

Present Status *of*  
Industrial *and* Vocational  
Work *in* Indiana

Information for  
Superintendents and School Boards

Department of Public Instruction  
Indianapolis November 7th, 1913

INDIANAPOLIS:  
WM B. BURFORD CONTRACTOR FOR STATE PRINTING AND BINDING  
1913

**Work to be Done.**

The Indiana Vocational Education Law provides two things:

1. "School cities, towns and townships are authorized to maintain and carry on instruction in Elementary Domestic Science, Industrial and Agricultural subjects as a part of their regular course of instruction". These subjects "shall be taught in the grades of all city, town and township schools." The law further provides that "the State Board of Education shall outline a course of study in Agriculture, Domestic Science and Industrial work which they may require city, town and township High Schools to offer as regular courses."

This work has been designated by the State Board of Education as Pre-Vocational work to distinguish it from the work to be done in the special vocational departments or schools further provided for by the law. No state aid is provided for this Pre-Vocational work.

2. The law further provides for the establishment of Special Pre-Vocational departments and schools—All-Day, Part-time and Evening schools, giving Industrial, Agricultural or Domestic Science education, as defined in the law—"the controlling purpose of which shall be to fit for profitable employment in these several fields." These vocational departments and schools, if approved by the State Board of Education, that is, if organized and conducted according to the rules and regulations adopted by the State Board for these vocational departments and schools, will receive state aid as provided for in the law.

It is the purpose of this circular to indicate to the superintendents and school officials of the State the progress which the Department and State Board of Education have made in their study of (the problems raised by the administration of these two provisions of the law.

**I. THE PRE-VOCATIONAL WORK.****Progress Made in Developing the Pre-Vocational Work in the Regular Schools.****Things that have been Decided.**

1. The general purpose or aim of this Pre-Vocational work. (See Introduction to the Tentative Course of Study for Industrial Subjects in the Public Schools of Indiana, p. 14).

2. The relation of this Pre-Vocational work to the regular school work and to the Vocational work to be carried on in Special Vocational departments and schools.
3. The kind and amount of Pre-Vocational work to be done this year, in the regular schools.
4. That schools can not receive state aid for this Pre-Vocational work.

**Things Still to be Decided.**

1. The final limits or scope of this Pre-Vocational work.
2. How this work in the Industrial subjects should be extended below the Seventh grade and further developed in the High School so as to improve to the best advantage our regular school work and at the same time give our pupils help in a right selection of their future Vocational work.

**Things that have been Accomplished.**

1. A Tentative Course of Study for the Pre-Vocational work in Seventh and Eighth grades and for the High School has been arranged.
2. Various cities, teachers and schools have helped in organizing and starting this Pre-Vocational work.

**Things now being Worked Out.**

1. More specific and concrete helps for the teachers now engaged in teaching the Pre-Vocational work.
2. Listing the things, in these several fields of work, that should be emphasized and taken up first. Projects that could to advantage be taken up in a country, city or town school.
3. An effective plan for training teachers for this Pre-Vocational work.
4. The preparation of a bulletin describing the most successful ways that have been used to correlate the instruction in the Industrial subjects in the regular schools with the teaching of English, Mathematics, Geography, History, etc. These suggestions and helps, when collected and arranged, will be published by the Department for the use of the teachers of the State.

## II. THE VOCATIONAL WORK.

### Progress Made in Working Out Rules and Regulations for State-Aided Vocational Departments and Schools.

#### The Law Determines.

1. The kinds of Vocational departments or schools that may be established and approved for state aid. (See Sections 1 and 3.)
2. The general purpose and work of each type or class of Vocational department or school. (Section 1, Articles 6, 7 and 8: Section 3.)
3. The general entrance requirements of these departments and schools. (Section 3.)
4. Certain general characteristics of the instruction.
  - (a) It shall be of less than college grade. (Section 3.)
  - (b) Its controlling purpose must be to fit for profitable employment. (Section 1, Article 1.)
  - (c) The instruction must be limited to one or more of the fields defined in Section 1, Articles 2, 3 and 4.
  - (d) The instruction in a Part-time school must be complementary to the practical work carried on in the pupil's regular employment. (Section 1, Article 8.)
  - (e) The instruction in the Evening school must deal with the subject-matter of the day employment in all fields covered by the law except Domestic Science. "Evening classes in this subject are open to all women who are employed during the day in any capacity." (Section 1, Article 7.)
5. A Vocational department or school, to be approved for state aid, "must be an organization under a separate director or head, of courses, pupils and teachers approved by the State Board of Education." (Section 1, Article 6.)
6. The scope and limits of state and local authority in the establishment and conduct of a state-aided department and school have been fixed. The law provides for the formation of a partnership between the Local and State authorities. The State encourages, inspects and approves the work, paying two-thirds the cost of instruction. The Local community establishes the department or school and carries on the work according to the rules and

regulations made by the State Board of Education. (Sections 6, 9, 13, 14 and 15.)

