State of South Carolina

STATE DEPARTMENT OF EDUCATION

A STATE PROGRAM —in—

VOCATIONAL EDUCATION

Prepared by

DIVISION OF VOCATIONAL EDUCATION

Issued by

J. H. Hope

State Superintendent of Education

Columbia, April, 1925
State of South Carolina
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Officers

EXECUTIVE OFFICER, STATE BOARD—
J. H. Hope, State Superintendent of Education

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Davis Jeffries (Part time)

HOME ECONOMICS:
Miss Lillian Hoffman
Aims and Objectives in Vocational Education

Vocational Education is to train people to earn a living from some honest occupation. It enables people to stand on their own feet and do their part of the world's work. To do this, each individual must learn some practical job through some sort of vocational training.

In comparison with general education, Vocational Education gives persons that particular part of their education that enables them to carry on the immediate activities of their vocation as farmer, manufacturer or home maker.

General education takes care of that part of one's training that is common to all people carrying on different occupations, as training for citizenship, health and leisure.

State and Federal Aid for Vocational Education was evidently intended to pay for only that part of one's education that has to do with training for some specific vocation.

Vocational Education is that part of one's education that deals primarily with one's earning capacity. South Carolina needs more vocational education so that the earning capacity of her people may support better her roads, homes, schools, churches and the things that make life most worth while.

To have a well rounded education, one must not only be trained for some specific vocation, but must be trained in citizenship and the general education subjects, no matter what vocation one follows.

Organization and Administration

The Federal Vocational Act charges the State Board for Vocational Education, which in South Carolina is the State Board of Education, with the responsibility of administering all phases of Vocational Education within the State.

The Federal Law does not give the State Board the authority to delegate its responsibilities to other institutions, but on the other hand holds the State Board responsible for the supervision of all Federal money spent in the States.

The organization in South Carolina is similar to that of other States. The State Superintendent is the Executive Officer of the State Board.
There is a State Director of Vocational Education whose business it is to have general oversight of all the work.

There are Supervisors of Agriculture, Home Economics and Industrial subjects. These supervisors have the direct supervision of the various phases of work in their respective fields. That is, they supervise the work of all vocational teachers of their respective subjects, including making of courses of study, training of Vocational Teachers, organization of vocational classes and preparing reports on all phases of the work for both State and Federal Boards.

The preparation of Vocational Teachers in a State is a joint responsibility between the State Board of Education and the institution designated by that Board to train the different classes of Vocational Teachers.

Clemson College has been designated to train teachers of Agricultural subjects. Winthrop College to train teachers of Home Economics. The State College for Negroes at Orangeburg has been designated to train negroes for Vocational Teachers in the three fields.

The Federal Vocational Law provides for a State plan of principles agreed upon by the State and Federal Boards for Vocational Education. The chief provisions of this plan are found in this bulletin. Anyone interested in further details of the Federal Law and policies of the Federal Board for Vocational Education would do well to secure copies of the following bulletins from the Federal Board for Vocational Education, Washington, D.C.

Statement of Policies (Revised Edition, April, 1922)
Trade and Industrial Education—Organization and Administration
Training of Teachers of Vocational Agriculture (Agricultural Ser. 5)
Home Economics Education—Organization and Administration
Compulsory Part-Time School Attendance Laws
Trade and Industrial Education for Girls and Women
Handbook of Information for State Officials Cooperating in the Administration of the Vocational Rehabilitation Act
Vocational Rehabilitation—Its Purpose, Scope and Methods, with Illustrative Cases
Teacher Training in Agriculture. Status, Development and Methods in the Field of Teacher Training.
The following types of schools or classes are eligible for State and Federal aid when they have been approved by the State Board of Education:

1. All-day Schools
2. Unit Course Schools
3. Part-time Classes
4. Evening Classes

The aim of all of these schools and classes is to prepare people for the vocation of farming.

ALL-DAY SCHOOLS

AGE REQUIREMENT—Pupils must be fourteen years old or older.

