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

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

Approved, February 23, 1917.

(Extract from Public—No. 64—65th Congress.)

(Approved October 6, 1917.)

The appropriation provided by section seven of the Act creating the Federal Board for Vocational Education, approved February twenty-third, nineteen hundred and seventeen, is also made available for printing and binding, law books, books of reference and periodicals, and postage on foreign mail.

In any State the legislature of which met in nineteen hundred and seventeen and failed for any reason to accept the provisions of the vocational education Act, as provided in section five of said Act,

if the governor of that State, so far as he is authorized to do so shall accept the provisions of said Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education and shall designate the State treasurer as custodian for all moneys allotted to that State under said Act, the Federal board shall, if such legislature took no adverse action on the acceptance of said Act in nineteen hundred and seventeen, recognize such State board for the purposes of said Act until the legislature of that State meets in regular session in due course and has been in session sixty days.

VOCATIONAL REHABILITATION

An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment.

(Public No. 236, Sixty-sixth Congress (H.R. 4438), as amended by Public No. 200, Sixty-eighth Congress (H.R. 5478), as amended by Public No. 317, Seventy-first Congress (H.R. 10175), as amended by Public No. 222, Seventy-second Congress (H.R. 4743))

(Sections 1, 3, 5, and 6, amended June 30, 1932, are printed in italics)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the first section of the Act entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, as amended (U.S.C., title 29, secs. 31 and 32), is hereby amended to read as follows:

"Section 1. That in order to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise, and their placement in employment, there is hereby authorized to be appropriated for the use of the States, subject to the provisions of this Act, for the fiscal year ending June 30, 1934, the sum of \$1,000,000; for the fiscal year ending June 30, 1935, the sum of \$1,000,000; for the fiscal year ending June 30, 1936, the sum of \$1,000,000; and for the fiscal year ending June 30, 1937, the sum of \$1,000,000. Said sums shall be allotted to the States in the proportion which their populations bear to the total population in the United States, not including Territories, outlying possessions, and the District of Columbia, according to the last preceding United States census: Provided, That the allotments of funds to any State shall not be less than a minimum of \$10,000 for any fiscal year: Provided further, That such portions of the sums allotted that will not be used in any fiscal year may be allotted in that year proportionately to the States which are prepared through available State funds to use the additional Federal funds. And there is hereby authorized to be appropriated for each of the fiscal years ending June 30, 1934, June 30, 1935, June 30, 1936, and June 30, 1937, the sum of \$97,000, or so much thereof as

may be needed, which shall be used for the purpose of providing the minimum allotments to the States provided for in this section.

“All money expended under the provisions of this Act from appropriations authorized by Section 1 shall be upon the condition (1) that for each dollar of Federal money expended there shall be expended in the State under the supervision and control of the State board at least an equal amount for the same purpose: Provided, That no portion of the appropriations authorized by this Act shall be used by any institution for handicapped persons except for vocational rehabilitation of such individuals entitled to the benefits of this Act as shall be determined by the Federal Board; (2) that the State board shall annually submit to the Federal Board for approval plans showing (a) the plan of administration and supervision of the work; (b) the qualifications of directors, supervisors, and other employes; and (c) the policies and methods of carrying on the work; (3) that the State board shall make an annual report to the Federal Board on or before September 1 of each year on the work done in the State and on the receipts and expenditures of money under the provisions of this Act; (4) that no portion of any money authorized to be appropriated by this Act for the benefit of the States shall be applied, directly or indirectly, to the purchase, preservation, erection, or repair of any building or buildings or equipment, or for the purchase or rental of any lands; (5) that all vocational rehabilitation service given under the supervision and control of the State board shall be available, under such rules and regulations as the Federal Board shall prescribe, to any civil employee of the United States disabled while in the performance of his duty.”

“Section 2. That for the purpose of this Act the term ‘persons disabled’ shall be construed to mean any person who, by reason of a physical defect or infirmity, whether congenital or acquired by accident, injury, or disease, is, or may be expected to be, totally or partially incapacitated for remunerative occupation; the term ‘rehabilitation’ shall be construed to mean the rendering of a person disabled fit to engage in a remunerative occupation.”

