STATE PLAN

--- FOR ---

VOCATIONAL EDUCATION

1947-1952

VOCATIONAL DIVISION
NEW JERSEY DEPARTMENT OF EDUCATION
TRENTON

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FOREWORD

The Smith-Hughes and George-Barden Acts of Congress require each state board of education, which desires to utilize federal funds provided for vocational education, to file a plan outlining the purposes for which the federal funds will be used. Each state prepares a plan to meet the needs of vocational education within the state. There is, therefor, no national pattern of vocational education.

When the State Plan is approved by the State Board of Education and accepted by the United States Office of Education, it becomes the operating agreement between these two agencies. State plans are prepared for a five-year period and this Plan is for the period of July 1, 1947 to June 30, 1952.

This Plan has been developed around a topic outline prepared by the U. S. Office of Education; and the advice of school administrators, vocational specialists and teachers of vocational education has contributed to a plan that is intended to serve the needs of the State of New Jersey.

Appreciation is hereby expressed for the advisory service rendered by the personnel who served on the following committees:

AGRICULTURE

Clifford E. Dennis, County Superintendent of Schools, Sussex County
William H. West, Supervising Principal, Belvidere
Clarence B. Davenport, Vocational Agriculture Teacher, Rancocas Valley High School
Earle C. Stillwell, Vocational Agriculture Teacher, Freehold
Harry O. Sampson, State Supervisor, Vocational Agricultural Education
Owen E. Kiser, State Supervisor, Vocational Agricultural Teacher Training
William H. Evans, State Supervisor, Vocational Agricultural Teacher Training

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Arthur Perry, Superintendent of Schools, Rahway
Albert Jochen, Director, Middlesex County Vocational Schools
Miss Grace Hadley, Supervisor of Home Economics, New Brunswick
Mrs. Helen Hazen, Director, Home Economics Teacher Training, New Jersey College for Women
Miss Verna Danley, State Supervisor, Home Economics
Mrs. Ella R. Williams, State Supervisor, Home Economics

DISTRIBUTIVE EDUCATION

M. Gregg Hibbs, Superintendent of Schools, Bridgeton
Miss Anne B. Dennis, Teacher-Coordinator of Distributive Education, Battin High School, Elizabeth
Alvin Weitz, Teacher-Coordinator of Distributive Education, Senior High School, Bayonne
Lloyd Jacobs, State Supervisor, Distributive Education

TRADES AND INDUSTRY

Kenneth F. Woodbury, County Superintendent of Schools, Hudson County
Abel Hansen, Superintendent of Schools, Elizabeth
Edward Berman, Assistant Superintendent of Schools, Bayonne
George Scheers, Apprentice Coordinator, Camden County Vocational School
Arthur B. Wrigley, State Supervisor, Trade and Industrial Education
Joseph M. Fair, State Supervisor, Trade and Industrial Teacher Training

VOCATIONAL GUIDANCE

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Herbert Meyer, Supervisor, Guidance and Placement, Essex County Vocational Schools
Mrs. Mildred DeMarco, Guidance Counselor, Thomas A. Edison Vocational and Technical High School for Girls, Elizabeth
Franklin Connolly, State Supervisor, Occupational Information and Guidance

Appreciation is expressed also to members of the State Supervisory Staff and the clerical staff of the Vocational Division, New Jersey Department of Education for the effective service which they rendered in preparing the plan in its present form.

JOHN A. MCCARTHY,
Assistant Commissioner of Education in charge of Vocational Education

July 1, 1947

Section I.
STATE ADMINISTRATION AND SUPERVISION

A. *Legal basis for State's participation in the benefits of the Smith-Hughes and George-Barden Acts*

1. Title and code number or other official identification of the State's Acceptance Act.

This may be found in "New Jersey School Laws with Rules and Regulations Presented by the State Board of Education," 1938, page 166, Chapter 17, "Co-operation with Federal Government in Vocational Education and Rehabilitation," as quoted below:

"Article 1. Promotion of Vocational Education."

"18:17-1. Act of congress accepted. The provisions of the act of congress approved February twenty-third, one thousand nine hundred and seventeen, entitled 'An act to provide for the promotion of vocational education; to provide for co-operation with the states in the promotion of such education in agriculture and the trades and industries; to provide for the co-operation with the states in the preparation of teachers of vocational subjects, and to appropriate money and regulate its expenditure,' are hereby accepted by the State of New Jersey."

"18:17-2. State board of education empowered to act. The state board of education is hereby designated as the state board for the purposes of said act of congress, and shall co-operate, as in the act provided, with the federal board for vocational education in the administration of the provisions thereof. The state board shall do all that is or may be required to secure for the State of New Jersey the benefits of appropriations under the act of congress for all purposes specified therein."

"18:17-3. Custodian of funds. The state treasurer is hereby appointed custodian for all money paid to the state from appropriations under said act of congress. He shall receive and provide for the proper custody thereof. He shall disburse such money upon the warrant of the state comptroller when such disbursement has been certified by the state board of education."

"18:17-4. State appropriation for training of teachers of vocational subjects. To secure for the state the maximum appropriation under such act of congress for the training of teachers of vocational subjects as therein provided

there shall be appropriated each year from any money in the state treasury not otherwise appropriated a sum not less than the maximum which the state can receive under such act of congress for the ensuing school year for that purpose. Such sum shall be used by the state board of education for the training of teachers of vocational subjects in accordance with such act of congress in one or more of the state schools or colleges or institutions under state control."

2. List by title and code number or other official identification all acts, amendments, court decisions, executive orders, and the State Attorney General's opinions affecting the State's Acceptance Act or legal base.

   The titles and complete terms of acceptance are quoted in A. 1. The legality of the acceptance act never has been questioned. There are, therefore, no court decisions or Attorney General's opinions on this topic.

3. Statement of acceptance of responsibility by the State Board for keeping the U. S. Commissioner of Education informed of any legal changes that affect the State's vocational education program.

   The State Board of Education is the legally designated body to administer all public education in New Jersey. This power was delegated to the State Board of Education under PL(N.J.)1945, Chapter 51. This power extends from kindergarten through the designated state university —Rutgers University.

"Chapter 51, P. L. 1945"

"An Act to establish in this State a State Department of Education, and amending sections 18:2-1, 18:2-4, 18:3-2, 18:3-3, 18:3-4, 18:3-5, 18:3-6 and 18:3-9, repealing sections 18:22-1 to 18:22-14, inclusive, and supplementing Title 18 of the Revised Statutes."

"Be it enacted by the Senate and General Assembly of the State of New Jersey:

1. Section 18:2-1 of the Revised Statutes is amended to read as follows: 18:2-1. There hereby is established a State Department of Education, which shall consist of a State Board of Education and a Commissioner of Education, with such divisions, bureaus, branches, committees, officers and employees as are specifically referred to in this Title and as may be constituted or employed by virtue of the authority conferred by this Title and by any other law."

"The terms of office of all of the present members of the present State Board of Education shall expire on the thirtieth day of June, one thousand nine hundred and forty-five."

"The State Board of Education established hereby shall consist of twelve members, not less than three of whom shall be women, not more than one of whom shall be a resident of any one county."

"The members shall be citizens who have resided within the State for not less than five years immediately preceding their appointment."

"The members shall be appointed by the Governor by and with the advice and consent of the Senate for terms of six years, except that the first members shall be appointed for terms which shall commence on the first day of July, one thousand nine hundred and forty-five, and shall continue two for two years, two for four years, two for six years."

"Vacancies in said board occurring from any cause shall be filled in like manner but for the unexpired term only. All members shall continue in office after the expiration of their respective terms until their respective successors are appointed and qualified."

"The general supervision and control of public instruction in this State and of the State Department of Education shall be vested in the State Board. The State Board shall be charged with the duty of planning and recommending respecting the unified, continuous and efficient development of public education including public higher education."

Section 18:17-2 is specific designation of the powers to administer the act for the "Promotion of Vocational Education and Rehabilitation." The specific section of 18:17-2 is "The state board shall do all that is or may be required to secure for the State of New Jersey the benefits of the appropriations under the act of congress for all purposes specified therein."

B. *State Administration*

1. Statement of the legal authority of the State Board for Vocational Education for

   a. Preparing, adopting, and submitting a State plan for the approval of the U. S. Commissioner of Education. This legal authority is given in Section 18:17-2, New

Jersey School Laws, 1945, quoted in A. 1. and the specific responsibility is quoted above in A. 3.

b. Approving expenditures of Federal and State funds for vocational education.
Chapter 17, New Jersey School Laws, quoted in full in A. 1., includes Section 18:17-3 designating a custodian of school funds. The following sentence includes the powers of the State Commissioner of Education: "He shall disburse such money upon the warrant of the state comptroller when such disbursement has been certified by the State Board of Education."

c. Selecting, employing, and discharging all administrative and supervisory State Board personnel.
New Jersey School Laws, Section 18:3-2 was amended in 1945, Chapter 51—to read as follows:

"18:3-2. The Commissioner subject to the approval of the State Board shall appoint six Assistant Commissioners of Education * * * * and delegate one of them to act in his place during his absence. Of such six Assistants, the Commissioner shall designate.

(1) One to act as supervisor of elementary education
(2) One to act as supervisor of secondary education
(3) One to act as supervisor of higher education
(4) One to act as supervisor of industrial and vocational education including agriculture and home economics
(5) One to hear all controversies and disputes which may arise under the school laws, or the rules and regulations of the State Board, or of the Commissioner, subject, however, to the right of appeal to the State Board; and
(6) One to supervise and direct business matters."

Section 18:3-4 was amended to read as follows:
"18:3-4. The Commissioner shall be considered the 'head' of the Department within the contemplation of Title 11, Civil Service, and may employ such clerks and other employees as he may deem necessary and fix their compensation subject to the provisions of said Title except where otherwise provided by statute."

2. Execuitve Officer of the State Board for Vocational Education.
The Commissioner of Education is the Executive Officer

of the State Board of Education which is also the State Board for Vocational Education.

a. By whom elected or appointed

The Commissioner of Education is appointed by the Governor by and with the advice and consent of the Senate.

b. General responsibility for vocational education

The Commissioner of Education as the executive officer of the State Board of Education has general responsibility for all phases of public education in New Jersey. This includes vocational education. Chapter 51, P. L. 1945, Section 18:3-5 was revised to read as follows:

"11. The commissioner shall be the chief executive and administrative officer of the department and the official agent of the State Board for all purposes. He shall likewise be the budget officer, and, unless some other official be designated by the State Board for the purpose, he shall be its fiscal officer. He shall have general charge and supervision of the work of the department."

c. Percentage of time to be devoted to vocational education if any part of salary and travel is to be reimbursed from Federal funds.

The Commissioner of Education cannot set any specific portion of his time for any one phase of education in New Jersey. He will devote the time necessary to vocational education required to deal with specific and special problems.

No part of the salary of the Executive Officer will be reimbursed from Federal funds for vocational education. Travel funds will be reimbursed for any travel expenses that have been incurred in the administration or promotion of vocational education.

3. State Director of Vocational Education

The State Director of Vocational Education in New Jersey is the Assistant Commissioner of Education who is directly responsible through the Commissioner of Education for all vocational activities under the control of the State Board of Education.

a. Duties

The director of vocational education in New Jersey shall be responsible for the general administration,

supervision and promotion of vocational education in the State and the degree to which these duties will be carried out and the attention which will be given to the four fields of vocational education. Also teacher training and vocational guidance in these fields will depend upon conditions involving administration, supervision and promotion. It shall be the duty of the State Director of Vocational Education to coordinate activities in the field of vocational education with those of all other educational fields in the State.

b. Qualifications

(1) Education

General—A college degree in arts, science, education, or engineering and the qualifications for a teacher's certificate in any one of the four fields of vocational education.

Professional—Not less than 32 semester hours of graduate or undergraduate credit in philosophy of vocational education, supervision and administration including educational theory and practice related to the vocational fields, organization, management, labor relationships, and economics as it applies to the several fields of vocational education.

(2) Experience

Five or more years of administrative experience in an approved program of vocational education or five or more years of full-time supervisory or full-time teacher training experience in an approved program of vocational education.

4. Supporting staff other than supervisors and teacher trainers.

There are no plans at present for additional supporting staff other than supervisors and teacher trainers. If, however, an additional supporting staff does become necessary, an amendment to this plan will be prepared and submitted for approval to the U. S. Office of Education.

5. Representative state advisory committees for vocational education.

The State Board of Education serves as an advisory body in all phases of education. However, if any special problems develop in the field of vocational education, the Commissioner of Education has sufficient authority to select

advisors to give consideration to the special problems involved. The following general information relates to the committees which may be called together by the Commissioner of Education.

a. Type of committee

Committees will be chosen on the basis of specific problems of administration and supervision of vocational education on the state level or specific problems in the fields of agriculture, home economics, trades and industries, distributive occupations and occupational information and guidance.

b. Interests represented

The interests represented will depend upon the problems which need consideration. Where the problems involved relate to occupational training or upgrading, there will be equal representation from employers and workers in the fields in which the problems exist.

c. Methods of selection

The Commissioner of Education will select the members of the committees requested to give consideration to specific problems. However, when the problems are to be considered by equal representation from employers and workers, each of these two groups will be requested to furnish to the Commissioner of Education the names of several representatives. The Commissioner of Education will then select, from the lists submitted to him, the names of two or more persons from each group with due regard for equal representation from each group.

d. Term of office

There will be no set term of office. The committee will be discharged upon the completion of their assignments.

e. Duties

These committees will be appointed if and when specific problems develop. Their duties will be outlined by the Commissioner of Education. They will direct attention to specific problems for which they were selected and report their findings to the Commissioner of Education.

f. Provisions for meetings

(1) At call of whom

The Commissioner of Education will call the meetings of these advisory committees

(2) Frequency

When the occasion demands

C. *State supervision*

1. State Board's responsibility for supervision

New Jersey School Law, enacted 1945, Chapter 51, Section 18:2-1, "State Board of Education" has the following quotation: "The general supervision and control of public instruction in this State and of the State Department of Education shall be vested in the State Board. The State Board shall be charged with the duty of planning and recommending respecting the unified, continuous and efficient development of public education including public higher education."

2. Duties of State and district supervisors

There are no plans at present for the appointment or assignment of district supervisors in any of the fields of vocational education included in the Smith-Hughes and/or the George-Barden Acts.

The following duties are common to all State supervisors in the fields of agriculture, home economics, trades and industries, distributive occupations, and vocational guidance.

a. The general supervision of all pre-employment, part-time, part-time cooperative and extension programs in the specific field of vocational education to which the supervisor has been assigned.

b. The promotion of programs of vocational education, including guidance, in the specific fields to which the supervisor has been assigned.

c. The upgrading of teachers or counselors in service, through cooperation with persons responsible for teacher or counselor training programs in the specific field of vocational education to which the supervisor has been assigned.

d. Cooperation with all supervisors on the staff of the Vocational Division for the purpose of coordinating activities that will insure a complete program of vocational education and vocational guidance in the State.

e. Inspection of statistical reports submitted by local boards of education for the purpose of approval or

disapproval of requests for reimbursement from State or Federal funds.

f. Maintaining records and reports and transmitting such reports for the guidance and information of the State Director of Vocational Education, the Commissioner of Education and the State Board of Education.

3. Agricultural education

a. Special duties of state supervisors

(1) Meetings with agricultural groups including growers, packers and processors of the products of farms of the State for the purpose of upgrading and promoting the field of vocational agriculture in the schools.

(2) The promotion and supervision of farm shop practices to develop skills necessary to maintain the mechanical appliances used on the farms.

(3) The development of instructional and informational material necessary to enable farm owners and farm workers to intelligently purchase and maintain farm equipment.

(4) The development of safety education for students in the programs of vocational agriculture in the schools and for young farmers and adult workers on the farms.

(5) The development and supervision of programs of vocational agriculture.

(6) Advisory services to the officers and members of the Future Farmers of America.

There are no plans at present for district supervisors of agricultural education. If and when it becomes necessary to appoint district supervisors in this field, an amendment to the State plan will include the special duties of such supervisors.

b. Qualifications of state supervisors

(1) Education

General—Graduate of an agricultural college with a degree of Bachelor of Science in Agriculture and qualifications for a teacher's certificate in the field of vocational agriculture in New Jersey.

Technical and Professional—Thirty-two semester hours of graduate or undergraduate credit including philosophy of vocational education, supervision

and administration; educational theory and practice related to the vocational field; farm organization and management; and economics of agriculture.

(2) Experience

At least two years of full-time farming experience including management of a farm.

Teaching—Not less than five years of teaching experience in an approved program of vocational agriculture.

c. Qualifications of assistant and district supervisors

There are no plans at present for assistant state supervisors of vocational agriculture or district supervisors. If and when it becomes necessary to appoint assistant state supervisors or district supervisors in this field, they will be required to meet the same qualifications as listed for the state supervisors.

4. Distributive education

a. Special duties of state supervisors

(1) Meetings with groups involved in the sale and distribution of goods and commodities.

(2) Meetings with superintendents of schools, principals, teachers, and others for the purpose of promoting and upgrading educational and training activities in the fields of distributive education.

(3) The promotion and supervision of part-time and evening programs intended to upgrade workers in the fields of sales and distribution.

(4) Assistance to teachers in the development of instructional materials and methods.

(5) The development and operation of programs for the supervisory and administrative groups engaged in the fields of sales and distribution.

(6) Advisory service to employers and workers in the fields of sales and distribution.

(7) The development of safety programs for students in distributive education.

There are no plans at present for district supervisors of distributive education. If and when it becomes necessary to appoint district supervisors in this field, an amendment to the State plan will include the special duties of such supervisors.

b. Qualifications of the State supervisor

(1) Education

A college degree in arts or science, engineering, education, business administration, or retailing; and qualifications for a teacher's certificate in the field of distributive education in New Jersey.

Technical and Professional—Thirty-two semester hours of graduate or undergraduate credit including philosophy of vocational education; supervision and administration including education and practice related to the vocational field, marketing, sales statistics, and guidance and personnel administration.

(2) Experience

At least three years full-time occupational experience in the fields of sales and/or distribution.

Teaching—Not less than three years of teaching experience in an approved program of vocational education in the fields of sales and/or distribution.

c. Qualifications of assistant and district supervisors

There are no plans at present for assistant state supervisors or district supervisors in the field of distributive education. If and when it becomes necessary to appoint assistant state supervisors or district supervisors in this field, they will be required to meet the same qualifications listed for state supervisors.

5. Home economics education

a. Special duties of state supervisors

(1) Meetings with superintendents of schools, principals, teachers, homemakers and others for the purpose of upgrading and promoting educational and training activities in the field of vocational home economics.

(2) The organization of committees of teachers and supervisors to make studies of special developments of vocational home economics programs.

(3) The supervision of day, evening and part-time programs of education in the field of vocational home economics.

(4) The development and supervision of special programs of vocational home economics for out-of-school youth and adults.

(5) Advisory service to homemakers and supervisors of vocational home economics education.

(6) The promotion and supervision of programs of vocational home economics in Federal and municipal housing projects.

(7) Advisory service for the operation of programs of the Future Homemakers of America.

(8) The development of safety programs for students in vocational home economics.

There are no plans at present for district supervisors of home economic education. If and when it becomes necessary to appoint district supervisors in this field, an amendment to the State plan will include the special duties of such supervisors.

b. Qualifications of state supervisors

(1) Education

General—A college degree in home economics and qualifications for a teacher's certificate in the field of home economics in New Jersey.

Technical and Professional—Thirty-two semester hours of graduate or undergraduate credit including philosophy of vocational education; supervision and administration of education with application to the vocational field, personnel administration, guidance, and consumer economics.

(2) Experience

At least two years of full time occupational experience in homemaking.

Teaching—Not less than three years of full-time teaching or supervisory experience in an approved program of vocational home economics.

c. Qualifications of assistant and district supervisors

There are no plans at present for assistant state supervisors or district supervisors in the field of vocational home economics. If and when it becomes necessary to appoint assistant state supervisors or district supervisors in this field, they will be required to meet the same qualifications listed for state supervisors.

6. Trade and Industrial education

a. Special duties of state supervisors

(1) Meetings with groups of superintendents of

Schools, principals, directors, employers, labor organizations, personnel directors, and others for the purpose of promoting and upgrading of educational and training activities in the fields of trades and industries.

(2) The promotion and supervision of programs of safety education and safety practices in the shops and laboratories in the trade and industrial schools.

(3) The organization of committees of teachers and supervisors to make studies of special developments in the building, manufacturing and service trades.

(4) The supervision of day, evening and part-time programs of education and training in the fields of trades and industries.

(5) The supervision of apprentice training activities and the development of teaching materials and teaching methods through cooperation with apprentice coordinators.

(6) The promotion and supervision of approved programs of trade and industrial education and training for out-of-school youth and adults.

(7) The promotion and supervision of public service programs.

Attached to the State supervisory staff is a State Supervisor of trade and industrial education who will devote full-time to supervisory training in the trades and industries and in the service trades. The special duties of this Supervisor are:

(1) The development of programs for foremen, department heads and executives of trade, industrial and service-trade organizations. These programs will include production conferences, conference leader training, foreman instructor training, effects of social legislation and other programs as the needs of these groups develop.

(2) Selection, training and supervision of a staff of conference leaders and foreman teacher trainers to serve as call staff members who will be assigned to trade and industrial organizations as the needs develop.

(3) Consultant and advisory service to trade and in-

dustrial organizations that desire assistance in operating supervisory training programs.

(4) Organization, operation or supervision of programs of safety for trade, industrial or service workers.

b. Qualifications of state supervisors

(1) Education

General—A college degree in education, arts, science, or engineering and qualifications for a vocational teacher's certificate in the field of trades and industries in New Jersey.

Technical and professional—Thirty-two semester hours of graduate or undergraduate credit including philosophy of vocational education; vocational education supervision and administration, educational theory and practice related to the vocational field including programs for out-of-school youth and adults; vocational guidance, industrial problems including industrial organization and management; personnel relationships, labor relationships and industrial economics.

(2) Experience

Not less than four years of full-time occupational experience in the fields of trades or industries.
Teaching—Not less than three years of full-time teaching in an approved program of vocational trade and industrial education.

c. Qualifications of assistant and district supervisors
There are no plans at present for assistant state supervisors or district supervisors in the field of trade and industrial education. If and when it becomes necessary to appoint assistant state supervisors in this field, they will be required to meet the same qualifications as listed for State supervisors.

7. Vocational guidance

a. Special duties of state supervisors

(1) Meetings with superintendents of schools, directors, principals, teachers, supervisors, and guidance counselors in upgrading and promoting programs of vocational guidance, and occupational information.

(2) The organization of counselors of vocational guid-

ance in all schools operating approved programs of vocational education to develop procedures for coordinated activities in all fields of vocational guidance.

(3) The organization of committees consisting of school administrators, teachers, guidance counselors, representatives of employers and labor to make local and State-wide studies to determine occupational needs and to advise on present or future programs of occupational information and guidance including programs for out-of-school youth and adults.

(4) The supervision of vocational guidance activities and the development and operation of in-service programs for vocational counselors for which reimbursement is made from Federal funds.

(5) Serve in an advisory capacity to all counselors in the vocational programs in the development of practices in the field of occupational information and guidance.

b. Qualifications of State supervisors

(1) Education

General—A degree in arts, science, education, or engineering and the qualifications for a vocational counselor's certificate in the State of New Jersey.

Technical and professional—Thirty-two semester hours of graduate or undergraduate credit including philosophy of vocational education; vocational education supervision and administration; occupational information; analysis of the individual; counseling, organization and administration of guidance programs with special emphasis on programs for out-of-school youth and adults; personnel relationships; labor relationships; agricultural, industrial and consumer economics; and statistics.

(2) Experience

Not less than three years of full-time occupational experience as a worker or supervisor in agriculture, trades and industries, homemaking, or distributive education.

Teaching—Not less than three years of full-time counseling experience in secondary or vocational education.

c. Qualifications of assistant supervisors

There are no plans at present for assistant state supervisors in the field of vocational guidance. If and when it becomes necessary to appoint assistant state supervisors or district supervisors in this field, they will be required to meet the same qualifications listed for State supervisors.