COURSE OF STUDY AND INSTRUCTION—The course of study is based on the farming activities of the community. Its length will vary from two to three or four years. All pupils carry supervised practice work on their home farms as a part of their instruction in agriculture. There will be 90 minutes daily devoted to the study of agriculture in class work by each pupil.

CLASS ROOMS—The local school is to provide satisfactory class rooms for the teaching of agriculture and shop work. These rooms may be in the regular high school building or they may be rooms built
for this particular purpose. There are some advantages in having a separate building for this work. It removes the noise and disturbance from the main building. The State Department will be glad to furnish information concerning buildings.

AGRICULTURAL CLASS ROOM AND SHOP
BATESBURG-LEESVILLE HIGH SCHOOL

Furniture—The class room should be equipped with substantially made tables, preferably two by six feet and thirty inches high and stools or chairs. It is sometimes convenient to have chairs with arms or have a special section of the room equipped with regular desks. There should be shelves or cabinets for storing the apparatus and reference material.

Apparatus Needed—Each school should first determine its course of study and then secure the apparatus needed to carry out this course. Each teacher should submit list of apparatus to the State Office for approval if school is to receive aid on it.

Reference and Illustrative Material—This material should be selected to suit the course of study to be undertaken in the school and community. The State office will be glad to furnish further information concerning apparatus and reference material.

Qualification of Teachers—Teachers must be graduates of a State Agricultural College or its equivalent and must have had at least 18 semester hours in agricultural education including special methods and practice teaching. Men only will be employed and the
minimum age will be 21. Two years of farming experience after the 12th birthday will be required.

Training in Service—All teachers will be required to attend a one week State Conference and a two day sectional conference each year for professional improvement. When it seems necessary, on the approval of the State Supervisor, teachers may attend special summer schools providing they have someone else to take care of their summer work in their absence. Teachers should read the best professional books and magazines available. Schools should provide these where possible. The State Supervisors or Teacher Trainers will give to teachers in service whatever training possible.

UNIT COURSE SCHOOLS

Age of Pupils—Fourteen years old or older.

Course of Study and Instruction—The course of study will be limited to a few farm enterprises suited to the community. The periods of instruction will be 90 minutes in length. Each unit course class must have at least fifteen meetings. Supervised practice work on the home farm for six months duration will be a part of the teaching program and will be centered around the units of instruction given.

Class Room and Equipment—Such class room, furniture, equipment and reference material as is needed to carry out the units of instruction undertaken will be provided.
QUALIFICATIONS OF TEACHERS—The same as for all-day schools except that in special cases teachers who have had the training and experience suited to teaching certain units may qualify.

Note—The majority of unit course work will be done in rural graded schools of from two to five teachers.

PART-TIME CLASSES

PUPIL REQUIREMENT—Pupils enrolled in these classes must be at least fourteen years of age and should have already entered upon the business of farming.

COURSE OF STUDY AND INSTRUCTION—The subject matter taught these groups should be organized out of their problems and activities on their farms. Supervised practice will be of at least six months duration and will be carried on under the direction of the agricultural teacher as a part of the teaching program. Besides instruction in Vocational Agriculture, where the need arises, some instruction may be given in English, Science, Arithmetic and Citizenship. Where possible, at least 144 hours of instruction should be given part-time groups during the year.

QUALIFICATIONS OF TEACHERS—The same as for all-day schools, except that in certain cases, teachers may be approved to do a definite
piece of work for which they have had the specific training and experience.

CLASS ROOM AND EQUIPMENT—Suitable class room, equipment, apparatus and reference material must be supplied.

EVENING CLASSES

PEOPLE ELIGIBLE—Adult farmers who are engaged in farming.

COURSE OF STUDY AND INSTRUCTION—The course of study will
be made up from the problems of the farmers in the community. Only one or two enterprises will be taught to each group. The carrying out of these enterprises on the home farms will constitute the supervised practice of the people enrolled.

QUALIFICATION OF TEACHERS—The same as for all-day schools except that teachers prepared to do special units of instruction may be approved for this work.

COMMUNITY SERVICE

Agricultural teachers when called upon by individual farmers or organizations of the community will render such services as they can to help the business of farming in their communities. This may constitute an important phase of an agricultural teacher’s program, if properly organized.

