The principles and philosophy of vocational education are presented in this document in programed instruction form for use by potential vocational education teachers in teacher preparation courses in colleges or universities. Orientation and basic terminology is included under headings of: (1) The Place of Vocational Education, (2) Vocational Education Defined, (3) Types of Vocational Education Students, (4) Vocational Areas and Services, (5) Vocational Instruction, (6) Coordination of Instruction and Work, (7) Occupational Concept and Vocational Education, and (8) Review of the Federal Acts. The material was developed by college instructors for individualized instruction and revised after field trial. The document is mimeographed. (DM)
Principles and Philosophy of Vocational Education

Kansas State Teachers College
Emporia, Kansas

In Cooperation with
State Board for Vocational Education
PRINCIPLES AND PHILOSOPHY OF
VOCATIONAL EDUCATION

written by: Don Strait
F. E. Hartzler
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MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
    The Ohio State University
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FROM: (Person) K. E. Hoffman          (Agency) Kansas State Teachers College
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DATE: April 11, 1969

RE: (Author, Title, Publisher, Date) Strait, Don and F. E. Hartzler. Principles
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6. Remember the order and turn the page after each question.

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CHAPTER ONE
1Q. The primary purpose of this chapter is to show the place of vocational education in the overall framework of education.

9A. liberal

10Q. Some education courses naturally occur in the curriculum of all schools. There are very few true ______ education programs.

18A. education

19Q. This methodology may also include the philosophy of the various schools of ________.

27A. progressive

28Q. While the academic philosophy stresses the acquisition of knowledge, the progressive philosophy might be said to stress the acquisition of attitudes about the subject as well as knowledge of it. True or False.

36A. vocational

37Q. However, as now defined by law, education for those jobs which require a four-year college degree is now said to be professional ________.

45A. non-reimbursable

46Q. A reimbursable program would be one in which part of the cost of building and instruction or material is ________ by the Federal government.
1A. no answer

2Q. Vocational education is a part of the over-all area of ____________.

10A. liberal

11Q. Courses in the arts, history, music, and literature, sometimes called the humanities, are also referred to as __________ education.

19A. education

20Q. One of the oldest over-all philosophies of education might be said to be the academic ____________.

28A. True

29Q. There is possibly a third over-all philosophy of methodology of education, and this might be called the vocational ____________ of education.

37A. education

38Q. Vocational education, even in the subjects which train students to make a living or perform a job, is restricted to less than ____________ college level.

46A. reimbursed

47Q. There are many good vocational programs which are supported by local or state funds, but which are not __________ by the Federal government.
While education is obviously wider than just preparing for a vocation, vocational education is nevertheless an important part of education. Both formal and informal types of learning occur in both education and ____________.

After liberal education, the next major subject matter classification would be general education.

The academic method of education generally holds that subject matter is the primary business of education and that the job of the instructor is to teach the ____________.

It might be said that the ____________ philosophy tends to stress the skill rather than knowledge or attitude.

Since this is a definition by law of the level of ____________ education, there is little point in arguing the matter.

This distinction between reimbursed and non-reimbursed programs on the part of a ____________ government is done because non-reimbursed programs do not offer enough unity in pattern for us to discuss them intelligently.
By formal learning in this chapter, we shall refer to that learning, or __________, which is organized into regular class periods with an instructor and student relationship.

Knowledge and information which is known to be of value to all people is organized into courses and referred to as ______ education.

The academic philosophy in ______ has a long and respected history.

In this respect, ______ philosophy may be said to have a more limited objective than the other two.

Therefore, we may assume that, in general, ______ education will be restricted to less than college level.

The uniformity of the Federally ______ programs is created by the legislation which made them possible.
5Q. Obviously, people learn many things when they are not in classrooms and not in a formal learning situation. This type of education is referred to as ____________.

14Q. As a rule, there are general education courses not only in general education curriculum, but also in the liberal curriculum and the vocational curriculum. True or False.

23Q. Where only a small proportion of the population attends the secondary and higher schools, there is much to be said for the ____________ philosophy of education.

32Q. However, since no student attends a strictly ____________ program, this is a greater problem in theory than fact.

41Q. Within this definition of ____________ education, there are also two additional distinctions.

49Q. The majority of classifications which we shall use are due in part to ____________ law.
5A. informal education

6Q. However, since informal education is not particularly organized, we shall restrict our discussion to the _________ patterns.

14A. True

15Q. The third subject matter area in the over-all field of education is vocational education.

23A. academic

24Q. The primary emphasis of an _________ philosophy of education is the acquisition of knowledge.

32A. vocational

33Q. Probably none of these three philosophies or subject matters will ever be found in isolation. There are elements of the liberal, _________ and vocational subjects in the curriculum of all schools.

41A. vocational

42Q. The two other distinctions made in vocational education are whether it is federally reimbursed or non-federally reimbursed. True or False.

50A. Federal

51Q. For purposes of this class, generally speaking, a _________ education program is a program that is Federally reimbursed.
6A. formal education

7Q. In the general field of education, education is organized by subject matter into liberal, general, and vocational education.

15A. no answer

16Q. Those curricula which are designed to prepare people to go to work are usually referred to as _______________ education programs.

21A. academic

25Q. The second, or the general philosophy method of education, might be called the progressive education _______________.

33A. general

34Q. The student is not usually exposed exclusively to either the academic philosophy, ____________ philosophy, or vocational philosophy.

42A. True

43Q. For example, it is quite possible to have work experience programs which are Federal and would be described as non ____________.

51A. vocational

52Q. Most Federal ____________ programs are divided into two major types: those designed for persons still attending formal school, and those for persons in full-time employment.
82. In this particular arrangement of over-all liberal education is usually discussed first.

17Q. In the formal education program in the United States, the area of education has really been ignored while liberal and general education have been well supported.

26Q. It is the contention of the philosophy of education that not only is the subject matter, but the method and the type of person taught important also.

35Q. There is a problem in outlining any type of vocational programs.

44Q. There are a great many types of vocational education programs. However, for purposes of this class, we shall make the further distinction of programs into reimbursable and non-reimbursable vocational programs.
9Q. Traditionally, the ______ education program arose from the training of ministers.

18Q. In addition to being oriented by subject matter, over-all ______ may also be divided according to method.

27Q. Some of the changes in educational methodology, introduced by the ______ philosophy, have been audio-visual aids, laboratory experiences for science students, and emphasis on method of instruction as well as academic preparation.

36Q. For example, the education of a physician or an engineer is obviously ______ education.

45Q. It should be remembered that this distinction between reimbursable and ______ programs is quite arbitrary and is done only for clarification.
CHAPTER TWO
10. Since vocational education can be defined as preparation for work, we shall deal with the major methods of preparing people for __________ as recommended in Federal programs.

13A. experience

14Q. The work ___________ program is the most general term that we have.

26A. vocational

27Q. The two elements which are important in a day-trade program and in vocational education are ___________ and ___________.

39A. full-time

40Q. Evidence that the apprenticeship program is a vocational program may be shown by the fact that all three elements—__________, __________, and __________ are present in an apprenticeship program.

52A. compensated

53Q. Therefore, since the majority of these workers are already being compensated, the element most emphasized is training.

65A. vocational

66Q. The three categories by subject matter of education are ___________, __________, and __________.
14A. work

2Q. To illustrate the difference between education and general education, let us consider the industrial arts field.

14A. experience

15Q. For instance, a student may work downtown without compensation from the school and without any particular training, but usually with some school supervision. This would be a work experience program. True or False.

27A. training supervision

28Q. The last type of instruction provided under the educational acts is the cooperative program.

40A. compensation training supervision

41Q. All three elements of a good vocational training program—training, supervision, and compensation, are present in the training program.

53A. full-time

54Q. The range of programs in must be quite wide in order to meet the needs of the people.

66A. liberal general vocational

67Q. After the three divisions by subject matter, we have three divisions of education by philosophy, and these are , , and .
2A. vocational

3Q. Industrial arts education is frequently considered as general education rather than ______ education because of its basic purpose.

15A. True

16Q. On the other hand, a student may work downtown for compensation from a private employer without any attempt at training or grading or without school supervision. This would also be a work ______ program.