D. *Teacher training including vocational counselor training.*

1. Responsibility of State Board

The State Board of Education will assume the responsibility for the maintenance and supervision of teacher training in conformity with the provisions of the Smith-Hughes Act. Not less than 20% or more than 60% of the funds provided for training of teachers under the Smith-Hughes Act will be expended for any one of the following purposes: The preparation of teachers, supervisors or directors of agricultural subjects; the preparation of teachers of trade and industrial subjects; the preparation of teachers of home economics subjects.

The State Board of Education will assume the responsibility for the maintenance and supervision of teacher training and the training of vocational counselors as provided for under the George-Barden Act and will expend from the George-Barden Act whatever funds are necessary to maintain and supervise a sound program for the training of teachers, supervisors and vocational counselors. Provisions will be made under the George-Barden Act for the training of teachers and supervisors in the fields of agriculture, home economics, trades and industries, and distributive education.

2. Name and address of each institution and agency designated by the State Board for the training of teachers.

Federal funds are not used to reimburse an institution for teacher training. The State Board of Education will assign supervisors in the employ of the Board to conduct teacher training activities at the institutions selected for such training.

Agriculture

The pre-employment training of teachers in this field is carried out at the New Jersey College of Agriculture of Rutgers University, New Brunswick, New Jersey. This is a cooperative program in which the staff of the New Jersey

College of Agriculture and the vocational agriculture staff of the State Department of Education cooperate.

In-service and professional improvement of teachers of agriculture are carried out cooperatively by the staff of the New Jersey College of Agriculture and the vocational agriculture staff of the State Board of Education. Specialists in the field of vocational education will be selected to conduct the courses in the field of vocational education required for State certification.

Home Economics

The pre-employment training of teachers for this field is carried out at the New Jersey College for Women of Rutgers University, New Brunswick, New Jersey. This is a cooperative program in which the staff of the New Jersey College for Women and the home economics staff of the State Department of Education cooperate. Specialists in the field of vocational education will be selected to conduct the courses in the field of vocational education required for State certification.

Plans will be developed to provide an additional program for the training of home economics teachers in one of the teacher training colleges operated under the direction of the State Board of Education. The expanded program will include pre-employment and in-service training in the field of vocational home economics. The name and address of the teacher training college in which this program will be operated will be provided as soon as a decision has been reached as to which of the state teachers colleges can provide the most effective program.

Trades and Industries

The pre-employment teacher training programs for this field will be conducted under the direction of the State Supervisor of Trade and Industrial Teacher Training of the State Department of Education. The teacher training for this field will be conducted at centers most convenient for the trainees.

Arrangements will be made with one or more of the state teachers' colleges or the School of Education of Rutgers University to provide the courses in general education which are required for the certification of trade and industrial teachers. These courses will be conducted on a contract basis between the State Board of Education and the institutions selected. Specialists in the field of voca-

tional education will be selected to conduct the courses in the field of vocational education required for State certification.

In-service and professional improvement courses for teachers, supervisors and directors in this field will be carried out under the direction of the State Supervisor of Trade and Industrial Teacher Training of the State Department of Education in cooperation with selected staff members of the State University (Rutgers) or in cooperation with selected staff members of one or more of the teacher training colleges operated under the direction of the State Board of Education. These courses will be conducted on a contract basis between the State Department of Education and the institution selected.

Distributive Education

Pre-employment training for teachers and supervisors in this field will be organized as the needs develop. The program will be conducted at one or more of the State teachers colleges designated by the State Board of Education. In-service and professional improvement programs in this field will be conducted either at the State University (Rutgers), New Brunswick, New Jersey or at one or more of the State teachers colleges designated by the State Board of Education. These courses will be conducted on a contract basis between the State Department of Education and the institution selected. Specialists in the field of vocational education will be selected to conduct the courses in the field of vocational education required for State certification.

Vocational Counselor Training

No funds will be spent at present for pre-employment training programs for vocational counselors. Vocational counselors will be selected from the teachers engaged in trades and industries, agriculture, home economics, or distributive education. The teachers in each of these fields are required to complete basic courses in guidance before they are certified.

George-Barden funds will be used as reimbursement for in-service training programs for vocational counselors in approved vocational programs throughout the State. This in-service program will be under the direction of the State Supervisor of Vocational Guidance of the State Department of Education. The counselors serving in the ap-

proved vocational programs of the State will meet for one day each month to deal with specific problems of guidance, use of guidance techniques, placement practices, and other problems in this field. George-Barden funds will be used as reimbursement for the in-service and professional improvement of vocational counselors in the secondary schools of the State. These programs will be conducted through the School of Education, Rutgers University, or through one or more of the State teachers colleges. These programs will relate to the application of vocational guidance for pre-employment training in each of the four occupational fields included in the George-Barden Act.

Section II.
GENERAL CONDITIONS

A. *Conditions for use of Federal funds*

1. Matching

Federal funds will be used for reimbursement only for the activities for which legal authorization has been provided in the Smith-Hughes and George-Barden Acts. The total Federal funds expended in the State of New Jersey from the Smith-Hughes or George-Barden Acts will be matched dollar for dollar by State or local funds or both. The Federal funds will be matched by an equal amount of State or local funds or both expended for the same purpose.

2. Reimbursement to schools

Federal funds received by the State of New Jersey under the Smith-Hughes and George-Barden Acts will be deposited with the custodian of vocational funds, the Treasurer of the State of New Jersey. These funds will be paid by the Treasurer of the State of New Jersey to the custodians of school monies designated by local boards of education. Such payments will be made on authorization from the Executive Officer of the State Board of Education. The payments of these funds will be made for expenditures already incurred by local boards of education for vocational schools and classes approved by the State Board. Means by which the State assures itself that conditions for reimbursement have been met.

The State Board will be assured that conditions for reimbursement have been met by:

a. Contracts or agreements

Budget estimates will be submitted before the opening of the school year showing anticipated expenditures for activities for which reimbursement may be made from Smith-Hughes and George-Barden funds.

b. Reports of work done

Statistical reports of enrollments in schools and classes will be required by the State Board of Education for reimbursement from Federal funds. These reports will be submitted by the local superintendent of schools with a statement certifying as to their accuracy.

c. Claims of local boards

Financial reports will be from local boards of education showing actual expenditures of local funds for which reimbursement is claimed from Federal funds. These financial reports will be submitted by the district clerk of the local board of education with a sworn statement as to the accuracy of the reports and the purpose for which the expenditures have been made and for which reimbursement is requested. The financial reports will be checked by the State Director against the budget estimates which have received prior approval and also checked against statistical reports of enrollments in schools and classes.

d. Approval of supervisors

Supervisors in each of the fields of vocational education included in the Smith-Hughes and George-Barden Acts and also the supervisor of occupational information and guidance will make periodic visits to schools and classes operating programs of vocational education including vocational guidance to determine if minimum standards are being maintained. The supervisors will, in addition, hold conferences with groups of teachers, principals and local directors as the occasions develop. The supervisors will check and approve or disapprove the school and class statistical records submitted by local boards of education in the annual statistical report.

e. Meetings with local directors or supervisors

The State Director will, from time to time, call meetings of local directors or supervisors of vocational education to discuss problems of administration and supervision of programs of vocational education including methods of reporting and record keeping.

3. Purposes for which Smith-Hughes and George-Barden funds are to be used:

a. Smith-Hughes funds will be used as reimbursement for the following purposes:

For the salaries of teachers of approved classes in the fields of agriculture, trades and industries, and home economics; for the travel and maintenance of teacher trainers and supervisors involved in teacher training functions for qualified teachers employed in the approved programs of vocational education; for the trans-

portation expense only of student teachers doing practice teaching under the direction of an approved teacher or teachers of vocational education; for the travel and maintenance of consultants who are recognized authorities in their fields when invited by the State Director of Vocational Education to discuss problems in any or all fields of vocational education included in the Smith-Hughes Act; for the travel and maintenance of resident college teachers of technical subject matter when invited by the State Director of Vocational Education for the purpose of studying and working on problems involved in teaching specific occupations.

b. George-Barden funds will be used as reimbursement for the following purposes:

On the State level

For the travel of the Executive Officer and the State Director of Vocational Education, when such travel is performed for the purpose of administering, supervising, improving, or promoting any or all fields including occupational information and guidance specified in the George-Barden Act; for the travel and maintenance of members of State Advisory Committee, personnel and consultants when invited by the Executive Officer or the State Director of Vocational Education to render advice on the entire program of vocational education or for one or more of the several fields of vocational education including occupational information and guidance included in the George-Barden Act; for clerical and statistical service, communication, supplies, printing, rent, light, heat, and janitor service in the State administration, supervision, teacher training and counselor training; for salaries and necessary travel expenses including maintenance of State supervisors of programs of vocational education and vocational counseling. No reimbursement will be made for expenditures for rental of facilities used in public buildings.

On the local level

For the local administration and supervision of programs of vocational education including occupational information and guidance under the George-Barden Act. These expenditures will include salaries of local

directors of vocational education who are involved in the administration of two or more fields of vocational education included in the George-Barden Act. The expenditures will include travel expenses of directors and supervisors within the local school district for duties involved in the administration and supervision of vocational activities included in the George-Barden Act; for travel outside the local school area when authorized by the State Director of Vocational Education.

No reimbursement will be made from George-Barden funds for expenditures for clerical salaries, maintenance or rent for local administration and supervision.

4. Provisions under which Smith-Hughes teacher training funds or George-Barden funds will be used for the maintenance of teacher or counselor training.

The use of teacher training funds under the specific appropriations of the Smith-Hughes Act and the teacher training expenditures under the George-Barden Act will be made in conformity with the following general policies:

The teacher training will be carried out under the supervision and direction of the State Board of Education.

The training will be given under public supervision and control.

The training will be given only to persons who present evidence of 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 part of their training.

The State Board will establish minimum standards for experience or contact for teachers, supervisors and directors of each field of vocational education including occupational information and guidance specified in the Smith-Hughes and George-Barden Act.

The required minimum and maximum expenditures for the training of teachers as specified under the Smith-Hughes Act will be observed.

Sufficient funds will be allocated from the George-Barden Appropriations received by New Jersey to assure a sound program of teacher training including vocational counselor training for each of the fields of

vocational education specified under the George-Barden Act.

George-Barden funds will be used as reimbursement for courses for counselors in the secondary schools who advise on vocational training. These courses will include the philosophy of vocational education and the techniques of vocational counseling and will be given at the School of Education, Rutgers University and/or one or more of the State Teachers colleges.

George-Barden funds will be used for reimbursement on the local level for the pre-employment and in-service training of vocational teachers in conformity with plans and outlines approved by the state supervisors in the fields of vocational education in which training is to be given and with the final approval of the State Director of Vocational Education. These funds on the local level will be used for the salaries and travel of approved local teacher trainers and for supplies and equipment necessary for local teacher training activities.

a. Apportionment of Smith-Hughes teacher training funds:

Not more than 60% or less than 20% of teacher training funds will be spent for each of the following services: agriculture, trades and industry, and home economics.

b. Use for short, intensive, technical courses for employed teachers and supervisors.

Federal teacher training funds will be used to reimburse the salaries of instructors of short, intensive, technical courses for employed teachers and supervisors under the following conditions:

(1) The instructor has had suitable preparation and experience in the field of the short, intensive, technical course to be reimbursed.

(2) Only qualified vocational teachers and supervisors will be enrolled in these courses.

(3) The subject matter in such technical courses is of immediate value to the employed teachers and supervisors.

(4) The course is authorized by a representative of the State Board.

(5) The course is not a regular course of a designated teacher training institution.

c. Use for special professional courses for school administrators.

Special professional courses will be provided for school administrators. These courses will include the philosophy, principles and practices of vocational education. The reimbursement for these courses will be prorated among the several Federal funds available for teacher training.

These courses will be organized in the School of Education, Rutgers University and/or in one or more of the State teachers colleges. They will be conducted by persons qualified by training and experience in the fields of vocational education.

d. Use for studies, research and for compilation and distribution of subject matter materials for employed teachers and counselors.

Smith-Hughes teacher training funds will be used as reimbursement for:

(1) The maintenance of research in vocational education and the purpose of determining needs for expanded programs of vocational education in the State.

(2) Measuring the effectiveness of vocational activities within the State.

(3) Determining changing practices in the several fields of vocational education within the State.

(4) Development of course outlines and instruction materials.

(5) Any other purposes which would give facts and information that will improve vocational activities and vocational guidance practices within the State.

George-Barden funds will be used as reimbursement for:

(1) Assembling of data and information which will be of assistance in the administration, operation and expansion of programs in the several fields of vocational education.

(2) Making studies to determine the effectiveness of

vocational and vocational guidance programs within the State.

(3) Making studies of the changing practices in the several fields of vocational education within the State.

(4) Making special studies of one or more occupational fields or levels of vocational education and comparing these studies with similar studies made in other states.

(5) Preparing course outlines and instructional materials for use in approved programs in vocational education.

(6) Making any other studies that will give facts and information that will improve vocational activities and vocational guidance practices within the State.

Reports of these research projects, studies and copies of instructional material developed will be made available to local school administrators, to the United States Office of Education, and to the directors of vocational education in other states.

There are no plans at present for the appointment of a full-time research specialist. If and when such personnel is to be appointed, an amendment will be submitted to this Plan, however, persons will be selected from time to time to serve as consultants in occupational studies and they will be qualified by training and experience to produce the results planned.

e. Use for clerical services, supplies, communication, printing, rent, heat, light, and janitor service.
Smith-Hughes teacher training funds and George-Barden funds will be used on the State level for reimbursement of cost for clerical service, supplies, communication, printing, light, heat, and janitor service.
Smith-Hughes teacher training funds and George-Barden funds will be used for the reimbursement of costs of rental of space in buildings which are not publicly owned and only when suitable space and the services involved in the maintenance of rented space are not available in publicly owned buildings.
These funds will not be used for the purposes outlined above for teacher training and teacher improvement on the local level.

f. Use for travel for consultants and college technical subject matter teachers.

Smith-Hughes teacher training funds and George-Barden funds will be used as reimbursement of necessary travel expenses and maintenance of consultants who are requested by the Executive Officer or State Director of Vocational Education to attend conferences on problems of teacher and/or counselor training or program development. Only persons who are recognized authorities in their field of work will be selected to serve in this consulting capacity.

Smith-Hughes teacher training funds and George-Barden funds will be used for reimbursement of necessary travel expenses and maintenance of resident college teachers of technical subject matter courses when such college teachers are requested by the Executive Officer or the State Director of Vocational Education to visit schools and communities for the purpose of studying and working on problems which confront teachers in effective teaching of a specific occupation.

5. Provisions for travel in performance of official duties, designating fund or funds to be used.

a. Members of the State Board and the Executive Officer.
George-Barden funds will be used for reimbursement of the travel and maintenance of the members of the State Board of Education and the travel of the Executive Officer, when such travel is incurred in the official duties in the administration or promotion of the State program of vocational education. George-Barden funds will be used from the appropriation for the specific field or fields for which the travel has been incurred or in the case of travel for the administration or promotion of the entire program of vocational education in the State, the reimbursement of the cost of such travel will be prorated against the funds provided for each of the four fields of vocational education included within the Act.

b. Employees of the State Board of Education including the State Director, supervisors, teacher trainers, counselor trainers, teachers, counselors, and supporting staffs.

(1) Within the State

George-Barden funds will be used for the reim-

bursement of the travel and maintenance expenses of the State Director of Vocational Education, when such travel and maintenance is incurred in the official duties involved in the promotion and administration of the State program of vocational education. The reimbursement will be on a prorated basis in terms of the proportion of the time spent in each of the fields of reimbursable vocational education in the Act.

Smith-Hughes teacher training funds and George-Barden funds will be used for the reimbursement of the travel and maintenance expenses of the State supervisors, teacher trainers and supporting staff of each of the fields of reimbursable vocational education, when such travel is incurred in the official duties involved in the supervision of the activities in each of the specific fields of vocational education or in the training of teachers in these specific fields. The reimbursement will be made from the funds available for the specific field of vocational education for which the State Supervisors and/or teacher trainers and supporting staff are responsible.

George-Barden funds will be used for the reimbursement of the travel and maintenance of the State Supervisor of Occupational Information and Guidance and supporting staff, when such travel is incurred in the official duties involved in the promotion and supervision of programs of occupational information and guidance. George-Barden funds for this activity will be prorated in terms of the proportion of the time spent in each field of reimbursable vocational education.

(a) Items included

The travel of State employees within the State is regulated by State travel regulations and includes transportation costs by public carrier or use of private automobile, hotel rooms, meals, and necessary miscellaneous costs.

(b) By whom authorized

State employees are permitted to incur travel expenditures within the State without any previous authorization. Expense vouchers are submitted

monthly and are then considered for approval by the State Director and the Executive Officer.

(2) Outside the State

(a) Items included

Application for travel outside the State must be made in advance of any expenses incurred and must include a budget estimate of transportation costs, hotel, meals, and miscellaneous travel costs.

(b) By whom authorized

Travel requests and budget estimates for out-of-State travel are submitted through the State Director to the Executive Officer for preliminary approval. Final action is secured from the State Finance Officer.

c. Teacher and counselor trainers employed by designated teacher training institutions.

(1) Within the State

All teacher training institutions are under the general control of the State Board of Education and employees are subject to travel regulations for State employees. These are outlined under b-(1) above.

(2) Outside the State

These are the same as outlined under b-(2) above.

d. State Advisory Committees

(1) Within the State

(a) Items included

State Advisory Committees will be subject to to the same travel regulations as outlined for State employees under b-(1) above.

(b) By whom authorized

The Executive Officer will authorize any travel expenses to be incurred by State Advisory Committees.

(2) Outside the State

State Advisory committees will be required to conform with travel requests and travel regulations for out-of-state travel as outlined in b-(2) above.

e. Local directors, supervisors, teacher trainers, counselors, and teachers.

(1) Within the service area

(a) Items included

Transportation costs by common carrier, or cost of travel by private automobile at mileage rate established by local boards of education for travel of all other employees.

(b) By whom authorized

Local boards of education will submit an annual budget estimate of anticipated expenditures for all reimbursable programs of vocational education. These budget estimates will include anticipated expenditures for travel. When these budget estimates have been approved by the State Director of Vocational Education, the representative of the local board of education will be expected to maintain administrative control of such budget approvals.

(2) Within the State but outside the service area

(a) Items included

Transportation costs by common carrier or cost of travel by private automobile at a mileage rate established by local boards of education for travel of other employees; hotel expenses when authorized; meals when authorized; and incidental travel expenses when authorized.

(b) By whom authorized

Authorization will be given by the Executive Officer or the State Director of Vocational Education if and when it is considered necessary to request personnel employed by local boards of education in the administration, supervision or operation of local programs of vocational education and vocational guidance, to attend meetings or conferences within the State, but outside the service area.

(3) Outside the State

No Smith-Hughes or George-Barden funds will be used for out-of-state travel of local directors, supervisors, teacher trainers, counselors or teachers.

6. Provisions for purchase or rental of equipment and purchase of supplies for vocational instruction including limitations and definitions.

a. Definitions

George-Barden funds will be used for reimbursement of expenditures for the purchase or rental of equipment and supplies for vocational instruction including teacher training and vocational counseling and guidance.

Equipment for vocational instruction will include any physical object which may be expected to last, with reasonable use and care, for more than one year and which is used exclusively by vocational teachers and teacher trainers in instructing, and by their students in learning, in an instructional situation in the classroom, laboratory, shop or field. George-Barden funds for equipment will be used as reimbursement for cost of reference books.

Supplies for vocational instruction is taken to mean material which is consumed by use, either in a single usage or during a period of less than one year, and which is used exclusively by vocational teachers and teacher trainers in instructing and by their students in learning in instructional situations in the classroom, laboratory, shop or field. Magazines used for instructional purposes will be considered as supplies.

b. Limitations

No charge will be made to teachers or students for supplies for which George-Barden funds have been used; George-Barden funds will not be used for the purchase of supplies to be made into equipment or products to be sold, or to be used by pupils, teachers or other persons for individual, family, school, or business purposes, except for supplies made into equipment for vocational instruction.

Federal funds will not be used for the purchase or rental of equipment for administration or supervision; the purchase, erection, preservation or repair of buildings; the purchase or rental of grounds; the purchase or rental of equipment or furniture not peculiar to vocational education; for the equipment and supplies used in the operation or maintenance of a school plant;

or for the purchase or rental of textbooks for individual students.

c. Control of expenditures

The expenditures for the purchase or rental of equipment and purchase of supplies for vocational instruction will be controlled by local budget estimates which in addition to anticipated expenditures for the several purposes of vocational education will include items relating to the purchase or rental of equipment and the purchase of supplies for vocational instruction. These budget estimates will be submitted before the beginning of the fiscal year and when the items have been agreed upon by the representative of the local board of education and the State Director of Vocational Education, the signature of the State Director will be the official authorization for the expenditures within the limits of each purpose and within the agreements. Any supplementary requests during the year for purchase or rental of equipment to meet some unforseen situation will require the approval of the State Director before expenditures are made for which reimbursement from Federal funds will be requested.

George-Barden funds that are used as reimbursement on a matching basis will not exceed 50% of the total cost of the equipment purchased or rented. State or local funds or both will be used for the other 50% of such expenditures. Not more than 20% of the total George-Barden funds allocated for any one purpose of vocational education will be used for the rental or purchase of equipment until July 1, 1951. After that date not more than 10% of these funds will be used for the purchase or rental of equipment.

d. Title to equipment

Title to any equipment for which George-Barden funds have been used as reimbursement will be vested in the State or local board of education, whichever body provides the funds to match the Federal funds, provided: If and when a situation should develop where the equipment purchased jointly from State or local funds and Federal funds is no longer needed for the purpose for which it was purchased or when it has reached a stage of obsolesence, the Executive Officer and State Director shall be contacted by the representative of the

board in which the title is vested, to determine a fair means of transfer, sale or disposal and the accounting and distribution of any monies received through the transaction. The State or local board of education will maintain an inventory of the equipment purchased and for which George-Barden funds have been used for reimbursement. The inventory record will show; the name of the equipment, the size, class or catalogue number, or any other details to identify it, the purchase price, the date of purchase and the field of vocational education for which purchased, its disposal, the date of disposal approval, and the disposal price if any.

e. Rental of equipment

Equipment rented instead of acquired by direct purchase will be subject to the same budget approval by the State Director as outlined for the purchase of equipment. State or local boards of education will present a copy of the rental agreement for approval by the State Director before the agreement is put into effect.

7. Limitation on the expenditure of trade, home economics and industrial funds.

a. Part-time classes

(1) Smith-Hughes funds will be used as reimbursement of part-time schools and classes under the following conditions:

The schools and classes will be under public supervision and control.

The controlling purpose will be to fit for useful employment.

Such education will be of less than college grade and will be developed to meet the needs of persons who have legally entered employment in a trade or industrial pursuit.

The State or local community will provide the necessary plant and equipment determined by the State Board of Education as the minimum requirement in New Jersey for any given trade or industrial pursuit.

The State Board of Education will require that sufficient local expenditures are made to insure a sound program of part-time education.

One-third of the Smith-Hughes funds appropriated for the salaries of teachers of trades, home economics and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over 16 years of age, who have entered upon legal employment.

The instruction in part-time schools or classes will be for the purpose of supplementing the daily occupations of workers; for the purpose of developing vocational skills, intelligence or judgment; and for the purpose of enlarging the civic intelligence of these workers.

Part-time schools or classes will provide for not less than 144 hours of classroom instruction per year.

Teachers will meet the requirements for State certification of part-time teachers as shown in the appendix to this plan.

(2) George-Barden funds will be used subject to the same conditions and limitations as the appropriations under the Smith-Hughes Act with the following exceptions:

That funds appropriated for home economics will be subject to the conditions and limitations applicable to agricultural purposes under the Smith-Hughes Act. There will, however, be no directed or supervised practice as required for agriculture. Part-time schools or classes reimbursed from George-Barden funds will be operated for less than 144 hours per year.

The compulsory requirement for the expenditure of one-third of the sum appropriated for trades and industries will be interpreted to include any part-time day school or classes for workers 16 years of age and over, and evening school classes for workers 16 years of age or older.

