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A REVIEW OF ACTIVITIES IN FEDERALLY AIDED PROGRAMS,
VOCATIONAL AND TECHNICAL EDUCATION, FISCAL YEAR 1964.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

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THE FINANCIAL, STATISTICAL, AND DESCRIPTIVE REPORTS
SUBMITTED BY EACH STATE TO THE OFFICE OF EDUCATION AT THE
CLOSE OF THE FISCAL YEAR JUNE 30, 1964 WERE THE BASIS OF THIS
REVIEW OF THE STATE-FEDERAL COOPERATIVE PROGRAM OF VOCATIONAL
EDUCATION IN THE UNITED STATES. ENROLLMENTS IN REGULAR
VOCATIONAL PREPARATORY PROGRAMS TOTALED 4,556,390, AN
INCREASE OF 349,192 OVER FISCAL YEAR 1963. POST-HIGH SCHOOL
AND ADULT EXTENSION TRAINING ENROLLEES TOTALED 2,025,149.
FEDERAL EXPENDITURES AMOUNTED TO \$55,026,874, WITH STATES AND
LOCAL DISTRICTS PROVIDING \$277,758,239 IN MATCHING FUNDS.
VOCATIONAL EDUCATION OFFERED PROGRAMS FOR DROPOUTS, THE
DISADVANTAGED, THE TECHNICALLY TALENTED, THE UNEMPLOYED, HOME
ECONOMICS OCCUPATIONS TRAINEES, THOSE TRANSFERRING FROM ONE
JOB TO ANOTHER, FARMERS AND WORKERS IN OFF-FARM AGRICULTURAL
PROGRAMS, DISTRIBUTIVE EDUCATION TRAINEES, AND TRAINEES IN 12
HEALTH OCCUPATIONS. SUPPORT WAS PROVIDED FOR TEACHER
EDUCATION PROGRAMS, RESEARCH, CONSTRUCTION AND EXPANSION OF
FACILITIES, GUIDANCE, AND CURRICULUM DEVELOPMENT. EXTENSIVE
APPENDIXES INCLUDE A STATE-BY-STATE SUMMARY OF AREA
VOCATIONAL SCHOOL PROGRAM DEVELOPMENTS, STATISTICAL TABLES OF
ENROLLMENTS AND EXPENDITURES FOR VOCATIONAL AND TECHNICAL
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A Review of Activities in Federally Aided Programs
**VOCATIONAL &
TECHNICAL
EDUCATION**

Fiscal Year 1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Each State submits a financial and statistical report and a descriptive report to the Office of Education at the close of the fiscal year as provided in the basic vocational education act (Smith-Hughes Act).

These annual reports furnish the Office of Education with information about enrollments in, and expenditures for, vocational programs which meet the standards under the Federal vocational education acts.

Data included in this publication are taken from the reports made for fiscal year ended June 30, 1964. Also included are data on occupational training for the unemployed under the Area Redevelopment Act of 1961, and the Manpower Development and Training Act of 1962, as amended.

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, Vocational and Technical Education Program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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Foreword

This review of the State-Federal cooperative program of vocational education in the United States during fiscal year 1964 is based upon reports from the States. Other information available to the U.S. Office of Education has been included to round out the picture of vocational education activities.

Some of the trends in vocational education described in this report reflect a fulfillment of the forecasts of past decades. Others show the response of the system to public concern that vocational education keep pace with the challenges raised by a growing population and advances in science and technology. Many developments reported may be regarded as previews of the vocational education of the future.

Programs described in this report are financed by local, State, and Federal funds. Federal funds derive from the Smith-Hughes Act of 1917 (Public Law 347); the George-Barden Act of 1946 (Public Law 586); the Health Amendments Act of 1956 (Public Law 911); the 1956 Act To Promote Fisheries Industries (Public Law 1027); the National Defense Education Act of 1958 (Public Law 85-864); the Area Redevelopment Act of 1961 (Public Law 87-27); and the Manpower Development and Training Act of 1962 (Public Law 87-415).

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*Assistant Commissioner for
Vocational and Technical Education.*

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VOCATIONAL AND TECHNICAL EDUCATION PREPARE FOR A CHANGING ECONOMY

VOCATIONAL AND TECHNICAL EDUCATION is America's answer to the cries of business and industry for skilled workers. It qualifies persons for gainful employment in occupations which do not require a baccalaureate or higher degree. It conserves and develops our resources, prevents a waste of human labor, and increases the wage-earning power and productivity of individual workers. The American philosophy assigns to one's occupation a place of dignity and importance in his life. Traditionally, the gainfully employed are grouped with our most stable and respected citizens.

It is estimated that jobs for professional and technical workers will increase 40 percent during the 1960's and that opportunities for clerical workers will have expanded about one-third by 1975. These predictions indicate a pattern that is becoming more and more common—greater demand for skilled workers and less call for the unskilled.

Since the passage of the Smith-Hughes Act a half century ago, workers have been trained for specific occupations. Programs have been provided for:

- young men preparing to become farmers and established farmers who seek to improve their farming operations;
- students seeking instruction and experience in all aspects of merchandising, marketing, and management;
- young people preparing to become homemakers and adults seeking to supplement their home-making skills;
- those planning to enter upon occupations in the health services field;
- young persons and adults seeking employment in the manufacturing industries; and

- people of all ages who are entering trades or industrial occupations or need retraining to keep up with changing job requirements.

Over the years of technological and occupational change, the basic principle of local-State-Federal cooperation embodied in the Smith-Hughes Act has remained. Subsequent statutes, such as the George-Barden Act and the National Defense Education Act have provided Federal financial assistance, advice, and counsel to the States to support vocational programs designed to meet evolving conditions.

The last decades have opened new fields of science and technology. Almost every occupation now requires some degree of organized preparation. The amount of preparation has steadily increased; as society has become more complex, demands upon all workers have become greater and their tasks more complicated. Progress in business and industry has been accompanied by a trend toward specialization of workers. Today's knowledge is outdated tomorrow; skills in demand today may be obsolete next year. Occupations are constantly disappearing and being replaced by new ones not previously recognized.

These new demands on vocational education, reflecting a changing economy of industrial dislocations, declining opportunities for unskilled in production jobs, decreasing opportunities in small-scale farming, and an influx of new workers into the job market, led to the passage of two short-term, far-reaching measures to provide the unemployed with opportunities for learning new skills.

The Area Redevelopment Act of 1961 provides for short-term training programs for the unemployed in areas designated for redevelopment.

The Manpower Development and Training Act of 1962 offers training for the unemployed and under-employed.

Under both laws most classroom training is arranged through public vocational education agencies, although part of the training is conducted by private

institutions. On-the-job training is done by direct contact between the Department of Labor and private industry. Both the Manpower and ARA training programs provide 100 percent Federal financing of training costs and pay allowances to trainees.

1964 in Retrospect

During fiscal year 1964 the American system of vocational education was gearing up to meet the Nation's changing manpower needs. Although the pace varied in each State, vocational education was steadily moving ahead.

Enrollments in regular vocational preparatory programs totaled 4,566,390, an increase of 349,192 over fiscal year 1963. Post-high school and adult extension training enrollees totaled 2,025,149. Federal expenditures for these programs amounted to \$55,026,874, with States and local districts providing \$277,758,239 in matching funds.

In addition to financial support, about \$500 million in Federal surplus equipment, obtained by the vocational-technical education liaison to the Surplus Property Utilization Division of HEW, contributed to the expanding vocational education program in fiscal 1964. The materials made available ranged from heavy earth-moving equipment, which was used in Manpower programs, to micro-miniaturization equipment used in technical education.

Real property, buildings, and related equipment also became available from the cost reduction program of the Defense Department. These properties ranged from a few buildings and the small acreage of a former NIKE site, to major military installations such as Air Force bases and Army depots. The value of these properties utilized for vocational-technical education varied from about \$1.5 to \$12.5 million. In some instances, the related equipment for shops and laboratories in these installations was valued at \$250,000-\$500,000. The following are examples of the utilization of some of these former military installations:

NIKE Battery Site, Southfield, Mich., being used for post-high school technical training.

Schilling Air Force Base, Salina, Kans., to be partially utilized as an Area Vocational Technical School and a new technical institute.

Rossford Army Depot, Rossford, Ohio, which is being partially utilized as a Penta County Joint Vocational-Technical School.

Sioux Army Depot, Sidney, Nebr., which is being partially used (during the phase-out period) for an Occupational Training Center under the Manpower Act.

Liaison between HEW and the Department of Defense is maintained in all instances where properties are being released for civilian use, and where they particularly meet the needs of the growing system of vocational-technical education.

Vocational education enjoyed a significant rise in importance during fiscal year 1964. It is now generally recognized that the demanding requirements of a technological economy make vocational education just as important as any other segment of the "education industry," and that occupational training must become a fundamental part of the total educational program.

There developed in the States during the year a new awareness of the potential for vocational education and a determination to achieve it. This was evidenced in the popular acclaim for vocational education, in the growing number of developmental, pilot, and experimental programs designed to expand occupational training services at the high school level, in the steadily expanding junior college programs where occupational curriculums received a constantly increasing emphasis, and in new zeal for cooperative action to make maximum use of occupational training in dealing with unemployment and related social and economic problems.

The Vocational Education Act of 1963

The progress that was made in fiscal year 1964 was stimulated greatly by the promise of the Vocational Education Act of 1963. Although funds were not appropriated until September 1964, this legislation and the discussion that grew out of it led to concerted efforts in vocational education by all the States. The act grew out of the recommendations of President J. F. Kennedy's Panel of Consultants, and its provisions reflect the needs expressed in the Panel's report in September 1962.

The Vocational Education Act of 1963 was signed into law by President Johnson on December 18, 1963. Basically, it confirms the determination of the United States to provide persons of all ages and ability levels in all communities with training which will qualify them for gainful employment in virtually all the recognized nonprofessional occupations, from the least skilled to the most highly technical, and including, for the first time, office occupations.

The act offers greatly increased financial support through a permanent program of allotments to States to assist them in the improvement of existing programs and the development of new ones. It also authorizes work-study programs to provide part-time employment for youths who need the earnings to continue vocational schooling on a full-time basis.

The scope of the act is broad and covers unemployed school dropouts; high school graduates needing additional training; adult employees who can benefit by upgrading and retraining for new jobs; unemployed or partially employed adults who need specialized preparation for employment suited to their desires and abilities; and young people with academic, socio-economic or other handicaps. The act also gears vocational education programs to labor market demands. This widens the scope of the programs to fulfill local, area, regional, and national needs—both immediate and future.