28A. vocational

29Q. In the cooperative training program, all three elements considered important in vocational education are present. These three are ________, ________, and ________.

41A. apprenticeship

42Q. The apprenticeship program is separated from the extension program by the fact that all ________ elements are present in the apprenticeship program.

54A. extension

55Q. The primary consideration in training for workers is that the training be job oriented.

67A. academic

68Q. We have divided vocational education into two arbitrary classifications of _______ and ________. 
| 1A. | Vocational experience is not necessarily preparation for work; it tends to be exploratory and training in appreciation which is general education rather than vocational. |
| 2A. | All three elements of vocational education are not necessarily present in an extension program, as they are in a work program. Consequently, the types of training offered in the cooperative program, a student attends classes during the day for compensation and is supervised both by the employer and the school. All three elements are present in a work program, training and supervision. |
| 3A. | Important in a vocational program—compensation, training, and supervision. Only one is generally present in a work program. |
| 4A. | In the cooperative program a student attends classes during the day for compensation and is supervised both by the employer and the school. All three elements are present in a work program. |
| 5A. | All three elements of vocational education are not necessarily present in an extension program, as they are in a work program. Consequently, the types of training offered in the cooperative program, a student attends classes during the day for compensation and is supervised both by the employer and the school. All three elements are present in a work program. |
| 6A. | Three major types of reimbursable vocational education have been defined as those for youth and workers. The two major types of non-reimbursable vocational education are usually job related. |
| 7A. | Reimbursable vocational education have been defined as those for youth and workers. The two major types of non-reimbursable vocational education are usually job related. |

### Notes
- **vocational**
- **compensation**
- **training**
- **supervision**

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**Industrial arts is not necessarily preparation for work; it tends to be exploratory and training in appreciation which is general education rather than vocational.**

**All three elements of vocational education are not necessarily present in an extension program, as they are in a work program.** Consequently, the types of training offered in the cooperative program, a student attends classes during the day for compensation and is supervised both by the employer and the school. All three elements are present in a work program.

**Three major types of reimbursable vocational education have been defined as those for youth and workers. The two major types of non-reimbursable vocational education are usually job related.**

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The two major types of non-reimbursable vocational education have been defined as those for youth and workers. The two major types of non-reimbursable vocational education are usually job related.
4A. vocational 5Q. Consequently, as part of the program in industrial arts there is a greater tendency toward a laboratory type experience than toward _______ experience.

17A. experience 18Q. In a work-experience program, one of three elements which may be are _________, or _________.

30A. three 31Q. In order of sophistication we might say the vocational education programs go from work-study, to work-experience, to on-the-job, to day trade, to coop. True or False.

43A. apprenticeship 44Q. All three elements—compensation, training, and supervision—may be present in an adult _________ program.

56A. extension 57Q. Not only must the training be job related, but also it must be specific and to the point of the needs of _________ workers are to be met.

7A. in-school full-time 70Q. The work orientation activities in vocational education for in-school use has been defined as _________, _________, and _________.
6Q. It is felt that the laboratory experiences will serve a greater exploratory and appreciation function rather than a training experience.

19Q. On-the-job training, a type of work experience program, is the next most sophisticated type of ____________.

32Q. This, then, would summarize the type of vocational ____________ for in-school use.

45Q. Adult extension programs in education have an even wider range and variety than the programs for in-school youth.

58Q. Furthermore, because students are already employed, a great deal of background information may be deleted and the program can be designed for the specific ____________ of the workers.

71Q. The two major categories of training for full-time workers have been classified as ____________ and ____________.
Contrasted with the laboratory experience of industrial arts, there are many types of vocational education programs in vocational education.

In the on-the-job training, two of the elements required in vocational education are present. These are compensation and supervision.

Having reviewed the method by which in-school youth are prepared for vocational education, let us review the second function of vocational education.

Programs may range from a simple two hours of instruction in a specific field or to a six-month to one-year training program in an extension program. True or False.

Extension programs vary from a very simple training program for employees to a very complicated program for managers. The primary consideration is that the training needs of workers be met.

The three major elements in any type of vocational education that distinguish it from general or liberal education have been defined as
7A. work

8Q. The three major facets to be considered in a vocational program, which train for work, are _________, _________, _________, and an actual on-the-job experience.

20A. three

21Q. In the on-the-job training program the compensation may be partly private and partly Federal, but there is _________.

33A. work

34Q. Not only is vocational education designed to prepare students for work but to upgrade people who are already employed, is one of the objectives of _________ education.

46A. True

47Q. Evidence of the importance of adult programs in _________ education may be shown by the enrollment.

59A. needs

60Q. In recent years, new types of vocational _________ programs have been added to meet the needs in _________ education.

72A. compensation training, and supervision

73Q. By compensation, we mean the student receives money for his work. In other words, he is _________ for working.
8A. compensation
supervision
training

9Q. The least complicated program would be the work-study program. In the work ______ program, compensation is the primary consideration.

21A. compensation

22Q. In the on-the-job training program, there may also be a private and public sharing of ____________.

34A. vocational

35Q. In-school youth and full-time workers may be considered as the two types of individuals served by ____________ education.

47A. vocational

48Q. According to Federal enrollment figures, the adult enrollment of overall ____________ education is nearly three to one over in-school youth.

60A. extension
vocational

61Q. These programs may provide extensive training in a residential center with compensation provided by the Government. All three elements in vocational education here are provided for the student. These three elements are: compensation, training, and supervision. True or False.

73A. paid

74Q. By training, we are referring not only to the fact that instruction is given, but also that this instruction is coordinated with his work activities, thus making a good tie between ____________ and work activities.
9A. study  10Q. Under the work study program, a student is permitted to work and he is paid by the school for working in non-profit organizations in the community. In the work program there is no provision for grading or evaluation of the work.

22A. supervision  23Q. In the normal on-the-job training program, however, there is no emphasis on formal _________.

35A. vocational  36Q. Vocational education is designed to train two primary types of people, _______ - _______ youth and _______ - _______ workers.

48A. vocational  49Q. Thus we can see that the _______ service is an important area in vocational education.

61A. True  62Q. These types of adult programs are designed primarily for people who have left school or are out of school and need retraining in order to become _______ - _______ workers.

74A. training  75Q. It is important in training that the formal education be _______ with the work experience.
10A. study

11Q. In work study programs, while the element of compensation is present, supervision and training are not present in these work programs.

23A. education

24Q. In the day-trade program, as contrasted with the on-the-job training program, the two elements considered important in a education program are training and supervision.

36A. in-school full-time

37Q. While the training of youth is to prepare them to go to work, the training for the worker is primarily designed for upgrading as now defined by law.

49A. extension

50Q. Obviously, in serving the needs of so many people, there must be a great variety in programs.

62A. full-time

63Q. While these students are not quite meeting the need of employees neither are the in-school youth.

75A. coordinated

76Q. This coordination of instruction and work experience is what we will refer to as supervision. True or False.
11A. study

12Q. After the work ______ program, the next most sophisticated program would be entitled a work experience program.

24A. vocational

25Q. The day-trade program, since it is primarily a ______ education program, is very much concerned with training.

37A. in-school full-time

38Q. For all practical purposes, the two major types of training available to the ______ worker through vocational education are apprenticeship and extension.

50A. extension

51Q. In extension programs, compensation is not as an important element as the people who are already employed. True or False.

63A. full-time

64Q. Because they are definitely not ______ youth, this category of students has been placed in the adult and the ______ divisions.

76A. True
12A. study

13Q. The work program may include compensation, training, and supervision by school authorities, but none of these is necessary for this type of program.

25A. vocational

26Q. In the case of the day-trade program, the student actually learns the skills and performs the skills required in industry under the close supervision of a _______ teacher.

38A. full-time

39Q. The apprenticeship program is designed to increase the efficiency of _______ workers.

51A. True

52Q. The reason for this is that the people, being full-time workers, are already being _______ by their employers.

64A. in-school extension

65Q. To summarize thus far, _______ education is one of the important areas in all education.
CHAPTER THREE
13A. trade and industry

14Q. Thomas Jefferson first pointed out that liberal education was undoubtedly fine; nevertheless, a large number of young men needed to learn practical jobs. The Federal government made no significant move for education.