The appropriations for distributive occupations will be limited to part-time and evening schools as provided in the Smith-Hughes Act for trade, home economics and industrial subjects.

No part of the appropriations made under the Smith-Hughes Act or the George-Barden Act will be expended in industrial plant training programs except such in-

dustrial plant training be bona fide vocational training, and not a device to utilize the service of vocational trainees for private profit.

b. Home economics

(1) Smith-Hughes

The same standards listed under 7-a-(1) will apply to Home Economics.

(2) George-Barden

The same standards listed under 7-a-(2) will apply to Home Economics.

8. Provisions for local directors

a. Duties

George-Barden funds will be used to reimburse the salaries and travel expenses of local directors of vocational education on a prorated basis in terms of the proportion of their time spent in the respective service fields of reimbursable vocational education.

The duties of local directors will include the following:

(1) The administration of the several fields of vocational education included in the Smith-Hughes and George-Barden Acts, under the direction of local boards of education, county boards of education or regional boards of education, through the executive officer appointed by these boards.

(2) The direction of the staff of teachers, supervisors and counselors necessary for the operation of an effective program of vocational education.

(3) Maintain contact with employers, representatives of labor organizations, homemakers, advisory committees, and educators for the purpose of keeping the programs of vocational education in touch with changing educational and occupational needs.

(4) Upgrading, teaching, supervising, and counseling staff through conferences, staff meetings and teacher training programs.

(5) Serving in an advisory capacity on state-wide problems of vocational education, when requested by the State Director of Vocational Education.

(6) Preparation of budgets and reports to be transmitted to the local board of education through the executive officer appointed by the board.

(7) Preparation of budgets and reports to be transmitted through the executive officer of the local board of education to the State Board of Education or the representatives of that board.

b. Qualifications

The qualifications of local director of vocational education are outlined in the appendix of this plan.

B. *Provisions regarding*

1. Methods of instruction

The State Board of Education will:

a. Require all programs to be under public supervision and control.

b. Require the use of the methods of instruction which will be best suited for those who participate in the several programs and which will assure the accomplishment of the objectives of each program.

2. Plant and equipment

The State Board of Education will require local boards of education to maintain plant and equipment necessary to accomplish the objectives of each program.

3. Maintenance of instruction

The State Board of Education will require local boards of education to provide a staff of property certificated teachers, supervisors and counselors; and the State Board of Education will provide in-service training programs for teachers, supervisors and counselors for the purpose of maintaining a well-rounded course of study in each of the several fields of vocational education included in the Smith-Hughes and George-Barden Acts and operated by the local board of education.

4. General statement on well-rounded course of instruction. The State Board of Education will require local boards of education to maintain well-rounded courses of study through:

a. Courses of study outlines for each of the sub-divisions of each field of vocational education conducted in each local school district.

b. Properly qualified teachers.

c. Use of most effective teaching methods.

d. Continuous upgrading programs for employed teachers

conducted by the director or supervisor of the local program.

e. Maintenance of adequate plant and equipment.

f. Maintenance of records of progress and accomplishment of purposes.

5. General statement on availability in State office of typical courses of study.

Typical courses of study in each field of vocational education included in the Smith-Hughes and George-Barden Acts and the several types of activities under each field will be available in the Vocational Division, New Jersey Department of Education.

C. *Provisions which shall be included in the State plan*

1. Schools or classes shall be under public supervision or control.

All schools and classes for which reimbursement will be made from Smith-Hughes or George-Barden funds or both will be under public supervision and control. This will be assured by the following:

a. The funds expended will be under the supervision of the State Board of Education and under local boards of education.

b. The schools and classes will be legally a part of the public school program of vocational education as administered by State and local boards of education.

c. The teachers will be paid from public education funds in the same manner followed in the payment of other public school teachers employed by State or local boards of education responsible for vocational education.

d. The schools or classes will be administered, controlled, and supervised in all details by officials of the staff of the State or local boards of education responsible for vocational education, including:

(1) Selection, salaries and length of term of teachers

(2) Qualifications and admission of students

(3) Content and organization of all courses of study and curriculum

e. The training will be organized and maintained in response to public need.

f. The interests of the persons enrolled in the training

program is the chief consideration.

g. The program is generally recognized as a part of the public school work of the community.

2. Controlling purpose of the education shall be to fit for useful employment.

The State Board of Education will approve and provide for reimbursement from Smith-Hughes and George-Barden funds for schools and classes that are organized for the purpose of fitting youth and adults for useful employment. This controlling purpose has been emphasized in several sections of the State plan.

3. Instruction shall be of less than college grade.

All programs of vocational education reimbursed from Smith-Hughes or George-Barden funds will be of less than college grade:

a. College entrance requirements will not be a prerequisite for admission.

b. The main objective of the training is for occupational employment.

c. The training does not lead to a degree.

d. The program will not be organized to conform to conditions governing a regular college course.

e. The teacher of shop and related subjects will be required to meet all of the provisions of the State plan as to qualifications for vocational teachers.

4. Instruction shall be designed to meet the needs of persons 14 years of age and over.

The programs in any of the fields of vocational education for which reimbursement will be made from Smith-Hughes or George-Barden funds will be developed to meet the needs of persons over 14 years of age and who have an interest in preparing for useful employment.

D. *Provisions for cooperative planning and activities among vocational fields*

The State Director of Vocational Education will be responsible for cooperative planning of activities in all vocational fields included under the Smith-Hughes and George-Barden Acts. These cooperative activities will be carried out through:

1. Three or more conferences each year for all State supervisors and teacher trainers engaged in the fields of vocational education included in the Smith-Hughes and George-

Barden Acts. These staff meetings will be organized to give consideration to the problems of administration, supervision and coordination of all fields of vocational education included in the Smith-Hughes and George-Barden Acts.

2. Three or more conferences each year of local supervisors in each of the fields of agriculture, trades and industries, distributive education, home economics and occupational information and guidance. These conferences will be organized to give consideration to the problems of local administration, supervision and coordination of each field of vocation education.
3. One three-day conference of local directors and supervisors to give detailed consideration to specific problems of administration and supervision. This conference will be an in-service training program for the supervising groups.
4. Conferences called by the State Director as the needs develop to discuss specific problems of State and local boards of education. The groups will be made up of principals, directors, coordinators, supervisors and teachers.
5. The State supervisors in each field of vocational education including occupational information and guidance will organize meetings of special groups to discuss problems relating to apprentice training, occupational information and guidance, part-time cooperative programs, and programs for out-of-school youth and adults.

E. ***Provisions for training and work-experience training for out-of-school youth***

The State Board of Education shall reimburse from George-Barden funds expenditures for the operation of programs of training and work experience for out-of-school youth in any or all of the fields of vocational education included in the George-Barden Act as follows:

1. Training in organized classes for out-of-school youth who may be legally employed or unemployed.
2. Work experience training for out-of-school youth legally employed on jobs approved by the school authorities.
3. The purpose of the programs will be to develop skills, technical knowledge, judgments, work habits, safety practices and to increase civic or economic competency of the trainees.
4. The instruction will be planned to meet individual dif-

ferences and will be under the public supervision and control of state, local or county boards of education.

5. The work experiences will be organized to assure the safety and morals of those participating and will be in conformity with Federal, State and local laws and regulations.
6. Adequate supervision will be provided to coordinate the work experiences and instruction in the schools or classes and to protect the trainees from exploitation.
7. Local boards of education will be requested to organize local advisory committees consisting of equal representation from employer's and worker's groups to promote work experience and to give general advice about the value of such work experience and the relationship of the work experience to the job of wage earners in the fields in which such experience is obtained.
8. Only teachers who meet the certification requirements of the New Jersey State Board of Education will be employed in the classes in which the objective is the development of vocational skills, knowledge, judgment, work habits, and safety. Only teachers who meet the certification requirements will be employed in classes designed to increase the social and economic competency of the trainees.
9. Guidance and counseling will be a definite part of any of the training and work experience programs, and such guidance and counseling will be provided through vocational counselors who meet the certification requirements of the New Jersey State Board of Education.

Section III.
AGRICULTURAL EDUCATION

A. *Plan for local supervision*

1. Types of organization

a. Within a department of vocational agriculture

Departments of vocational agriculture are an integral part of local school systems and there are no local supervisors involved. General supervision will be given by the Executive Officer of the local boards of education. The state supervisors of vocational agriculture, working through the representatives of local boards of education, will provide the supervision necessary in carrying out the technical phases of vocational agriculture. In departments of vocational agriculture where two or more teachers are employed, the state supervisors of vocational agriculture will cooperate with the head teacher of the department in matters needing supervision.

b. Within a county or area

Schools of vocational agriculture organized on the county basis will be given general supervision by the director appointed by the county board of vocational education, or by some other designated official. In some instances the county board may designate a head teacher as the official in charge of general supervision.

The state supervisors of vocational agriculture will cooperate with the designated officials of the county board of vocational education in matters needing supervision.

If and when area vocational schools are organized in New Jersey, the plan of supervision of programs of vocational agriculture will be the same as outlined for county vocational schools which to all intents and purposes now function as area schools.

c. State schools

Only two schools of less than college grade are operated under the supervision and control of the State Board of Education. One of these is the Bordentown Manual Training and Industrial School. The program of vocational agriculture at this school has been discontinued; but if and when this program is reorganized, it will

receive general supervision by the principal of the school, and the staff of state supervisors of vocational agriculture will give the supervision necessary in carrying out the technical phases of vocational agriculture.

2. Duties of local supervisors

There are no programs of vocational agriculture in New Jersey that are of sufficient size to need a local supervisor in this field. What supervision is necessary will be given by the State Supervisor in cooperation with the local Executive officers. If and when there is a need for a local supervisor of vocational agriculture, the duties of this supervisor will be outlined in an amendment to this plan.

3. Qualifications of local supervisors

The qualifications of all teachers and supervisors are included in the appendix of this plan.

B. *Program of instruction*

1. Types of classes to be conducted, the specific purpose of each, and conditions for organizing each type of class.

Complete programs of vocational agricultural education will be operated in all school districts maintaining programs in this field of vocational education. The vocational agriculture program will include classes for in-school youth, classes for out-of-school youth, and classes for adult farmers. Any requests for modification of a complete program in any school district will be submitted through the state supervisor of vocational agriculture to the State Director of Vocational Education.

a. All-day classes

All-day classes will be organized in local and regional high schools, county, district, or area vocational schools and if the need arises, in the State-operated Bordentown Manual Training and Industrial School. The purpose of the instruction will be to train for farming and will deal with practical farm problems and related information. The instruction will include work in farm mechanics, laboratory and field studies, as well as classroom instruction. The departments, in most instances, will be in rural areas of the state and the instruction will be designed for farm youth. In a few sections of the state, departments will be conducted in high schools in city or suburban areas, where both rural and urban pupils will be enrolled. All pupils in approved programs of vocational agriculture will be

given occupational information and guidance and checked carefully to determine their ability and interest in vocational agriculture and the opportunities available for conducting farming programs.

(1) Minimum number and minimum age of students

The minimum number of students in all-day classes in a department of vocational agriculture will be 25 and maximum number per teacher will be 60. The maximum number in any class will be 25. The programs will be designed to meet the needs of persons 14 years of age and over.

(2) Length of course in years and in total hours of instruction

The course in vocational agriculture in districts operating on the 8-4 plan will be four years in length, with a total of at least 900 hours of instruction. In most schools, however, the total will be 1000 hours.

The course in vocational agriculture in districts operating on the 6-3-3 plan will be three years with a total of at least 750 hours of instruction. The three-year course in vocational agriculture is established because it is not feasible to offer vocational agriculture in the ninth grade in junior high schools.

In county, district and area vocational schools the length of the course will be two school years with a total of not less than 1000 hours of agricultural instruction.

(3) Length of daily sessions in minutes for each year

The average length of daily class sessions will be no less than 90 minutes, except when Plan D outlined below is adopted. Local Boards of Education will make suitable time provisions for all-day classes to meet these requirements through one of the following plans or its equivalent:

Plan A

Two consecutive 60-minute periods of instruction, five days per week, for one year, and one 60-minute period of instruction, five days per week, for the other years.

Plan B

Two consecutive 60-minute periods of instruc-

tion, two days per week, and one 60-minute period, three days per week, for each class.

Plan C

Two consecutive 45-minute periods of instruction per day, five days per week, for each class.

Plan D

Sixty minutes of instruction per day, five days per week, for each class, provided that 50 clock hours per year be added to insure adequate time for farm shop instruction and field trips, and further that there is in operation a program of systematic group instruction for out-of-school young farmers and for adult farmers for not less than a total of 72 clock hours during the year. In every case where Plan D is adopted the school district must secure special approval from the State Board of Education.

In county and district vocational schools agricultural instruction will be given for three clock hour periods daily, five days per week for the school year. The legal school year in New Jersey is not less than 180 days.

(4) Number of sessions per week or month per year
This detail has been given attention in 3 above.

(5) Provisions for a supervised farming program
All students, who are enrolled in all-day classes in vocational agriculture, will be required to carry comprehensive farming programs under the supervision of the teacher of agriculture for at least six months each year. A program will be planned for each student, the teacher taking into consideration the farm enterprises followed in the region and the farming objective of the student. The aim in all cases will be to guide the youth toward becoming established in farming. Normally no farming program will be as short as six months' duration, but will follow the yearly cycle of the farm enterprises in this State.

The type of farming program for farm boys, in most cases, will be adapted to the enterprises on the home farm, and where feasible, these enterprises will be continued from year to year during the entire course.

The farming programs of city and suburban youth, who are enrolled in the vocational agriculture classes, will consist chiefly of practical farm experience under the general direction of a good farmer and the supervision of the teacher of agriculture. The teachers of agriculture, when placing boys on farms for work experience, will contact the farmers and assist in planning a suitable training program. Many of the city and suburban youth also will carry supervised farming programs in addition to the work experience on farms.

(6) Provisions for follow-up instruction

The supervised farming programs of all-day students in vocational agriculture classes will be carefully directed and supervised by the teacher of agriculture. This will include a careful follow-up of each student, with the teacher guiding, advising, and instructing him in the farm enterprises in which he is engaged. George-Barden funds will be used to reimburse the local board of education for the travel expenses of vocational agriculture teachers or for actual expenses in operating cars owned by the board of education involved in the supervision of approved farming programs. These travel expenditures will conform to the travel regulations of the employing board of education.

(7) Provisions for supervising activities of the FFA

The teacher of vocational agriculture will advise and counsel in the organization and development of FFA and will correlate the activities of these organizations with the instruction in vocational agriculture.

b. Day-unit classes

Day-unit classes in vocational agriculture will be conducted only in high schools where schedule difficulties or shortage of vocational teacher personnel will make all-day classes in vocational agriculture impractical.

(1) Minimum number and minimum age of students

The State Board of Education will not establish any minimum for enrollment in day-unit classes. The local board of education will make the decision on the matter of minimum enrollment. The programs will be designed to meet the needs of persons 14 years of age and over.

(2) Length of course in years and in total hours of instruction

Day-unit classes will be four years in length in all schools. The total hours of instruction will vary in different schools, due to local schedule conditions and availability of teacher time. Unit courses in the majority of schools will involve at least 430 hours.

(3) Length of daily sessions in minutes for each year

The length of daily sessions like the number of hours of instruction will vary in different schools. However, in most schools the daily session will be 90 minutes in length for two days per week for four years.

(4) Number of sessions per week or month per year

These details were given attention in 3 above.

(5) Provisions for a supervised farming program

These will be the same as described in B-1-a-(5).

(6) Provisions for follow-up instruction

These will be the same as for all-day classes as described in B-1-a-(6).

(7) Provisions for supervising activities of the FFA

The same provisions will prevail as listed in B-1-a-(7).

c. Young farmer classes

Classes in agriculture for young farmer groups will be conducted as an integral part of the vocational agriculture program in the district. The programs will be organized and operated at the time and place most convenient for the enrollees and where facilities are adequate for effective instruction. The groups will be taught by vocational agriculture teachers, and in some cases, by special teachers. The chief purpose of the instruction will be to help the young farmers become established in farming.

(1) Minimum number and minimum age of students

The State Board of Education will not establish any minimum for enrollment in classes for young farmers. The local board of education will make the decisions on matters of minimum enrollment. The groups will include any young farmers between the ages of 16 and 30.

(2) Length of course in years and in total hours of instruction

These programs for young farmers will be organized to meet specific needs of those enrolled. They will be organized on a unit basis to be operated as individual units or as a series of units.

(3) Length of daily sessions in minutes for each year

At least fifteen sessions of 120 minutes each for each year will be devoted to class instruction. The number of sessions will be regulated to meet the objectives of the units.

(4) Number of sessions per week or month per year

The general plan as to the number of sessions will be to conduct one session per week for fifteen weeks during the late fall, winter, and early spring months, with occasional additional sessions and educational trips during the remainder of the year at times when the young farmers can leave their farming operations.

(5) Provisions for a supervised farming program

All students in the young farmer classes will be required to conduct farming programs under the supervision of the teachers of vocational agriculture. The supervision will involve help with the problems of the farm as a whole. The objective will be to assist the students to become established in farming.

(6) Provisions for follow-up instruction

These will be the same as for all-day students described in B-1-a-(6).

d. Adult farmer classes

Adult farmer classes will be taught by regular high school and vocational school teachers or by special teachers. The programs for adult farmers will be organized and operated at the time and place most convenient for the enrollees and where facilities are adequate for effective instruction. The students will be farmers who have become established in farming. The purpose of the instruction will be to keep the enrollees in touch with the latest developments and the most recent approved practices of the enterprises of their farming operations.

(1) Minimum number and minimum age of students

The State Board of Education will not establish any minimum for enrollment and minimum age of students in adult farmer classes. The local board of education will make the decision on the matter of minimum enrollment and minimum age.

(2) Length of course in years and in total hours of instruction

A mature farmer will profit by attending classes in vocational agriculture during his active farming career, and for this reason courses will be offered wherever and whenever groups can be reached by vocational agriculture teachers. The courses will be organized on a unit basis to meet specific needs of the groups. The units will be operated as individual units or as a series of units. They will be adjusted to a time schedule which is sufficient to accomplish the objective of each unit.

(3) Length of daily sessions in minutes for each year

Each session will be at least 120 minutes in length.

(4) Number of sessions per week or month per year

The plan will be to conduct at least ten sessions each year during the winter months. However, the number of sessions will be regulated to meet the objectives of the units taught.

(5) Provisions for supervised farming program

Students in adult farmer classes will be actively engaged in farming and the teachers of agriculture will visit them if and when need arises to help them with their farm problems and check with them on the approved farm practices taught in the class sessions.

(6) Provisions for follow-up instruction

These will be the same as described in B-1-a-(6).

2. Qualifications of teachers

Teachers who are certificated to teach vocational agriculture also will be eligible to teach related technical subjects in this field.

The qualifications of all vocational teachers will be found in the appendix to this plan.

3. **Provisions for employing teachers of vocational agriculture on a 12-month basis**

Local boards of education will be required to employ teachers of vocational agriculture for all-day and day-unit classes on a 12-month basis and to extend the services of these teachers to young and adult farmers during the 12-month period as the need may arise.

Local boards of education will not be required to employ teachers of special types of vocational agriculture for a period of 12-months when the agricultural enterprises do not need such teaching or supervision during the summer months. Local boards of education, however, in these instances will be required to give adequate protection to the facilities for such special courses and to place them in operating condition in time for the next cycle.

C. *Provisions for representative local advisory committees*

Local boards of education have full legal powers for providing and conducting the educational programs for the districts they represent. These boards may, if they desire, organize local consulting or advisory committees to make recommendations concerning policies relating to vocational education in agriculture. However, if the local board of education does not appoint a vocational agriculture advisory committee and a need for advice develops, the State Director of Vocational Education, after a conference with the State Supervisor of Vocational Agriculture, will recommend that a committee be appointed to consider the problem. The membership of such committees will include equal representation of interests involved.

D. *Program of teacher training*

The pre-employment training of teachers in the field of agriculture will be conducted at the New Jersey College of Agriculture, Rutgers University, as a cooperative program in which the staff of state supervisors of vocational agriculture attached to the Vocational Division of the State Department of Education will be assigned to act as part-time professors of agricultural education at the institution. They will conduct courses in education for segregated groups of students registered in the New Jersey College of Agriculture, who are preparing to become teachers of vocational agriculture.

The staff of state supervisors of vocational agriculture will have immediate charge of the in-service training programs for teachers of vocational agriculture. They will cooperate with

Rutgers University and/or one or more teachers colleges in offering graduate courses to employed teachers of agriculture.

1. Selecting trainees to secure an adequate supply of beginning teachers

   a. Provisions for selection of trainees

      The staff of state supervisors of vocational agriculture will cooperate with the Director of Resident Instruction of the New Jersey College of Agriculture in selecting from among the students registered, those who have the interest and ability to prepare as teachers of vocational agriculture. The selection processes will include personal interviews with the students, contacts through the various student organizations, trips of the students to visit vocational agriculture departments, and the distribution of printed materials. The staff of state supervisors of vocational agriculture, in cooperation with the State Supervisor of Occupational Information and Guidance of the New Jersey Department of Education and guidance counselors in the high schools will acquaint high school students, who are preparing to enter the New Jersey College of Agriculture, with the possibilities of vocational agriculture teaching as a career. Special guidance bulletins will be prepared to supplement the activities of the state and local counseling staffs.

   b. Provisions for guidance services for individuals in training

      The guidance program is outlined above, but continued counseling and guidance will be given during the entire teacher training program.

2. Provisions for selecting, training, and qualifying special teachers of young farmer and adult farmer classes

   The full-time teachers of vocational agriculture will organize and conduct classes for young farmers and adult farmers. When it is necessary or desirable to employ special teachers for these groups, they will be selected from the ranks of practical farmers, or mechanics who have experience with farm machinery or appliances or workers in other fields. They will be qualified by training and experience to conduct the classes. The staff of supervisors of vocational agriculture will hold individual and group conferences with these special teachers to discuss methods of teaching and help them with teaching prob-

lems. A special short unit of ten to fifteen clock hours in methods of teaching will be prepared for them.

3. Groups of technical courses, with minimum hours of credit for each group, required for qualifying teachers of all-day classes

   A basic requirement for state certification of teachers of vocational agriculture involves "a college degree in an approved four-year agricultural curriculum . . . ." At the New Jersey College of Agriculture the minimum requirements in semester credit hours for the bachelor degree are technical agriculture, 50 hours; English, mathematics and academic studies, 30 hours; science, 42 hours; elective, 15 hours; military science, 8 hours; total, 145 hours.

4. Groups of professional courses, with minimum hours of credit for each group, required for qualifying teachers of all-day classes

   The professional courses which will be required for qualifying teachers of all-day classes are included in the qualifications for vocational teachers in the appendix to this plan. The following list of courses taught by the State supervisory staff are reimbursed from Federal funds through the payment of salaries of these staff members: educational psychology, curriculum studies, principles and techniques of teaching agriculture, curriculum studies in agriculture in secondary education, theory and practice of vocational education, methods of teaching farm shop practices.

5. Provisions for directed teaching

   a. Standards for directed teaching centers

      Any of the approved vocational agriculture departments in the state will be used as centers for directed teaching. All departments selected will have adequate physical facilities and a qualified teacher of vocational agriculture in charge. The vocational agriculture department in the New Brunswick High School is adjacent to the College of Agriculture and for this reason will be used most extensively for directed teaching.

   b. List of participating experiences required

      Observation of vocational agriculture instruction; preparation of lesson plans; teaching of all-day vocational agriculture classes; conducting field trips; assisting in judging contests; acting as assistant adviser of the FFA; interpreting the program of vocational

agriculture to the community through newspaper articles and other avenues of publicity; guiding, counseling, and supervising students in selecting and developing their farming programs; conducting young farmer and adult farmer classes; counseling with the critic teacher and the state supervisory staff.

c. Time allotment for directed teaching

Following is a statement concerning directed teaching from the Rules Governing Teachers Certificates prescribed by the State Board of Education of New Jersey:

> "Every candidate for a teacher's certificate who has not had at least one year of approved teaching experience must also present evidence of 150 clock hours of approved student teaching under supervision satisfactory to the State Board of Examiners."