Vocational education programs may be conducted in any type of school or educational institution. This provision includes comprehensive high schools, specialized vocational-technical high schools, technical

high schools, junior or community colleges, and public and private 4-year colleges and universities. The act also provides funds for the construction of area vocational-technical school facilities.

The act places special emphasis on services such as teacher education, supervision, program evaluating, and vocational counseling to insure high quality vocational programs. The States are required to evaluate their programs and vocational services continuously in the light of labor market needs and the needs of all groups in the community.

An Advisory Committee on Vocational Education assists the Commissioner of Education in implementing the provisions of the act. In addition, an Advisory Council on Vocational Education will be convened at regular 5-year intervals to assess the progress and objectives of the programs and make recommendations for changes and improvements. The first Council will be appointed in 1966, with its report due by January 1, 1968.

The basic appropriation authorized under the new act was \$118.5 million for fiscal year ending June 30, 1965.

Ten percent of the funds (\$11.85 million) is reserved for grants to colleges, universities, State Boards, local education agencies, and other public or nonprofit private institutions. This will pay part of the cost of training and research programs, and experimental, developmental, or pilot programs designed to meet the special vocational education needs of youths, especially the disadvantaged ones. To further aid such youths, another \$5 million was made available to the States for short-term work-study programs, authorized under section 13 of the act.

Another \$57.1 million was appropriated for the Smith-Hughes and George-Barden programs (including technical education, originally under title VIII the National Defense Education Act).

Allotments are made to the States upon approval of their plans by the U.S. Commissioner of Education, and upon completion of certain other requirements set forth in the law.

Occupational Training

A summary of the training provided in fiscal 1964 under the basic vocational education act follows:

Distributive Education is a program offering instruction in merchandising, marketing, and related management to full-time and part-time students. The program is designed to develop employment qualifications for occupations concerned with the performance of a marketing function. Instruction, at the high school and postsecondary levels, follows the cooperative plan of combining instruction with regularly scheduled part-time employment. The business community actively supports this plan of preparing youth for employment opportunities in distribution and marketing. Supplementary classes are provided for employed persons for the purpose of updating and upgrading competencies needed in their distributive employment.

Technical Education is designed to prepare youth and adults to enter recognized highly skilled technical occupations. Post-high school extension courses aid persons in keeping pace with technological developments in their own jobs. Programs are offered in a variety of institutions: 4-year colleges and universities with nonbaccalaureate technical courses, high schools, junior and community colleges, technical institutes, and area vocational-technical schools.

Health Occupations training programs are offered at the high school and postsecondary levels and, in most States, supplementary programs are also available for employed adults who require refresher courses or upgrading. Programs are offered for occupations supporting the medical, dental, and nursing professions, and which prepare students to provide health services for patients in hospitals, nursing homes, doctors' offices, clinics, and private homes.

Trade and Industrial Education covers a wide va-

riety of skilled and semiskilled occupational categories which relate to all phases of industrial design, processing, production, and maintenance, as well as the service occupations.

Home Economics Education prepares young people for homemaking and provides instruction to improve and supplement the homemaking skills of adults. Programs are offered at the secondary, postsecondary, and adult levels. In addition, programs were offered during this fiscal year providing training for gainful occupations that utilize home economics knowledge and skills, such as in foods service, child care, and visiting homemaking.

Vocational Agriculture offers instruction for youths who plan to become farmers and for established farmers who seek to improve their operating methods. It also serves those who prepare for farmwork or other agricultural occupations, such as grading, processing, packaging, marketing, storing, transporting, and distributing. It further instructs those who will not continue their studies beyond high school. The practical aspects of farm management are stressed in day school programs and in adult farmer classes.

To meet the needs of the changing times, many States developed programs in agricultural occupations other than productive farming, although these were not federally supported in fiscal year 1964.

Increased emphasis has been given in all fields to short-term intensive training programs for adults and out-of-school youth who are seeking employment or are upgrading their skills to meet the changing requirements of the jobs they hold.

A summary of enrollments during fiscal year 1964 in the various categories of training offered in regular vocational education programs follows:

Enrollment, by program, fiscal year 1964

Educational program	Total	Youth		Adult extension
		High school	Postsecondary	
Agriculture.....	860,605	501,819	92,907	265,879
Distributive.....	334,126	55,132	2,688	276,306
Health occupations.....	59,006	5,478	41,698	11,830
Home economics.....	2,022,138	1,308,453	1,652	712,033
Technical.....	221,241	20,755	71,824	128,662
Trade and industry.....	1,069,274	249,119	189,716	630,439
Total.....	4,566,390	2,140,756	400,485	2,025,149

PROGRAM ACTIVITIES

PROGRAMS FOR YOUTH are available in high schools and in postsecondary institutions, such as public technical institutes, junior or community colleges, and area vocational schools. Most are designed for full-time students, although a growing number combine supervised work experience with part-time schooling.

In 1964, there were 2,140,756 students enrolled in courses at the high school level, while 400,485 postsecondary students were attending classes.

Vocational education continued during fiscal year 1964 to offer additional programs for special groups of students, such as potential dropouts, the unemployed, and the socioeconomically and educationally handicapped. These groups require specialized instruction tailored to their needs and encouragement to stay in school to acquire marketable skills.

Working with Dropouts

The increased number of dropouts for fiscal year 1964 indicates that vocational educators cannot afford to lessen efforts for these youngsters. Research has indicated that not all dropouts are intellectually handicapped. A lack of interest and failure to see any future benefits from staying in school often turn capable young people into high school dropouts. Vocational education has provided part of an answer to this problem through cooperative part-time work experience programs for potential dropouts.

Efforts for this special group include attempts to identify potential dropouts at an early age and encourage them to stay in school. One such program in Missouri gives special instruction for 14-year-olds for 2 or more hours per week. The students are placed in special jobs in local businesses and are carefully supervised by teacher and employer.

The Nevada Division of Vocational Education cooperated with the State Employment Security Department in another project of this nature. The school counselor referred dropouts or potential ones to the local office of the Employment Service, which en-

courage them to return to school. The Service also attempts to secure part-time work for dropouts, so they may continue their education or support themselves if they still refuse to return to school.

An interesting experiment was tried in the Boston (Mass.) Trade High School for Girls. Two divisions of freshmen girls and one of sophomores were discovered to have very limited reading ability and comprehension, and, thus, were doing poorly in practically all their academic and related courses. It was feared that their frustration would make them drop out of school. For a period of 8 or 9 weeks these girls were taken from their regular classes and assigned to a remedial reading class, meeting one period daily with an academic teacher who had been especially trained for this type of corrective work. Their attitude toward school greatly improved.

Vocational education has applied itself also to the children of low-income families who are the most likely to become school dropouts. Students from such families in Raleigh County, W. Va., were placed in a program for electric arc welding at the Vocational-Technical Center in Beckley. Several of the boys received remedial instruction in reading and mathematics.

Two Maryland high schools in Montgomery County also offered a special program for low ability dropouts, most of whom were from the lower income groups. These young people received terminal vocational training in such fields as auto services, custodial services, and auto body and fender repair.

Many of the efforts to keep potential dropouts in school make use of distributive education (sales, marketing, and merchandising).

Some Texas schools have conducted pilot distributive programs designed to lessen the dropout rate by conducting intensive preparatory training programs before placing students in part-time on-the-job training positions.

The El Paso Independent School District identified 19 students as potential dropouts and placed them in a

class for "job preparatory training." These students, who entered the training class without related employment, were gradually placed in part-time jobs as they developed the minimum proficiency required. The program will be expanded to a second high school next year.

A pilot program designed to train dropouts for careers in distribution was offered in the Portland, Oreg., continuation school. The high school distributive education curriculum guide was used as the basis of instruction and classes were patterned after the cooperative program. Students were employed full-time during the day and enrolled in the related studies class in the evening.

Another attempt to retain dropouts through distributive education offered instruction for 1 hour each day to develop good work habits and attitudes. The students in this Virginia program did not have the ability to complete the regular high school graduation requirements, so they were held in school by means of specially developed curriculum materials and teaching methods.

Along with distributive education, the trades and industries attract a large portion of enrollments in programs for dropouts.

A program was developed in Fairfax County, Va., in fiscal 1963 and continued this year for students who do not have the ability to become proficient in any one trade. The class, entitled Maintenance and Repair, provides training in the building trades and in transportation. These boys will probably never be tradesmen; they can, however, become employable as helpers.

Another Virginia program determines the vocational interest of the student through an exploratory form of industrial education. Students who have social, behavioral, and academic problems are taught by a team of teachers. English instructors, trade instructors, and a psychologist work with them in identifying individual interests and abilities so that additional training may be given.

Home economics courses were likewise given to cut down the dropout rate. For example, a special 2-hour class in homemaking was arranged for eight high school girls who were considered potential dropouts at the Laboratory School in Terre Haute, Ind. These girls from extremely low-income families showed little respect for persons in positions of authority and very little interest in scholastic achievement or personal appearance.

The class met for a total of eight 70-minute periods per week. Objectives determined at the beginning of the year were to improve grooming habits and present wardrobe; to help the girls become more intelligent

shoppers; to provide service to the school with a noon sandwich sale; to improve general attitude toward school, including bettering attendance and grades; to change their self-concepts; and to help them find employment.

In evaluating the program, the girls all agreed that it was worthwhile, and all wanted to be included in it next year. Grades did improve, and attendance also improved greatly. The program will continue next year on an expanded basis.

In an effort to determine why girls drop out of school, the Future Homemakers of America conducted a nationwide survey during 1964. This project—thus far, the only extensive survey of girl dropouts—brought responses from 90 female dropouts and their school counselors across the country. They discovered that marriage accounted for the largest number leaving school; next was disinterest; a feeling of being "left out;" not knowing how to study; and pressures by parents and school personnel to take unwanted courses. Approximately 84 percent of the girls, who had dropped out within the last 5 years, already regretted their decision. The plight of these typical girl dropouts illustrates the vast need for vocational education. Only 28 of the 90 girls had ever worked, with only 8 employed at the time of the survey. These 28 had held 71 different jobs and earned less than \$200 a month.

Needs of the Disadvantaged

Experimental and pilot programs were conducted this year for the socioeconomically disadvantaged youth; those in minority groups, low-income groups, the semi-literate, and other special problem groups. These specially designed programs are a part of the regular overall vocational system. They are organized to meet specific training needs of each group of the disadvantaged, and often the result is that persons from these groups are later enrolled in other regularly established classes in vocational education.

A Manpower Development and Training Center was established in Ohio entirely for disadvantaged youth. The center offers training in 18 areas of vocational education and provides the youth with a comprehensive program including remedial education, exploratory education, vocational training and social adjustment through life in the residential dormitories.