HIGH SCHOOL OR COMMUNITY PROGRAM IN AGRICULTURE

In most high school communities there are the following groups of people:

1. All-day pupils.
2. Unit Course pupils in nearby rural graded schools.
3. Part-time pupils, or boys between 14 and 20 years of age who have dropped out of day school to farm.
4. Evening pupils or adult farmers who would profit by some instruction in agriculture. No school or community has made the best possible use of its opportunities until all of these groups have been reached.

Trade and Industrial Education

The following types of schools or classes when approved by the State Board for Vocational Education are eligible to State and Federal aid to pay in part the salaries of teachers. No Federal funds can be used for any other purpose:

1. Evening Industrial Schools.
2. Part-time Schools or Classes:
   a. General Continuation
   b. Trade Preparatory
   c. Trade Extension
3. Unit Trade Day Schools or Classes.
EVENING CLASSE - POE MILL, GREENVILLE, S. C.

EVENING INDUSTRIAL SCHOOLS

AIM—To give such instruction that will extend the trade knowledge of the individual supplementary to daily employment.

MINIMUM AGE REQUIREMENT—Sixteen years of age or over.

THOSE ELIGIBLE—Any individual already employed and engaged in the occupation in which the extension training is given.

REQUISITE PLANT AND EQUIPMENT—Comfortable quarters, light, blackboard space and such instruction material as is necessary to make the course function.

MAINTENANCE—By local community, mill or manufacturing establishment, county or individual.

HOURS OF INSTRUCTION—Two hours per night, two nights per week, ten weeks, twenty weeks or thirty weeks. Any two nights best suited to the majority of the group are the ones that should be selected. The hours of instruction are generally from 7:00 p.m. to 9:00 p.m.

COURSE OF STUDY—The subject matter offered must be that which extends the trade knowledge in the line of work the individual is following.
QUALIFICATION OF TEACHERS—Night school instructors must have served at least one year above the apprentice-ship stage in the trade in which they are giving instruction. They should be at least 25 years of age, good mixers and able to hold their men. At least ten hours instruction per year in Industrial Teacher Training either previous to or during the time of employment, this teacher-training work to be conducted annually until satisfactory evidence is shown that instructors can impart their knowledge effectively.

For elementary calculations in textiles, certain regular school teachers who have had sufficient contact with mill communities and mill folk may be permitted to give instruction.

PART-TIME SCHOOLS OR CLASSES
A.—GENERAL CONTINUATION

AIM—To increase the Civic or Vocational intelligence or both of those already employed or on the pay roll.

MINIMUM AGE REQUIREMENT—Fourteen years.

THOSE ELIGIBLE—Any normal boy or girl regularly employed.

REQUISITE PLANT AND EQUIPMENT—Comfortable quarters, light, blackboard space and sufficient instruction material to make the course function. The meeting place should be as near the job of the worker as is possible.

MAINTENANCE—Same as for all-day classes.

HOURS OF INSTRUCTION—One hour a day sometime during the working hours of the individual from 7:00 a.m. to 12:00 m, and from 1:00 p.m. to 6:00 p.m., half day about, day about or week about, i.e., half day in school, half day working or one day in school, one day working or one week in school or one week working. These last three arrangements are generally worked in pairs, while one individual is working the other individual is in school and vice versa.

COURSE OF STUDY—Such subjects must be taught that will increase the Civic or Vocational intelligence or both of the individual.

QUALIFICATION OF TEACHERS—Part-time General Continuation school teachers should be not less than 25 years of age, preferably older and have taught at least five years, two years of which should have been spent in a mill, manufacturing or commercial community in either a teaching, commercial or manufacturing capacity, at least one summer school instruction in part-time education at Georgia Tech or some other institution qualified to give such instruction.

B.—TRADE PREPARATORY

AIM—To prepare the individual for employment in a gainful occupation.

MINIMUM AGE REQUIREMENT—Same as General Continuation.

THOSE ELIGIBLE—Same as General Continuation.

REQUISITE PLANT AND EQUIPMENT—Same as General Continuation with addition of necessary manufacturing or other equipment necessary to make the course of instruction function.