Those in charge of the teacher training program in vocational agriculture realize that additional directed teaching is desirable, but due to conditions at the New Jersey College of Agriculture, it is impossible at present to arrange for extended absences previous to graduation from college for many of the trainees to secure additional directed teaching experience. However, for those undergraduate trainees who can be absent and for graduates who have not yet entered the teaching field, a six-hour credit course will be offered, entitled "Directed Teaching of Agriculture in the Secondary School." This course will be taught by one of the staff of supervisors of vocational agriculture and will include six weeks of actual teaching experience.

d. Plan for supervision of directed teaching

The plan followed for the 150-hour minimum requirement of directed teaching will be to assign students for teaching experience to the vocational agriculture department of the New Brunswick High School.

The time schedule will depend upon the student's class schedules and the class hours when vocational agriculture classes are in session at the high school. The assignments at the New Brunswick High School will necessarily be brief, one or two class sessions at a time.

To enable the trainees to have longer continuous periods of directed teaching, they will be assigned for at least one full week of directed teaching at a selected approved vocational agricultural department during

the spring vacation of the New Jersey College of Agriculture. Usually no more than one trainee at a time will be assigned to a vocational agriculture department. Preliminary to the assignment of a trainee for directed teaching experience, a member of the staff of the state supervisors of vocational agriculture will hold a conference with the teacher of vocational agriculture. He will outline procedures and check on the work of the trainees.

A trainee who elects the six-hour credit course entitled "Directed Teaching of Agriculture in the Secondary School" will be assigned to a vocational agriculture department for a period of six weeks where he will participate in all the activities of the department. During this period he will also be required to observe activities in at least two other vocational agriculture departments in the state.

6. Provisions for placing persons qualifying as teachers of vocational agriculture

The employment of teachers is a responsibility of local boards of education and a representative of the local board, in most cases, contacts a representative of the Vocational Division of the New Jersey Department of Education when teachers are to be selected. A check will be made of the training and experience of the graduates of the New Jersey College of Agriculture, who are qualified as teachers of vocational agriculture and recommendations will be made to the local board of education. The state supervisory staff also will keep a file of prospective teachers of vocational agriculture from other states, who have applied for teaching positions in New Jersey, and will include such applicants in their recommendations to local boards of education.

7. Provisions for continuing training for teachers in service

Previous statements in D indicate the responsibility of the members of staff of state supervisors of vocational agriculture of the Vocational Division of the New Jersey State Department of Education for in-service training of teachers of vocational agriculture.

All employed teachers of agriculture will be required to take part in professional improvement activities annually, unless excused by the State Supervisor of Vocational Agriculture. The amount and kind of professional improvement will vary with the needs of individual teachers. Pro-

fessional improvement will include individual help by the state supervisors of vocational agriculture, regional and state-wide conferences, and graduate courses.

a. Professional and technical follow-up of first-year teachers

The state supervisors of vocational agriculture will visit newly assigned teachers frequently and offer suggestions for improvement of teaching methods and course content. These teachers will be assembled from time to time for conferences and discussions. They will also be required to take part in the professional improvement for all vocational agriculture teachers described in the previous paragraph.

b. Regular graduate courses

Graduate courses for employed approved teachers of vocational agriculture will be provided at the School of Education, Rutgers University and/or at one or more of the state teachers colleges. Completion of 30 credit hours, and a thesis will be required for the Master's degree in Education at Rutgers University. The thesis will be written under the direction of the staff of state supervisors of vocational agriculture and will deal with vocational agricultural education subjects.

The courses given will vary from year to year in accordance with the needs and desires of the groups. The courses will include such subjects as the following:

In agriculture:

Economic entomology
Agricultural economics
Advanced plant pathology
Advanced poultry pathology
Pedology
Soil conservation
Ornamental horticulture

In Agricultural Education:

Seminar in agricultural education
Tests and measurements in vocational agriculture
Educational research in vocational agriculture
Psychological and sociological foundations of education
Educational statistics
Development of educational thought
Vocational agriculture for out-of-school youth

Materials of instruction
Supervised practice in vocational education
Educational sociology
Principles and practices of farm welding
Organization and management of the farm shop

All graduate courses will be taught by members of the staff of the New Jersey College of Agriculture or the School of Education of Rutgers University, or the New Jersey state teachers colleges, or by persons with equal qualifications.

c. Short, intensive, technical, professional, and skill courses

From time to time as need arises short, intensive, technical, professional and skill courses will be conducted by the Vocational Division of the New Jersey Department of Education for employed teachers of agriculture either on the campus of Rutgers University or at other centers in the state. These courses will be reimbursed from Federal funds. Following are the standards for such courses:

The instructor has had suitable preparation and experience in the field of the short, intensive, technical course to be reimbursed. Only qualified vocational teachers and supervisors will be enrolled.

The subject matter is of immediate value to the employed teachers and supervisors.

The course is authorized by the State Director of Vocational Education.

The course is not a regular course of a designated teacher-training institution.

d. Individual in-service training

The staff of state supervisors of vocational agriculture will render individual in-service training to all employed teachers of agriculture as described for such service in D-7-a.

8. Provisions for conducting, disseminating, and utilizing results of research and studies in agricultural education

Research and studies in agricultural education will be made by the members of the staff of state supervisors of vocational agriculture. Employed teachers of agriculture will also conduct research in preparing theses for the Master's degree in education. However, no additional

Federal funds will be used as reimbursement for this type of activity. In other instances studies and research will be made by specialists selected because of training and experience. The results of the research and studies thus made will be compiled, duplicated, and distributed to the teachers of vocational agriculture in the state. The content of these reports will be discussed individually with these teachers and at regional and state conferences. Copies also will be provided for the staff of the U. S. Office of Education and as far as possible will be made available to supervisors and directors of vocational education in other states.

9. Provisions for developing teaching materials for employed teachers

   a. Preparation of teaching materials

      One of the state supervisors of vocational agriculture will be responsible for reviewing and suggesting teaching materials for use in the vocational agriculture classes. These will include books, bulletins, materials distributed by commercial companies, course of study outlines, visual and other teaching aids.

   b. Plans for instructing teachers in the use of teaching materials

      Materials described in 9-a will be distributed and discussed at regional and state conferences and also during supervisory visits to the schools by the state supervisors of vocational agriculture.

10. Qualifications of teacher trainers (resident, itinerant, supervising teachers, subject-matter and research specialists)

    a. Education

       The state supervisors of vocational agriculture are the resident teacher trainers as described previously. Their qualifications are included in the qualifications for state supervisors in section 1-C-3-b.

    b. Experience

       Any subject-matter specialists and any research specialists will be qualified by teaching and experience for their assignments.

11. Duties of teacher training staff

    The state supervisors of vocational agriculture are assigned by the State Board of Education to act as part-time

professors of agricultural education at the New Jersey College of Agriculture. In conducting the pre-service teacher training work at that institution one supervisor will be delegated by the State Director to act as chairman of all pre-service activities and he will delegate specific assignments to the other members of the staff. These assignments will include teaching various courses in agricultural education, supervision of directed teaching, preparation and use of teaching materials, conducting research and studies in agricultural education and assisting students in the preparation of theses.

The in-service training will also be in charge of the state supervisors of vocational agriculture and they will be assigned specific parts of the work.

Section IV.
DISTRIBUTIVE EDUCATION

A. *Plan of local supervision*

Local supervisors in the field of distributive education will be approved only when the program in a district is sufficiently extensive to warrant such an appointment.

The State Board of Education will reimburse the salaries and travel expenses of local supervisors of other fields of vocational education, who also supervise programs of distributive education, only if they also are certified as supervisors of distributive occupations. The reimbursement for the salaries paid for supervision in the field of distributive education will be prorated for the time devoted to supervision in this area of vocational education.

1. Duties of local supervisors of distributive education

   The duties of the local supervisor will be promotional, supervisory, and instructional.

   The promotional duties will include: Disseminating distributive occupations information; organizing active advisory committees, where necessary; outlining plans of procedures; conducting studies and surveys; cooperating with retail, wholesale, factory, commission and service outlets; and assisting local school administrators to upgrade non-reimbursable programs to meet the standards for approved reimbursable programs.

   The supervisory duties will include: Visiting classes and observing in the district; cooperating with local guidance personnel in the placement and follow-up of students; and checking the adequacy of training centers, equipment, supplies and audio-visual aids.

   The instructional duties will include: Conducting classes, particularly on the adult level; holding conferences with teachers, advisory committees and others for the purpose of improving the work in distributive education in the local district or area.

2. Qualifications of local supervisors

   The qualifications of all vocational teachers and supervisors are listed in the appendix to this plan.

B. *Program of instruction*

1. Types of classes to be reimbursed

   The types of classes to be reimbursed are evening; part-

time, extension and cooperative; and training and work-experience training programs for out-of-school youth.

a. Evening extension

The controlling purpose of evening schools or classes in the field of distributive education is to increase the skill, knowledge and attitudes of those who are over sixteen years of age and who are legally employed in the sale and distribution of goods, or who are engaged in managing, operating, or conducting a commercial service or personal service business. Evening school instruction in this field will not be used for pre-employment training or preparing those in other occupational fields to change their employment and enter distributive occupations, except as covered under Item B-1-b-(3). The classes will be held any hour of the day or night.

b. Part-time

(1) Extension

The controlling purpose of extension part-time classes is to increase the job ability of workers who are legally employed and who are over sixteen years of age.

Extension courses are of two types: Classes for the instruction of any group of regularly employed workers in the distributive field who can attend a part-time school for only a few hours a week over a period usually of several weeks; short intensive courses organized for special groups of workers in the distributive field who can leave their regular employment to attend classes for a substantial portion of the time over a period of only a few days.

(2) Cooperative

The controlling purpose of part-time cooperative courses in the field of distributive education is to give preparatory training. Cooperative part-time schools or classes will be organized and conducted on a school-and-employment schedule which combines vocational and related instruction with occupational experience in the kind of job in which the trainee expects to become a full-time worker. All employment as part of the cooperative part-time plan will be in conformity with state, federal

and local labor regulations; and the students participating in part-time cooperative programs will be paid wages equal to those paid employees doing a similar type of work.

(3) Training and work-experience training for out-of-school youth

The controlling purpose of the training and work-experience training program for out-of-school youth is to increase the worker's employability and to develop vocational, social and civic competency.

Two types of training will be made available for the out-of-school youth as follows: Organized classes or groups of out-of-school youth who may be employed or unemployed. The instruction will be planned to increase employability and to improve the competency of the worker. Instruction on the job will be largely individual, but instruction in the school will be on a group basis with guidance service on an individual basis.

Work-experience programs will be under public supervision and control and will be in conformity with state, federal and local labor regulations.

2. Qualifications of personnel

a. Teachers and coordinators

Qualifications for all vocational teachers and supervisors are listed in the appendix to this plan.

(1) Evening extension classes
See appendix to this plan

(2) Part-time extension classes
See appendix to this plan

(3) Part-time cooperative classes
See appendix to this plan

(4) Training and work-experience training for the out-of-school youth

Teachers employed for the programs of training and work-experience training for the out-of-school youth will be required to meet qualifications established for instructors of short unit classes and part-time programs.

b. Teachers of related subjects

All teachers in the State of New Jersey must possess a

certificate which is valid for the subjects they are to teach. Related subjects teachers for this field will be selected and assigned on the basis of their education and training to teach special subjects as they relate to the cooperative part-time curriculum.

3. Qualifications of those enrolled

a. Age

Pupils enrolled in part-time cooperative distributive education programs or in extension classes in this field must be sixteen years of age or over and legally employable in the field in which they are being trained. Trainees enrolled in training and work-experience training for out-of-school youth must have reached an age at which they can be legally employed in accordance with local, state, and federal regulations.

b. Employment

(1) Definition

Employment as used in this plan will mean those engaged in the fields of buying, selling, and distributing, who are wage earners either on the worker or executive level. It will be used also for those who have had previous employment in those fields, but who are temporarily unemployed. Employment for those under twenty-one years of age will mean legal employment in conformity with federal, state, or local rules or regulations.

(2) Wage arrangement

Pupils enrolled in part-time cooperative and out-of-school youth on-the-job training programs will receive wages that compare, for the time spent in employment, with wages paid to other employees doing the same kind or class of work and that are in conformity with state and federal minimum wage acts.

(3) Time requirements with respect to employment and instruction

Evening classes will be scheduled to meet at any hour of the day or night that is outside the regular hours of the trainees in the class. Consideration will be given to the busy periods in the various distributive occupations when scheduling these classes.

Part-time extension courses will be scheduled to meet during the regular working time at any hour the employees can be released from their work and benefit from instruction.

Cooperative part-time classes will be organized and administered so as to provide for regular employment in stores and other distributive businesses on an average of not less than fifteen hours a week for a minimum of one school year of at least thirty-six weeks. Fifteen hours a week may include work performed on Saturdays and holidays during the regular school year. A cooperative program may operate during the summer vacation, provided the vocational and related instruction is continued during that time and instruction is coordinated with job experiences.

Local boards of education will be expected to provide the supervision of on-the-job experiences for out-of-school youth who participate in such programs.

c. Ability to profit by instruction

(1) Determining factors

Pupils enrolled in a cooperative part-time distributive education program must have the ability to profit by such instruction. The following characteristics will be considered in the selection of individuals: Poise, appearance, alertness, forcefulness, purposefulness, health, social qualities, and interest in the field of distribution.

(2) Relating instruction to employment

The content of the distributive vocational and related subjects taught in cooperative part-time classes will be supplemental to the employment activities of the pupils. The content will be organized to contribute to development of the abilities needed for effective performance in the distributive occupations.

These classes will be held in public secondary schools, public vocational schools, or any center convenient to the group attending. The State Board of Education will require the local boards of education to provide adequate teaching facilities. Each cooperative distributive education class room will have the type of equipment and supplies

needed to supplement the training which the pupils will receive on the job.

4. Time schedule with respect to

a. Instruction and employment

Part-time instruction in distributive occupations will be supplemental to the daily employment of those participating. The time given to instruction will depend upon the needs and abilities of pupils and the amount of time they are released from their jobs for this type of instruction. Related instruction will be provided at the time and place most convenient to the workers and the employers and with adequate consideration for effective instruction. In no instance, however, will the amount of time the trainee will spend in class be more than that devoted to his job. The instruction will be on a unit basis. The number of sessions per unit will depend upon the need and the ability of those participating in the instruction. The length of each session will depend upon the time available to the trainees attending and their ability to profit by the instruction. Evening school and class instruction in the distributive occupations will be given in the non-working hours of those attending the classes. The instruction will be given at any time of the day or night in any part of the week, month, or year to meet the convenience of those who attend, but with adequate consideration for effective instruction. The number of meetings in each unit will depend upon the subject to be taught and the needs of those participating in the instruction. The length of the meetings will depend upon the time schedule of those in each group and their ability to profit by the instruction.

b. Minimum time in cooperative part-time classes

(1) Vocational instruction

(a) During each school day or week

The amount of vocational training and related instruction will be based on the length of the cooperative program and the amount of vocational training already completed in the all-day school. A cooperative part-time program may be organized by:

Plan A: Covering two school years of at least thirty-six weeks each, when the

equivalent of at least one regular class period a day is devoted to vocational and related instruction.

Plan B: Covering only one school year of at least thirty-six weeks, when at least two regular periods a day are devoted to vocational and related instruction.

Plan C: The pupil completing a minimum of two high school units of credit in the all-day school in such vocational subjects as retail bookkeeping, salesmanship, merchandise studies, business mathematics, business economics, retailing, and advertising, under vocationally competent instructors, and then devoting a minimum of one regular class period a day to vocational and related instruction during the entire year of thirty-six weeks.

During each school year

The vocational instruction will be based upon a school year of thirty-six weeks. The length of the program in years will be determined by the plan under which each local board of education elects to operate.

(2) Employment in distributive occupations

Pupils enrolled in a cooperative part-time distributive occupations class must be regularly employed in distributive occupations on an average of not less than fifteen hours a week for a minimum of at least thirty-six weeks.

5. Plan of coordination

Wherever possible, the teachers and/or teacher-coordinators, whose salaries are reimbursed from George-Barden funds, will give their entire time to approved distributive education classes. This allows for the development of a full distributive occupations program for in-school youth, out-of-school youth, and employed adults in the distributive occupations field.

a. Extension classes

The local director of vocational education in areas where there is a vocational program will be responsible through the superintendent of schools or any other

person designated by the local board of education for the coordination of activities in this field. However, if an interest develops in the organization of extension classes of distributive education in an area in which there is a county or area vocational school, the state supervisor of distributive education will confer with the director of the vocational school and administrative head or his designated assistant of the school district in which the proposed program is to be introduced to determine which board of education will assume responsibility for the organization and operation of the distributive education program.

The coordination activities relating to extension classes will be the responsibility of the local supervisor and/or the teacher-coordinator of distributive education, through the local superintendent of schools or other person designated by the local board of education. Time will be allowed for this important function.

b. Cooperative part-time classes

Part-time cooperative courses in distributive occupations are the general responsibility of the executive school officer of the school district in which programs operate, and the local teacher-coordinators will carry out the responsibilities for coordination through this channel. Coordination will be an essential activity of the teacher-coordinator of the cooperative part-time program. The schedule of such persons will be arranged to provide adequate time for coordination. This activity includes travel, observations, and conferences.

C. *Local advisory committees*

1. Types of distributive education committees

New Jersey school laws do not require advisory committees. However, every school district will be expected to organize a general advisory committee. The general committee may be augmented by the appointment of occupational advisory committees and special advisory committees, as the needs develop.

2. Selection

a. How selected and by whom

The local teacher-coordinator with the approval of the executive of the local board of education will contact organizations of employers and workers to secure a list of qualified persons for appointment to the com-

mittee or committees. The list will be transmitted to the proper school authorities, who in turn will determine the final personnel of each committee appointed.

b. Composition of committees and duties of each

The personnel and size of each group will depend upon the needs of the local school district or districts to be served. When organized, the general advisory committee will consist of persons representing education, labor, merchandising, service, and professional interests. The teacher-coordinator or supervisor will be an ex-officio member of the committee.

The duties of the general advisory committee will be to offer advice in developing and conducting a program; assist in evolving standards for the selection of training agencies; select training agencies; maintain standards; and organize special committees.

The duties of special and occupational advisory committees will be to offer advice pertaining to technical matters; evaluate instructional material for the particular distributive occupation; assist in developing the training program; assist in developing related subject material; and assist in selecting students and training centers.

3. Tenure of members

There will be a continuity in the memberships of the committees, but the individual complexion of committees will be changed as programs are adjusted to community needs. Special advisory committees will be established only when special problems develop and will be terminated when the need is no longer present.

4. Provisions for meetings—frequency and at call of whom

Meetings of the advisory committee or committees will be held according to the local needs. Meetings will be called by the coordinator of distributive education with the approval of the executive officer of the local board of education, whenever problems require consideration.

D. *Program of teacher training*

1. General statement covering organization, arrangement for teacher training

Teacher training programs will be conducted for the improvement of vocational distributive education instructors in service as outlined in this section of the state plan. The

limited size of the pre-employment phases of vocational distributive education does not warrant a program of teacher training for this field, at the present time. If and when the need develops for the training of teachers of vocational distributive education, a supplement to this plan will be prepared and submitted for approval.

a. State board

The teacher training programs for the professional improvement of teachers in service and for extension and part-time teachers in the field of distributive education will be conducted by the State Board of Education under supervision of the State Director of Vocational Education. The program will follow the pattern of teacher training which has been successful for other fields of vocational education. The State Supervisor of Distributive Education will be responsible for the direct supervision of teacher training in this field. If and when the need for such teacher training increases, one or more additional state supervisors of distributive education will be employed by the State Board of Education and will be assigned to a State Teachers College and/or the School of Education of Rutgers University. These supervisors will conduct professional improvement courses required for the certification of teachers in this field. These subjects are listed in the qualifications of teachers in the appendix to this plan.

b. Designated institutions

The teacher training program in this field will not be institutionalized, at the present time. If and when the teacher training program in this field is to be expanded, the State Board of Education will designate one or more of the State Teachers Colleges and/or the School of Education of Rutgers University as training centers and will assign State Supervisors of Distributive Education to conduct courses in education for segregated groups of persons who are being prepared to be distributive education teachers.

c. Local boards

Local boards of education will be authorized to conduct teacher training programs in the field of distributive education only when complete plans for such teacher training are approved by the State Director of Vocational Education and the State Supervisor of Distributive Education.

2. Types of teacher training
   a. Pre-service for
      (1) Extension teachers

      Pre-service teacher training for extension teachers will be organized and conducted through short, intensive and objective types of training programs under the supervision of the State Supervisor of Distributive Education.

      (2) Cooperative part-time teachers

      The details of proposed programs for pre-service training of cooperative part-time teachers have been outlined in D-1 above.

      (3) Related subject teachers

      Pre-service training for related subject teachers will be organized on the same basis as pre-service training for cooperative part-time teachers.

   b. In-service for
      (1) Extension teachers

      In-service teacher training for extension teachers will be organized and conducted through short, intensive training programs.

      (2) Cooperative part-time teachers

      In-service teacher training for cooperative part-time teachers will be organized and conducted through short unit courses of ten to fifteen hours each, together with courses offered in teacher training institutions. The in-service training of cooperative part-time teachers will be conducted yearly.

      (3) Related subject teachers

      In-service teacher training for related subject teachers will be organized on the same basis as in-service training for part-time teachers.

3. Course of study for training
   a. Extension teachers
      (1) Titles of courses

      The particular courses required of extension teachers will be adapted to the needs of each person who is being trained as a teacher in this field.

Extension teacher training courses in distributive education will include such subjects as:

Basic principles of vocational education
Objectives of distributive occupations training
Techniques of making job analyses
Conference leadership training
How to train an employee
How to supervise an employee
How to improve job methods
Teaching methods and how to use them most effectively
Lesson plans and their preparation
Audio-visual teaching aids
Preparation of units of instruction
Keeping of pupil records and preparation of reports
Practice teaching

(2) Length of each course in clock hours or the amount of college credit

Extension teacher training courses in the field of distributive education will be organized on a unit basis, each unit being generally ten to fifteen clock hours in length.

(3) Requirement for completion of program and its relation to certification

Those who participate in the teacher training program in the field of distributive education will be required to present evidence of ability to use the conference procedure and to use other teaching procedures and materials which have been found to be effective in part-time and evening classes.

Persons who have completed the teacher training program for extension courses or who have presented evidence of ability to use effective teaching methods for extension training will be eligible for certification as teachers of vocational or related subjects in this area of distributive occupations training.

(4) Provisions for additional occupational experience

Extension teachers for this field are certified as temporary vocational teachers. The requirements for these certificates are listed in the appendix to this plan.

b. Cooperative part-time teachers

(1) Titles of courses—technical and professional

The State Board of Education will present the titles of courses, if and when a program of teacher training for cooperative part-time teachers is organized as outlined in D-1. The technical and professional courses required for certification of cooperative part-time teachers are listed in the appendix to this plan.

(2) Length of each course in clock hours or the amount of college credit

The college credit requirements for certification of all vocational teachers and supervisors are listed in the appendix to this plan.

(3) Requirement for completion of program and its relation to certification

The requirements for certification of all vocational teachers and supervisors are listed in the appendix to this plan.

The degree candidate will be required to satisfactorily complete the following:

A minimum of 128 semester hours of classroom work, 2000 clock hours of approved supervised cooperative work experience

150 clock hours of student teaching

Graduates who have completed the pre-service teacher training program in the cooperative part-time field and who meet the other basic requirements for teacher certification in the State of New Jersey will be eligible for certification as teachers of vocational or related subjects in this area of distributive occupations training as outlined in the appendix to this plan.

(4) Provisions for additional occupational experience

Each teacher, teacher-coordinator, coordinator, or supervisor of vocational distributive education must obtain 300 clock hours of additional occupational experience at least every three years, if the local board of education is to receive reimbursement from George-Barden funds. The additional work experience will be planned to increase occupational skills and knowledge in the distributive field, and the plan for this experience must

receive prior approval by the designated representative of the local board of education. Each teacher participating in this experience must present a written report on the accomplishment of the approved plan.

c. Related subject teachers

The courses of study for related subject teachers of extension classes will be the same as those for extension teachers; and the courses for cooperative part-time related subject teachers will be the same as those for the cooperative part-time teachers.