Another school, in Baltimore, Md., is furnishing a beginning effort in shop training for educationally handicapped youth. During the past year it served approximately 350 boys and girls of high school age

in the 55 to 80 IQ range. Several business and industry groups in the city cooperated in helping to find positions for work-study students and permanent employment for them after graduation. Job training is offered in occupations which fall within the ability ranges of the students, and which afford opportunity for employment. Classroom activities are designed to supplement job instruction and to develop responsible citizenship.

The student is given an opportunity to explore occupational training areas, select one or two for specialization, and receive training for the particular skills involved. Courses are offered in custodial service, duplicating services, family service aid, food preparation and service, home mechanics, lawn and garden care, painting, decorating and furniture refinishing, shoe repair, small appliance repair, and valet service. During training, an attempt is made to duplicate actual working situations. Thus, the food preparation students prepare and serve the food in the school cafeteria, and the custodial trainees use the entire school as a laboratory.

An experimental program in one Michigan high school selects disadvantaged students in junior high through testing, counseling, and guidance. When they enter high school, they are separated from the regular 10th grade students and become responsible to one coordinating teacher. During the 11th grade, work experience is added to their school schedule through employment within the school building itself. In the senior year, work experience is expanded to the community on the same basis as cooperative occupational training. In June 1964, 18 students graduated, and all remained with the employer providing the training.

Some very positive achievement has been noted in career type programs offered in some of the Nation's high schools. Although enrollment is open to all, these are new types of programs which give a new opportunity to youths who come from poorer economic areas, some of whom may also be otherwise disadvantaged.

Serving the Technically Talented

Vocational education offers programs for the whole range of other than professional occupations, as well as providing preparatory training for the student of low academic ability and the potential dropout. It also serves the needs of those who desire to enter the working force in occupations in the engineering and scientific field. Vocational education is one of the most important means of identifying the technically talented student and fostering his abilities.

New industries are constantly moving into new areas, creating demands for highly skilled technicians who support the work of the professional scientist and the engineer. They are usually educated in 3-year high school programs and rigorous 2-year postsecondary education programs, designed to provide them with knowledge, skills, and attitudes required to enable them to perform as highly skilled technicians. The objective of preparatory programs for educating technicians is to provide a broadly based competency in a field of sufficient depth so that the graduate technician may be employed in one of a cluster of related work opportunities in his field. Technical education programs are offered through public vocational education in such fields as computer programming and application analysis; instrumentation; mechanical design and production; and aeronautical, chemical, civil, electrical, electronic, and metallurgical technologies.

Many of these programs train students to meet the specific needs of military and space installations around the country. The influence of such installations on enrollments in vocational education is demonstrated in Nevada, where scientific and technical industries have moved in to test nuclear and other scientific devices. This has resulted in training programs being set up to train technicians for employment in these industries. The largest demand nationwide has been for supplementary training programs; however, the number involved in preparatory training is also increasing.

There were 92,579 youths enrolled in 2- or 3-year preparatory technical education programs during fiscal year 1964, an increase of 16,691 over the previous fiscal year. Most of these programs are at the postsecondary level. More than 16,300 graduates in 1964 bring to 27,905 the number of new technicians that have completed training under public vocational education programs in the past 4 years.

In addition, 128,662 employed persons were enrolled in extension programs designed to upgrade and update their skills and knowledge in technical occupations.

The placement record of graduates of these programs has been excellent, with such figures as 177 out of 189 graduates of postsecondary programs placed in full-time jobs in the State of Michigan. Of the other 12, only 4 were actually unemployed—the others being in part-time work. A number of other States show similar records for fiscal year 1964.

A scholarship program was initiated at Salem Technical Vocational School in Oregon by a local engineering firm. Students in civil and highway engineering

technology are guaranteed loans by this firm after completion of their first year of training. This program is being carefully watched for possible use in other occupational areas.

A three year program in electronics technology was initiated at Portland (Maine) High School for grades 10, 11, and 12. This was the first secondary level program of technical education to be approved in Maine and has been provided with excellent equipment.

Experimental programs have been established to determine the best methods to use in training students for technical careers. An experimental program began this year at Miami (Fla.) Central High School in electronic data processing. Eleventh graders were instructed in electronic data processing theory, and will, as 12th graders, receive laboratory instruction utilizing facilities at the Miami-Dade Junior College. The purpose of this study is to determine the extent to which instruction in electronic data processing should be included at the high school level.

A technician training program at Marina High School in Huntington Beach, Calif., has attracted talented youth through a new instructional device. Instead of production work training, this program uses research and development projects. The training is a laboratory situation in which each student develops a project or an experiment and carries it through from start to finish. He then shares his experience with other members of the class through reports and demonstrations. The space industries in this area have given this program enthusiastic endorsement.

Training for the Unemployed

Again this year, most States had training programs for unemployed and underemployed adults and out-of-school youth to equip them for jobs in fields for which there is a reasonable assurance of employment.

These short, intensive "type C" training classes are authorized in section 7 of the George-Barden Act of 1946. Usually, they are planned and organized with the assistance of advisory groups representing labor and management. In fact, they are often instituted by the States at the request of employers, industry groups, or employment services.

In fiscal year 1964, 58,287 persons were trained in these vocational programs, which were offered in 29 States and Puerto Rico.

In West Virginia, the vocational agriculture service collaborated with the State department of employment security in a pilot program to recruit unemployed

or marginally employed labor for seasonal work in the fruit-producing counties of the State. Vocational agriculture teachers in five counties are participating.

A unique project in Pennsylvania was a poultry and egg production training program for a community of unemployed miners. Through a cooperative which they themselves formed, these miners designed a program for raising their own poultry, constructing their own facilities, and developing their own market for their products.

Special emphasis has been given to the expansion of vocational programs in the 21-county Appalachian area of Virginia. These have included expansion of all types of programs in the Wise County and Washington County Technical Schools. Special adult extension classes have been set up for the first time in three of these counties.

A large portion of training for the unemployed was again offered under the Manpower Development and Training Act and the Area Redevelopment Act. Because these programs were comprehensively covered in two separate reports to Congress, only general statistics and a few brief examples will be presented here. More information may be obtained from "The Manpower Report of the President, March 1964," prepared by the U.S. Department of Labor; and "Education and Training, the Bridge Between Man and His Work," the Third Annual Report of the Secretary of Health, Education, and Welfare for fiscal year 1964.

In the broad picture, 2,242 programs were approved (for all 50 States, the District of Columbia, Puerto Rico, and the Virgin Islands) to train 126,189 persons. As the MDTA specifies, training was offered only in those occupations for which there was "reasonable expectation" of employment.

States continued adding new programs in fiscal 1964. In Texas, for example, the manpower development and training program more than doubled over 1963. Over 3,000 unemployed persons were trained for employment in the statewide program. Particularly significant was the contribution in southern Texas, where naturalized citizens of Mexican origin constituted most of the enrollees.

Programs in Maine under the MDTA and the ARA alleviated unemployment in Presque Isle, which was economically hard pressed when the Presque Isle Air Force Base was deactivated. The initial work force was trained for 2 new industries, resulting in employment for more than 200 persons.

In San Jose and San Diego, Calif., a need for "home health aides" was established, and training programs were in preliminary stages under the supervision of the

California Bureau of Homemaking Education. One MDTA program trained older women in the San Francisco area to be "family aides" or companions; another, in Stanislaus County, trained housekeepers, cafeteria workers, and hotel chambermaids.

Two sizable manpower development and training projects based upon a new concept in manpower training were approved in Ohio. The State employment service reported that in southeastern Ohio there were a number of unemployed people who needed training, and that few of the vocational education facilities in that area would be adequate. A Manpower Development and Training Center was established in Jackson, Ohio, in buildings made available to the board of education by the State and by a private industry which had abandoned some buildings in that area. This center, planned for disadvantaged youth and for adults, included 19 different vocational education offerings. The success of this project has been indicated by the interest of the unemployed participating in it, and the placement percentages of those graduating.

Another project in which the Ohio staff participated was the development and operation of the Mahoning Valley Vocational school, which began operation in August 1964. Approximately 640 unemployed male youths were given schooling in basic and remedial education, as well as occupational training in one of 19 different areas.

The manpower program drew most heavily on the trade and industrial education services in Delaware in developing a multi-occupational program to train 350 hard-core unemployed persons. Adults in this program ranged from illiterates to 11th year dropouts. They had the opportunity to explore seven different occupations and to select one in which to complete their training.

Basic education was included in many manpower development and training programs for those who did not have the educational background to qualify for regular occupational training. Beginning students training for farmhands at Flemingsburg, Ky., averaged between a second- and third-grade education. A part of their course included instruction in reading, writing, and mathematics. After 25 weeks these students mastered mathematics at the eighth-grade level and could read and write between the seventh and eighth grade levels.

The placement of graduates of MDTA and ARA programs was demonstrated by figures from several Florida projects. MDTA courses were provided for 2,600 persons in occupations such as clerical workers, business machine operators, assemblers, appliance serv-

icemen, and waitresses. All of the trainees, ranging in age from 16 to 65, were unemployed, and 75 percent of them obtained jobs upon completion of training.

Providing for Job Transition

Automation and technological change often make it necessary for workers to transfer from one job to another. The number of transitional programs increased in fiscal 1964 to meet the needs of workers whose jobs were taken over by machines. Many of these programs are conducted under the MDTA and the ARA, such as the ones which retrained workers in a textile industry in Rhode Island. A West Warwick plant closed, but the training offered permitted the unemployed to find new jobs in the area. Employers and employees recognized the need for supplementary training more than ever. The vocational industrial education program in Texas provided on-the-job instruction in new skills as employment requirements changed. An Arkansas manufacturing plant that has been completely automated held all its production employees for maintenance jobs, while supplying them with technical training in the metal trades, building trades, and automotive trades. The success of this can be seen in the building trades courses, in which the apprentice classes have stimulated a demand for journeyman courses in nearly every case.

Upgrading and Refresher Training

In the various industrial technologies and skilled occupations, adult enrollments reached 759,101 in 1964, an increase of 56,812 over fiscal year 1963.

Occupations Utilizing Home Economics Skills

The number of programs offering training for occupations involving home economics skills increased as the need for such employees was recognized. Training was provided in a variety of such fields. Some of the programs were offered under the Manpower Development and Training Act, and similar ones were offered in the regular home economics programs for adults.

Washington State reported an experimental program that was offered for housekeeper aides. Most of the trainees were recipients of public assistance. Of the 48 women completing the course, 33 were placed on jobs, and 7 went off the welfare rolls.

Five programs were conducted in Georgia, training 75 persons in the areas of visiting homemaker, day-care worker, and supervised food workers. Most of those trained are now employed in hospitals, day-care cen-

ters, nursing homes, school cafeterias, or private homes.