MAINTENANCE—Same as General Continuation.

HOURS OF INSTRUCTION—Same as General Continuation.

COURSE OF STUDY—Such subjects should be taught as will prepare the individual for employment in the trade being taught.

QUALIFICATION OF TEACHERS—Same as in All-Day Schools.
C.—TRADE EXTENSION

AIM—To extend the trade knowledge of the individual.
MINIMUM AGE REQUIREMENT—Same as General Continuation.
THOSE ELIGIBLE—Same as General Continuation.
REQUISITE PLANT AND EQUIPMENT—Same as General Continuation.
MAINTENANCE—Same as General Continuation.
HOURS OF INSTRUCTION—Same as General Continuation.
COURSE OF STUDY—Such subjects as will extend the trade knowledge of the individual in the line of work he is following.

UNIT TRADE DAY SCHOOLS OR CLASSES

AIM—To prepare individuals to enter a gainful occupation as advanced beginners.
MINIMUM AGE REQUIREMENT—Fourteen.
THOSE ELIGIBLE—Any normal individual who is able to read and write and profit by instruction given.
REQUISITE MINIMUM PLANT AND EQUIPMENT—That which is necessary to effectively and efficiently give instruction in the trade to be taught.
MAINTENANCE—Same as for all.
HOURS OF INSTRUCTION—Thirty or more hours per week for a minimum of 36 weeks per year. Fifty per cent. of the time must be devoted to practical work on a useful and productive basis, thirty-three per cent. of the time to related subjects and the remaining portion of the time, or seventeen per cent., to non-related subject matter. Number of years from one to four, according to the amount of work to be accomplished.
COURSE OF STUDY—Such subjects as will build a well rounded course of instruction and are essential to competency in the trade being taught.
QUALIFICATION OF TEACHERS—Same as for evening school. Related subjects teachers must have had at least a four year high school education and not less than one year’s work in a technical school and one or more year’s work in the manufacturing field in addition to two or more year’s teaching experience.
Home Economics Education

The following types of schools or classes when approved by the State Board for Vocational Education are eligible to receive aid for home economics education to pay in part the salaries of home economics teachers:

1. All-day Schools and Classes.
2. Part-time Schools and Classes.
3. Evening Classes.

ALL-DAY HOME ECONOMICS CLASSES

AIM—To give instruction in home economics that will help the girl to solve her immediate problems, to be a helpful member of her family and to be of value to her as a home-maker.

LENGTH OF COURSE—Two years, ninety minute period daily, in the eighth and in the ninth grades of the high school.

COURSE OF STUDY—The adaptation of the State Course of Study in Home Economics to the needs of the individual school community.

EQUIPMENT FOR THE HOME ECONOMICS DEPARTMENT

SEWING ROOM - CHESTER HIGH SCHOOL
A. Class Room—Comfortable housing above the ground floor: well lighted, ventilated and heated, which is adequate in size and in storage space and provides ample facilities for instruction in home economics education.

B. Furniture—Blackboard and bulletin board space, sufficient running water, adequate table space and sufficient seating facilities for the students taking Home Economics instruction.

C. Apparatus—Adequate instruction equipment for preparation and serving of meals, for selection and construction of clothing, for home planning and furnishing, for child care and home nursing, as sewing machines, stoves, kitchen and dining room furnishings, etc.

D. Reference Instruction Material—Books, magazines, bulletins and illustrative materials as suggested in the State Course of Study in Home Economics.

E. Maintenance—Adequate operating expenses that will provide for the functioning of the instruction of the home economics department which will be determined by the number of pupils in the home economics classes. Three cents per capita per day for instruction in food preparation and serving and about fifteen dollars per year
for instruction in clothing, home nursing, etc., will give a fair estimate of the operating needs of this department.

QUALIFICATIONS OF HOME ECONOMICS TEACHERS

A. PRE-EMPLOYMENT TRAINING—Bachelor of Science Degree in Home Economics Education based on four years of college work beyond the eleventh grade, with a definite proportion of time given to instruction in home economics, in related science and art and in education together with some experience in actual home activities, as approved by the State Board for Vocational Education.