“Section 3. That in order to secure the benefits of the appropriations authorized by Section 1 any State shall, through the legislative authority thereof, (1) accept the provisions of this Act; (2) empower and direct the Board designated or created as the State board for vocational education to cooperate in the administration of the provisions of the Vocational Education Act, approved February 23, 1917 (U.S.C., title 20, ch. 2), to cooperate as herein provided with the Federal Board for Vocational Education in the administration of the provisions of this Act; (3) in those States where a State workmen’s compensation board, or other State board, department, or agency exists, charged with the administration of the State workmen’s compensation or liability laws, the legislature shall provide that a plan of cooperation be formulated between such State board, department, or agency and the State board charged with the administration of this

Act, such plan to be effective when approved by the governor of the State; (4) provide for the supervision and support of the program of vocational rehabilitation to be provided by the State board in carrying out the provisions of this Act; (5) appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursement of all money paid to the State from said appropriations: Provided, That any State which, prior to June 30, 1933, has accepted and otherwise complied with the provisions of the Act of June 2, 1920, as amended June 5, 1924, as amended June 9, 1930, shall be deemed to have accepted and complied with the provisions of this amendment to said Act."

Section 4. That the Federal Board for Vocational Education shall have power to cooperate with State boards in carrying out the purposes and provisions of this Act and is hereby authorized to make and establish such rules and regulations as may be necessary or appropriate to carry into effect the provisions of this Act in order to provide for the vocational rehabilitation of disabled persons and their placement in employment; and to cooperate, for the purpose of carrying out the provisions of this Act, with such public and private agencies as it may deem advisable. It shall be the duty of said Board (1) to examine plans submitted by the State boards and approve the same if believed to be feasible and found to be in conformity with the provisions and purposes of this Act; (2) to ascertain annually whether the several States are using or are prepared to use the money received by them in accordance with the provisions of this Act; (3) to certify on or before the 1st day of January of each year to the Secretary of the Treasury each State which has accepted the provisions of this Act and complied therewith, together with the amount which each State is entitled to receive under the provisions of this Act; (4) to deduct from the next succeeding allotment to any State whenever any portion of the fund annually allotted has not been expended for the purpose provided for in this Act as a sum equal to such portion; (5) to withhold the allotment of moneys to any State whenever it shall be determined that moneys allotted are not being expended for the purposes and conditions of this Act; and (6) to require the replacement by withholding subsequent allotments of any portion of the moneys received by the custodian of any State under this Act that by any action or contingency is diminished or lost: Provided, That if any allotment is withheld from any State the State board of such State may appeal to the Congress of the United States; and if the Congress shall not, within one year from the time of said appeal, direct such sum to be paid, it shall be covered into the Treasury."

"Section 5. That the Secretary of the Treasury, upon the certification of the Federal Board as provided in this Act, shall pay in equal semiannual payments, on the 1st day of July and January of each year, to the custodian of each State appointed as herein provided

the moneys to which it is entitled under the provisions of this Act. The money so received by the custodian for any State shall be paid out on the requisition of the State board as reimbursement for services already rendered or expenditures already incurred and approved by said State board. The Federal Board for Vocational Education shall make an annual report to the Congress on or before December 1 on the administration of this Act and shall include in such report the reports made by the State boards on the administration of this Act by each State and the expenditure of the money allotted to each State."

"Section 6. That there is hereby authorized to be appropriated to the Federal Board for Vocational Education the sum of \$80,000 annually for a period of four years, commencing July 1, 1933, for the purpose of making studies, investigations, and reports regarding the vocational rehabilitation of disabled persons and their placements in suitable or gainful occupations, and for the administrative expenses of said Board incident to performing the duties imposed by this Act, including salaries of such assistants, experts, clerks, and other employees, in the District of Columbia or elsewhere as the Board may deem necessary, actual traveling and other necessary expenses incurred by the members of the Board and by its employees, under its orders, including attendance at meetings of educational associations and other organizations, rent and equipment of offices in the District of Columbia and elsewhere, purchase of books of reference, law books, and periodicals, stationery, typewriters and exchange thereof, miscellaneous supplies, postage on foreign mail, printing and binding to be done at the Government Printing Office, and all other necessary expenses."