In the District of Columbia, the demonstration method was used to conduct a pilot job-training program in cleaning to prepare women for employment in a housing project in which about 1,500 families live. The facility used was a demonstration apartment. Students were assigned to carry out specific tasks in their own homes and apartments. The 13 graduates were awarded certificates as housing-care aides.

The second year of an experimental program in Stockton, Calif., trained youth for personal services in private homes and boarding houses for the aged, located in the area. A second training program in the same city trained high school youth for entry-level jobs in restaurants, cafeterias, and other related establishments.

Offerings for Homemakers

Vocational home economics this year dealt a great deal with public housing residents.

Courses offered these individuals included the making and repair of clothing, upholstering and slipcovering of furniture, preparing and purchasing food, and managing money. Other programs attempted to increase the competence of the mother in dealing with child problems and home management problems.

In Puerto Rico, this type program continued being emphasized. Home economics classes were provided in 17 public housing projects where low-income families are moving in, and in several low-middle-class private project developments, as well as in other communities where the program has been successfully operating for years. In fiscal 1964, seven training centers for adults were established and nine full-time programs were organized, three of which were initiated in school districts where no regular programs had previously existed.

An experimental program in public housing was organized in January 1963 to study the acceptance of adult homemaking classes in low cost housing units in Columbus, Ohio. The State department of vocational education cooperated with the city housing authority and the public school system in offering courses in making and remaking children's clothing, beginning foods, furniture reupholstery, and nursery school work. Along with individualized teaching, instruction included demonstrations, field trips, resource persons and exhibits at open house sessions. The number of sessions offered increased from 65 the first year to 423 in 1964, and enrollment increased accordingly. In several classes, women were turned away because the enrollment capacity had been reached.

A teacher worked part time with women in a culturally deprived area of South Carolina. Many of the people in this area are living near the walls of the penitentiary waiting for a member of the family to be released. The women learned to renovate clothing donated to them by a community organization, and were given advice on storing clothing and food.

One unique development in home economics was the conducting of programs in food preparation for mothers of families on public welfare. Several State staffs gave inservice instruction to help teachers with effective procedures for teaching people how to prepare food and leftovers properly and to make it palatable and appetizing. The success of these programs was indicated by the fact that classes were requested by welfare departments. One advantage of these programs has been to show the welfare departments the contribution which the home economist can make.

As a result of a course in home management offered through a Kansas adult education program, the county welfare department estimated a savings of \$700 per month by being able to remove from the public welfare rolls some of the trainees who had become employable.

Instructions for Farmers

Supervised farming programs for young potential farmers are conducted in most agricultural States. The accumulation of livestock, farm machinery and equipment, and other assets enables the enrollees to make a beginning in farming, learn to produce and market farm products, operate and maintain mechanical equipment, and get first-hand experience in management. The experience also provides a sound background for employment in agricultural occupations other than productive farming. One byproduct of the program is the opportunity it provides for the instructor to work directly with parents, thus establishing a valuable link between the school and home in rural communities.

Instruction is accompanied by actual work on the farm or in a supervised farming program. The teacher visits home farms regularly, helping the student to apply instruction to actual farm conditions and supervising these kinds of activities.

Adult farmer education is also becoming more important as agriculture becomes more and more complex. Radical changes are being made in day-to-day operation; and having the very latest information is necessary if farmers are to avoid bankruptcy.

The local vocational agriculture teacher is usually responsible for organizing and teaching adult courses,

but in some cases specialists in individual fields are brought in to give instruction. Courses, such as farm management, mechanics, and agricultural technology, are based on the needs of each local community and average about 20 weeks in length. Followup work, individual instruction, and assistance on the farms of enrollees are also provided.

Agricultural Occupations Other Than Farming

Agriculture is more than farming. For several decades, many new occupations have been created to serve the broad field of agriculture. Congress has given to vocational education the responsibility for providing training programs for those who have entered, or are preparing to enter an occupation in this field. Because of this, even more programs must be established to serve the suppliers to farmers—those who manufacture and sell machinery, fertilizers, chemicals, and feed, or provide credit, insurance, and technical services. Workers involved in grading, marketing, processing, transportation, and distribution must also be trained.

Pilot and experimental programs were set up in many States in fiscal 1964, to train agricultural businessmen, horticulturists, and farm equipment mechanics, among others. These programs, and the many similar ones result in the development of plans directed toward more effective training for these occupations. Many of them include on-the-job instruction in the particular place. Advisory committees help the pilot teacher locate work for the students, help set up a starting pay scale, and evaluate programs.

School farms, land laboratory plots, greenhouses, and school forests are effective devices for providing practical experience. A 20-acre school farm in Miami is operated for instructional and demonstrational purposes in connection with four vocational agriculture departments, in order to show what can be done on small acreage through careful planning and sound management. Each student has an opportunity on this school farm to own and operate a small business enterprise, dealing with ornamental horticulture, poultry, beef cattle, or vegetable production.

An advisory committee representing agriculture businesses and industries from a four-State area assisted in the unique development of a junior college program in Pennsylvania this year. Students chose between two courses of study—animal nutrition or soil fertility. The students were enrolled in school dur-

ing the fall and winter quarters and in on-the-job training during the spring and summer quarters. This pattern is to be followed for the six quarters of the program. This is one of the first attempts on the part of any junior college to offer an industry-connected training program in the field of agriculture. Trainees completing either of the two courses will be able to fill the midmanagement jobs in agricultural industry; they will be trained to work at the technical level in sales, operation, and management.

Projects for the Distributive Occupations

At no other time in the history of distributive education has so much innovative thought been given by the States to training for distributive occupations. The national distributive education clinic held in October 1963, advanced new program considerations and stimulated creative approaches in keeping with the broader sphere of training opportunities created by the Vocational Education Act of 1963. The act permits the organization of preparatory classes without the previous legal restriction of employment as a basis for enrollment. Plans were initiated by the States for the widespread introduction of preparatory classes next year. Curriculum guides are being prepared by the Office of Education to help the States further this development.

The operating emphasis this year, as before, was placed upon increasing program availability through cooperative and supplementary classes. A major enrollment increase in high school cooperative classes and a continued expansion of the postsecondary program gave recognition to employment needs and opportunities existing in the distributive sector of the economy. Enrollment in supplementary classes continued to represent the principal portion of enrollment in distributive education.

A new curriculum guide in seafood merchandising was made available by the Office of Education in fiscal year 1964. In cooperation with the Small Business Administration, curriculum materials for management classes were distributed to the States.

Training for the Health Occupations

Enrollments in health occupations increased again this year to 67,474 from 53,957 in fiscal year 1963. Programs in this field, carried out in cooperation with health agencies, include training for some 12 occupations, examples of which are practical nursing, dental assisting, medical laboratory assisting, and operating room assisting.

Experimental programs and first-year programs were offered in all parts of the Nation this year. These ranged from a 1-day refresher program for licensed practical nurses in caring for cardiac patients, offered by the Maryland League of Nursing, to 2-year postsecondary programs for dental assistants.

A medical assistant program in Wisconsin attracts three times as many applicants as can be accepted. During the 1-year training program the students have 3 weeks' instruction in a doctor's office under the supervision of the doctor and a medical assistant. A student self-evaluation plan was developed which will be used by the faculty in planning curriculum content and experiences. Graduates are placed throughout the State.

For the first time, the high school curriculum in Ohio offered practical nurse training for 12th grade students at Warren High School. The students receive their clinical instruction in local hospitals.

In addition to the several training centers for health occupations operated in Massachusetts and Wisconsin, new centers were planned and are in the process of being established in Pennsylvania, Arizona, Florida, and Washington among others.

Emerging Trends

The States experienced a continuing growth in vocational education, through increased enrollments, new fields of training, and numerous pilot programs. In addition to these, a dual approach has been taken to the problem of developing a manpower program of training and fulfilling the community needs.

Broadening Community Ties

The first part of this approach is an attempt to make the community aware of the problems and the potential of vocational education and to get various agencies to cooperate in developing and implementing programs.

Considerable emphasis was placed on the use of an increasing number of State and local advisory committees representing business, agriculture, industry, labor, government, and education. These groups have been called upon to give advice as to the types of programs that should be established, the skills required

to meet the requirements for certain occupations, and the types of individuals needed for a particular area.

Public information efforts this year have exceeded those of all preceding years. TV shows, press releases, articles, coverage of conferences and meetings and special programs have all been part of a concerted effort to disseminate information on vocational education from the Federal level down to the local level.

Eight educational television programs were prepared and presented by the vocational agriculture service in South Carolina for inschool students, young farmers and adult farmers. These programs, attended by over 6,000 individuals, were in special subject areas and they supplemented and enriched the regular programs of instruction.

Regional conferences, clinics, and inservice training workshops have been utilized to acquaint school personnel with the total program of vocational education and its interrelationships.

Particular emphasis was given to an analysis of those education and training situations in which two or more services could effectively participate to achieve a vocational objective. Distributive education services were used in conjunction with agriculture programs to enable students to move into such agriculture-related occupations as sale of farm machinery or marketing of farm produce. A cooperative program is offered at Orange Coast College in California, where the supervision and coordination of the program has been assigned to the coordinator of distributive education. Before the student is placed on the job under this program, the coordinator determines by personal visit and consultation with the employer that educationally valuable experiences are available to the student. Each employer is apprised as to what he has to offer the student in the light of that student's educational occupational goal. Evaluation of the student's progress is made through personal consultation with the student, his employer, and his major field instructor.

Research efforts continued on an even larger scale to identify and define new jobs and "cluster of closely related occupations" and to develop appropriate courses and curriculums. Efforts to develop the most satisfying trade and industrial programs have led to cooperative functioning with officials in apprenticeship training, labor, and employment security as well as with individual employers.

PROGRAM SUPPORT AND SERVICES

DURING THE PAST YEAR, requests for training were made by many agencies and organizations. One of these was a request for a training program for law-enforcement officers in Wisconsin. The pilot program was established in cooperation with the State office, the Wisconsin Council of Safety, the Motor Vehicles Department, and law-enforcement groups. It was so successful that it is being expanded to 28 schools, with approximately 1,500 expected to enroll during the 1965-66 school year.

Another approach to meeting the manpower requirement of the community is through actual planning at the State and local levels for specific programs and services initiated to prepare persons for gainful employment.

Teacher Education

The quality of vocational programs is determined in large measure by the quality of instruction. More stress was laid on recruiting and training teachers of vocational education this year. The development of new programs and the expansion of existing ones called for a supreme effort on the part of administrators to recruit qualified persons and offer them appropriate preservice and inservice training.

Quantitative recruitment, however, is not the only answer, for persons drawn from business and industry often do not have the teacher qualifications demanded in the classroom, and this remains a problem.