4. Qualifications for entrance in a teacher training program

Training will be given only to persons who have the occupational experience in the distributive fields and the education necessary to meet the basic certification requirements as vocational distributive education teachers, teacher-coordinators, coordinators, or supervisors, or those acquiring such occupational experience as a part of their training. In addition, all applicants for admission to teacher training programs will be required to present evidence of good character and health; they must have a good command of English; and they must be American citizens.

a. Pre-service classes for

(1) Extension teachers

Classes for extension teacher training will be organized for groups of workers in the distributive occupations who have the necessary experience and education to profit by the instruction.

(2) Cooperative part-time teachers

Details of the proposed cooperative part-time teacher training program were outlined in D-1 above.

(3) Related subject teachers

The related subjects teacher training will meet the same requirements as covered in the two preceding sections; D, 4-a. (1) and (2).

b. In-service classes

The in-service teacher training classes will be organized for certified cooperative part-time teachers, extension teachers, and related subjects teachers em-

ployed on a full-time or part-time basis in an approved program of vocational distributive education. These in-service training programs will be conducted generally through summer session courses, conferences, and short unit courses. Also, intensive technical courses will be offered as new products, methods, and information are released and when the subject matter will be of immediate value to those enrolled.

5. Provisions for observation and directed teaching including cadet teachers

   a. Standards for directed practice teaching centers

   If and when the proposed teacher training program outlined in D-1 becomes effective, arrangements will be made for satisfactory student teaching experience in state approved vocational and secondary schools in which vocational distributive education programs are in operation.

   b. List of participating experiences required of practice teachers

   This list of participating experiences will be presented, if and when the plan of teacher training outlined in D-1 becomes effective.

   c. Time allotment for directed teaching

   The State Board of Education requires: "Every candidate for a teacher's certificate who has not had at least one year of approved teaching experience must also present evidence of 150 clock hours of approved student teaching under supervision satisfactory to the State Board of Examiners."

   d. Plan for supervision of directed teaching

   This plan will be outlined, if and when the proposed teacher training program under D-1 becomes effective.

6. Provisions for conducting, disseminating, and utilizing the results of research and studies

   Research, studies, and investigations in the field of vocational distributive education will be the responsibility of the State Supervisor of Distributive Education and the State Director of Vocational Education.

   Research, studies, and investigations will be carried out in the fields of distributive occupations for the following purposes: Development of this phase of vocational education; improvement of teacher training; improvement of teach-

ing; development of teaching materials; perfection of teaching devices and teaching aids; and expansion and modification of programs in the part-time cooperative, part-time extension and evening instruction.

Preparation and distribution of professional and technical material in the distributive education field will be under the supervision and direction of the State Supervisor of Distributive Education. Materials consisting of reports and bulletins will be duplicated and distributed to the vocational distributive education teachers in the state. These reports will be the basis of discussion at local and state conferences of teachers and supervisors. Copies will be provided for the staff of the U. S. Office of Education, and as far as possible, copies will be sent to supervisors and directors of distributive education in other states.

7. Qualifications of teacher trainers (resident, itinerant, supervising teachers, subject matter and research specialists)

   Persons assigned by the State Board of Education to conduct pre-service training programs for teachers in this field will be required to have the same qualifications as outlined for the state supervisor in this field. Any personnel selected to conduct any other phase of teacher training in the field of distributive education will be qualified by training and experience for the fields to which they have been assigned.

8. Duties of the teacher trainer employed by State Board, designated institution or other agency

   a. Kinds of courses to be taught

      The present program of teacher training in this field is the responsibility of the State Supervisor of Distributive Education. If and when the proposed program of teacher training outlined in D-1 is put into effect, the duties of additional state supervisors of vocational distributive education will be outlined in a supplement to this plan.

   b. Follow-up of beginning teachers

      The State Supervisor of Vocational Distributive Education will visit beginning and recently assigned teachers frequently to observe techniques in promotion, organization, administration, teaching, and supervision. Commendation concerning professional attainment will be given.

Constructive suggestions will be made for the improvement of course content, teaching and supervisory techniques, or any other observed weakness in the program. This group of teachers will be brought together from time to time for conferences and meetings to discuss their work and problems. They also will be required to meet all requirements for professional growth and improvement of vocational distributive occupation teachers as set forth in this section of the state plan.

c. Itinerant service to employed teachers

There are no plans at present for itinerant teacher trainers.

d. Supervision of directed teaching

If and when the proposed program of teacher training outlined in D-1 is put into effect, the provisions for supervision of directed teaching will be outlined in a supplement to this plan.

e. Research and studies and the preparation of teaching materials

The State Supervisor of Distributive Education will direct all research and studies and the preparation of teaching materials. These activities will be carried out through committees of teachers, coordinators, and supervisors in the field of distributive education.

f. Conducting training conferences and courses for special groups

The State Supervisor of Distributive Education will be responsible for the organization and supervision of conferences and courses for special groups. These activities will be carried out by persons selected on the basis of their education and training for these assignments.

Section V.
HOME ECONOMICS EDUCATION

A. *Plan for local supervision including types of organization*

There are no local supervisors of vocational home economics at the present time. Approval and reimbursement for the salary of supervisors of home economics will not be given for less than five teachers in this field.

The State Board of Education will reimburse the salary of local supervisors and supervisors employed by county boards of education, for that portion of time devoted to promotion and supervision of vocational home economics.

When the size of an approved program of vocational home economics does not warrant a full-time local supervisor, then the local board of education may assign this person to supervision in the field of general home economics. Where this development takes place, the schedule of the supervisor will be developed by the officer designated by the local board of education and submitted to the Vocational Division of the State Department of Education for approval.

1. Duties of local supervisors including responsibility for non-reimbursed programs

   The promotion and upgrading of in-school and out-of-school programs of vocational home economics through meetings with superintendents, supervising principals, county directors, supervisors and teachers of local boards of education and/or with homemakers and other interested persons or groups.

   The supervision of programs of vocational home economics for the in-school and out-of-school groups in conformity with assignments made by the designated officers of the local or county boards of education.

   Organization and supervision of programs of vocational home economics for the out-of-school youth and adults.

   Advisory service to teachers and homemakers in problems involving vocational home economics.

   Organization and direction of studies to meet special needs in the field of vocational home economics.

   Advisory service to local chapters of Future Homemakers of America.

   Cooperation with guidance counselors in an effective program of guidance and counseling in the vocational home

economics program, including the follow-up of students who complete the program and also those who drop out of programs.

Maintaining records required by local or county boards of education and the State Board of Education.

All other details involved in the promotion, supervision and operation of an effective program of vocational home economics in the community.

2. Qualifications of local supervisors

Qualifications for all local teachers and supervisors are included in the appendix to this plan.

B. *Program of instruction*

The three types of in-school vocational home economics programs are:

The program for elementary pupils over 14 years of age. The vocational home economics programs in the secondary schools known as:

The Social Scientific
The Vocational Home Economics Major

The two types of out-of-school vocational home economics programs are:

Programs for out-of-school youth
Programs for adults

1. Purposes of various types of programs in homemaking education to be reimbursed

For the in-school group, the general purposes of these three programs are:

To prepare for successful personal living.

To prepare for the responsibilities and activities involved in homemaking and in achieving family well being.

To acquire basic skills and techniques in homemaking and home management.

To become better acquainted with the "world at work"—what it offers youth and what it demands for success.

To develop social and civic competency.

For the out-of-school youth, the purposes will be:

To serve out-of-school youth who are preparing to establish homes.

To continue homemaking education that was interrupted by leaving school.

To develop creative aptitudes in the field of homemaking.

To develop social and civic competency.

For adults, the purposes will be:

To learn newer methods and practices in homemaking.

To help homemakers carry out more easily and more satisfactorily the activities and responsibilities in personal, home, and community programs.

2. Local programs to be reimbursed and conditions for organizing each

   a. Where George-Barden funds are to be used

      (1) Plan A—for general use

      Minimum provisions for each item

      (a) For in-school groups

      1. Aspects of homemaking to be emphasized

      The following aspects of homemaking will be emphasized in relation to the particular needs, interests, and capabilities of the pupils enrolled in any of the three types of vocational home economics programs. Instruction will include the basic fundamental skills in the areas of food, clothing, care of children, home safety and care of the home. An appreciation and understanding of money management of goods and services, family relationships, and wholesome recreational experiences for families.

      2. Space, equipment, maintenance and teaching materials

      The State Board of Education will require local boards of education to provide adequate space for homemaking education and in conformity with the established regulations for safety, sight, health and comfort of pupils. The State Board of Education also will require local boards of education to provide and maintain the equipment, supplies, and teaching materials for effective homemaking experiences for the particular group and for the type of approved vocational home economics program.

      3. Program organization

      The State Board of Education will require local

boards of education to maintain the following minimum standards for programs that will be reimbursed from federal funds.

The vocational half-day for all types of vocational home economics programs.

The minimum length of school year will be 36 weeks. Minimum length of program in years:

The State Board of Education will not prescribe the length of the program for elementary pupils over 14 years of age. These pupils may legally leave full-time schools upon reaching the age of 16.

In the social scientific program, the minimum length of the curriculum will be three years.

In the vocational home economics major, the minimum length of the curriculum will be two years. The minimum weekly time requirement based on clock hours for all vocational home economics programs will be 11¼ hours per week with not less than 7½ hours in home economics and 3¾ hours of related subjects for the first two years. For the remaining years, the minimum weekly time will be 11¼ hours per week, with a minimum of 3¾ hours per week in home economics and a maximum of 7½ hours of home economics related subjects.

The social scientific curriculum requires exchange classes of home economics and industrial arts for the first two years for a minimum of six weeks. Local boards of education may appoint an advisor who will work with pupils and teachers to integrate activities in the total program. Reimbursement for the salary of such advisors will be made from federal funds prorated on the basis of time devoted to these activities. The advisor will be required to meet the qualifications for a Guidance and Placement Counselor in a vocational school as outlined in the appendix to this plan.

4. Teachers' schedules

The State Board of Education will not establish a pattern of teachers' schedules, but local boards of education will be required to maintain such schedules that will assure the accomplishment of the purposes of the approved programs of voca-

tional home economics and which will maintain the minimum time allotments.

Local boards of education may include in the teachers' schedules of vocational home economics the following:

Time to be devoted to teaching vocational classes in home economics for high school pupils and elementary school pupils over 14 years of age, including supervision of directed home experiences.
Time for regularly scheduled conference periods for work with individual pupils on directed home experiences.

Time for making studies of local home conditions, and for making other community contacts needed for adequate program planning and development.
Time for employment beyond the school year to be designated by the local board of education, for services directly connected with the vocational programs of homemaking in the public schools.

Time necessary for the promotion and organization of classes for out-of-school youth and adults.
Time necessary to organize and conduct activities of the Future Homemakers of America which is an integral part of the vocational home economics program.

Time necessary, but not to exceed 20% of the total scheduled time for the development and correlation of such programs as, nutrition education in connection with the school lunch and assistance to programs of education for home living in the elementary and secondary schools. The time of the teacher may be used for these purposes only after adequate attention has been given to those items previously included in the teacher's schedule.
Local boards of education will be required to submit for approval of the State Director, a plan showing the distribution of activities and time allotments of vocational home economics teachers.

5. Qualifications of teachers

   a. Home economics teachers

      The qualifications of all vocational teachers and supervisors are included in the appendix to this plan.

b. Teacher for child development laboratory in the home economics programs, if to be used
There are no plans for teachers of child development laboratories in the vocational home economics program at the present time. If and when development occurs in this field, the qualifications for such teachers will be included in an amendment to this plan.

c. Related subjects teacher, if to be used

Teachers certified to teach vocational home economics will be authorized to teach related subjects in this field. Teachers of other subjects will be certified in the field of secondary education and the certification will be endorsed for the subjects authorized to be taught.

(b) For out-of-school groups

1. Aspects of homemaking to be emphasized

Instruction for out-of-school groups in the field of vocational home economics will be for the purpose of developing skills and techniques in food preparation, clothing construction, home furnishings, and creative arts for home use.

Instruction in problems relating to personal development and human relations.

Instruction intended to develop social and civic competency.

Instruction for adults in the field of vocational home economics will be for the purpose of developing methods and techniques involved in the use of newer materials and equipment in the areas of food, clothing, home furnishings, and the creative arts. Emphasis will be placed also on home management problems and the human relations as related to family well being.

2. Space, equipment, maintenance and teaching materials

The State Board of Education will require local boards of education to provide adequate equipment for effective instruction in the courses or programs in vocational home economics organized to meet the needs of out-of-school youth and adults. Standards will be maintained through the

supervision of the state supervisor of home economics.

3. Program organization

   Part-time programs for out-of-school youth will be organized to meet the specific homemaking needs in local communities. Instruction may be laboratory work, group discussion, demonstrations, or lecture illustrations.

   The courses will be organized as short units with a minimum of 10 clock hours to a unit. Each session will be not less than two hours and the units may be selected singly or in a series of units.

4. Provisions for promotion and follow-up

   The amount of time devoted to promotion and follow-up will be determined by local boards of education. The determination will be based on the need and desire to develop, expand and continue vocational home economics education for the out-of-school group. Promotion and follow-up activities may be carried on during the school year and/or in the summer.

5. Qualifications of teachers

   The qualifications of all teachers and supervisors of vocational education are included in the appendix to this plan.

b. Where Smith-Hughes funds are to be used

   The same plan and procedure outlined for the use of George-Barden funds will be followed.

C. ***Provisions for representative local advisory committees, if such are used***

Local boards of education will be encouraged to organize local advisory committees for any aspects of vocational homemaking education in the local public schools. These committees will have no responsibilities for the administration or operation of the programs for vocational home economics. The committees will be used in advisory capacities on matters of program needs, equipment, supplies and other matters that will insure an efficient program of vocational home economics. The committee membership will be selected by the local board of education or the designated representative of the local board from groups who have the interest and ability to serve in an advisory capacity. The committees will meet as frequently as is neces-

sary to carry out the functions for which they were organized.

D. *Program of teacher training*

1. Working relationships to be maintained between the State Board for Vocational Education and the institutions engaged in teacher education

The program of teacher training for the field of vocational home economics is conducted by the State Board of Education in cooperation with the New Jersey College for Women, Rutgers University, New Brunswick, New Jersey. Plans are being developed for the training of vocational home economics teachers through one or more of the New Jersey State Teachers Colleges. Details of the organization, administration, and operation of the proposed program will be submitted by the State Board of Education when such plans have been developed further.

Teacher training activities in this field are carried out by three state supervisors of vocational home economics assigned to the New Jersey College for Women.

a. Provisions for cooperative planning of the total teacher training program—pre-service and in-service

The teacher trainers are members of the staff of the Vocational Division of the New Jersey Department of Education. One of these members of the state supervisory staff serves as the director of vocational teacher training on a part-time basis, and is also the head of the Department of Home Economics of the New Jersey College for Women. The two other state supervisors serve on a full-time basis at the College. Plans for the teacher training program, both pre-service and in-service, are made in conference with the State Director of Vocational Education and the state supervisors of home economics. The director of vocational teacher training meets with the staff of the Vocational Division, with city supervisors of home economics and in group meetings of teachers.

b. Provisions for recruiting and for selecting prospective teachers

Promotional bulletins and informative pamphlets are distributed in high schools and among women's clubs and professional organizations as a means of recruiting prospective teachers. Conferences are held also with guidance directors and college advisers. Talks are presented on professional opportunities in home economics before high school assemblies and in county meetings of

high school girls sponsored by the New Jersey College for Women Alumnae Association.

The selection of prospective teachers is based on the requirements for admission to the New Jersey College for Women. These are as follows:

The applicant must be 16 years of age, must satisfy the College authorities that she is adequately prepared for college work, that she is of good moral character, of acceptable personality, and in sound health. Admission is competitive. An applicant will be admitted to the curriculum in home economics only if the College authorities are satisfied that she is physically fit to meet the demands of the curriculum and of the profession for which it prepares.

The College requires the application to be supported by the following data: A satisfactory score on the Scholastic Aptitude Test given by the College Entrance Examination Board, a satisfactory school record, a certificate of good moral character, acceptable health and vaccination certificates, and a personal interview with a representative of the College.

c. Provisions for selecting directed teaching centers

Teaching centers in public schools are selected after a conference between the director of vocational home economics teacher training and the state supervisors of vocational home economics. Centers are chosen on the basis of proximity to the College or to the student's home, and on the quality of teaching and the personal and professional characteristics of the teachers who will direct the experience, and their willingness to undertake this responsibility.

d. Provisions for the administration and supervision of directed teaching

The details involved in the selection of centers, and teachers, organization of schedules and coverage in subject matter and experience are arranged cooperatively between the teacher trainers in the College, and the administrators and teachers in the school district, where the assignment in teaching is to be carried out.

The director of vocational home economics teacher training will be responsible for the supervision of directed teaching. If and when the program of directed teaching through the New Jersey College for Women and/or one

or more of the New Jersey State Teachers' Colleges, reaches a stage of development that will require a supervisor of this activity, this section of the State Plan will be amended to provide for this service.

e. Provisions for follow-up of graduates

The Personnel Bureau at the New Jersey College for Women maintains a permanent record of graduates.

The Alumnae Association maintains an office which provides another means of contact with the alumnae. The Home Economics Department maintains records of those who have graduated from the Department and also works in cooperation with the Personnel Bureau and Alumnae Office in keeping all records up-to-date.

The director of teacher training informs the state supervisors of the location of teachers who are recent graduates and who have entered teaching. This permits help and adjustment in the early stages of teaching.

f. Provisions for preparation of teaching materials

Teaching materials are provided by the New Jersey College for Women in the subject matter and education courses in the junior and senior years of the teacher training curriculum.

2. Pre-Service

a. Standards to be maintained in institutions designated for training vocational teachers

(1) Undergraduate curriculum for home economics teachers

The following relate to the programs of pre-service training of vocational home economics teachers now maintained at the New Jersey College for Women. This program will be reviewed during the next three years and reorganized to provide for a more effective use of federal funds.

(a) Minimum length of course

4 years

134 credit hours

(b) Range in proportion of curriculum offerings to be given to

1. Requirements	Hours	Per Cent
Professional education		14%

Educational Psychology	3	
Principles of Secondary Education	3	
Home Economics Education	6	
Practice Teaching	7	
Home Economics		
Family economics and home management		6%
Practice House	5	
Home Management	3	
Housing, home furnishings and equipment		2¼%
House Plann. and Furn.	3	
Foods and Nutrition		9%
Freshman Foods	3	
Large Quantity Cookery	4	
Personal Nutrition	2	
Family Nutrition	3	
Clothing and Textiles		9¾%
Freshman Clothing	3	
Advanced Dressmaking	3	
Special Problems in Cloth.	4	
Advanced Techniques and Problems in Clothing	3	
Family Relationships and child development		3%
Child Development	2	
Family Relationships	2	
Related Fields		
The Arts		
English	12	
Speech	2	
General Art	3	
Science—physical and biological		18%
Chemistry	12	
Bacteriology	3	
Human Physiology	3	
Physics	6	
Social Sciences		13½%
History	6	
Psychology	3	
Economics or Sociology	6	

	The Family (Sociology)	3	
	Other		9½%
	Home Economics Survey	2	
	Home Project	1	
	Commercial Project	1	
	Home Nursing	1	
	Hygiene	2	
	Physical Education	6	
2.	Electives	3	2%

(c) Provisions made for

1. Homemaking experiences

   A homemaking project of six weeks during the summer following the Freshman or Sophomore year will be required of all students in the Home Economics curriculum.

2. Residence in home management house

   Eight weeks of full-time residence in a home management house will be required of each Senior in the vocational home economics teacher training curriculum.

3. Directed experiences with children

   Provisions will be made for directed experiences with children through the use of facilities in the public schools or other institutions in which children are enrolled or housed.

4. Community experiences

   Experience and practice in community experiences are furnished:

   Within the college community through participation in the Cooperative Student Government Association, in class, club and campus activities. Within the city of New Brunswick through participation in club work, including Y.W.C.A. and Y.W.H.A., in volunteer activity in community service organizations, in participation in parent education discussion groups organized under the P.T.A. and Home Economics Extension Service.

5. Work experiences

   All students in the vocational home economics curriculum, following the junior year, will be required to participate in an approved activity

either in full-time employment in a field related to vocational home economics or in full-time community service. The work experience program will be for a period of not less than six weeks per year.

(d) Provisions made for directed teaching experience

1. With in-school groups

Directed teaching experience will be provided through the required period of practice teaching. The directed teaching experience will include a range in grades from 6 through 12, and will include as many areas of home economics subject matter as is possible within the time the student is scheduled for such teaching experience.

With out-of-school groups

Provisions will be made for directed observation and/or directed teaching experience with out-of-school groups through assignments to out-of-school youth and adult programs.

2. Time requirement

Directed teaching experience will include eight consecutive weeks of full-time assignment for each senior in the vocational home economics teacher training curriculum. This will involve a minimum of 200 hours.

(2) Requirement other than curriculum

(a) Minimum staff

There will be a director of vocational home economics teacher training, two supervisors of vocational home economics assigned full-time to teacher training in this field, part-time professors from the New Jersey College for Women assigned to special courses.

(b) Space and equipment

The facilities for vocational home economics teacher training at the New Jersey College for Women will include:

One home management house
Two foods laboratories
Two clothing laboratories

The following facilities of the New Jersey College for Women are also available for students in the

vocational home economics teacher training program:

Chemistry laboratories
Physics laboratories
Bacteriology laboratories
Zoology laboratories
Art studio laboratories
Classrooms for lectures and non-technical subjects

(c) Library facilities

The New Jersey College for Women will maintain in the college library the reference books and periodicals necessary for a sound program of teacher training in the field of vocational home economics.

b. Duties of teacher trainers

The duties of the director of vocational home economics teacher training at the New Jersey College for Women include:

The organization, administration and supervision of all teacher training activities in the field of vocational home economics. Cooperation with the staff of the New Jersey College for Women in the recruitment and selection of students for the vocational home economics curriculum. Cooperation with the state supervisors of home economics and the State Director of Vocational Education in reorganization of content of training courses and the evaluation of results of the vocational home economics teacher training activities. Teaching the home economics education courses to junior and senior students.

Development of practice teaching assignments and supervision of practice teaching activities.

Teaching the course in child development to senior students. The organization, administration and supervision of all in-service training programs in the field of vocational home economics.

Investigation of new methods of teaching, teaching devices, plans of organization and the introduction of these into the teacher training of vocational home economics teachers, if and when such new practices will increase the efficiency of the teacher training program in this field. Maintenance of records and reports required by the State

Board of Education and the State Director of Vocational Education.

Maintenance of cooperative relationships between the representatives of the New Jersey College for Women and the representatives of the State Board of Education.

Duties of state supervisors of vocational home economics assigned to teacher training:

Cooperation with the Director of Vocational Home Economics Teacher Training and members of the faculty of the New Jersey College for Women in maintaining a program of teacher training in the field of vocational home economics.

Carrying out assignments involved in pre-service and in-service training programs for teachers of approved programs of vocational home economics.

Conducting courses in the fields of food, clothing, and textiles.

Conducting courses in family relationships and home management in the Home Management House on the campus of the New Jersey College for Women.

Guidance and counseling activities for students in the pre-service teacher training program in the field of vocational home economics.

Maintaining records and reports as required by the Director of Vocational Home Economics Teacher Training and the State Director of Vocational Education.

Any other duties necessary for the maintenance of an effective program of teacher training for the training of vocational home economics teachers.

c. Qualifications of teacher trainers

(1) Director of Vocational Teacher Training

The qualifications of teacher trainers in the field of vocational home economics will be the same as those outlined for state supervisors of vocational home economics in Section I-C-5-b of this plan, in addition teacher trainers for food, clothing and family relationships will be selected because of their special education and experience in the field of teacher training to which they will be assigned.