B. TRAINING IN SERVICE—Attendance at State and District Conferences in home economics education held by the State Supervisor of Home Economics.

C. SUMMER SCHOOL—Attendance of individual teachers based upon their needs as recommended by the State Supervisor of Home Economics.

PART-TIME SCHOOLS AND CLASSES

AIM—To increase the knowledge and efficiency in the activities of the homes of girls and women of fourteen years of age or more who are employed for part of the day either in their own home or in a gainful occupation.

HOURS OF INSTRUCTION—A minimum of 144 hours of instruction during any one year and the classes must be held during the regular working hours of employment. Adjustment by days or weeks will depend upon local conditions. Fifty per cent. or more of this time must be devoted to instruction in home making. The remainder of the time may be spent on related subjects or general education subjects depending upon the needs of the group.

COURSE OF INSTRUCTION—All instruction offered in home economics part-time classes will be supplemented to the daily employment of home making. This work will be organized in units of six or more lessons each, depending upon the phase of home economics instruction given until the minimum of 144 hours has been given.

EQUIPMENT—Same as for day schools.

QUALIFICATIONS OF TEACHERS—Same as for day school teachers. In some instances we will take in lieu of this training, teachers with sufficient home economics training to insure successful instruction, who have had a large amount of home making experience and who can make general contacts with social and civic life.
EVENING CLASSES

Aim—To give such training that will extend the home-making knowledge of the individual, of sixteen years of age or more who is regularly employed during the day either in her home or in a gainful occupation.

Hours of Instruction—Two hours per night, two nights per week for six weeks or more dependent upon the unit of instruction given. At the close of one unit of instruction, a new unit may be organized to give opportunity for further instruction and adjustment of classes.

Course of Instruction—The subject matter offered must be that which will be supplemental to their daily home-making activity. It may be a continuous instruction in one phase of home-making or it may be a short unit of instruction in several different phases of this work depending upon the needs and wishes of the groups receiving such instruction.

Equipment—Ordinarily the plant and equipment for day schools is available for evening classes. If it is necessary to procure new equipment, this equipment should be supplied as is necessary to make the instruction function in the home.

Qualification of Teachers—Same as for day school teachers but will in some instances take in lieu of some of these qualifications, a person of maturity with at least two years of training in home economics beyond the High School and five or more years of successful home-making experience, some of which may be trade experience, who has a pleasing personality and ability to make individual and personal contact.

Vocational Guidance

Aim—It is the aim of the Vocational Guidance to lead the pupils from one occupation to another, showing the nature of the different occupations, the advantages and the disadvantages of each, that young people may be able to choose an occupation most intelligently.

Course of Study—The material best adapted for doing this is suited to pupils of Junior High School age and advancement. Manual Training may be modified to meet the requirements for part of this work. Something of the fields of agriculture, home economics, industrial and commercial activities should be included in the Vocational Guidance courses.
QUALIFICATIONS OF TEACHERS—Each teacher undertaking this sort of work should have the training and experience necessary to make them fitted to be of the largest service to pupils enrolled in Vocational Guidance classes. In order to meet the State High School requirements, a teacher should be a college graduate.

Vocational Guidance courses may be taught by teachers working under the 6-0-1 law.

A properly organized and carried on Vocational Guidance program ought to be of much assistance to boys and girls choosing a life occupation.

The Division of Vocational Education will be glad to be of any service it can to local schools undertaking this sort of work.

Commercial Education

The Federal Vocational Education Act made no provision for paying for teacher training or secondary vocational work in Commercial Education in the State, but it does provide some workers on the staff of the Federal Board whose business it is to study the problems of Commercial Education in this Country and to give the States advice and assistance in developing their programs.

Commercial teachers may be employed under the 6-0-1 law and more than fifty schools already have this work.

The Division of Vocational Education will be glad to render any service it can, either with its own staff or by securing the services of the Federal Agent on Commercial Education in helping any community in the State.

Commercial Education for part-time pupils ought to function in the larger business centers in South Carolina. Federal Industrial funds may be used for this work if it is organized under the Part-time General Continuation plan.