"Section 7. That the Federal Board for Vocational Education is hereby authorized and empowered to receive such gifts and donations from either public or private sources as may be offered unconditionally. All moneys received as gifts or donations shall be paid into the Treasury of the United States, and shall constitute a permanent fund, to be called the 'Special fund for vocational rehabilitation of disabled persons,' to be used under the direction of the said Board to defray the expenses of providing and maintaining courses of vocational rehabilitation in special cases, including the payment of necessary expenses of persons undergoing training. A full report of all gifts and donations offered and accepted, together with the names of the donors and the respective amounts contributed by each, and all disbursements therefrom shall be submitted annually to Congress by said board: Provided, That no discrimination shall be made or permitted for or against any person or persons who are entitled to the benefits of this Act because of membership or nonmembership in any industrial, fraternal, or pri-

vate organization of any kind under a penalty of \$200 for every violation thereof.

Approved June 2, 1920.

Approved June 5, 1924.

Approved June 9, 1930.

Approved June 30, 1932.

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PUBLIC—NO. 673—74TH CONGRESS

(H.R. 12120)

(FEDERAL GEORGE-DEEN)

AN ACT

To provide for the further development of vocational education in the several States and Territories.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of providing for the further development of vocational education in the several States and Territories there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1937, and annually thereafter, the sum of \$12,000,000: **Provided**, That the several States and Territories shall be required to match by State or local funds or both 50 per centum of the appropriations authorized under the provisions of this section until June 30, 1942, 60 per centum for the year ending June 30, 1943, 70 per centum for the year ending June 30, 1944, 80 per centum for the year ending June 30, 1945, 90 per centum for the year ending June 30, 1946, and annually thereafter 100 per centum of the appropriations authorized under the provisions of this section. One-third of this sum each year shall be allotted to the States and Territories in the proportion that their farm population bears to the total farm population of the United States and Territories, according to the United States census last preceding the end of the fiscal year in which any such allotment is made, and shall be used for the salaries and necessary travel expenses of teachers, supervisors, and directors of agricultural subjects in such States and Territories. One-third of the sum appropriated for each fiscal year shall be allotted to the States and Territories in the proportion that their rural population bears to the total rural population of the United States and Territories, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries and travel expenses of teachers, supervisors, and directors of home-economics subjects in such States and Territories. One-third of the sum appropriated for each

*See page 211 for text from Social Security Act extending and increasing authorizations for appropriations for the purposes provided in this Act.

fiscal year shall be allotted to the States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the United States and Territories, according to the United States census last preceding the end of the fiscal year in which any such allotment is to be made, and shall be used for the salaries and necessary travel expenses of teachers, supervisors, and directors of trade and industrial subjects, in such States and Territories: **Provided Further**, That the allotment of funds to any State or Territory for each of the three purposes enumerated in this section shall be not less than a minimum of \$20,000 for any fiscal year, 50 per centum of which shall be matched by State or local funds or both, and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1937, and annually thereafter the sum of \$175,000, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotments to the States and Territories provided for in this section.

Sec. 2. In addition to the sum authorized to be appropriated by section 1 hereof, there is hereby authorized to be appropriated, and required to be matched in the same proportions as such sum, the sum of \$1,200,000, to be allotted to the States and Territories in the proportion that their total population bears to the total population of the United States and Territories, according to the United States census last preceding the end of the fiscal year in which any such allotment is made, and shall be used for the salaries and necessary travel expenses of teachers, supervisors, and directors of, and maintenance of teacher training in, distributive occupational subjects in such States and Territories: **Provided, However**, That the allotment of funds to any State or Territory for the purpose of this section shall be not less than a minimum of \$10,000 for any fiscal year after July 1, 1937, and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1937, and annually thereafter the sum of \$54,000, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotments to the States and Territories provided for in this section.

Sec. 3. That for the purpose of cooperating with the States and Territories in preparing teachers, supervisors, and directors of agricultural, trade and industrial, and home-economics subjects there is hereby authorized to be appropriated for the use of the several States and Territories for the fiscal year beginning July 1, 1937, and annually thereafter the sum of \$1,000,000. Said sum shall be allotted to the several States and Territories in the proportion which their population bears to the total population of the United States and Territories, according to the last preceding United States census: **Provided**, That the allotment of funds to any State or Territory shall be not less than a minimum of \$10,000 for any fiscal year. And there is hereby authorized to be appropriated for the fiscal year beginning after the enactment of the Act and annually thereafter the sum of \$54,000, or so much thereof as may be needed, which

shall be used for the purpose of providing the minimum allotments to the States and Territories provided for in this section.