11Q. Special programs called continuation programs were also designed for youths.

26A. agricultural

27Q. In review then, vocational training in agriculture was in agriculture rather than occupations.

39A. vocational

40Q. The primary aim as a result of this act, was the shift toward training in occupations rather than in or.

52A. philosophy

53Q. However, the Vocational Act of 1963 did show that the Federal government had accepted the utility of education and also taken more responsibility for its development.

65A. Congress

66Q. However, while numerous experimental programs are being tried, it must be noticed that more funds were made available with a traditional education program.
1A. vocational

2Q. Probably, partly as a result of the need for officers in the Civil War, the Federal government passed the Morrill Act of 1862. These were the first Federal funds in ____________.

1hA. out-of-school

15Q. This type of training was similar to the earlier apprenticeship training programs in that these training programs were designed for students that had already quit school and thus were out-of-school youth. True or False.

27A. agricultural

28Q. Trade and industrial education by its very nature, tended more toward training in the ____________ rather than the area.

40A. area or services

41Q. It was felt by the President's Committee on Education that vocational education had not kept up with the times.

53A. vocational

51Q. While the Federal government has now accepted responsibility for ____________ education, it also chose several experiments and agencies other than the U.S. Office of Education. The U.S. Office of Education, however, has the primary responsibility for ____________ education.

66A. vocational

67Q. The involvement of the ________ government in vocational education is now greater than it has ever been.
2A. education

3Q. The land-grant colleges were established to offer training in agriculture and mechanical engineering as a form of ________ education.

15A. True

16Q. While there has been previous training in some classes for adults in both agriculture and home economics, Federal monies were provided for the first time for secondary schools in ________ ________.

28A. occupation

29Q. Nevertheless, people in trade and industry, were trained generally in the trade skills and not in the facets of management. True or False.

41A. Vocational

42Q. Thus business education was added to ________ education.

54A. vocational

55Q. However, several other forms of preparing people for employment other than traditional ________ education are found in other government agencies. Besides the United States Office of ________ the United States Department of Labor and the Office of Economic Opportunity also have some vocational education programs.

67A. Federal

68Q. As a result of the Vocational Act of 1963, several entirely new developments are possible in ________ education.
3A. vocational

1Q. Until the time of the ______ Act of 1862, students at land-grant colleges were also required to take ROTC.

16A. home economics

17Q. The Smith-Hughes Act of ______ is usually considered as the first major overall vocational act.

29A. True

30Q. While in the area of home ______, training was restricted to preparing women to be successful housewives and mothers.

42A. vocational

43Q. While some provision was made for the office occupations in the Smith-Hughes Act of ______, it was not a separate area but was part of trade and industry.

55A. vocational

56Q. The Job Corps program, for example, is under the Office of Economic ______.

68A. 1963

69Q. To begin with, the concept of an area vocational school came into being with the ______ ______ ______ of 1963.
5Q. The _______ Act of 1862, which formed colleges, made recognition of the need for vocational and technical education by the Federal government.

18Q. The _______ Act of _______ provided for vocational training in the areas of agriculture, _______ and _______, and home economics.

31Q. These four service areas—agriculture, trade and industry, home economics and distributive education were then the core of vocational education. True or False.

44Q. Consequently, the Vocational Act of _______ for the first time, provided specifically for Federal funds for the _______ occupations.

57Q. The Office of _______ has the responsibility for the Job Corps program. While it does have some vocational implications, it is generally not considered as a vocational education act.

70Q. Not only did the concept and ideas of _______ schools come into being but also cross-service training developed.
It was not until 1917 that the next major development in Federal aid to education was made.

The three areas of vocational training started under the Smith-Hughes Act were __________, __________, and __________.

However, in the early 1960’s, partly as a result of the Russian sputnik, changes were made in Federal aid to education. Two new areas of service were added in the early 1960’s; these were technical and health services in education.

However, while the Vocational Act of 1963 did include another area or __________, at the same time the Federal Office of Education was reorganized along lines other than services or areas.

Likewise the Manpower Development and Training Act, while it is in many respects a vocational training program, is not under the United States Office of __________ as such.

By a cross-service program, we would mean a program involving two or more services designed to train in a specific occupation.
6A. vocational

7Q. Under the Smith-Hughes Act of 1917 the government provided funds for the promotion and encouragement of vocational education.

19A. agriculture
trade and industry
home economics

20Q. The Smith-Hughes Act also set up three different types of programs within each service. This training was for in-school youth, continuation programs, and ________.

32A. vocational
vocational

33Q. However, it should be noted that technical education was not particularly a vocational act, but rather was a National Defense Education Act.

45A. service

46Q. Whereas the old Office of Education had been oriented around agriculture, trade and industry, home economics, distributive education and the other areas or services, now the Federal office has changed. True or False.

58A. Education

59Q. The Manpower Development and ________ program is referred to as the office agency program.

71A. no answer

72Q. As an example of a ________ service program we might use agri-business. The ________ is an example of a cross-service program.
8Q. The ________ Act provided Federal funds for the promotion and encouragement of education at the secondary level in agriculture, trade and industry, and home economics.

21Q. The three types of instructional programs provided for under the Smith-Hughes Act were ________, ________, and ________.

31Q. But the NDEA Act did provide for training in ________ and the responsibility for this technical education was given to vocational education at the same time health services were recognized.

47Q. This reorganization of the United States Office away from area or service lines represents probably the most important change in the philosophy of ________ education.

60Q. The MDTA in its full name is known as the Manpower Development and Training Act. True or False.

73Q. In an ________ program, two services such as distribution and agriculture, might be involved in the training for an occupation.
9Q. It is believed by some people that during times of national emergencies, such as wars, the usefulness of _________ education is demonstrated.

22Q. The Federal government passed no more significant legislation until the George-Deen Act of 1936, when provision was made for distributive education and cooperative programs in _________ education.

35Q. Consequently, under a special act, training for practical nurses in _________ education was provided for under the umbrella of vocational education.

48Q. It is highly probable that the Congress of the United States, while admitting the desirability of _________ education, felt that the 1963 act was in need of revision.

61Q. The _________ and _________ Act is known as the HDTA.

74Q. The philosophy of the _________ Act of 1963 is reflected in the fact that the training in such a program is for a specific occupation.
9A. vocational

10Q. The Smith-Hughes Act provided for three basic types of education.

22A. vocational

23Q. The passage of the George-Deen Act in established vocational training in distributive education.

35A. health

36Q. The primary program in education was education for practical nurses.

48A. vocational

49Q. In other words, the idea of education was accepted as worthwhile, useful, and necessary; but the methods of doing this education were not judged satisfactory.

61A. Manpower Training and Development Act

62Q. Traditionally, vocational education has been designed to prepare the normal person with average difficulties in preparation for.

74A. Vocational Education

75Q. Training for an occupation which would be services rather than training in the is new to the 1963 picture.
11Q. The three types of training were for in-school youth, further training for out-of-school youth, and training for adults known as ____________.

21Q. The Federal pattern of reimbursement by areas for services has been established in ________ education.

37Q. However, in the early sixties, vocational education was re-examined by the President's Committee for Vocational ____________.

50Q. As a result of the Vocational ____________ of ____________, several significant changes in philosophy were introduced by the Federal government.

63Q. In the case of some of these programs such as the Manpower Development and Training Act as well as the ____________, we are dealing with people who have unusual hardships.

76Q. The two major changes in thinking introduced by the Vocational Act of 1963 were the tendency to de-emphasize the services and provide for training in occupations. True or False.
12A. extension

12Q. In the case of in-school youth, shops and training facilities were provided for students in trade and industry and home economics.

24A. vocational

25Q. By services and areas, we mean such things as agriculture, trade & industry, home economics, and _______ ________.

37A. Education

38Q. As a result of the President's on _______ Education, the Vocational Act of 1963 was introduced and passed.

50A. Act

51Q. Particularly the Vocational Act of 1963 encouraged experimentation and development of new designs in _______ education.

63A. Job Corps

64Q. Again it is probable that the separation of some _______ education into various agencies is a reflection of the fact that Congress was not sure that the methods in _______ education were necessarily proven.