(2) Assistant teacher trainers

The qualifications of teacher trainers in the field of vocational home economics will be the same as those

outlined for state supervisors of vocational home economics in Section I-C-5-b of this plan.

(3) Supervising teachers in directed teaching centers

This responsibility at present has been assigned to the Director of Vocational Home Economics Teacher Training. If and when it is necessary to appoint a full-time supervisor of this activity, the qualifications will be the same as for state supervisors of vocational home economics listed in Section I-C-5-b of this plan.

(4) Itinerant teacher trainers

The State Board of Education will not maintain a program of teacher training in this field in which itinerant teacher trainers will be required.

3. In-service training of employed teachers

a. Purpose

To provide for the professional development of all teachers employed in approved programs of vocational home economics.

b. Titles and responsibilities of individuals engaged in in-service teacher training at the State, district, local and institutional levels

At the State level, the Director of Teacher Training at the New Jersey College for Women will be responsible for the organization and administration of in-service training of teachers and supervisors employed in approved programs of vocational home economics.

The state supervisors of home economics will work with the Director of Teacher Training in planning the offerings. The local supervisor of vocational home economics will be responsible for any local programs of vocational home economics teacher training. The local board of education will be required to submit plans for such training to the State Director of Vocational Education and no federal funds will be used for local programs of vocational home economics teacher training until such plans receive prior approval by the State Director of Vocational Education.

c. Provisions for special, short, intensive technical courses requested by the State Board to meet professional needs

Federal teacher training funds will be used to reimburse

the salary of instructors of short, intensive technical courses as follows:

The instructor will be qualified by preparation and experience to teach the intensive technical courses.

Only vocational teachers and supervisors employed in approved programs of vocational home economics will be enrolled in these courses.

The subject matter of such courses will be of immediate need and value to the teachers and supervisors employed in approved programs of vocational home economics.

The course will not be a regular course of the teacher training institutions in the State.

All courses will be submitted for prior approval by the State Director of Vocational Education.

4. Graduate programs for home economics teachers including provisions for technical and professional courses

The State Board of Education does not intend at this time to reimburse graduate courses for teachers in the field of vocational home economics.

5. Provisions for research and studies in home economics education

The provisions of research outlined in Section II-A-4-d of this plan will apply also to the field of vocational home economics.

Section VI
TRADE AND INDUSTRIAL EDUCATION

A. *Plan for Local Supervision, Including Types of Organizations*

Local boards of education and county boards of education will provide the supervision necessary to maintain effective programs of trade and industrial education. Where programs in this field involve ten or more teachers, the local board of education should provide a full-time supervisor who will be responsible for some functions of administration.

Local boards of education will be encouraged to appoint additional full-time supervisors, when the size of the program or some particular features of the program warrant additional supervision.

The supervision of programs in the fields of trade and industrial education in which less than ten teachers are employed in any one school district will be carried out by the officer designated by the local board of education.

1. Duties of local supervisor.

   The local supervisor of trade and industrial education will be responsible to the superintendent of schools, the supervising principal, or the director of a county board for vocational education. The duties of supervisors include:

   Promotion and up-grading of vocational education through meetings with the superintendent of schools, supervising principal, or director of the county board for vocational education, with principals, department heads, teachers, employers, labor organizations, personnel directors, and others.

   Organization and supervision of programs of safety education and safety practices in the shops and laboratories used by the local boards of education or county boards for vocational education in the operation of trade and industrial programs.

   Organization and direction of studies of special developments in the building, manufacturing, and service trades.

   Supervision of the particular phases of trade and industrial education in conformity with assignments made by the designated officers of local or county boards of education.

   Cooperation with teachers in the development of teaching materials, teaching methods, and teaching devices for use in approved programs of day, evening, and part-time trade and industrial education.

Organization and supervision of approved programs of trade and industrial education for out-of-school youth and adults.

Organization and operation of programs of in-service teacher training for teachers employed in approved programs of trade and industrial education.

Cooperation with state and local guidance counselors in the organization and maintenance of a sound program of guidance including the selection, counseling, placement, and follow-up of youth and adults participating in programs of trade and industrial education.

Maintenance of records and reports required by local or county boards of education and the State Board of Education.

2. Qualifications of local supervisors.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

B. *Program of Instruction*

1. Trade extension classes, including public service and foremanship training.

Trade extension classes will not be limited to evening schools or classes. They will be conducted at anytime of the day or evening to meet the needs of workers in the trade, industrial, and service fields.

The State Supervisor of Trade and Industrial Education will be responsible for the maintenance of the controlling purposes of the trade extension classes which are as follows:

The instruction will be supplemental to the daily employment of those enrolled.

The instruction will be for the purpose of developing skills, technical knowledge, judgment, and safety of workers who wish to improve job ability or prepare for advancement.

The enrollees will be legally employed as full-time workers in the field for which the instruction is organized, however, the enrollees may include those temporarily unemployed if they have been previously employed in the field for which the instruction is organized; those who have had their trade or service occupation interrupted by time spent in the armed services; or those who have had previ-

ous trade training in the armed services and who wish to continue in these fields.

a. Minimum entrance age requirement.

The minimum age for entrance into trade extension classes will be 16 years of age and will depend upon legal employment as governed by state, federal, and local laws and regulations.

b. Character and content of the course of study.

The State Board of Education will expect each local board of education to organize courses of study to meet the occupational needs of those enrolled. Courses will be organized on a short-unit basis to be operated either as individual units or arranged in a series for a complete course. They will be modified from time to time to meet changing industrial conditions.

Local boards of education will be required to file copies of trade extension courses or unit courses with the Vocational Division, New Jersey Department of Education.

c. Qualifications of teachers.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

d. Required or minimum plant and equipment.

The State Board of Education will require the local board of education to provide adequate plant and equipment for the accomplishment of the purposes of trade extension classes.

Public service, foremanship, and supervisory training.

a. Minimum age requirement.

The minimum age requirement shall be 16 years of age and will depend upon legal employment as governed by State, Federal, and local laws and regulations.

b. Character and content of the course of study.

Industrial Supervision.

The courses offered in this field will be for the purpose of increasing the supervisory, instructional, and administrative abilities of foremen, sub-foremen, department heads, and superintendents. Following are some

of the basic courses which will be included in the supervisory training programs:

Job analysis, teaching methods, foreman conferences, conference leader training, human problems and personnel relationships, social legislation, industrial economics, and other subjects which will increase the supervisory or administrative efficiency of those who participate.

Public Service Training.

Public service training programs will be confined to public phases of occupations which are trade and industrial in nature. The courses offered in this field will be for the purpose of increasing the skills, technical knowledge, judgment, or safety of those employed in such public service occupations. Public service, foremanship, and supervisory training programs will be conducted as follows:

One or more itinerant trainers will be attached to the Vocational Division of the State Department of Education to conduct supervisory training programs in school districts in which trainers are not available or are not justified because of the limited need for such programs. The Vocational Division of the New Jersey Department of Education will assume the responsibilities for training call-staff personnel to function as trainers to conduct supervisory programs in local school districts where there is not a sufficient justification for full-time trainers.

Local boards of education may maintain a full-time trainer to conduct programs with the local school district subject to the approval of the Vocational Division of the State Department of Education. Local boards of education also may maintain a call-staff, the members of which have been trained to meet the standards of the Vocational Division of the New Jersey Department of Education.

c. Qualifications of supervisory trainers.

(1) High school graduation or equivalent.

(2) Five years of supervisory experience in the field in which the training is to be given.

(3) Twenty clock hours of training for each course in which the trainer is to function.

2. Part-time schools or classes.

   a. Trade extension part-time schools and classes including apprenticeship.

      The controlling purpose of these classes will be to contribute to the workers' efficiency in the use of trade skills, technical skills, general industrial knowledge, and industrial safety.

      (1) Hours per week—weeks per year.

      The State Board of Education will not prescribe a specific time distribution to be observed in scheduling part-time trade extension classes in the local school districts with the exception of apprenticeship training classes.

      Apprenticeship training classes will be organized so that at least 144 hours of related instruction will be provided during the year following the organization of the class. The number of hours per week and the number of weeks per year will be left to the discretion of the local boards of education and will be based on the convenience of the apprentice group.

      Only part-time trade extension classes that are conducted for at least 144 hours a year will be reimbursed from Smith-Hughes funds. Part-time trade extension classes that do not meet the schedule of at least 144 hours a year will be reimbursed from George-Barden funds.

      (2) Character and content of course of study.

      Courses will be organized to develop trade skills, technical knowledge, judgments, safety, or combinations of each.

      Apprenticeship classes conducted for a minimum of 144 hours per year will be devoted to instruction in technical subjects related to the trade in which the apprentice is employed. Shop instruction will be introduced only when it is necessary to prove or interpret principles developed in related instruction classes.

      (3) Qualifications of teachers.

      The qualifications of shop and related instruction teachers are listed in the appendix to the State Plan.

(4) Requirements for admission.

(a) The minimum age for admission shall be 16 years and will depend upon legal employment as governed by State, Federal, and local laws and regulations.

(b) The worker must be legally employed, or temporarily unemployed, in a trade or occupation for which the training is supplementary.

(5) Required or minimum plant and equipment.
The same standards for minimum maintenance as outlined in Section B-1-d will be required for part-time trade and industrial schools and classes.

(6) Methods of instruction.

Methods of instruction will be used that meet the objective of trade extension instruction. Generally, individual instruction methods will be used, however, in some instances conference methods or demonstration and illustrative methods will be used.

Part-time apprenticeship classes.

Attention has been given to requirements for apprenticeship classes under the preceding section dealing with trade extension part-time schools and classes.

b. Trade preparatory part-time schools and classes.

These will include occupational preparatory part-time schools and classes and cooperative part-time schools and classes.

Occupational preparatory part-time schools and classes.

The controlling purpose of this type of program will be service to out-of-school youth and adults who are unemployed, temporarily employed, or employed in an occupation other than the one they wish or intend to follow. These courses will be developed to prepare for entrance into occupations. An occupation will be regarded as a recognized subdivision of a skilled trade.

(1) Hours per week—weeks per year.

These courses will be given at a time and place to meet the needs and convenience of the trainees. In no instance will the length of training exceed 200 hours. Courses will be discontinued when they have served the purpose for which they were or-

ganized. New courses will be organized when new needs develop.

(2) Character and content of course of study.

Courses of study will be outlined to meet specific needs and the courses will be filed with the Vocational Division, New Jersey Department of Education. Occupational proficiency will be emphasized. The course will include necessary related subjects as well as subjects that will contribute to social and civic competency.

(3) Qualifications of instructors.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

(4) Age of pupils.

The minimum age of pupils will be 16 years. Only those will be admitted to these classes who can be legally employed at the time the training has been completed.

(5) Required or minimum plant and equipment.

The State Board of Education will require local boards of education to provide the plant and equipment to permit the accomplishment of the objectives.

(6) Methods of instruction.

Methods of instruction will be used that meet the objective of occupational preparatory classes. Generally, individual instruction methods will be used, however, in some instances conference methods or demonstration and illustration methods will be used.

Part-time Cooperative Trade and Industrial Classes.

The controlling purpose of part-time cooperative classes will be to provide in-school youth with opportunities for trade and occupational training through job experiences and school instruction. The employer or his delegated representative will be responsible for providing job experiences. A coordinator employed by the local board of education will be responsible for supervision of on-the-job experiences and also for the coordination of job and school activities. The school instruction will include subject matter related to the

trade or occupation in which the enrollee is working and general subjects which lead to social and civic competence. Students will be protected against moral and physical hazards.

(1) Hours per week—weeks per year.

The time spent in school will be not less than 15 hours per week. The time spent on-the-job will be not less than the time spent in school. No part-time cooperative program will be established which operates for less than one school year. Rotation between school and job will be in terms of a day, week, month, or semester to fit the local situation.

(2) Character and content of course of study.

The training on-the-job will be organized to provide progressive job experiences which will be of a character that will justify the course. Related instruction which will be provided in the school will be related closely to the experiences acquired on-the-job, and school programs also will include subjects that will develop social and civic competency.

(3) Qualifications of teachers.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan. Teachers of non-vocational subjects will be required to hold a secondary certificate valid in New Jersey for the subjects to be taught.

(4) Entrance requirements.

Only students who can be legally employed in conformity with State, Federal, and local regulations will be admitted into part-time cooperative classes.

(5) Required or minimum plant and equipment.

The State Board of Education will require local boards of education to maintain plant and equipment necessary to accomplish the objectives of the program. Local boards of education will be responsible for the supervision of on-the-job training to insure conformity with State, Federal, and local employment standards.

(6) Wages for enrollees.

All pupils enrolled in this program will be legally

employed and will receive similar wages and benefits as other workers doing a comparable type of work.

(7) Coordinator of part-time cooperative programs.

The responsibility for the coordination of part-time cooperative programs will be delegated to a coordinator appointed by the local or county board of education. The coordinator will operate through the superintendent of schools, supervising principal, director of a county vocational school, or the principal of the high school in which the program is a part. Where the size of the program does not warrant the employment of a full time coordinator, a teacher of related technical subjects will be assigned the responsibility for coordination on a part-time basis. The course of study in non-vocational subjects will meet the state requirements for that grade. Non-vocational courses will be for the purpose of increasing social and civic competency.

c. General continuation schools and classes.

The New Jersey continuation school law was repealed with the passage of a compulsory school attendance law in 1940.

The needs of out-of-school youth will be served through part-time preparatory classes described in section B-2-b and also through programs of work experience and training of out-of-school youth on jobs approved by the school authorities under the following conditions:

The main purpose of the program will be to develop work experience, job training, and the development of social and civic competency.

The assignment of the trainees to work experiences and job training will be based upon organized, approved programs of counseling and follow-up.

There will be adequate supervision of the work experiences to assure the coordination of on-the-job and school activities; to protect the health and morals of the trainees; and to prevent exploitation.

The work experience and job training will be in conformity with local, State, and Federal legislation.

The instruction in the school will be conducted in or-

ganized classes for the purpose of developing job knowledge and social and civic competency.

The program will be under public supervision and control.

Teachers will be certificated under the regulations of the State Board of Education.

Advisory committees will be organized to assist in developing and approving acceptable types of work experience.

The length of the training program will be governed by the needs and accomplishments of those who participate.

3. All-day Trade and Industrial Classes.

   a. Plan A.

   The day trade and industrial program in New Jersey will be organized on three levels: (1) industrial occupations, (2) skilled trades, and (3) vocational-technical. In some instances, these three levels of trade preparatory programs will be given in the same school. In other instances, only one or two of the above programs will be organized in the school district. The details of the programs on each of the levels are outlined as follows:

   Industrial Occupations Level.

   The controlling purpose will be to prepare boys and girls for employment for general industrial occupations. These occupations will be subdivisions of a skilled trade and will consist of the repetitive types of jobs in manufacturing plants, some service occupations, and other occupations. The groups that will participate in this type of program are those who do not desire to enter the skilled trades and prefer to secure employment in some kind of industrial work or service occupation. This type of employment is characterized by a high degree of proficiency in a limited number of skills. The chief objectives of this type of program, therefore, are to develop these limited skills, to encourage work habits and attitudes, to promote personal and group safety, and to develop general industrial intelligence required in employment of this kind. It is also the aim of this type of school to prepare the pupil, as far as possible, for intelligent participation in the solution of social and civic problems.

(1) Character and content of course of study.

The course of study will provide for shop instruction to develop the skills required for successful entrance into an occupational field. Provisions will be made for the related instruction needed to implement these skills. The instruction also will include non-vocational subjects that will contribute to social and civic competency.

(2) Amount of time given to—

(a) Practical work on a useful or productive basis.

50% of the school time which will be not less than three consecutive clock hours per day and fifteen clock hours per week will be devoted to practical work.

(b) Related instruction.

Since most of the manipulations and processes with which this group will come in contact in employment will not require much technical knowledge, pupils in these courses will be given the necessary related instruction during the time spent in the shop. The remainder of the school time will be devoted to programs intended to develop social and civic competency.

(3) Length of the school year and hours per week.

Instruction will extend over not less than nine months of the school year for at least 36 weeks. The length of the school session will be not less than six hours per day for five days a week.

(4) Qualifications of teachers.

The qualifications for all teachers and supervisors of vocational education are listed in the appendix to the State Plan.

(5) Age of admission.

The instruction will be designed to meet the needs of persons over 14 years of age who can be legally employed at the completion of the training.

(6) Required or minimum plant and equipment.

No list of equipment will be prescribed by the State Board of Education. The local community will be required to provide the building and such equipment as will make it possible to conduct a

program designed to develop acceptable work habits and attitudes as well as specific skills. In some instances, this program will be carried out in schools in which unit trade classes or vocational-technical classes are conducted.

(7) Methods of instruction.

The methods of instruction on the occupational level will be largely individual in character. Attention will be devoted to general occupational intelligence, personality adjustments, and the control of emotional behavior as well as the development of specific knowledge and skills.

(8) Plan for coordination.

This type of program will be conducted under the supervision of the local director of vocational education through the superintendent of schools or supervising principal in the local district or through the director of the county board for vocational education. The qualifications of the local supervisor of vocational education have been outlined in the appendix to this State Plan. The local director may delegate the responsibility for supervision of these classes.

Skilled Trades Level.

The controlling purpose of this type of program will be to prepare students for employment in unit trades. A skilled trade will be regarded as one in which there is a minimum learning period of 4000 hours of on-the-job training before the worker may be classified as a skilled worker or journeyman, or any trade listed by the Federal Committee on Apprenticeship. This program also will include as a purpose the development of social and civic competency.

(1) Character and content of course of study.

The course of study will provide for shop instruction on a useful or productive basis, related instruction applied to specific trades, and instruction in non-vocational subjects designed to contribute to social and civic competency. As far as possible related instruction will be organized for segregated trade groups.

(2) Amount of time given to—

(a) Practical work on a useful or productive basis. The State Board of Education will require that one-half of the time shall be devoted to practical work and that the amount of time for such work shall not be less than 3 consecutive clock hours or shall be not less than 15 clock hours per week. This time will ordinarily be distributed over consecutive days, although the program may be arranged for alternate weeks in shop and classroom. The State Board of Education will require local boards of education to establish shop conditions that approximate as closely as possible industrial situations and to turn out shop products that will conform to good industrial standards. Every care will be taken, however, not to keep pupils on a given process longer than may be necessary to acquire a reasonable degree of speed and skill. Records will be maintained that will indicate the progress of the pupil on shop operations. Exercise work, as distinguished from productive work, will be reduced to a minimum, and at no time will exercise work be a controlling factor of the instruction in the so-called shop trades.

(b) Related instruction.

Not more than 50% of the school time will be devoted to related and non-vocational subjects. This proportion will vary with the needs of the trade for which instruction is being given, but in all cases approximately one quarter of the school time will be devoted to related instruction and one quarter to the development of social and civic competency. Students who are high school graduates and adults who participate in these programs may be excused from participation in non-vocational subjects if in the judgment of the local director or supervisor of vocational education more effective use can be made of this time in shop or related subjects.

(3) Length of school year and hours per week.

Instruction will extend over not less than nine

months of the year for at least 36 weeks. The length of the school session will be not less than six hours per day for five days in the week.

(4) Qualifications of teachers.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

(5) Age of admission.

The instruction is designed to meet the needs of persons over 14 years of age. Age of admission will be determined by the length of the course and ability of the student to be legally employed at the completion of the training program.

(6) Required or minimum facilities.

No fixed minimum will be prescribed. The State Board of Education will require the local board of education to provide and maintain the necessary facilities to conduct an efficient program in conformity with the provisions of this section of the plan.

(7) Methods of instruction.

The purpose of the instruction in the day unit trade school will be to give training in manipulative skill and technical knowledge in a given trade and to develop industrial morale and good citizenship. The State Board of Education will expect local boards of education to provide for the use of methods of instruction which will accomplish the objectives of the program. The instruction will be arranged in progressive order and in general will proceed from the concrete experience of the shop or laboratory to the more technical knowledge required in the trade. Shop instruction will provide for individual progress and will ordinarily be based on productive work.

(8) Plan for coordination.

This type of program will be under the supervision of the local director of vocational education and for the local supervisor of trade and industrial education through the local superintendent of schools, supervising principal, or director of the county vocational schools.

Vocational-technical level.

A vocational-technical field is one in which technical knowledge is regarded as greater in importance than trade skills. Technical positions in this field include laboratory assistants, engineer's assistants, industrial supervisors, and production controllers.

(1) Character and content of course of study.

The course of study will provide for laboratory and/or shop work that contributes to the skill and knowledge required in a specific technical field. The purpose of the laboratory work will be to investigate problems relating to the technical processes of industry. The pupil will be required to record the findings of the investigations and to analyze and interpret the results. Records will be maintained that will indicate the progress in the laboratory assignments.

Related instruction in vocational-technical courses, in some instances, will include shop experiences needed to develop appreciation or background for the technical subjects. The course of study also will include non-vocational subject matter designed to contribute to social and civic competency.

(2) Amount of time given to—

(a) Practical work on a useful or productive basis.

The State Board of Education will require the local board of education to provide for one-half of the time to be devoted to laboratory work and that the minimum amount of time for such work shall not be less than 3 consecutive clock hours and not less than 15 hours per week. Practical work on a useful productive basis will be carried out wherever possible in vocational-technical courses. The work in the laboratories will be on an assigned experiment basis and the shop work as part of a program of related instruction will involve an investigation of machine tool purposes.

(b) Related instruction.

Approximately one quarter of the school time will be devoted to related instruction which

in some instances will include shop experiences needed to develop appreciation or background for technical subjects. The principal or director of the trade and industrial school or the local director of vocational education may provide a special program for excusing from non-vocational subjects students who are high school graduates or adults who can make more effective use of this time in laboratory and related subjects.

(3) Length of school year and hours per week.

Instruction will extend over not less than nine months of the year for at least 36 weeks. The length of the school session will be not less than six hours per day for five days a week.

(4) Qualifications of teachers.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this State Plan.

(5) Age of admission.

The instruction is designed to meet the needs of persons 14 years of age and over. Vocational-technical courses are to be given either on the secondary school level or post-high school level. Age of admission will be determined by the length of the course and the ability of the student to be legally employed at the completion of the training program.

(6) Required or minimum plant and equipment.

The State Board of Education will require local boards of education to provide and maintain the necessary facilities to conduct an efficient program on the vocational-technical level.

(7) The State Board of Education will expect local boards of education to use the methods of instruction which will accomplish the objectives of the program. Laboratory instruction will be arranged in progressive order. This instruction will be individual and will be carried out through controlled experiments and job assignments. Special lesson sheets, trade and technical journals, reference books, and texts will be used.

(8) Plan for coordination.

This type of program will be under the supervision of the director of the county board of education or the local director of trade and industrial education through the superintendent or supervising principal of the local board of education.

b. Plan B.

Plan B will include courses to permit students in rural high schools to receive pre-employment training in the trades and service occupations found in these communities.

(1) Character and content of course of study.

The course of study will provide for the development of skills needed by workers in trades and occupations in rural areas. The course of study will include subjects necessary to supplement trade skills and non-vocational subjects intended to develop social and civic competency.

(2) Amount of time given to—

(a) Practical work on a useful or productive basis.

Not less than 50% of the school time, which will not be less than 3 consecutive clock hours per day and 15 clock hours per week, will be devoted to shop instruction on a useful or productive basis.

(b) Related instruction.

The half of the school time which will be devoted to shop work also will include related instruction. The other half of the school time will be devoted to non-vocational subjects intended to develop social and civic competency.

(3) Length of school year and hours per week.

The school year will not be less than 36 weeks and not less than 30 hours per week.

(4) Qualifications of teachers.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

(5) Age of admission.

The minimum age for admission shall be 14 years. However, age of admission will be determined by

the ability of the student to be legally employed at the completion of the training program.

(6) Required minimum plant and equipment.

The State Board of Education will expect the local board of education to maintain the necessary plant and equipment to achieve the purposes of this program.

(7) Methods of instruction.

Methods of instruction will be used that are adapted best to the needs of the pupils in this type of program. Lesson sheets and other instructional material will supplement the lectures, discussions, and demonstrations by the teacher.

(8) Plan for coordination.