Sec. 4. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Office of Education, Department of the Interior, for vocational education, for the fiscal year beginning July 1, 1937, and annually thereafter the sum of \$350,000, to be expended for the same purposes and in the same manner as provided in section 7 of the Act approved February 23, 1917, as amended October 6, 1917.

Sec. 5. The Secretary of the Treasury, through the Division of Disbursement of the Treasury Department, shall, upon the certification of the United States Commissioner of Education, pay, in equal semiannual payments, on the 1st day of July and January of each year, to the custodian for vocational education of each State and Territory designated in the Act approved February 23, 1917, the moneys to which the State or Territory is entitled under the provisions of this Act.

Sec. 6. The appropriations made by this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made by the Act entitled "An Act to provide for the promotion of vocational education; to provide cooperation with the States in the promotion of such education in agriculture and in the trades and industries; to provide cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures," approved February 23, 1917, except that the appropriations made by this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under such Act of February 23, 1917, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; that such moneys as are provided by this Act for trade and industrial subjects, including public and other service occupations, may be expended for part-time classes operated for less than one hundred and forty-four hours per year; that the provisions of section 11 of the Act of February 23, 1917, requiring at least one-third of the sum appropriated to any State to be expended for part-time schools or classes shall be held to include any part-time day-school classes for workers fourteen years of age and over, and evening-school classes for workers sixteen years of age and over; except that the appropriations made by this Act for distributive occupational subjects shall be limited to part-time and evening schools as provided in said Act of February 23, 1917, for trade, home economics, and industrial subjects and as qualified by the provisions of this section; and that the appropriations available under section 4 of this Act shall be available for expenses of attendance at meeting of educational associations and other organizations and for expenses of conferees called to meet in the District of Columbia or elsewhere which, in the opinion of the Commissioner, are necessary for the efficient discharge of the provisions of this Act.

Sec. 6a. No part of the appropriations herein authorized shall be expended in industrial-plant training programs, except such industrial-plant training be bona-fide vocational training, and not a device to utilize the services of vocational trainees for private profit.

Sec. 7. The appropriations authorized by this Act shall be in lieu thereof and not in addition to the appropriations authorized in sections 1 and 2 of Public Law Numbered 245, Seventy-third Congress, approved May 21, 1934.

Sec. 8. As used in this Act the term "States and Territories" means the several States, the Territories of Alaska and Hawaii, the Island of Puerto Rico, and the District of Columbia.

Approved, June 8, 1936.

(Extract from Public, 271, 74th Congress)

SOCIAL SECURITY ACT

TITLE V

PART 4—VOCATIONAL REHABILITATION

Sec. 531. (a) In order to enable the United States to cooperate with the States and Hawaii in extending and strengthening their programs of vocational rehabilitation of the physically disabled, and to continue to carry out the provisions and purposes of the Act entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, as amended (U. S. C., title 29, ch. 4; U. S. C., Supp. VII, title 29, secs. 31, 32, 34, 35, 37, 39, and 40), there is hereby authorized to be appropriated for the fiscal years ending June 30, 1936, and June 30, 1937, the sum of \$841,000 for each such fiscal year in addition to the amount of the existing authorization, and for each fiscal year thereafter the sum of \$1,938,000. Of the sums appropriated pursuant to such authorization for each fiscal year, \$5,000 shall be apportioned to the Territory of Hawaii and the remainder shall be apportioned among the several States in the manner provided in such Act of June 2, 1920, as amended.

(b) For the administration of such Act of June 2, 1920, as amended, by the Federal agency authorized to administer it, there is hereby authorized to be appropriated for the fiscal years ending June 30, 1936, and June 30, 1937, the sum of \$22,000 for each such fiscal year in addition to the amount of the existing authorization, and for each fiscal year thereafter the sum of \$102,000.

Approved, August 14, 1935.



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