76A. True
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>12A.</td>
<td>no answer</td>
</tr>
<tr>
<td>13Q.</td>
<td>In addition to shops and training facilities for students in home economics, and further provision was made for equipment and materials in agricultural secondary training.</td>
</tr>
<tr>
<td>25A.</td>
<td>distributive education</td>
</tr>
<tr>
<td>26Q.</td>
<td>The policy of reimbursing for training in agriculture rather than occupations was now established.</td>
</tr>
<tr>
<td>38A.</td>
<td>Committee Vocational</td>
</tr>
<tr>
<td>39Q.</td>
<td>The Vocational Act of 1963, which is the present major education act, is considerably different from the previous acts.</td>
</tr>
<tr>
<td>51A.</td>
<td>vocational</td>
</tr>
<tr>
<td>52Q.</td>
<td>These changes, as a result of change in, will be discussed specifically in the areas where they are important later in the manual.</td>
</tr>
<tr>
<td>64A.</td>
<td>vocational vocational</td>
</tr>
<tr>
<td>65Q.</td>
<td>As a result of wanting to try for experimentation in vocational education, the apparently decided to experiment with different agency approaches to unemployment.</td>
</tr>
</tbody>
</table>
CHAPTER FOUR
By areas or services in vocational education, we are referring primarily to early established areas of agriculture, trade and industry, home economics, distributive education, and now:

**8A. tillage of the soil**

**9Q.** After agriculture, the second major area in vocational education is __________ economics.

**16A. woman**

**17Q.** The new definition of home economics then might well be those skills and knowledges required for the __________ of children and the __________ of the home, as well as the use or sale of those services in the business world.

**24A. education, services**

**25Q.** One of the old classical definitions, which has also changed in recent years, is that of commercial __________.

**28A. education, services, trade, industrial**

**32A. commercial**

**33Q.** Distributive education is primarily concerned with training in the skills and knowledges required in the __________ process.

**35A. commercial, distributive**

**41Q.** Along with the growth of knowledge in all areas, medical science has also advanced and as this happened, __________ education found it necessary to move into the health occupations.
1A. business education

2Q. The areas or services in vocational education have always been a part of vocational education and are found in the first Federal act, the Act of 1862.

9A. home

10Q. Home economics is defined as the acquisition of the skills and knowledges required in the rearing of a family and the # of a home.

17A. rearing management

18Q. Furthermore, as more of the # making skills have become commercialized and are being done outside the home, these skills have an application in the business world.

25A. education

26Q. Commercial education was initially defined as training in those skills and areas used in the business and recording of business transactions. True or False.

33A. marketing

3kQ. In this respect, # education is quite different from business education in that # education deals primarily with the processes of distributing goods.

41A. vocational

42Q. And so, today, we have a separate division in the vocational field known as # occupations.
With the Smith-Hughes Act in 1917 following the Act in 1862, three primary areas or services were added. These areas or added were agriculture, trade and industry, and home economics.

Home economics then is defined as those and required in the of children and the of the home.

Therefore, home economics under the Vocational Education Act of 1963 is now required to devote 10 per cent of its industry to training for outside of the.

While this definition might still be true of education, education has now been divided into at least two major categories.

In this respect, also, education is more restricted in these areas than is business education.
1A. Morrill services

4Q. However, the idea of an area or really started with the __________ Act of 1862.

11A. skills and knowledges rearing management

12Q. This definition, however, is more classical than modern; therefore, as reviewed, _________ and _________ required in the _________ of children and the _________ of the home, we find it no longer completely fits.

19A. work home

20Q. Consequently, home economics today not only has the skills and knowledges required in the home for subject matter, but also has some of those home skills which have been commercialized, such as the cooking and serving of food in __________ establishments.

27A. commercial

28Q. That phase of commercial education, which deals with the recording and processing of data and information about __________ processes is known as _________ education.

35A. distributive

36Q. For example, there is a great deal of business communication involved in the manufacturing process itself. True or False.
50. The service of __________ has been defined as those knowledges or skills which are necessary for the tillage of the soil and the care of domestic animals.

13Q. The classical definition of home economics was that it was the __________ in __________ required in the rearing of __________ and the management of the __________.

21Q. Having discussed agriculture and home economics, let us now turn to trade and industrial __________.

29Q. __________ education deals primarily with processes of communication in business rather than with business itself.

37Q. The need to file blueprints, to communicate about blueprints, to pass the work along in the factory with work orders, etc., are all business __________ and __________ education subjects.
SA agriculture

Agriculture, then, is defined as those _______ which are necessary to the _______ of the soil and the _______ of domestic animals.

However, with the advent of the factory system and the industrial revolution, women have more and more been employed outside of the _______.

Trade and industrial education has been defined as the skills and knowledges used in the making and manufacturing process, as well as the traditional building trades; it will be referred to as trade and industrial _______.

Business education consists primarily of typing, shorthand, and bookkeeping or accounting. All of these processes are forms of business communication. True or False.

Also, with the further development of _______ education, certain skills and knowledges became so refined that they became technical.
6A. knowledge and skills
7Q. In this respect, agriculture is one of the oldest areas of ________ education.

tillage

care

11A. home
15Q. For example, in the state of Kansas, at this time, one out of every three workers is a woman. Therefore, it seems that training is a major occupational need for women outside of the home. True or False.

22A. education
23Q. Examples of ________ and ________ education programs would be such things as auto mechanics, machine shop, sheet metal work, machinists, carpentry, and other skills used in industry.

30A. True
31Q. With the tremendous growth in the need for ________ within the commercial world, ________ education has expanded tremendously.

38A. trade
39Q. This is, of course, merely an extension of the process of the division of labor which originally made ________ and ________ education necessary.
7A. vocational

8Q. In vocational education, agriculture is defined as dealing with knowledges and skills necessary for the ____________ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______.

15A. True

16Q. Today home economics realizes the necessity for training the modern ____________ for work outside of the home.

23A. trade
   industrial

24Q. Trade and industrial ____________ refers to those ____________ and ____________ used in the process of manufacturing and industrial processing. This is known as ____________ and ____________ education.

31A. communication
   business

32Q. Along with the growth of communication in business has come the need for a greater knowledge of the distribution and marketing of products. This new form of ____________ education is now known as ____________ education.

39A. trade
   industrial

40Q. Thus, some jobs in trade and industrial education, as the industrial revolution progressed, became more advanced and are known today as ____________ education.
CHAPTER FIVE
10. Since the fundamental principle of vocational education is preparing for ____________, this affects the method of instruction.

8A. doing

9. Not only is the ability to perform important in vocational education, but also this performance must be a commercially accepted ________________.

16A. preparation

17. The preparation of the learner is the important ________________ step in the four-step method.

24A. application

25. After the instructor has demonstrated, the student is then expected to do. This is the doing portion of ________________.

22A. learned

33. The four-step method of instruction is considered one of the basic methods of ________________ instruction.

40A. work

41. Also, with the shortening of work experience for the student's laboratory, equipment may be more necessary as ________________ are used more.
1A. gainful employment

2Q. The guideline for ______________ is "learning by doing."

9A. performance

10Q. For example, if five minutes is commercially accepted time for writing a showcard, the students should be able to ______________ the task in five minutes.

17A. first

18Q. The second step in the ______________ method is presentation.

25A. application

26Q. After the application step has been performed, he should then repeat the task and explain what he has done to the instructor.

33A. vocational

34Q. The four-step method is particularly effective where the test of instruction is performance. True or False.

41A. projects

42Q. With more laboratory equipment, the instructor will need more confidence in the operation of __________________.
2A. vocational education

3Q. And, since one of the best tests of vocational instruction is on-the-job performance, _____ by doing is important.

10A. perform

11Q. It is this work orientation and preparation for gainful employment that affects _____ instruction.

13A. four-step

19Q. By _____, we mean a demonstration of what the student is to learn.

26A. no answer

27Q. This doing and telling are the two substeps in the third or _____ step.

34A. True

35Q. Consequently, this method is particularly well adapted to _____ education.

42A. equipment

43Q. Therefore, the project method should result in more use of the _____ method.
Therefore, since vocational education has a more limited objective than general or liberal education, "learning by ________" is a good criteria for instruction.