Until this type of program becomes more extensive in New Jersey, the coordination of the program will be the responsibility of the State Supervisor of Trade and Industrial Education in cooperation with the superintendent of schools or supervising principal and the principal of the high school in which the program is in operation.

c. Plan C.

There are no provisions for this program at present.

4. Plan for coordination.

a. Duties of coordinator.

The plan for supervision and coordination has been described for each type of program included in this section.

b. Qualifications of coordinators.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

C. *Provisions for Representative Local Advisory Committees.*

Local school districts have authority under the State School Law to organize advisory committees. These may be general advisory committees for the entire program of trade and industrial education at the local level or craft committees. Particular encouragement will be given to the organization and use of craft committees.

1. Plan for the use of local advisory committees.
   Local boards of education will stress craft type advisory committees.

2. Plan for use of craft committees.

   a. Type.

      Craft committees or committees representing occupations or service trades.

   b. Interests represented and numbers from each.

      All advisory committees will consist of equal representation of workers and employers.

   c. Method of selection.

      Advisory committee members will be selected by the designated representatives of the local board of education from nominations made by the worker and employer groups.

   d. Term of office.

      Local boards of education will determine the length of the term of office of advisory committees.

   e. Duties.

      Craft committees will advise trade and industrial school authorities regarding such matters as: need for training, course content, facilities and equipment, qualifications of instructors, student selection, changing nature of occupations, and similar problems upon which local administrators may require guidance, information, or advice.

   f. Provisions for meeting.

      (1) At call of whom.

         Meetings will be called by the director of the county vocational schools or the local director of trade and industrial education with the approval of the superintendent of schools or supervising principal, or by any other person to whom this responsibility is assigned by the local board of education.

      (2) Frequency of meetings.

         The policy governing frequency of meetings will be determined by the designated representative of the local board of education.

D. *Program of Teacher Training.*

One of the state supervisors of trade and industrial education will be assigned the responsibilities involved in the organization and operation of the teacher training program in the trade and industrial education field. The training will not be institutionalized.

1. Duties of teacher trainer.

The supervisor of teacher training will have the following duties:

Develop plans and procedures for the recruitment and selection of prospective teachers.

Cooperate with the president of one or more of the state teachers' colleges and/or the dean of the School of Education of Rutgers University in the organization of general education and general professional courses required for the certification of trade and industrial teachers.

Conduct courses relating to vocational education including philosophy, methods, teaching devices, shop and class organization as required for the certification of trade and industrial teachers or designating others qualified by education, training, and experience to conduct such courses.

Develop contracts for the operation of these courses through one or more of the state teachers' colleges and/or the School of Education of Rutgers University.

Inspect applications of prospective teachers for certification, and in cooperation with representatives of the State Board of Examiners arrange for the completion of requirements for certification.

Supervise teacher training programs to determine the extent to which they conform with the requirements for certification.

Meet with the advisory committee on teacher training to develop in-service teacher training programs.

Organize in-service teacher training programs.

Conduct in-service teacher training programs or designate others qualified by education, training, and experience to conduct such courses.

Supervise all activities included in pre-service and in-service teacher training for all trade and industrial teachers, supervisors, and administrators.

Keep records of courses and course content, enrollment and attendance of teachers, and any other records required

by the Commissioner of Education and the State Director of Vocational Education.

Cooperate with other state supervisors of trade and industrial education in evaluating the effectiveness of pre-service and in-service teacher training programs.

Organize and supervise short, intensive teacher training programs for trade extension teachers.

Assist teachers on the job.

2. Qualifications of teacher trainers.

The qualifications of teacher trainers will be the same as those for the State Supervisor of Trade and Industrial Education. Teacher trainers selected to conduct courses in general professional and technical subjects required for certification of trade and industrial teachers for in-service training of teachers in this field will be qualified by education, training and experience for the programs to which they will be assigned.

3. Allocation of responsibility among the several agencies giving teacher training.

a. State Board.

All teacher training in this field will be under the general supervision and control of the State Board of Education.

(1) Systematic group instruction.

Courses for the pre-employment and in-service training of trade and industrial teachers will be organized to provide systematic group instruction.

(2) Systematic individual instruction.

The State Supervisor of Trade and Industrial Education assigned to the direction of teacher training in this field will assist teachers on the job and give special attention to those who are not providing effective instruction. It will be the responsibility of this supervisor to confer with the local director or principal, and when necessary, with other state supervisors of trades and industries to provide individual instruction for the purpose of improving the ability of the individual teachers.

(3) Short, intensive instruction—individual or group.

The State Supervisor of Trade and Industrial Edu-

cation assigned to the direction of teacher training in this field will be responsible for the organization, operation, or supervision of short, intensive courses intended to develop special teaching skills, the development of new teaching methods or teaching devices for use by day, part-time, or trade extension teachers.

b. Local boards of education.

No Federal funds will be used for reimbursement of teacher training programs conducted by local boards of education until approval of the local teacher training program is given by the State Director of Vocational Education. Local boards of education will be required to meet the standards outlined in Section VI-D-1, 2, 3, 4, 5, of this plan.

c. Designated institutions.

Any pre-service or in-service teacher training program in this field will be under the general supervision and control of the State Board of Education and will conform with all of the provisions outlined in Section VI-D-1, 2, 3, 4, 5, of this plan.

4. Courses of training.

a. Title of courses with brief description.

(1) Number of clock hours.

The State Board of Examiners have under consideration a general requirement for all teachers including vocational teachers and supervisors. These requirements include a statement regarding the semester hours of credit for general education, general teaching preparation, and specific teaching preparation. These are outlined in detail in the teacher certification requirements in the appendix to this plan.

b. Plan for workshop.

No specific plans for workshop organization are presented. The workshop principle will be applied to appropriate pre-service or in-service courses for which workshop techniques will be found to be effective.

c. By which agency or agencies given.

All courses for the pre-employment or in-service training of trade and industrial teachers will be under the supervision and control of the representatives of the

State Board of Education and will be submitted for approval of the State Director of Vocational Education.

5. Plan for training.

   a. Coordinators.

      The training of apprentice and other coordinators in the field of trade and industrial education will be the responsibility of the State Supervisor of Trade and Industrial Education. This program will be conducted on a conference-discussion basis and will deal with problems of supervision and operation. Approximately nine group conferences will be conducted each year for the coordinators in this field.

   b. Supervisors.

      The State Director of Vocational Education will be responsible for the in-service training program for local directors and supervisors. This group will meet at least three times each year for the purpose of discussing problems of program promotion and development in the field of trade and industrial education. A three-day conference conducted on a workshop basis will be called each year for the purpose of developing policies and procedures for specific projects in this field.

6. Plan for training conference leaders.

   The plan for preparing and providing conference leaders for foremen and supervisory training programs is outlined in part B-1 of this section of the plan.

7. Plan for certifying teachers, coordinators, supervisors, and conference leaders.

   The State Board of Examiners is the agency responsible through the State Board of Education for the certification of all public school teachers in New Jersey.

   a. Types of certificates.

      There are four types of teacher certificates valid in New Jersey—

      Provisional—Issued to teachers who do not meet the established requirements.

      Limited—Issued to all teachers who meet the basic certification requirements. This certificate has a three-year limit.

      Permanent—Issued to all teachers who meet all basic certification requirements and have completed

three years of satisfactory teaching experience.

Temporary Vocational Certificate—Issued to teachers who are employed for extension courses in any field of vocational education.

b. Indicate courses given to qualify for each type of certificate. The requirements for certification of all vocational teachers and supervisors in the field of vocational education and the courses required are listed in the appendix to this plan.

8. Plan for studies, investigations, research, and the preparation and distribution of professional and technical material for employed teachers.

Provisions for these activities are outlined in Section II, General Conditions, A-4-d. They apply to the field of trade and industrial education as well as to the other vocational education services.

Section VII.
VOCATIONAL GUIDANCE

A. ***Plan for local supervision***

1. Types of supervisory organizations

   a. Local school system

   The general supervision of the local programs of vocational guidance in the state aided vocational schools will be the responsibility of the local director of vocational education and the principal of the vocational schools.

   If and when the vocational guidance program in any one school district becomes sufficiently large a local supervisor of vocational guidance will be appointed.

   b. County system

   A county board for vocational education in New Jersey has the same legal status as any other board of education and the same policies outlined above for local schools will be effective in county vocational school systems.

   c. Other

   The State of New Jersey operates two special schools, the Manual Training and Industrial School and the New Jersey School for the Deaf. The supervision of any vocational guidance programs for these schools will be the responsibility of the principal or director.

2. Duties of local supervisors

   The duties of local supervisors of vocational guidance include:

   General supervision of the vocational counseling and placement services in the vocational schools to which the supervisor has been assigned.

   Coordination of activities of vocational counselors in the vocational schools.

   Cooperation with vocational counselors in the secondary schools which recruit and direct students to the vocational schools.

   Cooperation with the State Supervisor of Occupational Information and Guidance in professional improve-

ment programs for vocational counselors.
Organization, direction, and interpretation of local studies of occupations.
Cooperation with the State Supervisor of Occupational Information and Guidance in planning professional improvement programs for vocational counselors.
Cooperation with principals, directors, and teachers in local vocational schools in helping youth and adults to make effective adjustments to occupational life.
Cooperation with other agencies in the community in making more effective the guidance and placement services.
Preparation of state and local reports and records.
Secure, interpret, and disseminate occupational information from national, state, and local sources.

3. Qualifications for local supervisors

a. Education—general

A degree in arts, science, education, or engineering, and the qualifications for a Vocational Supervisor's Certificate in the State of New Jersey.

Education—technical and professional
Thirty-two semester hours of graduate or undergraduate credit in the philosophy of vocational education, organization and administration of guidance service, analysis of the individual, counseling, educational and occupational information including procedures for out-of-school youth and adults, personnel relationships, labor relationships, agricultural, industrial, and consumer economics and statistics.

b. Experience

Not less than three years of full-time occupational experience as a worker or supervisor in any of the vocational fields included in the George-Barden Act.
Teaching
Not less than three years of full-time teaching or counseling experience in secondary or vocational education.

B. *Program of vocational guidance*

1. Conditions for reimbursement of a vocational guidance program

First consideration will be given to the establishment of state supervision and the training of vocational counselors. The next consideration will be given to the establishment

of a staff of vocational counselors in local school districts which operate reimbursed programs of vocational education.

Reimbursement will be made for the salaries and travel of such vocational counselors as meet the certification requirements established by the State Board of Examiners. The salaries of part-time counselors will be reimbursed on a prorated basis for the time they devote to vocational guidance.

The reimbursement will be made to local boards of education on a prorated basis from funds appropriated under the several authorizations made in Section 3 (a) of the George-Barden Act. No Smith-Hughes funds will be used for the salaries and travel expenses of vocational counselors. Reimbursement will be made to the School of Education of Rutgers University and/or to state teachers' colleges for conducting courses for the training of vocational counselors in the public secondary schools of the State. These reimbursements will be made on a contract basis.

2. Types of services to be rendered, the purposes of each and conditions for handling each type of service

   a. In-school groups

      Local boards of education will be encouraged to appoint a full-time counselor in vocational schools in which the enrollment in full-time preparatory courses is 250 or more. Encouragement will be given to the appointment of additional full-time or part-time counselors when the enrollment exceeds 400 students.

      The chief purpose of this counseling service will be to direct students into the training programs in which they have an interest and ability. An additional purpose will be to help youth to make adjustments to the skills and knowledge in the occupations for which they are preparing, to assist in the development of judgments, attitudes, and habits which will contribute to their success.

      Detailed study will be made of pupil records which will serve as a basis for initial induction into training. The personality traits of the student will be evaluated from records and reports of teachers as a basis for the correction of personality difficulties before completion of training.

      The vocational counselor will assist in placement and will follow-up the progress of the student during the

early stages of employment. The counselor will give assistance to making adjustments to the world of work.

b. Out-of-school groups

The services of vocational counselors will be extended to those who drop out of the vocational training programs and to those who seek further help and guidance. Local boards of education will be encouraged to extend guidance to adult groups who participate in part-time and evening vocational programs.

Local boards of education will be encouraged to provide the services of vocational counselors for twelve months per year for in-school youth. Counseling service will be encouraged for the out-of-school and adult group for the entire period of operation of part-time and evening classes.

3. Duties and qualifications of counselors

a. In-school groups

(1) Full-time counselor

(a) Duties

Assist pupils in making adjustments to school through orientation courses and other guidance procedures.

Coordinate services of the guidance program with other school activities.

Cooperate with other faculty members to insure support for the guidance program.

Assist in a testing program for all students in cooperation with the principal or other designated staff members.

Cooperate with the principal in scheduling counseling services.

Provide information about occupational trends and opportunities available to pupils.

Organize, direct, and interpret local studies of occupations.

Provide for placement of pupils in jobs and follow-up after leaving school.

Participate in professional improvement programs for vocational guidance counselors.

Cooperate with the State Supervisor of Occupational Information and Guidance in making studies relating to the placement of graduates.

Assist youth and adults to make effective adjustments to occupational life.
Cooperate with school personnel, advisory committees, and other groups interested in the guidance of youth and adults.
Cooperate with principal and teachers in making studies of causes of dropouts and determine what becomes of those who drop out.

(b) Qualifications

The qualifications of vocational counselors, teachers, and supervisors of vocational education are listed in the appendix to this plan.

(2) Part-time counselor

(a) Duties

The duties of the part-time counselor will differ only in degree from those listed above for the full-time counselor. If more than one part-time counselor is employed in a vocational school system, responsibilities will be divided among different individuals.

(b) Qualifications

The qualifications for a part-time counselor will be the same as for a full-time counselor. These are listed in the appendix to this plan.

b. Out-of-school groups

(1) Full-time or part-time counselors

(a) Duties

The duties of a full-time or part-time counselor for out-of-school groups will include the following:
Cooperate with other groups interested in the welfare of out-of-school youth and adults.
Cooperate with the guidance counselors in the schools from which the individuals leave or graduate.
Assist the counselors in the schools in providing tests for out-of-school youth and adults.
Make available occupational information for out-of-school youth and adults.
Organize and conduct studies of occupational opportunities for the guidance of out-of-school youth and adults.
Provide counseling for out-of-school youth and adults.

Cooperate with business and industry in placing and following up out-of-school youth and adults.

Cooperate with principals and other counselors in the performance of these and other duties.

(b) Qualifications

These will be the same as for a full-time counselor listed in the appendix to this plan.

C. *Provisions for representative advisory committees*

Where a local board of education has an advisory committee for any one or all fields of vocational education, the advice of this committee will be sought when problems of vocational guidance develop. Local boards of education will be encouraged to organize special committees for advice on problems of guidance or to assist in studies of occupational needs. These special committees will be appointed by the designated representative of the local board of education as needs develop. They will be made up of equal representation from the groups which have been selected to deal with the problems.

D. *Program of counselor training*

The State Board of Education does not anticipate any preliminary training program for counselors in the vocational schools. It is expected that these counselors will be selected from the staff of teachers or supervisors now operating in these schools. Each of these teachers or supervisors must, as part of his certification requirements, participate in courses in vocational guidance, counseling, psychology of adolescence, and educational psychology. The program will include, however, some courses for counselors in the secondary schools. These courses will be intended to train counselors in the principles and philosophy of vocational education and in counseling procedures that apply to vocational courses. The reimbursement for such courses will be made from George-Barden funds. The training program will be conducted in one or more of the state teachers' colleges and/or in the School of Education of Rutgers University.

1. Duties of counselor trainers

The duties of counselor trainers will be to organize and conduct the courses for the training of counselors in the secondary schools as indicated above. The training for counselors engaged in the vocational programs will be of the in-service type and will be conducted through meetings

held approximately nine times in each school year under the direction of the State Supervisor of Occupational Information and Guidance. These training programs will deal with problems of organization of counseling procedures, testing, personality, adjustment, placement, and other details involved in specific applications of vocational guidance.

2. Qualifications of counselor trainers

   Trainers of counselors for the secondary schools will be selected on the basis of their training and experience in the field of vocational guidance. The selection of the trainers will be made by the designated person in the teacher training institution in which the course will be offered.

3. Qualifications of persons to be trained as counselors

   Only those persons who have been selected as counselors in the secondary schools of the State and who have vocational guidance endorsed on the secondary certificate shall be eligible for admission to the courses to be conducted in the state teachers' colleges and/or in the School of Education of Rutgers University.

4. Allocation of responsibility among the several agencies for counselor training

   a. State Board

      The State Board of Education and its representatives will be responsible for the organization of the counselor training programs in cooperation with the Assistant Commissioner of Education in Charge of Higher Education. These programs will be organized and operated in one or more of the state teachers' colleges and/or in the School of Education of Rutgers University.

   b. Local boards of education

      The plan does not propose the organization of counselor training programs through local boards of education.

   c. Designated institutions

      The State Director of Vocational Education and the Assistant Commissioner of Education in charge of Higher Education will work cooperatively with the president of one or more of the state teachers' colleges in which counselor training programs are to be offered

and with the Dean of the School of Education of Rutgers University.

5. Provisions for the training of counselors

   a. Pre-service training

      No federal funds will be used for the pre-service training of vocational counselors.

   b. In-service training

      (1) Group work

         The counselors operating in vocational programs will be organized into a unit group under the direction of the State Supervisor of Occupational Information and Guidance. This group will be assembled approximately nine times in each school year to discuss problems of organization and administration of guidance programs.

      (2) Individualized work

         The State Supervisor of Occupational Information and Guidance will make periodic visits to the schools in which vocational programs are in operation and will assist counselors in the organization of specific phases of occupational information and guidance and in the up-grading of individual counselors.

6. Plans for studies, investigations, and research and the preparation, distribution, and utilization of these and other guidance materials for the professional use of guidance and vocational personnel.

   The State Supervisor of Occupational Information and Guidance will be responsible for the organization of studies and investigations which result from the conferences conducted by him with the unit groups referred to above.

   The State Supervisor of Occupational Information and Guidance upon the request of local boards of education, or the designated representatives of these boards, will be responsible for the organization of local committees consisting of guidance personnel, supervisory personnel, teachers, representatives of organized labor, and representatives of the general public in making occupational studies and surveys of the local communities. The result of these studies will be prepared in report form and will be made available as guidance material for the professional use of guidance and vocational personnel.

APPENDIX

Qualifications of teachers, supervisors and coordinators of vocational education and occupational information and guidance.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
VOCATIONAL DIVISION
175 WEST STATE STREET
TRENTON 8

February 3, 1948

Mr. John A. McCarthy
Assistant Commissioner of Education
Trenton, New Jersey

Dear Mr. McCarthy:

The new regulations governing vocational teachers certificates which were approved by the State Board of Education have been placed into effect by the State Board of Examiners as of July 1, 1947.

Very truly yours,

(Signed) EVERETT C. PRESTON
Secretary
State Board of Examiners

AGRICULTURE—COURSES FOR DAY SCHOOLS

AUTHORIZATION

To teach vocational agriculture and to supervise farm activities of in-school youth and adults as required under the Federal Acts for Vocational Education.

REQUIREMENTS

A. A college degree in a four-year agricultural curriculum.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts, and Mathematics. These courses may be included in the Bachelor's Degree or they may be taken beyond the Bachelor's Degree on the graduate or undergraduate level.

C. Two years of approved farm experience after the age of fourteen.

D. Eighteen semester hour credits to include such courses as educational psychology, principles of secondary education, guidance, history of education, philosophy of education, general methods of teaching, curriculum studies, professional relationships, community relations, principles and techniques of teaching agriculture, curriculum studies in agriculture in secondary education, theory and practice of vocational education, and principles and methods of farm mechanics.

TERM

This certificate may be made permanent when the applicant completes three years of approved teaching experience within the scope of the certificate.

AGRICULTURE—SHORT UNIT COURSES

AUTHORIZATION

This certificate entitles the holder to teach short unit courses in agriculture or farm mechanics.

REQUIREMENTS

A. Completion of the tenth grade or the equivalent.

B. Three years of approved occupational experience in the

field in which the short unit instruction is to be given.

C. Ten clock hours of training in vocational teaching methods.

TERM

This certificate is valid for one year and may have five annual renewals upon the recommendation of the employing board of education and the approval of the State Board of Examiners. This certificate may not be made permanent.

AGRICULTURE—PART TIME AND ADULT PROGRAMS

AUTHORIZATION

To teach agricultural programs for young farmers and for adult farmers in state aided vocational schools.

REQUIREMENTS

A. A certificate to teach vocational agriculture in day courses.

or

graduation from a high school, preferably a vocational agricultural department or equivalent. In measuring the equivalency of a vocational high school department consideration will be given to completion of courses in vocational agriculture in state operated or privately endowed institutions which offer courses in this field.

B. Five years of approved practical farm experience after the age of fourteen.

*C. Eighteen semester hour credits in such courses as educational psychology, principles of secondary education, guidance, history of education, philosophy of education, general methods of teaching, curriculum studies, professional relationships, community relations, principles and techniques of teaching agriculture, curriculum studies in agriculture in secondary education, theory and practice of vocational education, and principles and methods of farm mechanics.

* In any case when it is impossible for a board of education to obtain a satisfactory candidate who can satisfy these requirements in education, permission may be given by the State Board of Examiners to the local board of education to employ the candidate who will agree to satisfy the requirements after he has begun service as a teacher. In such case, the candidate shall receive a conditional certificate which expires at the end of the school year, and the renewal of this certificate shall depend on the number of credits secured during the year.

TERM

This certificate may be made permanent when the applicant has presented three years of approved teaching experience within the scope of the certificate.

HOME ECONOMICS—ELEMENTARY AND SECONDARY SCHOOLS

AUTHORIZATION

The holder of this certificate is authorized to teach home economics in the elementary and secondary schools.

REQUIREMENTS

A. A college degree from an approved institution.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts and Mathematics.

C. Four hundred hours of practical experience endorsed by the teacher training institution or certified by the employer in:

(a) Community service, recreation, social service or food preservation programs,

or

(b) Home making in addition to practice house experience,

or

(c) Commercial experience in the field of home economics, testing or research laboratories, tearoom, hospital or merchandising experience as related to home economics.

D. Eighteen semester hour credits in such courses as philosophy of education, educational psychology, principles of education, general methods of teaching, curriculum studies, history of education, professional relationships, community relations, and problems of the secondary schools.

E. Forty-eight semester hour credits in such courses as science related to foods and nutrition, clothing, textiles and consumer problems related to these fields, related art and home furnishings, home management, family life

education, child care including supervised experience with preschool children, methods of teaching home economics, and principles of vocational education.

TERM

This certificate may be made permanent when the applicant completes three years of approved teaching experience within the scope of the certificate.

HOME ECONOMICS—VOCATIONAL COURSES

AUTHORIZATION

To teach home economics in State aided programs of vocational education.

REQUIREMENTS

A. Qualifications for a certificate to teach home economics in elementary and secondary schools.

B. Two years of teaching experience in a home economics program in the secondary schools

or

Two years of teaching experience in a part-time or full-time program of home economics for adults in a State aided program of vocational education.

TERM

This certificate may be made permanent when the holder completes three years of successful teaching experience within the scope of the certificate.

HOME ECONOMICS—ADULT COURSES

AUTHORIZATION

The holder of this certificate is authorized to teach in part time or full time programs of home economics for adults in state aided programs of vocational education.

REQUIREMENTS

A. A college degree from an approved institution.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts, and Mathematics.

C. Four hundred hours of practical experience endorsed by the teacher training institution or certified by the employer in:

(a) Community service, recreation, social service or food preservation programs,

or

(b) Homemaking in addition to practice house experience

or

(c) Commercial experience in the field of home economics, testing or research laboratories, tearoom, hospital or merchandising experience, as related to home economics.

D. Eighteen semester hour credits in such courses as philosophy of education, educational psychology, principles of education, general methods of teaching, curriculum studies, history of education, professional relationships, community relations, and problems of the secondary school.

E. Forty-eight semester hour credits in such courses as science related to foods and nutrition, clothing, textiles and consumer problems related to these fields, related art and home furnishings, home management, family life education, child care including supervised experience with preschool children, methods of teaching home economics, and principles of vocational education.

F. Three years of teaching experience in home economics in the secondary school,

or

three years experience in community service, recreation, social service or food preservation programs,

or

three years experience in commercial fields of home economics, testing or research laboratories, tearoom, hospital or merchandising experience as related to home economics.