The search for qualified teachers begins with efforts on the part of States to recruit qualified and interested persons into the field of teaching vocational education subjects. One approach to this is through personal contacts with the vocational education student before he graduates. A recruitment program was started in New York this year in which college staff members and agricultural education majors contacted guidance counselors, high school teachers, and students in high school to inform them of the opportunities in teaching agriculture. California also conducted such a program with a followup in which

teacher training institutions, advised of the students interested, sent personal letters and additional information to each of them.

Colleges and universities are changing curriculums and providing new approaches more fully to prepare individuals to teach vocational subjects. In order to graduate teachers who have the technical background, as well as a knowledge of the necessary teaching techniques, cooperative programs have been established in which the student, while attending college, is employed part-time in the field he plans to teach.

In Oregon, as in several other States, progress was made in establishing an experimental program for the preparation of teachers through a combination of post-high school technical or vocational education, general and professional education college courses, and employment in industry. A number of firms are cooperating by providing controlled job experience. Illinois conducts 5-year cooperative teacher-training programs involving the acquisition of occupational skills through part-time employment in industry, supplemented by on-campus teacher training.

The solution to the problem of providing qualified teachers is approached more and more frequently by the States through their in-service training programs. This is offered to craftsmen and specialists through the State departments of education, by packaged instructional materials for the teacher, and through itinerant teacher-education services provided by universities under contract with State boards.

The number of instructors benefiting from summer sessions has increased each year. In-service education conferences were conducted in all areas of vocational education to provide teachers with an opportunity to keep up-to-date on changes in curriculum materials and teaching techniques. Workshops offer teachers opportunities to participate in the development of curriculum materials and the revision of existing materials, resulting in carefully prepared course materials to meet the needs, interests, and problems of high school students.

Research

Forward strides were taken this year in research. Projects, studies, and surveys were conducted which will influence the future development of vocational education. The subjects of these reflected the changing patterns in vocational education.

Several States reported projects which studied agricultural occupations other than farming, the competencies needed for entry and advancement in these occupations, and the job characteristics. The results of these studies have provided a basis for revising and adjusting curriculums and for initiating pilot programs in new phases of agricultural education.

An evaluative research study was conducted of the organization and operation of trade and industrial programs in cooperation with five States: Indiana, Illinois, Ohio, Michigan, and Kentucky. The information is being gathered each year on student achievement in five trade areas with separation of achievement into the various components of instruction within these areas.

Studies were conducted in Illinois to determine emerging technical occupations industries serving rural areas which may be especially suitable for persons with rural backgrounds and education experience. The next step in the study will be the development of proposed curriculums for the technicians identified.

Special problem groups have also been the subject of many of these new developments in research.

A project in Boston was conducted cooperatively by the Ford Foundation, the Action for a Better Community Development, and vocational education personnel to develop better ways of helping very low socioeconomic groups with special problems.

A 2-year study of women in technical and semi-professional occupations in California was concluded and the final report of the study was completed at the close of the year. The need to train women for technical occupations is emphasized in the report. The study, which was supported under the program of title VIII of the NDEA, found that women are employed in many technical and semi-professional jobs; that they are hired as readily as men; that training opportunities for these kinds of jobs are adequate; and that there is a need to recruit women for training for these occupations if a shortage of trained personnel is to be averted. A recommendation was made that a brochure be prepared to inform youngsters, parents, and counselors of the opportunities in technical and semi-professional occupations open to

women, so that provision could be made in their high school programs for preparatory courses.

Construction and Expansion of Facilities

Research and program improvements last year led to a noteworthy spurt in construction and expansion of facilities for vocational education. These facilities opened their doors to an increasing number and kind of students. Additional post-high school centers were opened, construction began on new centers, and State legislatures appropriated money for next year's plans.

Because of special interest in programs for post-high school students, a significant increase in facilities has been achieved. In Texas, for example, vocational education was offered in six community and junior colleges in fiscal 1963. This year, 22 junior colleges conducted vocational-technical programs with more than a fourfold increase in the number of programs and enrollment of students.

The Northeastern Maine Vocational Institute at Presque Isle enrolled its first classes (other than practical nursing) in September 1964. Courses were offered in automotive mechanics, building construction, and electricity. The Nome (Alaska) Vocational School, a demonstration project under the manpower program, also opened in September with programs in designer arts and crafts, maintenance mechanics, airport services, and instrumentation.

Construction began on a \$700,000-expansion of the Vocational-Technical School of Rhode Island. Money was appropriated to purchase equipment and supplies for the new addition.

An Arizona high school is developing a unique distributive education classroom and laboratory. A special library room and work area as well as an office and counseling room will be included. Another new school, being constructed in a Louisiana city will provide programs in industrial electronics and civil technology. The courses will be directed to training technicians for employment in nearby industries such as the construction of off-shore oil drilling rigs and equipment.

Tennessee has plans for 14 area vocational schools to be located throughout the State. Each one is to be available to all those in need of training within a 30-mile radius.

Alabama enacted legislation providing for the construction and operation of 15 additional State schools and 14 State junior colleges. Six thousand additional students will be accommodated when these schools begin operation in 1965.

Guidance

Closer working relationships were promoted between vocational teachers and counselors in fiscal year 1964. Workshops and meetings between counselors and representatives of business and industry have done much to help counselors become more occupationally oriented.

Emphasis has been placed on initiating guidance programs in smaller schools. It is generally these small community districts which have few other public agencies available for counsel and guidance. Thus, the guidance services offered through the school are invaluable.

Figures from a New Hampshire pilot project in counseling indicate the success of these services. This program, which includes disseminating information and selecting students for enrollment in technical institutes, has enabled State institutes to pick applicants who have the most potential for success in their chosen curriculum.

Curriculum Development

State and local staffs this year have been involved in evaluating vocational courses and developing up-to-date curriculums in terms of current and anticipated economic conditions. New curriculums are being developed in industrial technology, distribution and marketing, office occupations, industrial manage-

ment and supervision, farm buildings and conveniences, tractor and farm implement service, special technologies (fire protection, forestry, and law enforcement), and personal and family economics.

Revision of the cooperative curriculum continued, and it now includes such fields as the relationship of automation to marketing, free enterprise and the role of marketing, and distribution in the economy at local, State and National levels.

Curriculums developed by State administrative staffs were evaluated by teachers in summer workshops and classes.

Curriculum laboratories have been established in a number of the States and are beginning to make significant contributions to the State programs of vocational and technical education. In one State, this involves calling in a committee of competent teachers in a particular technical area. These teachers develop what they consider the best curriculum and course outlines for their occupational area. A craft committee composed of persons experienced in the particular technology is then called in for review of all materials for that area. Teachers are called back to make the revisions recommended by the craft committee. Materials are edited by the curriculum materials staff, approved by the Director of the Curriculum Materials Laboratory (Mississippi) and submitted to the State supervisor for final approval.

APPENDIXES

Comments from State Reports

The following selection of comments was compiled from descriptive reports submitted by the States at the close of the fiscal year, in accordance with the requirements of the Smith-Hughes Act. The selection is not intended to be a complete, all-inclusive summary of State activities. It merely indicates some general trends in vocational education plans and programs around the country during fiscal 1964.

ALASKA

State legislation affecting vocational education programs has been favorable. The State ratio of money for these programs has more than doubled in 4 years. This, of course, does not include the manpower programs which are federally supported.

Trade and industrial education this year has included in-service police and fire training programs, as well as the unique Alaskan lifeboat training for the personnel of the State ferry system to provide safety for the passengers of the "Marine Highway."

ARIZONA

The State legislature recently authorized a statewide system of junior colleges to be established to perform a dual role of offering college parallel curriculums and occupational training of technical level. The legislature also has made provision for students to transfer from one district to another in order to avail themselves of training commensurate with their interests, needs and abilities.

Arizona continues to become one of the major electronic centers of the United States. Electronics also continues to lead industry in new discoveries, processes, and materials. As a result, electronic industries within the State frequently find themselves short of adequately trained personnel and must move out of State to recruit needed employees.

Tourism is big business in Arizona. Predictions are that it will be a million dollar a day business this year. A distributive education program is already underway with supervisory relations, executive housekeeper and tourism classes as part of the regular adult programs,

Distributive education.—Team teaching has been used repeatedly in adult classes. Instructors specialize

in certain areas and handle these in similar classes around the State or local area. One person coordinates the scheduling of the various specialists.

The distributive, agriculture, trade and industrial, and technical services have been working on programs which will be commensurate with postsecondary education. Each of the services is attempting to coordinate various mid-management programs with their specialties. Cooperative distributive education programs are being planned in the areas of technology and agri-business. Combination programs are being planned in the technical areas of heavy equipment and agriculture.

COLORADO

The agricultural economy of the State has been seriously affected by drought conditions now in the second or third year. This situation has created a series of economic problems affecting the solvency of many farm and ranch operators. Out of these situations has grown an increasing concern for help and assistance in management phases of the industry, and this need has been recognized in the vocational agriculture curriculums for both the in-school and adult students. Much more emphasis has been placed on the aspects of agricultural economics and less on the production phases.

There is a continuing though diminishing movement of people from rural to urban areas of the State. This shift of population has necessitated the development of new agriculture curriculums through which training for employment might be provided for many of these persons, in agricultural occupations other than farming.

The eastern sector of Colorado has been developing pump irrigation in an extensive way. This development is continuing at a steady rate and is resulting in a material change in the kind of agriculture being practiced. Vocational agriculture programs functioning in the schools of this particular area have recognized the impact of this change upon the kinds of programs needed, and have adapted curriculums and other aspects of their programs accordingly.

CONNECTICUT

The State technical institutes in Connecticut previously restricted to engineering-oriented 2-year associate degree curriculums, are scheduled to be expanded. In the near future they will give an associate degree in all of the vocational fields, with the exception of agriculture, which already has a 2-year post-high school at the University of Connecticut.

New curriculums are being developed in a number of fields for instruction in these expanding technical institutes. For example, a special technology program in fire protection technology will begin in September 1964. This course will prepare technicians in fire department operation and administration as well as upgrade existing fire protection and prevention personnel.

In trade and industries, all schools which offered ninth grade operated an exploratory shop cycle in fiscal 1964. In this program, students spend 2 to 3 weeks in a number of trades before they choose one for specialization. This plan continued to prove its worth by more valid choices of trades and, consequently, there were more interested students and a lower drop-out rate.

FLORIDA

Distributive education is continuing its major contribution in meeting the socioeconomic needs of the State's citizens. For example, since 1950, the proportion of sales workers in Florida's labor force has jumped 73 percent. This rate is approximately three times the national average. Further, more men in the State are employed in selling than in any other single job labor force. Training opportunities provided in high school, post-high schools, and adult programs in distribution are also being supplemented by classes offered under provisions of the MDTA program.