Because of this work orientation, instruction must result in this ____________

This demonstration is most important in the second or ____________ step.

After the student has performed the task and has told the instructor what he has done, the application step is completed. True or False.

Where the project method is substituted for work experience, the method is even more valuable.

four-step
To illustrate this point, you can teach a student to type and the measure of achievement is ____________.

Consequently, more machinery and equipment will be required in this ____________ instruction than in other forms.

The second step in the four-step method is ____________.

Thus, the application step is broken into two substeps which are ____________ and ____________.

The ____________, in order to be effective, should result in the student's performing in some fashion.
5A. performance

6Q. In the study of history you cannot have the students start a revolution, so "_________ by doing" does not particularly apply.

13A. vocational

14Q. In the state of Kansas the four-step method of instruction has been selected because it aids in achieving ____________.

21A. presentation

22Q. After ___________ comes the step known as application.

29A. doing
telling

30Q. After the _________ step, we have the follow-up.

37A. project

38Q. This ____________ may be in the form of task completion or test answers.
6A. learning

7Q. In liberal arts courses, as a rule, the learning is about the thing and not __________ the thing.

14A. performance

15Q. The first step is preparation of the learner in the four-step method. True or False.

22A. presentation

23Q. This step, known as __________, may be broken into two substeps.

30A. application

31Q. The fourth step in the four-step method of instruction is known as __________.

38A. performance

39Q. But satisfactory performance will probably depend on the use of some variation of the __________ method.
 Whereas in vocational education, the emphasis should be on ________.

By preparing the learner, we mean giving him something of the "why" in preparing him for learning. This is the ________ step.

The substeps of doing and telling are part of the ________.

The follow-up consists of checking on the performance of the student shortly after he has shown he has ________ the task.

Obviously, the projects will make the work experience of a coordinator more valuable, since the experience of the student may be shortened.
CHAPTER SIX
1Q. Among the principles of education, the cardinal principle is training for gainful employment.

10A. specific

11Q. As a result of the requirements for knowledge for success in work, vocational education relies upon job analysis.

20A. general

21Q. This individualism of___________ is essential to good vocational education.

30A. True

31Q. This is because typing is now a useful skill for many people who do not earn their living by________________.

40A. directly

41Q. The directly related instruction is instruction given in specific knowledge and skills related to the student's___________.

50A. instructor

51Q. Since the real test of vocational education is in performance, an instructor without work experience could not judge well the__________ of the students.
1A. vocational  
2Q. That this is the principle of vocational education should be obvious by observation.

11A. specific  
12Q. Job analysis is a method of securing information about a job.

21A. instruction  
22Q. Because the job and places of work of the students vary greatly, instruction must be individualized. True or False.

31A. typing  
32Q. It can be easily seen that the line between vocational and education can become quite thin.

41A. job  
42Q. Generally related instruction refers to that instruction which is useful to all.

51A. performance  
52Q. In summary, the cardinal principle of vocational education is that it should be oriented.
After all, if vocational training is training for employment, then the training must be work oriented.

Therefore, one of the most important tools in determining how to teach in vocational education is job _________.

The most useful check on whether or not the instruction is meeting the needs of the student on the job is provided by the _________.

Frequently, the test of education is usage after the student leaves school.

However, generally related instruction should be more useful to workers than _________.

As a result of this work orientation, the best test of vocational education is _________. on the job.
14Q. As a result of this _______ or job orientation, vocational education differs fundamentally from general or liberal education.

14Q. Job analysis is a method of breaking a teacher's job into a series of small specific tasks. True or False.

24Q. Coordination is the method by which _______ in the school and the work experience are related to each other.

34Q. For a girl who takes typing and never uses it to make a living, typing is _______ education.

44Q. Another principle of vocational education is the requirement of _______ experience for the teacher.

54Q. Because of this test of performance, vocational education must be _______. 
As a result of the vocational orientation of vocational education, the training tends to be specific rather than general.

Furthermore, as a result of the work orientation of education, the training should be tested by performance.

Although vocational education must be oriented to meet student and job needs, some instruction can be general.

For a girl who takes typing and uses it in her work, typing is education.

The reason for this is that the instruction given should be oriented.

However, since not all instruction is individual, there is room for instruction.
5A. work  6Q. In order to do a job, one must know the ____________, not generalities.

15A. vocational  16Q. The student's learning in vocational education should be tested by a ____________ on the job.

25A. individualised  26Q. The criteria for ____________ instruction is that this instruction should be more useful for a worker than a non-worker in this field.

35A. vocational  36Q. Because of the need for both ____________ and specific information, vocational courses usually are divided into two sections.

45A. job  46Q. If the instructor has not worked, he will have difficulty in job orienting for instruction. True or False.

55A. general  56Q. The criteria for general instruction in vocational education is that it must be more useful to a worker than a ____________.
For example, I know generally how an automobile works.

For this reason, it is important that the school instruction and the job be coordinated.

For example, we would admit that income tax is useful for all.

These two sections are referred to as generally related and directly.

There are many problems in human relations as well as job techniques that the must know from experience.

As a result of the need for both individual and general instruction, vocational classes are divided into two sections, related and related.
7A. no answer

8Q. But, I do not know ________ how to time the motor.

17A. performance

18Q. If this ________ is not present, the validity of the instruction is not checked.

27A. workers

28Q. And, consequently, if income tax was not taught in other classes, it would be a legitimate subject for ________ education.

37A. related

38Q. Generally related instruction refers to information ________ useful to all workers in this area.

47A. instructor

48Q. There is a great difference between doing a task and talking about it. Therefore, the ________ should have done the job.

57A. generally directly

58Q. In order that the student's performance on the job may be properly judged, the coordinator should have work experience. True or False.
8A. specifically

9Q. Therefore, my ______ knowledge is useless in terms of work.

18A. coordination

19Q. Therefore, it is important that the coordinator base his courses and observations on the ______ of the student.

28A. vocational

29Q. However, life insurance is useful for all people and is probably general rather than ______ education.

38A. generally

39Q. Directly related ______ refers to the specific knowledge and skill used on the student's individual job.

48A. instructor

49Q. If the instructor has not worked, he may not realize all the problems of a ______

58A. True
<table>
<thead>
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<th>Q.</th>
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<tbody>
<tr>
<td>9A.</td>
<td>general</td>
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<tr>
<td>19A.</td>
<td>performance</td>
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<td>29A.</td>
<td>vocational</td>
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<tr>
<td>39A.</td>
<td>instruction</td>
</tr>
<tr>
<td>49A.</td>
<td>worker</td>
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CHAPTER SEVEN
1Q. The breakdown of areas or _____ was quite satisfactory in simpler times.

8A. World War

9Q. Also, the real effects of scientific management were not really felt until after the _______ ________.

16A. machine

17Q. Consequently, the training time for the traditional _______ has been greatly reduced.

24A. vocational education

25Q. This tremendous growth in knowledge has resulted in workers who need a higher degree of _______ than was previously needed.

32A. skill

33Q. For example, it is easier to learn to _______ a fairly nice looking letter than to write the old copper plate written letter of the business world of 1890.

40A. occupation

41Q. In conclusion, then, we still have broad service areas such as _______, trade and industrial education, and distributive education. We have also added _______ and _______ areas.
2Q. The Vocational Education Act of represents the change in education required by the change in the world of work.

10Q. Not only were these effects to develop rather slowly in industry, but the effect of scientific management was also developed much more slowly in .

18Q. However, while the skills of the machinist have declined, the skills of the business factory organizer have increased; and consequently, we have a greater degree of knowledge required of .

26Q. A sample of the new types of in business education would be knowledge associated with the computer.

34Q. Also, it is highly probably from the standpoint of skill that it is easier to punch a posting machine than to write beautifully hand-written entries in the records of .

42Q. We must expect, however, that the further development in vocational education at the thirteenth and fourteenth year will be more oriented toward .
At the time of the passage of the Morrill Act in 1863, the primary occupation of the majority of the people in the United States was either in a [ ] or closely related to a [ ].

However, [ ] management was to have a revolutionary effect upon occupations in the United States.

To a certain degree, this same thing is true in the field of office or [ ] education.

While there has been a tremendous increase of [ ] in the business field, there has also been a decline in the degree of skill.