G. Three semester hour credits in methods and practices of teaching home economics for adults.

TERM

This certificate may be made permanent when the applicant completes three years of approved teaching experience within the scope of the certificate.

HOME ECONOMICS—SHORT UNIT COURSES

AUTHORIZATION

To teach short unit courses in state aided programs of vocational homemaking for adults.

REQUIREMENTS

A. A certificate to teach home economics in elementary or secondary schools, or in part-time or full-time programs of home economics for adults in state aided programs of vocational education

or

completion of tenth grade or the equivalent

and

B. Evidence of satisfactory wage earning experience in the field in which instruction is to be given in the short unit course.

C. A minimum of fifteen clock hours in methods of teaching vocational subjects.

TERM

This is a temporary certificate and is valid for one year only. It may have five annual renewals by the State Board of Examiners upon the recommendation of the employing board. This certificate may not be made permanent.

VOCATIONAL SKILLED TRADES

A skilled trade will be regarded as one in which there is a minimum learning period of two years of on the job training before reaching the classification of a skilled worker or journeyman, or any trade listed by the Federal Committee on Apprentice Training as an apprenticeable trade.

AUTHORIZATION

This certificate entitles the holder to teach in state aided vocational schools the particular subject recorded on the certificate and to teach the subjects related to the trade.

REQUIREMENTS

A. High school graduation or the equivalent. In measuring the equivalency of high school completion consideration

will be given to at least one year of supervisory experience in industry, for experience in training apprentices on the job, foreman training, or participation in the Training Within Industry programs, or unusual but desirable industry programs, or unusual but desirable industrial experience beyond the minimum of the required eight years of trade experience.

*B. A minimum of eighteen semester hour credits in the following: English, Social Studies, Fine Arts, Science and Mathematics.

C. Eight years of approved experience including apprenticeship in the trade to be taught.

*D. A minimum of eighteen semester hour credits in courses in principles of vocational education, job analysis, development of instructional materials and devices, methods of teaching shop and related subjects; shop, classroom and laboratory organization and management, supervised practice in teaching vocational subjects, vocational guidance, problems of the secondary schools, and educational psychology.

TERM

This certificate may be made permanent when the applicant completes three years of approved teaching experience within the scope of the certificate.

VOCATIONS: PRODUCTION, PERSONAL AND SERVICE OCCUPATIONS

An occupation will be regarded as a recognized subdivision of a skilled trade.

AUTHORIZATION

This certificate will be required to teach in a state aided vocational school the particular subject endorsed on the certificate and to teach related subjects in the field for which it is issued.

* In any case when it is impossible for a board of education to obtain a satisfactory candidate who can satisfy these requirements, permission may be given by the State Board of Examiners to the local board of education to employ the candidate who will agree to satisfy the requirements after he has begun service as a teacher. In such case, the candidate shall receive a conditional certificate which expires at the end of the school year, and the renewal of this certificate shall depend upon the recommendation of the principal of the school in which the candidate has served and the recommendations of the State Supervisor of Trade and Industrial Teacher Training as to the quality of the instruction rendered and the acceptability of the credits earned toward the requirement of eighteen semester hours of study.

REQUIREMENTS

A. Completion of tenth grade or equivalent. In measuring the equivalency of the tenth grade formal education, consideration will be given to at least one year supervisory experience in industry, for experience in training workers on the job, foreman training, participation in Training Within Industry, or unusual but desirable industrial experience beyond the minimum of the required *eighteen semester hours of credit to include English, Social Studies, Fine Arts, Science and Mathematics.

B. Three years of approved full time experience in the occupation to be taught.

*C. A minimum of eighteen semester hour credits to include principles of vocational education, job analysis, development of instructional materials and devices, methods of teaching shop and related subjects; shop, classroom, and laboratory organization and management, supervised practice in teaching, vocational guidance, problems of secondary schools, and educational psychology.

TERM

This certificate may be made permanent when the applicant completes three years of approved teaching experience within the scope of this certificate.

VOCATIONAL TECHNICAL FIELDS

A vocational technical field is one in which technical knowledge is regarded as greater in importance than trade skills. The technical fields involve laboratory assistants, engineering assistants, industrial supervisors, and industrial production controllers.

AUTHORIZATION

This certificate entitles the holder to teach the vocational technical subjects recorded on the certificate and the related

* In any case when it is impossible for a Board of Education to obtain a satisfactory candidate who can satisfy these requirements, permission may be given by the State Board of Examiners to the local board of education to employ the candidate who will agree to satisfy the requirements after he has begun service as a teacher. In such case, the candidate shall receive a conditional certificate which expires at the end of the school year, the renewal of this certificate shall depend upon the recommendations of principal of the school in which the candidate has served and the recommendations of the State Supervisor of Trade and Industrial Teacher Training as to the quality of the instruction rendered and the acceptability of the credits earned toward the requirement of eighteen semester hours of study.

technical subjects in the vocational field in which the certificate is issued.

REQUIREMENTS

A. A college degree in the technical field recorded on the certificate.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts and Mathematics. These courses may be taken either in the Bachelor's Degree or in educational courses beyond the Bachelor's Degree on the graduate or undergraduate level.

C. Occupational Requirements: Four years of approved occupational experience in the technical field recorded on the certificate.

*D. Eighteen semester hours of credit beyond the Bachelor's Degree to include courses in principles of vocational education, job analysis, development of instructional materials and devices, methods of teaching shop and related subjects; shop, classroom, and laboratory organization and management, supervised practice in teaching vocational subjects, vocational guidance, problems of the secondary schools, and educational psychology.

TERM

This certificate may be made permanent when the applicant completes three years of approved teaching experience within the scope of the certificate.

VOCATIONAL TRADE AND INDUSTRIAL TEACHER COORDINATORS

AUTHORIZATION

This certificate is required of every person who is serving as a coordinator between school and industry in the field of

* In any case when it is impossible for a Board of Education to obtain a satisfactory candidate who can satisfy these requirements, permission may be given by the State Board of Examiners to the local board of education to employ the candidate who will agree to satisfy the requirements after he has begun service as a teacher. In such case, the candidate shall receive a conditional certificate which expires at the end of the school year, the renewal of this certificate shall depend upon the recommendation of the principal of the school in which the candidate has served and the recommendation of the State Supervisor of Trade and Industrial Teacher Training as to the quality of the instruction rendered and the acceptability of the credits earned toward the requirement of eighteen semester hours of study.

apprenticeship and part-time cooperative education.

REQUIREMENTS

A. A college degree from an approved institution in Arts, Science, Education, or Engineering.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts and Mathematics.

C. Three years of approved trade or industrial experience and three years of successful full-time teaching experience in trades, occupations or related technical subjects in a state aided vocational school.

D. Eighteen semester hour credits of graduate or undergraduate work in such courses as administration and supervision of vocational education, industrial organization and management, labor relations, industrial economics and labor statistics.

TERM

This certificate may be made permanent when the applicant has completed three years of approved experience within the scope of this certificate.

TEACHER OR TEACHER-COORDINATOR FOR DISTRIBUTIVE EDUCATION

AUTHORIZATION

The holder of this certificate is authorized to teach and/or coordinate distributive education in the secondary schools.

REQUIREMENTS

A. A college degree from an approved institution.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts, and Mathematics. These courses may be included in the Bachelor's Degree or they may be taken beyond the Bachelor's degree on the graduate or undergraduate level.

C. Two years of approved merchandising and selling experience.

*D. A minimum of eighteen semester hour credits to include such courses as principles of vocational education, development of instructional materials and devices, methods of teaching distributive education subjects, classroom organization and management, supervised practice in teaching, vocational guidance and problems of secondary schools.

*E. Eighteen credits including courses in salesmanship, color, line and design, merchandising, and store management and personnel.

TERM

This certificate may be made permanent when the applicant presents three years of approved experience within the scope of this certificate.

GUIDANCE AND PLACEMENT COUNSELOR IN A VOCATIONAL SCHOOL

AUTHORIZATION

This certificate is required of every person engaged in guidance and placement work in a state aided vocational school.

REQUIREMENTS

A. A college degree from an approved institution.

B. A minimum of thirty semester hour credits in fundamental cultural areas including the following: English, Social Studies, Science, Fine Arts, and Mathematics. These courses may be completed in the Bachelor's Degree or in work beyond the Bachelor's Degree on the graduate or undergraduate level.

C. Three years of successful teaching experience in a state aided vocational school, or one year in counseling in industry or education, or in a personnel experience, and three years of approved occupational experience.

* In any case when it is impossible for a Board of Education to obtain a satisfactory candidate who can satisfy these requirements, permission may be given to the candidate by the State Board of Examiners to satisfy the requirements after he has begun service as a teacher. In such case the candidate shall receive a conditional certificate which expires at the end of the school year, and the renewal of this certificate shall depend on the number of credits secured during the school year.

*D. Eighteen semester hour credits to include such courses as principles of vocational education, problems of the secondary school, educational psychology, psychology of the adolescent, mental hygiene, tests and measurements, counseling techniques, or occupational information.

TERM

This certificate may be made permanent when the applicant completes three years of approved supervisory experience within the scope of the certificate.

VOCATIONAL SUPERVISOR

AUTHORIZATION

This certificate is required of every person who is serving in any state aided vocational school, or in the vocational fields of agriculture, home economics, trades and industry, and distributive education in the following positions: principal, assistant principal, supervisor, director, assistant director.

REQUIREMENTS

A. An approved college degree.

B. A minimum of thirty semester hour credits in courses to include English, Social Studies, Science, Fine Arts, and Mathematics. These requirements may be satisfied either in the Bachelor's Degree or educational courses beyond the Bachelor's Degree on the graduate or undergraduate level.

C. A permanent New Jersey vocational teacher's certificate or the equivalent in the field for which Supervision is to be given.

D. A minimum of thirty-two semester hour credits in graduate or undergraduate courses related to the special fields of supervision and administration of vocational education, industrial organization and management, labor relationships, for industrial supervisors; consumer economics for

* In any case when it is impossible for a Board of Education to obtain a satisfactory candidate who can satisfy these requirements, permission may be given by the State Board of Examiners to the local board of education to employ the candidate who will agree to satisfy the requirements after he has begun service as a teacher. In such case, the candidate shall receive a conditional certificate which expires at the end of the school year, the renewal of this certificate shall depend upon the recommendation of the principal of the school in which the candidate has served and the recommendations of the State Supervisor of Occupational Information and Guidance as to the quality of the instruction rendered and the acceptability of the credits earned toward the requirement of eighteen semester hours of study.

agriculture and home economics supervisors; and economics of sales and distribution for distributive occupations supervisors; personnel problems, labor statistics, principles and practices of secondary education and industrial history.

TERM

This certificate may be made permanent when the applicant has completed three years of approved supervisory experience within the scope of the certificate.

VOCATIONAL TEMPORARY LICENSE

A temporary vocational license may be issued on the approval of the State Board of Examiners to an applicant to teach evening vocational classes or short unit classes in state aided vocational schools upon the application of the employing board.

The applicant must be at least twenty-one years old, and must have had adequate practical experience to fit him for the particular position he is to fill.

The temporary vocational certificate is valid for one year only. It may have five annual renewals upon the recommendation of the employing board and the approval of the State Board of Examiners. The certificate may not be made permanent.

THE SMITH-HUGHES ACT

(Public—No. 347—64th Congress.)

(S. 703)

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

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections two, three, and four of this Act, to be paid to the respective States for the purpose of cooperating with the 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 hereinafter provided.

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

hundred and twenty-three, the sum of $11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $34,000; and annually thereafter the sum of $27,000.

Sec. 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of $3,000,000; and annually thereafter the sum of $3,000,000. Said sums shall be allotted to the States in 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 hun-

dred 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 section 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 Education, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

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

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

The board shall have power to cooperate with State boards in carrying out the provisions of this Act. It shall be the duty of the Federal Board for Vocational Education to make, or cause to

have made studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

When the board deems it advisable such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations, and reports concerning trades and industries, for the 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.

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

* Section 7 was amended by Act approved June 26, 1934 (Public 473-73rd Congress) so as to change the permanent appropriation to a permanent authorization.

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

Sec. 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects the State board of any State shall provide in its plan for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing

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

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

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

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

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

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

by the Federal board from the next succeeding annual allotment from such fund to such State.

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

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

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

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

Approved, February 23, 1917.

PUBLIC LAW 586—79th CONGRESS
CHAPTER 725—2d SESSION
S. 619

AN ACT

To amend the Act of June 8, 1936, relating to vocational education, so as 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 the Act approved June 8, 1936, entitled "An Act to provide for the further development of vocational education in the several States and Territories" (49 Stat. 1488, ch. 541), is amended to read as follows:

"SHORT TITLE

"Sec. 1. This Act may be cited as the 'Vocational Education Act of 1946.'

"DEFINITIONS

"Sec. 2. As used in this Act—

"(1) 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;

"(2) the terms 'State plan' and 'State board' shall have the meaning which said terms have in the Smith-Hughes Vocational Education Act; and

"(3) the term 'Smith-Hughes Vocational Education Act' means the Act approved Feb. 23, 1917 (39 Stat. 929, ch 114)

"AUTHORIZATION FOR APPROPRIATIONS FOR VOCATIONAL EDUCATION

"Sec. 3. (a) For the purpose of assisting the several States and Territories in the further development of vocational education, there is authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter—

"(1) $10,000,000 for vocational education in agriculture, including supervision by the vocational agriculture teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America, to be apportioned for expenditure in the several States and Territories in the proportion that their farm population bears to the total farm population of the States and Territories, according to the last preceding United States census;

"(2) $8,000,000 for vocational education in home economics, to be apportioned for expenditure in the several States and Territories in the proportion that their rural population bears to the total rural population of the States and Territories, according to the last preceding United States census;

"(3) $8,000,000 for vocational education in trades and industry, to be apportioned for expenditure in the several States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the States and Territories, according to the last preceding United States census;

"(4) $2,500,000 for vocational education in distributive occupations, to be apportioned for expenditure in the several

States and Territories in the proportion that their total population bears to the total population of the States and Territories, according to the last preceding United States census;

"(b) The funds appropriated under authority of paragraphs (1) to (4), inclusive, of subsection (a) of this section may be used for assisting the several States and Territories, for the purposes therein specified, in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: *Provided,* That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education.

"(c) Notwithstanding the provisions of subsection (a), the amount to be available for expenditure in any State or Territory shall be not less, for any fiscal year, than $40,000 each for vocational education in agriculture, in home economics, and in trades and industry; $15,000 for vocational education in distributive occupations and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter, such additional sums as may be needed for the purpose of providing such minimum amounts.

"REQUIREMENTS AS TO MATCHING OF FUNDS

"Sec. 4. The several States and Territories, in order to receive the benefits of this Act, shall be required to match by State and local funds or both 100 per centum of the appropriations made under authority of section 3.

"MAKING OF PAYMENTS

"Sec. 5. The Secretary of the Treasury, through the Fiscal Service of the Treasury Department, shall, upon the certification of the United States Commissioner of Education, pay, in equal semiannual payments, on the first day of July and January of each year, to the custodian for vocational education of each State and Territory designated in the Smith-Hughes Vocational Education Act, the moneys to which the State or Territory is entitled under the provisions of this Act.

"AVAILABILITY OF FUNDS FOR SALARY AND EXPENSES OF STATE DIRECTORS

"Sec. 6. Funds appropriated under authority of section 3 shall be available, on a prorated basis determined by the State board, for the salary and necessary travel expenses of a State director of vocational education selected by the State board, in accordance with the requirements of the State plan, on the basis of his technical and professional qualifications including experience in vocational education.

"APPLICABILITY OF SMITH-HUGHES VOCATIONAL EDUCATION ACT

"Sec. 7. The appropriations made under authority of this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made to carry out the Smith-Hughes Vocational Education Act; except that (1) the appropriations made under authority of this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under the Smith-Hughes Vocational Education Act, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; (2) such moneys as are provided under authority of this Act for trade and industrial subjects, and public and other service occupations, may be expended for part-time classes operated for less than one hundred and forty-four hours per year; (3) the provisions of section 11 of the Smith-Hughes Vocational Education Act, 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 sixteen years of age and over, and evening-school classes for workers sixteen years of age and over; (4) the appropriations made by this Act for distributive occupational subjects shall be limited to part time and evening schools as provided in the Smith-Hughes Vocational Education Act, for trade, home economics, and industrial subjects and is qualified by the provisions of this section; (5) preemployment schools and classes organized for persons over eighteen years of age or who have left the full-time school may be operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time must be given to shop work on a useful or productive basis; and (6) the appropriations available under section 9 of this Act shall be available for expenses of attendance at meetings 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.

"RESTRICTIONS AND CONDITIONS

"Sec. 8. (a) No part of the appropriations made under authority of this Act 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.

"(b) After June 30, 1951; not more than 10 per centum of the amount appropriated for each of the purposes specified in section 3 (a) shall be used for the purchase or acquisition of equipment.

"APPROPRIATIONS FOR OFFICE OF EDUCATION

"Sec. 9. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Office of Education, Federal Security Agency, 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 Smith-Hughes Vocational Education Act, as amended October 6, 1917."

Approved August 1, 1946.

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State of New Jersey
Department of Education
Vocational Division
Trenton 8

F O R E W O R D

The provisions of the State Plan for Vocational Education, adopted by the State Board for Vocational Education in July 1947, expire on June 30, 1952.

Dr. McGrath, U. S. Commissioner of Education has suggested that State Boards for Vocational Education request the continuation of the present plans with any amendments necessary to provide programs to meet occupational changes. It is necessary, therefore, to take action requesting the approval of the present State Plan for Vocational Education with the attached amendments.

The proposed amendments do not create any new positions and they do not involve any additional expenditures of State or federal funds. The amendments, if approved, will legalize what is being done to meet conditions which have changed since 1947.

John A. McCarthy
Assistant Commissioner of Education

May 20, 1952

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Page 30 (Insert) Just before D"Teacher Training Including Vocational Counselor Training."

8. State Supervision of Finance and Statistics.

A State supervisor will be designated to be responsible for the supervision of finance and statistics necessary to maintain an effective program.

a. Special duties:

1. Cooperate with local boards of education in preparing budgets for all fields of vocational education included in the State Plan.

2. Review budgets prepared by local boards of education and prepare recommendations to be submitted to the State Director of Vocational Education for the approval of budgets.

3. Distribute financial and statistical report forms to local school districts and cooperate with these districts in the preparation of such reports.

4. Review reports of applications submitted by local school districts for reimbursement of Federal funds for vocational education.

5. Review the distribution of State funds for vocational education to local school districts.

6. Check applications for reimbursement for Federal funds with budget applications and make necessary records of reimbursements checked against the purposes for which expended.

7. Prepare annual statistical report for the State Director to be transmitted to the U. S. Commissioner of Education.

8. Prepare annual financial report for the State Director to be transmitted to the U. S. Commissioner of Education.

9. Prepare recommendations to the State Director of Vocational Education for payment of Federal funds for vocational education to local school districts.

10. Make periodic inspection of records in local districts to determine the supporting evidence of expenditures for which Federal funds are requested as reimbursement.

11. Carry out research on financial and statistical reports to determine costs of administration, supervision and operation.

12. Maintain correspondence with local school districts and prepare narrative and financial summaries to the State Director.

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b. Qualifications of the State Supervisor.

1. Education

General - High School graduation with a major in Business Education.

Technical and Professional - Completion of courses on a post-high school level in general and cost accounting in an approved school or institute majoring in these fields.

2. Experience - Not less than five years of experience in cost accounting and/or office management in industry or commerce and at least two years of experience in a state, county, or local school district dealing with the financial and statistical accounting in the use of Federal funds.

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Page 117 - Insert after end of paragraph (6) "Methods of Instruction" the following:

Part-time apprentice classes

The State Board for Vocational Education will maintain, within the Vocational Division, a program for the approval of apprentice training in the trade and industrial fields. The approval procedures will involve:

(1) An application form which will be prepared in duplicate by the employer giving the following information:

(a) Name and address of employer or firm

(b) Nature of business

(c) Number of employees

(d) Classification of employees by trades

(e) Ratio of apprentices to skilled mechanics in each apprenticeable trade which will have an organized apprentice program.

(f) A job breakdown for each program of apprentice training to be conducted by the employer. The job breakdown will be arranged in learning progression order and will cover the entire period of apprenticeship.

(g) A wage scale for each field of apprentice training to be conducted. This wage scale will be arranged in progressive steps and covering the entire period of apprenticeship.

(h) A statement signed by the authorized bargaining agency, if any, agreeing to the program of apprentice training.

(i) The signature of the employer agreeing to the terms of apprenticeship and also agreeing to conduct the apprentice training in full conformity with state and federal laws and regulations.

(2) An agreement or indenture to be signed by each apprentice and the employer or representative of the employer or in some instances by a labor organization, in which the apprentice and the employer will assume the responsibility to carry out the terms of the agreement. The agreement will be made on a form prepared by the State Department of Education and will include:

(a) The name and address of the apprentice

(b) The apprenticeable trade in which the apprentice will be enrolled.

(c) A job breakdown for the specific apprenticeable trade, which breakdown will be arranged in learning difficulty order and will cover the entire period of the apprenticeship.

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(d) A wage scale for the specific apprenticeable trade arranged in progressive steps covering the entire period of apprenticeship.

(e) Provisions for related instruction for a minimum of 144 hours per year for each year of apprenticeship.

(3) Each application for apprentice training will be investigated by a member of the staff of the Vocational Division or by the local coordinator of apprentice training to determine the fitness of the employer to provide apprentice training and the facilities available for carrying out the progressive job steps.

(4) If and when the employer gives evidence of ability to maintain the standards of apprentice training as outlined in this plan, a certificate of approval will be issued to the employer through the Vocational Division, New Jersey Department of Education and the apprentice will be registered and given an identification card which will include the registration number assigned to him.

(5) Members of the staff of the Vocational Division, and or, local coordinators of apprentice training will periodically inspect the approved programs and advise employers and apprentices regarding the progress of the apprentice development. Periodic reports will be filed in the Vocational Division recording the progress of each apprentice.

(6) Upon the completion of the program agreed upon by each employer and apprentice, the employer will request the formal recognition of completion and the Commissioner of Education will issue to the apprentice an official statement of such completion.

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Page 116 - b. Trade Preparatory Part-time Schools and Classes. Change to read: These programs will include occupational preparatory part-time classes and cooperative part-time classes. Only employed persons will be enrolled in these programs. (Delete on page 116 - Occupational preparatory part-time schools and classes and the entire section following on page 116 and the sections (2) to (6) inclusive on page 117.)

Page 128 - c. Plan C.

Delete statement: "There are no provisions for this program at present."

Insert the following:

Type C programs will be organized to render service to out-of-school youth and adults who are unemployed, temporarily employed, or employed in an occupation other than the one they wish or intend to follow. These courses will be developed to prepare for entrance into occupations. An occupation will be regarded as a recognized subdivision of a skilled trade. The type C programs will not be used for pre-employment for a skilled trade.

(1) Hours per week - weeks per year.

These courses will be given at a time and place to meet the needs and convenience of the trainees. In no instance will the length of training exceed 200 hours. Courses will be discontinued when they have served the purpose for which they were organized. New courses will be organized when new needs develop.

(2) Character and content of course of study.

Courses of study will be outlined to meet specific needs and the courses will be filed with the Vocational Division New Jersey Department of Education. Occupational proficiency will be emphasized. The course will include necessary related subjects as well as subjects that will contribute to social and civic competency.

(3) Qualifications of instructors.

The qualifications of all teachers and supervisors of vocational education are listed in the appendix to this plan.

(4) Age of pupils.

The minimum age of pupils will be 16 years. Only those will be admitted to these classes who can be legally employed at the time the training has been completed.

(5) Required or minimum plant and equipment.

The State Board of Education will require local boards of education to provide the plant and equipment to permit the accomplishment of the objectives.

(6) Methods of instruction.

Methods of instruction will be used that meet the objective of occupational preparatory classes. Generally, individual instruction methods will be used, however, in some instances conference methods or demonstration and illustration methods will be used.