GEORGIA

Fifteen new area vocational-technical schools out of 28 planned were in operation by the end of fiscal 1963-64. In 1963-64 there were 28 distributive education, 61 trade and industrial education, and 20 business education cooperative programs.

A new program was planned cooperatively between four of the area school facilities and the high schools in the surrounding counties to be put into operation in the fall of 1964. The plan calls for senior high school students to attend the area school a full 6 hours a day to receive trade or technical training. He will be given high school credit for the work and graduate

with his regular high school class. He could then continue his area school training until completion of his trade or technical course and receive his certificate from that institution.

An organized guidance, testing, counseling and placement service is being established at all area and State technical and vocational schools.

Vocational agriculture in Georgia continues to place an ever-increasing emphasis on forestry education in the total curriculum for both in-school and out-of-school students. Approximately 100 departments now utilize school forest plots in their instructional programs, which serve as a field laboratory for employing practices which have been studied in the classrooms. Ever-increasing demands on Georgia's forests underscore the need for forestry education for woodland owners, potential owners, and people employed as wood suppliers to industry.

Legislation was introduced and passed for loans to students in all health occupations in Georgia. This will go into effect after the money is appropriated during the January 1965 session of the legislature. An amendment to the State constitution will be voted on in the general election of 1964 to give scholarship aid to deserving students in all paramedical fields in order to fill the health needs of the State. Each of the above programs will be administered by a commission appointed by the Governor.

GUAM

The construction trades are booming, as well as automotive sales, service and maintenance. Carpenters, masonry block layers, construction workers, and clerical personnel are in demand and vocational training has been geared to meet these demands.

During the summer months students are employed on construction projects under the supervision of foremen of the various trades. A recent plan has been developed to have them construct low cost housing units for the needy. Close supervision will be exercised, and training will be given in all facets of construction. This is a pilot program.

HAWAII

Hawaii's vocational education program has continued to develop under the broad general category of the area vocational school concept in which five major centers throughout the State have been developed and organized for providing vocational and technical educational courses.

IDAHO

The State staff working with the State Employment Service, State and local Chambers of Commerce, and others completed a brief study of the need for additional area vocational-education schools. Factors considered in the study included employment opportunities in geographic areas, number of high school dropouts and non-college-bound youth in the county population, school populations and geographic accessibility. The study indicates a need for at least three additional area vocational-education schools.

Vocational-technical divisions at the State's two junior colleges are designated as area vocational schools. Offerings at these two schools are basically trade and technical in nature with a small number of adult courses offered in other areas of vocational education.

More emphasis is being placed on adult home economic education and adult courses directed toward wage-earning occupations and lower socioeconomic income groups.

ILLINOIS

At the present date, the State of Illinois has the lowest rate of unemployment it has had for several years.

In Maine Township, near Chicago, both Maine East and Main West High Schools have pilot programs in industrial education. There are cooperative part-time vocational training programs that involve training students with academic and school social problems for single skill and semiskilled occupations. Local guidance personnel support the coordinators of the cooperative programs in identifying and selecting students for training, referrals for testing, programming the educational courses needed by them in order to graduate from high school, and securing personal data about them to be utilized by the coordinators and research personnel. This program is in the second year of operation.

Aurora East High School, in a semisuburban community southwest of Chicago, started an experimental project in prevocational orientation and preparation. Through guidance and counseling, students are identified as prospective vocational enrollees and at the sophomore level are scheduled for special classes in academic work and practical arts as well as for a portion of each schoolday with a prevocational coordinator. In their junior year, they will be in one of the standard vocational education classes or in an interrelated vocational cooperative part-time training

program. A member of the local guidance staff will be identified as a vocational guidance counselor, will serve the students, and will work cooperatively with the program coordinator and academic and practical arts teachers.

Education in health occupations other than practical nursing includes preparatory program for dental assistants, with two local community colleges offering such programs. The curriculum in one program is designed to give a broad overview of dentistry in the first semester, and then to cover each aspect in more detail during the next three. The study of dental assisting is interwoven with the study of biological and social sciences and liberal arts extending over 2 academic years.

KANSAS

In Olathe Senior High School, the home economics teacher worked with the distributive education coordinator in giving special instruction to students in the cooperative program. Instruction related to grooming, dress, and procedures for finding desirable living accommodations away from home. This type of cooperation is encouraged, and several other schools will incorporate these units next year.

Eight new area vocational-technical school locations have been approved by the State board. Some of these schools will be in areas where no vocational trade programs were previously available. With the development of these schools, more high school youth and adults will have an opportunity to learn the skills and knowledge so necessary when they enter the world of work.

A technical business data processing institute was held during the summer at Kansas State Teachers College in Emporia. It was sponsored by both the State board of vocational education and the Teachers College. The Institute was arranged and implemented to provide teachers and prospective teachers with a workable knowledge of the business data processing computer system and necessary peripheral electronic machines.

KENTUCKY

The unemployment problem in eastern Kentucky has been especially serious. The MDTA and ARA have demonstrated that this problem can be at least partially alleviated, and nearly 5,000 unemployed persons have been in training under them.

Kentucky has continued to move ahead rapidly in industrial development. New industry has continued

coming into the State and consequently has created an increasing demand for trade and industrial education services to meet the needs of the newly created jobs.

LOUISIANA

In the last few years, developmental reading has become an integral part of vocational school activities. This program consists of a 30-hour laboratory training program, designed to increase speed, comprehension, and vocabulary development. Extensive use is made of film, reading pacers, and visual aids. Standardized tests are used and, thus, improvement as a result of the training is easily measured. Fifteen of the vocational-technical schools now offer this program, and 12 have provided special facilities and space. Available equipment in all 15 will accommodate 270 students.

MAINE

The most notable development in secondary school vocational education in Maine during the fiscal year has been the increased number of cooperative part-time programs in trade and industrial education and community planning for others.

Efforts have been made to stimulate careful scheduling of high school vocational programs to permit, as far as possible, pupils to elect the academic subjects they need in order not to be handicapped if they should desire to pursue some form of technical or higher education after graduation.

MASSACHUSETTS

All areas of vocational education have expanded, with the exception of vocational agriculture, since Massachusetts is primarily an industrial State. The concept of vocational agriculture is being changed to include many technical areas of instruction pertinent to new demands. The large vocational agriculture schools have become more diversified in their offerings, including those in combination with other areas of vocational education or new areas being introduced into the school curriculums.

Since the community colleges seem to be emphasizing the academic or humanities area of education, students must turn to private institutions for technical training. In two bright spots in the State—Worcester and Springfield—great progress continues to be made in technical and postsecondary education, although the number of those seeking admission is still greater than the number than can be admitted. The graduates are being eagerly sought by employers.

The board of control at Springfield Trade High School has accepted the loan of teaching "machines" to be used in an experiment in the electronics course. It is planned to divide a class with no experience in electronics into two sections; one will be taught in the traditional manner, while the other is taught with the aid of the machines. After a semester, the results will be evaluated, thereby determining the effectiveness of teaching "machines" as compared with the traditional lecture and demonstration method.

MICHIGAN

This State has increased the use of the cooperative method of instruction for employment training. For example, the combined distributive education and office education enrollments gained over 28 percent during this year, which represented about 42 percent gain over the previous 5-year average. Cooperative education for distributive and office occupations was offered for the first time in 22 additional high schools and 1 community college.

MINNESOTA

Over 80 percent of all youth are presently within 35 miles of at least one area vocational-technical school in Minnesota. Cooperative relationships are being firmly established with the State employment service to match skilled manpower needs with human resources.

An area vocational-technical school facilities study was conducted to determine the total amount of area vocational-technical school facilities required in Minnesota to provide adequate vocational education for high school students.

It was recommended that all currently approved area vocational-technical schools increase their capacity and broaden their training programs; that a priority basis be established for the use of available Federal funds for needed improvement of facilities; that a limited number of area vocational-technical schools be built in locations where the need is evident due to the density of population and/or the distance to the nearest area vocational-technical school; that preference be given to requests for the establishment of new schools in locations at least 35 miles from State lines.

MISSISSIPPI

Most of the preparatory technical education in the State is operated at the postsecondary level in the junior college. The adult program in technical education during this year has been primarily in the field of submarine welding. This program involves teach-

ing the most complicated techniques of welding for use in building atomic reactors for nuclear submarines. This program is under constant change since it involves, on the part of the student, an extensive knowledge of the properties of metals and the very latest techniques of handling these metals, and the procedures for testing. Techniques change so rapidly that textbooks are outdated overnight, so students are taught directly from Navy specifications.

MISSOURI

In the past 4 years, Missouri State officials have been increasingly concerned about the industrial economy of the State. The large cities have had great problems with unemployment and unemployed groups and there has been pocket poverty indicated in the small towns and rural sections. Missouri has been plagued with loss of population in most of the rural counties, and metropolitan centers have served as a receiving station for people from out of State as well as the migration of rural people from the farms. All of these have created economic and social problems to which this State is directing its attention.

Education has been concerned with this development. As industry has expanded and new industrial combines have been organized, vocational training has become increasingly important.

Several projects have been organized to retrain the unemployed or the underemployed. Special youth projects under MDTA have been operating in Kansas City and St. Louis for retraining those in the 19 and 20 age group. A similar project is planned in an area of Missouri which has been designated as one of the pockets of poverty.

There are 31 centers in which MDTA projects are operating and 2,000 individuals have received training in these programs in the past fiscal year. An ARA training program in timber stand improvement has been operating in southeast Missouri, an area in the Ozark highlands in which job opportunities are not good. This program is currently operating in 6 centers and will train 200 adults, presently unemployed, in phases of timber stand improvement.

There is a continuing expansion in medium-sized and small schools in the areas of carpentry and auto mechanics. All phases of the regular trade and industrial programs are being extended. It is found that trainees are able to secure beginning employment in the training community or immediate area.

A pilot program in adult education was held in cooperation with the State department of correction and is a preparatory class for inmates who will be released

from the institution within a short period of time. Two of these classes were conducted, one at the Medium Security Prison at Moberly. This was a course in food service training and the length was 80 hours for the women and 100 for the men.

MONTANA

Three flying classrooms were conducted to complement study of soil and water conservation. Three schools participated with 75 vocational agriculture students taking part.

Cooperation with distributive education established a class in related occupations for 14 senior students in vocational agriculture in Fairview High School.

A 3-year pilot program in farm business analysis for adult farmers is being conducted at Kalispell, Mont. One half day of released time was given to a vocational agriculture instructor to conduct the class and supervise farm visits.