While the need for [ ] have been declining, the knowledges required to replace skills have been growing.

For example, in distributive [ ] today, we see area vocational schools training in petroleum marketing, fashion merchandising, and hardware stores.
3A. 1862. And, consequently, itself was rather simple compared to modern technical

11A. scientific. The business of

19A. business. There are many clerical workers who neither nor take

27A. knowledge. For example, the advent of dictating machines has tended to reduce the number of people who would otherwise use shorthand, which is a high

35A. skills. This was recognized in the Vocational Act of 1963, in that it was decided to put an emphasis on the occupation rather than on the area or

43A. education. In the field of business or office education, we will expect to see thirteenth and fourteenth year programs specializing in medical secretary, legal secretary, etc. True or False.
4A. agriculture

5Q. With the Smith-Hughes Act of ________, we can see that already the need for workers in areas other than ________ was being recognized.

12A. scientific management

13Q. And it has been the effect of the division of labor as well as ________, which has resulted in the great changes in ________, ________.

20A. type shorthand

21Q. While the number of these people has increased appreciably, their percentage as a part of the office or ________ labor force has declined.

28A. skill

29Q. It is quite probable that the keypunch is an operation requiring less real ________ than does the operation of a calculating machine.

36A. service

37Q. Agriculture, for example, is a field that is too wide and diversified to be treated as a single ________.

44A. True
6Q. However, it was also in this period of World War I industrial expansion that many new techniques in the organization and management of _________ were becoming most effective.

14Q. In the past it was customary for a worker to learn a considerable number of skills involved in a single occupation, now the number of _________ has declined.

22Q. In other words we have far more people today who type and take _________, but the percent of the number of office workers has declined.

30Q. In other words, partly as a result of the impact of scientific management and the explosion of knowledge, changes have taken place in vocational and business education. True or False.

38Q. Consequently, programs in _________ which are very highly specialized, are growing.
6A. industry

7Q. And this additional employment and need for additional workers in industry was recognized under the Trade and Industrial Act. However, the growing employment in offices and distributive occupations was not recognized until quite some time after the Act of 1917.

14A. skills

15Q. Whereas a machinist at one time was required to know the operation of many machine tools, today a machine operator may operate a single machine. True or False.

22A. shorthand

23Q. As a result partly of the division of labor and also of scientific management, we find more people being trained in some skills than was true prior to the time of

30A. True

31Q. We need, today, far more people with some knowledge of business and industry and the percentage of those highly is declining.

38A. agriculture

39Q. Consequently, the modern trend in is more toward occupation than toward the broad area of business.
7A. Smith-Hughes

8Q. The real development of business education in the public schools began shortly after

15A. True

16Q. The traditional machinist was widely trained and highly skilled. The modern operator is not so widely trained.

23A. scientific management

24Q. Scientific management and the great explosion in knowledge have affected

31A. skilled

32Q. Over the past 100 years there has been a tendency to believe that there is a decline in required in vocational education and in business.

39A. vocational education

40Q. This trend toward the training in an will probably be accelerated in the thirteenth and fourteenth year.
1Q. The first important legislation to aid Vocational Education was the Morrill Act of 1862.

30A. experiment

31Q. The Nelson Act of 1907 was a monetary extension of the Morrill Act.

60A. no answer

61Q. Appropriations for salaries are to be used only for teachers having the qualifications set up by the state plan.

90A. semi-annual

91Q. Under the George Ellzey Act of 1934, and part-time classes were permitted.

120A. Vocational Rehabilitation

121Q. The State Board for Vocational Education and the funds designated for war veterans under the Vocational Rehabilitation Act of 1943.

150A. Employment

151Q. The provides for the construction of area vocational technical school facilities.
1A. no answer

2Q. The acts of 1862 helped to give vocational education a start.

31A. no answer

32Q. The money granted in the act of 1907 was for further extension of the Morrill Act and for training teachers.

61A. minimum

62Q. To receive Federal funds for teachers salaries, the teachers must meet the of which work experience is one.

91A. trade and industry

92Q. Part-time classes of less than 11/2 hours per year were established in the and area of vocational education.

121A. supervises controls

122Q. The funds provided for war veterans are and by the State Board for Vocational Education.

151A. Vocational Education Act of 1963

152Q. Federal funds can be used for the construction of school facilities for a year.
2A. Morrill Act

3Q. With the passage of the ______ of 1862, the first agricultural colleges were established.

32A. Nelson Act

33Q. Provisions for teacher ______ was made available through the Nelson Act of 1907.

62A. qualifications

63Q. All teachers, supervisors, or directors of this program must have had adequate work experience or contact in the line of work for which they are preparing themselves as teachers. True or False.

92A. trade

industry

93Q. The Public Law #473 of 1934 changed the Smith-Hughes Act from permanent appropriation to permanent authorization.

122A. supervised

controlled

123Q. Under the ______ for ______'s supervision and control, all Vocational Rehabilitation funds for war veterans are paid.

152A. area vocational technical schools

153Q. The Vocational Education Act of 1963 provides federal funds for construction of ______ school facilities.
3A. Morrill Act

The Morrill Act of 1862 granted 30,000 acres of land to establish a__________ colleges.

33A. training

The sum of money given for_______ was increased annually to a maximum of $50,000 under the ______ of 1907.

63A. True

Vocational________ experience is a requirement for the teacher in this Act.

93A. no answer

Permanent appropriation was changed by Public Law #473 of 1934, to p__________ a__________.

123A. State Board for Vocational Education

Besides paying all war veterans' expenses, one half of employee or war disabled civilians' expenses are paid.

153A. area vocational education

Federal funds are used for persons for full-time study preparatory to entry in the l__________ - m__________.
4. agricultural

35Q. The Smith-Lever Act of 1914 provided for grants to states on the basis of rural population of the state to total rural population.

64A. work

65Q. To receive teacher training, the person must have had adequate experience or contact in the line of work for which they are preparing themselves.

94A. permanent

95Q. Permanent authority was changed from authorization by Public Law #473 of 1934.

124A. no answer

125Q. The estimated funds of the Vocational Rehabilitation Act pay 2 of or war disabled expenses.

154A. labor-market

155Q. Federal funds are used for those who are going into full time study for entry into the.
<p>| 5A. agricultural | 6Q. Land granted by the Morrill Act of 1862 established the sites of the first colleges. |
| 35A. no answer | 36Q. The Smith-Lever Act of 1914 provided funds to states on the basis of state population to total rural population. |
| 65A. vocational | 66Q. One must have adequate equipment to instruct in vocational subjects, according to the Smith-Hughes Act. |
| 95A. permanent appropriation | 96Q. The George-Deen Act of 1936 was the first to establish Distributive Education as a separate program. |
| 125A. employees civilians | 126Q. The state matches the vocational rehabilitation funds for employees or civilians. |
| 155A. labor market | 156Q. Under the Vocational Education Act of 1963, federal funds are provided for people entering the labor market after full-time study. |</p>
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<thead>
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<th>Text</th>
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<td>agricultural</td>
</tr>
<tr>
<td>7Q.</td>
<td>Monetary aid was granted to the agricultural on the basis of total population.</td>
</tr>
<tr>
<td>36A.</td>
<td>rural</td>
</tr>
<tr>
<td>37Q.</td>
<td>The Smith-Lever Act provided funds on the basis of population, and these federal funds were matched by state funds.</td>
</tr>
<tr>
<td>66A.</td>
<td>work experience</td>
</tr>
<tr>
<td>67Q.</td>
<td>In addition to the appropriations, this Act provides for each dollar of federal money to be matched by at least another dollar of state and local money.</td>
</tr>
<tr>
<td>96Q.</td>
<td>no answer</td>
</tr>
<tr>
<td>97Q.</td>
<td>Distributive Education was appropriated separate funds for their classes under the G________ D________ Act of 1936.</td>
</tr>
<tr>
<td>126A.</td>
<td>employees war disabled</td>
</tr>
<tr>
<td>127Q.</td>
<td>The Vocational Rehabilitation Act provides for a personnel training course.</td>
</tr>
<tr>
<td>156A.</td>
<td>labor market</td>
</tr>
<tr>
<td>157Q.</td>
<td>Full-time study prepares persons for the federal funds due to available</td>
</tr>
</tbody>
</table>
7A. colleges

8Q. Total p_________ determined the amount of money granted to the agricultural colleges.