**The State Board has Decided.**

1. That teachers for a Vocational department or school must be men with practical experience in the vocation for which the school prepares.
2. They have discussed the definitions of Industrial, Agricultural and Domestic Science education and the following

**Points still to be Decided.**

1. The location of a Vocational department or school. Whether it must be organized in a separate building or as a separate department in the regular school or either.
2. The specific qualifications of teachers.
3. Methods of instruction.
4. Necessary and desirable equipment for different kinds of schools.
5. The general character of the course of study.
6. Rules for employment of pupils attending a Part-time department or school.
7. The methods of training and certification of teachers.
8. Suggestions as to how a city or community had best proceed in establishing Vocational departments or school.
9. The composition and plan for appointing the local development or advisory committee. (Section 9.)

The general rules and regulations governing state-aided Vocational departments and schools will be published by about February 1, 1914. Specific points may be determined as occasion demands.

**III. INVESTIGATIONS UNDER WAY.**

1. A Vocational survey of the State is being made to ascertain the vocations and professions that are open to the young people of the State. To determine (1) the opportunities presented by each, wages, hours of labor, chances for promotion, etc. (2) The nature and character of the work. Its effect on health of worker, dangers, moral condition of occupation, degree of transiency or permanency of work, etc. (3) Kind and amount of preparation needed and cost of same in time and money. (4)

Opportunities for receiving the necessary training for these several vocations and professions, etc. (5) The facilities for Vocational Education and Guidance in the State.

2. We are working out a standard card upon which may be kept a record of a pupil's special interests, his success with different types of school work and such other facts about his home conditions, mental and emotional characteristics or traits, special talents and interests, as would enable teachers and parents to give valuable help in advising a boy or girl, in his later school career, in the choice of an occupation or profession. Such facts, if kept for several consecutive years, would enable us better to direct our boys in the choice of an occupation and so conserve and cultivate their real talents and capacities.

3. We are also arranging for an expert to devise, verify and standardize tests that might be used by superintendents and principals to detect marked ability in our brighter pupils in the Held of art, music, mechanical manipulation, constructive work, science, business, invention, etc., so that these gifted pupils might early be given the opportunity of developing their special talents and capacities.

#### **IV. PRINCIPLES ADOPTED BY THE STATE BOARD OF EDUCATION TO ASSIST THEM IN THEIR ATTEMPTS TO WORK OUT THE PROBLEM OF VOCATIONAL EDUCATION FOR THE STATE.**

1. That for all professions, vocations or callings there is needed a general educational basis to which the first six years of school work should be devoted almost exclusively.

2. That some pre-vocational work, including a study of the special branches which underlie a profession or vocation is needed if the learner expects ever to become highly skilled in that work or expects to make a wise and intelligent choice of an occupation.

3. That this more general study and pre-vocational work must be followed by a period of special study and participation in the profession or craft itself if real efficiency or skill in that vocation is to be acquired; that to become a skilled carpenter, the boy must first of all study carpentry and not something else.

4. That all Vocational work must be done in and through the instrumentality of the public schools by such an enlargement and extension of its departments and work as shall be necessary to provide real vocational education for all.

5. That the pre-vocational work carried on in the regular schools and the special vocational work to be provided for in special departments and schools should not supplant but supplement and extend the present work carried on by our public schools.

6. That the pre-vocational work to be done in the regular schools (Section 5) should be taken up in the more fundamental and basic industries which never go out of date and be so conducted as to vitalize the regular school work and give a proper basis for the real vocational work to be done in special vocational departments and schools.

7. That a helpful preparation for any specific training in a vocation would be such a study of the industries and life of our people as will make the workman comprehend his work in its scientific relations and in its historical, economical and social bearings; a study which would tend to give the workman a right view of his trade or work and of his powers and duty as a citizen and member of society.

8. That in general, special Vocational training should not begin much before 16, because the child is not well enough developed before that age for work in any skilled industry.

9. That the problem of Vocational Education should be approached from the standpoint of the welfare of the individual to be trained for useful citizenship rather than from the standpoint of the vocations and industries to be benefited by the skilled workers to be produced.

10. That the whole problem of Vocational Education as it pertains to conditions and needs in Indiana be thoroughly investigated to the end that a school organization or plan be devised that will solve, in an economical and efficient way, the problem of general and vocational education in Indiana.