NEVADA

The year saw an overall increase in all vocational and technical education programs on both the day school and adult evening level in Nevada. The greatest increase has been shown in the technical education program during the year, especially in the evening extension portion of this program. There has also been a sizable increase in apprentice related instruction.

Since Nevada does not have a system of post-high school training facilities, eight secondary schools have developed area programs in which students from surrounding schools are admitted.

The establishment of two well-equipped automated data processing programs are significant achievements during the year.

Two new vocational agriculture programs were established and both are located in areas where desert land is being reclaimed to establish farming enterprises. Lander County High School at Battle Mountain constructed a new vocational agriculture plant and implements its program in September. The program at the McDermitt High School was established as a result of a survey conducted by the vocational agriculture supervisor. This program will serve students about 50 percent of whom are members of the Paiute Indian Tribe.

The majority of Nevada's wage earners are engaged in the distribution of goods and services, and this is the area of most needed training. The greatest increase

occurred with supplementary training at the adult level. Three adult education centers provided instruction in distribution.

NEW YORK

The year 1963-64 concludes the 6-year experimental Schenectady project, which reinforced the basic belief that youth learns better about growth and development through actual experiences with children. Since its conception in 1958, the three-faceted home and family living program has steadily grown. Today complete programs operating in the two Schenectady high schools include 11 classes of social psychology, four prekindergarten groups and two parent education programs.

OHIO

A study of total enrollments in Ohio indicates that only 19 percent of the youth eligible to enroll in vocational education programs of job training are so enrolled.

In June 1964, the first students were graduated from the business data processing computer programming courses and entered the work force. Placement was 100 percent.

The trend in home economics has been to emphasize a broad program of home and family living. Experimental programs at the adult level in homemaking for women living in public housing has demonstrated the value of such programs and the need for funds to provide similar ones in other areas of the State.

OREGON

One postsecondary cooperative program of distributive education, the first in Oregon, was offered in Portland Community College in fiscal 1964. New cooperative part-time high school programs were conducted at Madison High School in Portland and Sheldon High School in Eugene.

PUERTO RICO

During the year, interest was expressed by the Commonwealth legislature, several government agencies and the Governor in the problems affecting youth; particularly unemployment, delinquency, and poor housing. As a result, several measures were adopted to alleviate the problems, and the need to expand vocational training programs was emphasized. One of these measures appropriated \$1 million for the establishment of work and recreational centers for youth. These centers call for related vocational training to be offered to the youth while he works there.

SOUTH DAKOTA

It has been gratifying to note the confidence farm boys have in their future, as evidenced by the improvements and expansion in the scope of their individual farming programs. A survey shows that many of these boys go into full-time farming operations upon the completion of high school. In spite of the many comments that are made concerning the lack of opportunities in agriculture, the boys with a background of vocational agriculture are in an excellent position to go into jobs. At the same time, if they wish to attend college, this same background will prove valuable. They seem to be convinced that in a basically agricultural State such as South Dakota, there are wide opportunities for them.

TENNESSEE

Employment in the field of agriculture continues to provide jobs for approximately 45 percent of the gainfully employed work force with slightly less than 18 percent in the business farm field. Agricultural occupations continue to be the largest single vocation in the State. The staff has, during the past year and in the light of new developments, attempted to gear the program to provide basic training to fit individuals who choose agriculture for advanced and post-high-school training. A core program of instruction has been developed, which is being implemented through inservice training sessions during the summer months, and will be included in each teacher's course during the ensuing year.

Tennessee experienced a recordbreaking year in industrial development during 1963. One hundred and thirty new plants were built and 256 existing ones expanded. This continuing industrial growth emphasized the steady pace at which the State is changing from an agricultural to an industrial economy. Obviously, an economic change of this magnitude is one phase of the State's total economic structure and is affecting other facets of the economy, especially distribution and consumption. Automation is playing an increasingly important role in new and expanding industry, creating more consumer goods over shorter periods of time. If the full output of industry is to be consumed, a more efficient job must be done in the market place. To this end, the program is being adjusted to provide enrollees with the competencies required for changing occupational entry demands and for advancement after employment.

UTAH

The missile industry, which has employed many hundreds of new workers per year during the last 6 years, has slackened in its worker needs because of the cutback in defense expenditures. This has lessened the demand for trade and technician entry workers during the last 6 months in defense industries. Utah's industrial planners are beginning to express concern over this decreased job situation and to seek new areas for training and retraining.

VERMONT

A concerted effort was made to develop programs to meet the special needs of the high school pupils who are academically weak due in part to poor pre-high-school preparation. Such programs, of a pilot-project nature, were developed at St. Joynsbury Trade School in trade and industrial education and at Montpelier High School in homemaking education. Several teachers in all fields of vocational education have developed short units of instruction to meet the needs of individual or small groups of pupils and to attempt to make them employable.

VIRGIN ISLANDS

The building boom continues to be one of the largest economic factors in the Virgin Islands. In keeping with this trend, trade and industrial education courses enrolled the largest number of students in the vocational program. There are employment opportunities for all trained persons in this field. In addition to the private construction of homes, the local and Federal governments also have extensive housing projects under construction and being planned.

The major program development of the year was the addition of the electronics course offered at the Charlotte Amalie High School in St. Thomas. This

facility will also be used for adult programs. The equipment and supplies were purchased and a curriculum developed. The adult program was prepared at the request of interested businessmen who became aware of the proposed program while serving as members of the Advisory Committee. There were no totally vocational schools in the Virgin Islands.

The College of the Virgin Islands is now for the first time offering some teacher training courses and New York University has also offered some courses for teachers, but it is still necessary for some teachers to take these courses in Puerto Rico or go to New York City. A workshop has been conducted and plans are underway to conduct other specialized courses in the near future for vocational teachers.

VIRGINIA

State legislation affecting vocational education programs has included the appointment by the Governor of a legislative commission on vocational education. This commission recommended a greatly expanded program on vocational education. As a result of this recommendation, the general assembly appropriated \$1 million for the expansion, upgrading, and improvement of existing and new programs of vocational education in addition to the regular vocational appropriation with its normal increases.

WEST VIRGINIA

A pilot program in electronic data processing in New Martinsville, was the only new preparatory program established in fiscal 1964. This program, offered to 12th grade students, and continuing into a post-high-school program, was established because of the need indicated by a survey of the businesses and industries along the Ohio Valley. It was highly successful and will continue as a permanent program.

State-by-State Summary of Area Vocational School Program Development

(Compiled in June 1964)

Providing occupational training for youth and adults on an area basis is now a well-established concept of the educational system in the various States and territories. Over 400 area vocational and technical schools are now in operation throughout the Nation, and 132 such schools are under construction or in the planning stages.

Lack of funds in the States has hindered construction of new schools. Now, for the first time, Federal matching funds are available to the States for the construction of area vocational and technical education school facilities under the provisions of the Vocational Education Act of 1963 (Public Law 88-210).

Some indications of the progress in fiscal 1964 in the development of area vocational and technical schools are:

- 52 new area schools began operation;
- 31 area schools are under construction;
- 101 new area schools are in the planning stages;
- 63 established area schools have added new facilities;
- 63 established area schools have added new facilities;
- 83 established area schools are offering or planning to offer new programs, or to expand present programs;
- 31 States reported new pending or enabling legislation to increase the number of area schools within the State, to expand existing facilities, or to establish systems of area vocational and technical schools; and
- 10 States reported studies in progress to explore needs for new area schools, additional facilities, or needs for new or expanded programs.

The efforts being made by the various States toward promoting area vocational and technical education schools and programs are summarized in the following pages.

ALABAMA

The 1963 State legislature passed legislation which provided for construction of 15 additional State vocational and technical schools, 4 technical junior colleges, and 10 State junior colleges. Construction costs were limited to not more than \$350,000 annually for operation and maintenance. Postsecondary preparatory technical education programs were offered at State vocational and technical schools located in Decatur, Dothan, Huntsville, Mobile, Montgomery, and Tuscaloosa. Alabama A. & M. College, Normal, offered these programs for the first time in fiscal 1963. Supplementary programs for adults were operated by local boards of education and State vocational and technical schools to serve the needs for adult training in the Mobile, Birmingham, Gadsden, and Huntsville areas.

ALASKA

The Nome Area Vocational School is very near completion and preparation is being made to use it for Manpower and ARA projects in the fall of 1964. The Bureau of Indian Affairs has agreed to provide dormitory facilities by late 1966. The Nome Area Vocational School will serve people north of the Yukon, and legislation was passed for a future area vocational school in Kodiak. Alaska feels that there should be an area vocational school where the center of population is, and it has been the affirmative thinking of school educators of the public schools as well as the community college in the Anchorage area that there is need for an area vocational school in or about Anchorage. The vocational programs presently operating in the Anchorage public schools are under the supervision of the Anchorage Community College; therefore, this community college is serving area vocational needs.

AMERICAN SAMOA

Although legislation has been passed which would permit American Samoa to participate in the federally supported programs of vocational education, to date American Samoa has not participated.

ARIZONA

The State legislature recently authorized a statewide system of junior colleges and made provision for students to transfer from one district to another to avail themselves of training commensurate with their abilities and interests. The Governor's committee on vocational and technical education, made some specific recommendations which were incorporated into a bill that was passed by the last session of the legislature. This new act authorizes two or more high school districts to cooperate with the junior college district in offering vocational and technical education. It also increased the State appropriations for vocational and technical education approximately \$300,000 for fiscal year 1965. Eighty of the 104 high schools in Arizona offered vocational programs in fiscal 1964. Postsecondary preparatory technical education programs were offered at Phoenix College, Phoenix; Arizona State College at Flagstaff; and Arizona Western College in Yuma. Curriculums were approved for technical education in two new junior colleges; i.e., Graham County Junior College at Thatcher and Cochise College at Douglas. Phoenix College increased its curriculum offerings from 5 to 12 in technical education in fiscal 1965. Two more junior colleges are planning to offer technical education.

ARKANSAS

Appropriations for the regular program of vocational education were increased by the 1963 State Legislature by \$104,000 annually for the 1964-65 biennium. Funds were also appropriated for construction of a minimum of two vocational-technical schools. A new vocational-technical school opened in September 1963 at Morrilton, and a similar school is now under construction at A.M. & N. College, Pine Bluff. For a number of years the Arkansas Vocational-Technical School in Pine Bluff has offered supplementary courses for adults on an area basis.

CALIFORNIA

Among new statutes passed by the 1962-63 Legislature were:

Creation of the California Commission on Manpower, Automation, and Technology which,

among other things, will study and analyze the extent, character, and capacity of vocational education.

Authorization for high schools and junior colleges to share use of vocational education facilities, programs, and personnel.

Authorization for the creation of specialized high school facilities for vocational education, usually on a county or area basis.