37A. rural

38Q. Under the provisions of the Smith-Lever Act, the federal funds were matched by ______ funds.

67A. no answer

68Q. One dollar of local and state funds for every one ______ of federal funds was initiated by the Smith-Hughes Act.

97A. George-Dean

98Q. Under the George-Dean Act, all groups were given matching allotment funds except d_________ e_________.

127A. no answer

128Q. This ______ training course is authorized for a limited time only.

157A. labor market

158Q. The Vocational Education Act of 1963 also provides federal funds for ancillary services.

What are ancillary services?
8A. population

9Q. The _______ that was received was used to create an endowment fund.

38A. state

39Q. The Smith-Lever Act provided funds based on the _______ population formula and these federal funds were matched by _______ funds.

68A. dollar

69Q. The matching concept of _______ of local and state funds for at least every _______ of federal funds is for the development of vocational education.

98A. distributive education

99Q. In-plant training for private profit was prohibited under the _______ _______ Act.

128A. personnel

129Q. The limited authorization time of the _______ _______ course lasted through July 1, 1945.

158A. no answer

159Q. According to the Vocational Education Act of 1963, federal funds are distributed for _______ _______.
9A. money

10Q. The endowment fund's interest was used to support one or more colleges training in mechanical arts, agriculture, and military tactics.

39A. rural state

40Q. The Smith-Sears Act of 1918 provided money for the training of directors and supervisors of trade and industry, and home economics.

69A. $1

70Q. Federal funds are matched dollar for dollar by ________ and ________ funds.

99A. George-Deen

100Q. The George-Deen Act limited the distributive education program to only part-time and evening classes. True or False

129A. personnel training

130Q. A program to assist states in maintaining the existing programs is provided for by the Vocational Education Act of 1963.

159A. ancillary services

160Q. Some of the funds provided by the Vocational Education Act of 1963 are to be used for ________________________
10A. endowment

11Q. With the establishment of the fund and its aid to colleges, vocational education and military training were harmonized.

40A. no answer

41Q. The Smith-Sears Act provided money for the training of d__________ and s______________.

70A. state

71Q. In order for programs of occupational nature to be reimbursable under the Smith-Hughes Act, they must be of less than college grade.

100A. True

101Q. Reimbursements were made available under the Act for vocational teachers and supervisors.

130A. no answer

131Q. A program to provide part-time employment for youths who need such earnings to continue their vocational training, is provided for by the Act of 1963.

160A. ancillary services

161Q. Federal funds are provided for ancillary services according to the Vocational Education Act of 1963. True or False
11A. endowment
12Q. One achievement of the Morrill Act of 1862 was the alliance of _______ ________ and military training.

41A. directors supervisors
42Q. Money for the training of directors and supervisors was provided by the Smith-Hughes Act of 1918.

71A. no Answer
72Q. The program of vocational education of _______ grade in the United States has been developed in conformity with the provisions of the Smith-Hughes Act.

101A. George-Deen
102Q. Teachers and supervisors in vocational-related subjects were _______ under the George-Deen Act of 1936.

131A. Vocational Education Act
132Q. A provision to develop new programs was included in the Vocational Education Act of 1963. True or False

161A. True
162Q. In the Vocational Education Act of 1963 the designation of the State Board as sole agency is under the State Plans section.
12A. vocational education

13Q. The Morrill Act of ____ was followed by the passage of the Hatch Act of 1890.

42A. Smith-Sears

43Q. Under the Smith-Sears Act, _______ and _______ were trained for trade and industry and home economics.

72A. less

73Q. The students enrolled in the _______ than college grade programs were preparing for gainful employment.

102A. reimbursed

103Q. The George-Barden Act was passed in August of 1946 and replaced the George-Deen Act.

132A. True

133Q. The Vocational Education Act of 1963 provides 90% of the funds needed on the basis of age group under the allotment to states section of the act.

162A. no answer

163Q. Policies and procedures are submitted to the commissioner for approval under the _______ section of the Vocational Act of 1963.
13A. 1862

14Q. The __________ A __________ of 1890 was a very important act for the future development of vocational education.

14A. directors supervisors

14Q. The __________ Act of 1918 provided money for the training of __________ and __________ in areas of trade and industry, home economics, and agriculture.

73A. less

74Q. The controlling purpose of vocational education was to train people for u________ e__________.

103A. no answer

104Q. In 1916 the George-Deen Act was replaced by the G__________ B__________ A________.

133A. no answer

134Q. The Vocational Education Ac. of 1963 provides 90% allotment to states by per capita income in the respective states under a _______ s__________ section.

163A. State Plans

164Q. The state must submit a report of minimum qualifications to receive its allotment of Federal funds under the _______ section.
14A. Hatch Act 15Q. The sale of public lands for research and experimentation in land grant colleges was provided in the ________ of 1890.

44A. Smith-Sears directors and supervisors 45Q. Training for disabled persons was established by the Vocational Rehabilitation Act of 1920.

44A. useful employment 75Q. ______ e was the educational objective for students who qualified under the Smith-Hughes Act of 1917.

104A. George-Barden Act 105Q. Funds were authorized for agriculture, home economics, trade and industry, and distributive education by the ________ of 1976.

134A. allotment to states 135Q. Funds are available upon application under the Vocational Act of 1963 as provided for by the ________ section.

164A. State Plans 165Q. Under the Vocational Education Act of 1963 payment of money to the states was made on the basis of matching principle and authorized expenditures.
15A. Hatch Act

Money received from the sale of public lands used for vocational education, was granted through the Hatch Act of 1890. True or False

15A. no answer

Act of 1920 that special training for the disabled persons concept was established.

75A. useful employment

In order to carry out the provisions as stated in the Act, a State Board was required to be set up.

105A. George-Barden Act

The authorization of funds for Ag, T&I, and home economics, was based on population.

135A. allotment to states

In accordance with the Vocational Education Act of 1963, allotment to the states of reallocation funds are available upon application.

165A. no answer

Payment of money to the states was made possible by _______ _________.
16A. True

17Q. The amount received annually from the sale of _______ for the support of land grant colleges was $15,000.

46A. Vocational Rehabilitation

47Q. Under the Vocational Rehabilitation Act of 1920, how _______ occurred was immaterial but that the rehabilitated person be "fit to engage in a remunerative occupation" was important.

76A. Smith-Hughes

77Q. The _______ must be composed of at least three members who would cooperate with the Federal Board created.

106A. no answer

107Q. The George-Barden Act didn't appropriate funds, it only _______ them.

136A. no answer

137Q. Under the Vocational Education Act of 1963, provisions were made for _______ upon application.

166A. matching principle

167Q. The Vocational Education Act of 1963 made payment to the state possible by _______.
The Hatch Act of _____ raised $____ annually to aid vocational education, especially for research and experimentation in the land grant colleges.

The two largest groups of _____ persons then currently receiving vocational rehabilitation were those with orthopedic impairments and the chronically ill.

To prepare plans showing kinds of vocational education, for which funds would be used, was one purpose of the _____ _____ _____.

Two areas were based on farm _____ and the third area was based on non-farm _____ _____.

By making application under the Vocational Education Act of 1963, _____ _____ are available.

The state would receive payment from the government by _____ _____ _____ with their own money.
18A. 1890
$15,000

19Q. During the "gay 90's," the second Morrill Act of 1890 was passed. This act compliments the Hatch Act.

48A. disabled

49Q. Provision for the payment of expenses in the training of a disabled person was made in the Vocational Rehabilitation Act. True or False

78A. State Board

79Q. Other requirements of the included kinds of schools and equipment, courses of study, methods of instruction, qualifications of teachers and plans for teacher training.

108A: population
population

109Q. The allotment for trade and industry was based on n-f population.

138A. reallocation funds

139Q. Certain funds are available upon application under the Vocational Education Act of 1963; these funds are

168A. matching principle

169Q. The payment to states was made possible for authorized expenditures only.
20Q. An act complimenting the Hatch Act was the second __________ Act passed in 1890.

50Q. In 1917 the Smith-Hughes Act was passed.

80Q. The further development of Vocational Education provided that separate funds be equally divided for home economics and agriculture on a rural-population basis and was brought about by the George-Reed Act of February 5, 1929.

110Q. The allotment for agriculture and home economics was based on __________ population.

140Q. The Vocational Education Act of 1963 provides for an allotment ratio. The allotment ratio is the state per capita income divided by all the states' per capita income.

170Q. The Vocational Education Act of 1963 provided for payment to the states only for __________.
21Q. Money received from the sale of public lands was increased in the second M________ of 1890.

51Q. The Smith-Hughes Act was passed in _______ and is currently in effect.

81Q. In the George-Reed Act, separate funds were allotted on p________ for home economics and agriculture.

111Q. Vocational education was expanded in the early 1930's by adoption of the National Defense Education Act.

141Q. The state per capita income divided by all the states' per capita income is the ________.

171Q. For the state to receive payment of funds they could have only ________ ________.
21A. Morrill Act

22Q. The increase in amount amounted to $1,000 annually to a maximum of $25,000 for the land grant colleges.

51A. 1917

52Q. The purpose of the Act of 1917 was for promotion and development of vocational education.

81A. rural population

82Q. Rural population was the basis for which separate funds were allotted to home economics and agriculture. True or False

111A. no answer

112Q. Appropriations for the training of highly skilled technicians in the early 40's were funded by the Act.

141A. allotment ratio

142Q. Under the Vocational Education Act of 1963 the state per capita income divided by all the states' per capita income was known as the __________ ____________

171A. authorized expenditures

172Q. The State Commissioner is the chairman of the Advisory Committee on Vocational Education under the __________ ____________
22A. money

23Q. The $1,000 annual increase was in addition to the $15,000 provided in the __________.

52A. Smith-Hughes

53Q. The __________ and __________ of vocational education was stimulated by the Smith-Hughes Act of 1917.

82A. True

83Q. The George-Reed Act of 1929 provided that half the funds be allotted to __________ and __________.

112A. National Defense Education

113Q. The highly skilled technicians trained by funds from the __________ Act were necessary to the national defense.

114A. allotment ratio

114Q. The __________ of the state divided by the total states' per capita income is the allotment ratio.

172A. Vocational Act of 1963

173Q. The Department of Commerce, Labor, and Agriculture, are members of the __________ on Vocational Education as stated by the Vocational Act of 1963.
<table>
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<tr>
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<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>23A. Hatch Act</td>
<td>24Q. The maximum amount of the increase in _______ allotted to the land grant colleges in each state was $25,000.</td>
</tr>
<tr>
<td>53A. promotion development</td>
<td>54Q. To _______ and _______ vocational education, a plan was developed for cooperation between the Federal Government and the States.</td>
</tr>
<tr>
<td>83A. home-economics agriculture</td>
<td>84Q. Half of the separate funds of the G______ Act was given to a _______ and the other half was given to h_______.</td>
</tr>
<tr>
<td>113A. National Defense Education</td>
<td>114Q. In 1946 Title III of the George-Barden Act encompassed the _______ Act.</td>
</tr>
<tr>
<td>113A. per capita income</td>
<td>114Q. The allotment ratio as well as the use of federal funds is stipulated in the Vocational Education Act of 1963. This stipulation is for persons attending high school and for those needing training or retraining for advancement in employment.</td>
</tr>
<tr>
<td>173A. Advisory Committee</td>
<td>174Q. The Vocational Education Act of 1963 provides that twelve people are to be chosen at large to serve on the Advisory Committee for Vocational Education. True or False</td>
</tr>
</tbody>
</table>
24A. money

25Q. The Morrill Act of __________ had the same basic ideas as the __________ Act of 1890 with an increase in __________.

54A. develop promote

55Q. The cooperation between the __________ and the __________ was for the promotion of vocational education in agriculture, trade and industrial education, and home economics.

84A. George-Reed agriculture home economics

85Q. In the George-Reed Act was the basis for reimbursement to both __________ and agriculture.

115A. National Defense Education

115Q. Allotments to states under Title III of the George-Barden Act were in proportion to the amount allocated under the __________ Act.

116A. no answer

115Q. Federal funds can be used to provide funds for persons attending __________

174A. True

175Q. Under the 1963 Act, Office Occupations was authorized funds.
25A. 1890 Hatch Act money allotments

26Q. The Adams Act of 1906 provided for the direct payment of money to the states for education.

55A. Federal Government States

56Q. The Smith-Hughes Act is a law to provide for cooperation with the States in the _______ of vocational education.

85A. rural population home economics

86Q. The George-Ellzey Act of 1934 which extended the George-Reed Act three years deals with three vocational fields: agriculture, trade and industry, and home economics.

115A. George-Barden

116Q. Funds for Title III of the George-Barden Act were in portion to the total amount spent for agriculture, home economics, trade and industries, distributive occupations, and fisheries under the George-Barden Act. True or False

145A. high school

146Q. Under the Vocational Education Act of 1963, a person can receive funds for attending _______ _________.

175A. no answer

176Q. O O for the first time, has been authorized funds under the Vocational Act of 1963.
26A. no answer

27Q. The direct payment of an additional $5,000 for agricultural experiment stations in each state was provided by the ______ A ______ of 1906.

56A. promotion

57Q. The _______ _______ Act also provided cooperation with the States in the preparation of teachers of vocational subjects.

86A. no answer

87Q. The George-Ellzey Act of 1934 allotted one-third of its specified amounts to the following vocational fields: (1) _______, (2) _____________ and (3) _________.

116A. True

117Q. In 1961, the National Defense Education Act was extended under the _______ _______ Act to June, 1964.

146A. high school

147Q. Federal funds are available to people who are attending high school, according to the Vocational Education Act of 1963. True or False

176A. Office occupations

177Q. Expansion of the _______ _______ field is now possible because of authorized funds under the 1963 Vocational Act.
27A. Adams Act 28Q. In 1908, the _____ established the direct payment of money to the states for education.

57A. Smith-Hughes 58Q. The preparation of teachers for _____ was provided by the Smith-Hughes Act.

87A. George-Reed 88Q. A semi-annual disbursement of funds included T & I in addition to other _____.

agriculture

home economics

117A. George-Barden 118Q. The Vocational Rehabilitation Act of 1943 provides funds for FSA.

147A. True 148Q. Federal funds may be used to train or re-_____ people for advancement in employment.

177A. Office occupations
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>28A. Adams Act</td>
<td>The Adams Act gave direct payment to states for education, particularly in the agricultural experiment stations. True or False</td>
</tr>
<tr>
<td>58A. Vocational subjects</td>
<td>The Smith-Hughes Act provides for cooperation with States in the preparation of teachers of subjects, and to appropriate money and regulate its expenditure.</td>
</tr>
<tr>
<td>88A. Home Economics</td>
<td>The George-Ellzey Act established funds on a semi-annual basis for __________, __________, and __________.</td>
</tr>
<tr>
<td>118A. No answer</td>
<td>The funds provided by the Act of 1943 are estimated by the Administrator of FSA funds.</td>
</tr>
<tr>
<td>114A. Train</td>
<td>Under the Vocational Education Act of 1963, funds are used for __________, by training and re-training.</td>
</tr>
<tr>
<td>Question</td>
<td>Text</td>
</tr>
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</tr>
<tr>
<td>29A. True</td>
<td>30Q. The agricultural stations were to receive annual appropriations of $30,000 after 5 years.</td>
</tr>
<tr>
<td>59A. vocational</td>
<td>60Q. The Federal Board, along with the different states, shall establish minimum requirements for experience or contact of teachers, supervisors or directors.</td>
</tr>
<tr>
<td>89A. agriculture trade and industry home economics</td>
<td>90Q. Funds for agriculture, T &amp; I, and home economics were provided for on a _______ basis.</td>
</tr>
<tr>
<td>119A. Vocational Rehabilitation</td>
<td>120Q. The estimated funds provided by the _______ Act are controlled and supervised.</td>
</tr>
<tr>
<td>119A. employment</td>
<td>150Q. Federal funds under the Vocational Education Act of 1963 are used to train and re-train people for _____________.</td>
</tr>
</tbody>
</table>