It appears there will be increasing pressure at the 1965 session for a stepped-up vocational program for students not destined for college. In 1963-64, 53 of the junior colleges in the State offered programs and/or courses in technical education. More than 180 curriculums are offered in 20 fields of specialization, ranging from a statewide uniform electronics program to highly individual and vital curriculums in aircraft and missile construction and design.

COLORADO

The legislation enacted during fiscal 1962-63 affecting vocational programs for fiscal 1964 related only to appropriations, which remained unchanged. The area designated center concept has been well defined. Five junior colleges, two 4-year colleges, and three secondary school districts have been designated and are serving adequately to meet the present needs within the State. One district, the Boulder RE-2 system, has developed definite plans for a vocational high school which is designated to serve the needs of all in-school youth who might want and can profit from vocational offerings. Colorado's five junior colleges are committed to the conduct of programs of vocational and technical education. Investigation is being made of the possibility of developing area centers in the less populated portions of the State through the use of portable, packaged training facilities.

CONNECTICUT

The State board of education has approved plans for the expansion of facilities in the Regional Vocational-Technical Schools in six areas—Sanbury, Norwich, Willimantic, Waterbury, Bridgeport, and Torrington—at a cost of \$4,345,071 for the 1965-67 biennium. These now await action by the 1965 legislature. The site has been purchased for the lower Naugatuck Valley School and construction should start soon. There has been an expansion of post-high school trade programs, and Torrington and Manchester Schools will open electronics courses in September 1964. In September 1964, the new Waterbury State Technical Institute located in Waterbury, will

be opened with an expected freshman enrollment of 200 students, making a total of four technical institutes in operation within the State. The State board of education has approved plans for the expansion of facilities in three areas—Hartford, Norwich, and Waterbury—at a cost of \$3,487,576 for the 1965-67 biennium. These now await action by the 1965 legislature. The expansion of facilities will provide additional classrooms and laboratories for new programs to be developed under the Vocational Education Act of 1963. In the Evening Technical Institute Division, beginning in September 1964, special unit courses in distributive education and office and business education will be offered for the first time. It is planned to develop this program by September 1965 into 2-year day and 5-year evening programs offering an associate degree. Also, starting in September 1964, there will be a 2-year nondegree program in industrial drafting and industrial electronics to train industrial type technicians (not engineering technicians). Plans are also being formulated to offer postsecondary apprenticeship courses to advance apprentices beginning in September 1964.

DELAWARE

The appropriations made in fiscal 1964 provided additional funds for the expansion of area vocational-technical facilities in Sussex County in the amount of \$791,700 for the Sussex County Vocational-Technical Center serving 14 schools; an appropriation of \$2,576,450 for the construction of a new area vocational-technical facility in Kent County serving 6 schools (\$100,000 of private funds were also made available for the Kent County facility); with an additional appropriation of \$3,225,000 for new vocational-technical facilities in New Castle County. For the first time, legislative authorization involved budget items in all schools having vocational-technical programs that would provide more adequately for the actual costs of vocational-technical programs of high standards. In addition to this enactment the State Board was given the authority through this legislation to analyze programs and certify each year specific areas of vocational-technical education to which the legislation should apply. This should guarantee a continued up-dating and expansion of programs. Because of the additional administrative needs due to expansion, the State board for vocational-technical education recommended and received legislative approval for new positions: Occupational information and career service and State and Federal fiscal relations. Direct relationship was noted between expanded activities of

the manpower program and its need for facilities which may be made available under the regular State legislation. A study of needs in New Castle County, financed by the Delaware School Auxiliary recommended that there be three areas where additional facilities should be provided, including a post-high school technical program. The facility and the area to be served in New Castle County are being planned by the State board for vocational-technical education.

DISTRICT OF COLUMBIA

All vocational and technical schools in the District of Columbia are area schools in that they serve the entire jurisdiction of the District. The total enrollment in the vocational high schools continues to increase and now exceeds the total capacity of the schools. Recent staff conferences have resulted in the opinion that the District of Columbia Public Schools can best serve the community and the world of work, under the provisions of this new act, in part, through the construction and development of a single (consolidated) vocational-technical school center or complex. This replacement for the present five vocational high schools would have a capacity of about 3,000.

FLORIDA

The Florida legislature granted an increase in minimum foundation program units sufficient to care for anticipated expansion in high school, junior college, and adult vocational programs. Unit requests for the distributive, cooperative, and business education section were granted for 1964, but were frozen at that level for the second year of the biennium. Voters of the State approved a bond issue in November 1963 to provide construction funds for several types of educational institutions. Most of the funds are intended for the construction of university and junior college facilities, but a portion will also be used for area vocational and technical centers. Plans are currently in progress for a new area vocational and technical school to be located in Leon County. The site has been purchased and construction will be financed in part from the bond issue. The technical education section was established as a separate section as of July 1, 1963. Fourteen junior colleges, 10 high schools, and 5 post-secondary institutions, including adult vocational education centers and technical institutes, in Florida offer vocational-technical programs. The State legislature authorized the establishment of vocational centers in any county. However, no funds were appropriated for construction of these facilities. New technical education centers were completed in 1963 in

Orange and Pinellas Counties to provide training growing out of the industrial needs of those areas.

Currently in progress is a comprehensive study of vocational education in Florida. The study will attempt to achieve the following purposes:

1. To review the current statewide program of vocational, technical, and adult education in light of present and potential needs.
2. To explore the role of area vocational schools (comprehensive high schools, vocational-technical high schools, vocational schools and, under certain circumstances, junior colleges and universities in meeting current and potential training needs and, if found significant, to develop criteria for establishing construction priorities.
3. To review current operational emphases and the potential for extending service.
4. To review current training articulation and recommended appropriate structural modification.

The findings, conclusions, and recommendations of the study are to be available for use by members of the 1965 legislature in drafting appropriate legislation to meet the educational needs in the areas of vocational, technical, and adult education.

GEORGIA

The building program in Georgia, involving State and local funds, will cost approximately \$25 million and will result in 28 area vocational and technical schools throughout the State. Fifteen new area vocational and technical schools located in Albany (2), Augusta (2), Columbus (2), Rome (1), Marietta (1), Thomasville (2), DeKalb County (1), Moultrie (1), Swainsboro (1), Valdosta (1), and Thomaston (1) are in operation. Construction has been started on new schools at Griffin (2), Waycross (2), and Athens (1). Plans are in the final stages and construction should begin soon on schools at Macon (2), Atlanta (1), and Savannah (2). Three additional schools were recently approved by the State board of education. These will be located in LaGrange, Gainesville, and Walker County. In addition to the system of area vocational and technical schools, Georgia owns and operates two State vocational and technical schools: the North Georgia Technical and Vocational Schools at Clarksville, and the South Georgia Technical and Vocational School at Americus. These schools are equipped with modern, new dormitory facilities for boarding students. These State schools,

as well as the area schools, offer training in industrial, business, and health occupations.

GUAM

Guam has had vocational education programs only since 1959 with actual instruction beginning in 1960. The programs were interrupted in November 1962 when Typhoon Karen completely destroyed some buildings and severely damaged other existing structures. Since then, construction has been underway on new typhoon-proof buildings which will allow more course offerings than before. During fiscal 1964, the Guam territorial legislature authorized an expenditure of \$75,000 for vocational programs in secondary schools. These programs were in the fields of trades and industry, home economics, and agriculture. Since most technicians were still being imported to Guam, local officials reported they felt that such offerings were not adequate. However, the construction of 13 new school buildings next to the College of Guam will help to meet critical shortages in trades and technologies.

HAWAII

The 1963 State legislature authorized funds for the construction of a new welding shop, electricity shop, and administration, library and classroom building for the Honolulu Technical School. Plans are moving ahead for the construction of a new classroom building at the Hawaii Technical School in Hilo, and for additional buildings for the Maui Technical School. Hawaii's system of area technical schools has been developed over almost 40 years to provide pre-employment and upgrading programs in trade, technical, business, and service occupations. There are presently five technical schools in operation and additional State funds are needed to establish two additional schools on the island of Oahu and to increase the offerings in the existing programs. Only approximately 8 percent of the high school graduates are enrolled annually in trade and technical training programs and a substantial number of students are denied entrance because of insufficient programs and inadequate facilities.

IDAHO

Vocational-technical training facilities are inadequate in all areas of the State. Idaho State University School of Trade and Technical Education has a maximum capacity of 500 students. Current enrollment exceeds this and many students are turned away each year. Idaho State University has included a request for a new building in the budget for the next biennium. A new building to house electronics and

drafting technology has been completed at Boise Junior College. This new building merely replaces rented facilities and the completion of the building will not increase the number of students that can be accommodated. North Idaho Junior College has just recently completed a new vocational-technical facility. However, after the first year of operation (1962-63) this building was filled to capacity and the school has a waiting list of students. The Magic Valley area has requested consideration of an area school which would probably be located in or near the city of Twin Falls. A survey of community needs is currently under way. Tentative plans for an area school located in the north-central region of the State are being made. The school will probably be located near Lewiston and could be associated with the Lewis and Clark Normal School. Generally, new facilities would need to be constructed. However, a portion of the existing buildings at the Lewis and Clark Normal School could be remodeled for a limited program. Two junior colleges and Idaho State University conducted postsecondary preparatory programs in technical education in fiscal 1963. Three secondary schools and one State college offered supplementary technical education training programs for adults in fiscal 1963.

ILLINOIS

H.B. 1326 (73d General Assembly, 1963) appropriated \$643,781 to be used as matching funds for title VIII programs. This will allow 3 to 1 reimbursement for technical education programs (25 percent local, 25 percent State, 50 percent Federal). In effect, Illinois schools can double their technical education programs at no greater expense to the local school. Enrollments in technical education programs increased 20 percent in 1963. Postsecondary preparatory programs were offered in 18 school centers, and supplementary courses were offered in 8 school centers. Percentages of technical education enrollments, September 1963 were: Preparatory classes—60 percent in 10 junior colleges, 16 percent in 2 State technical institutes, and 24 percent in high schools supporting post-high school technical education programs; supplemental courses—15 percent in 3 junior colleges and 85 percent in high school adult education programs.

INDIANA

The 1963 State legislature increased the general appropriation for vocational and technical education by almost 100 percent.

The commission on general education is presently considering a regulation which in a sweeping revision

would increase the requirements for vocational education courses in almost all first-class and special first-class high schools in Indiana. The regulation will provide that in order to qualify for a first-class commission, all secondary schools shall provide facilities for and offer at least one approved vocational education major, approved under the State plan, in at least three vocational areas or combinations thereof. The regulation will add requirements for special first-class high schools and first-class high schools with enrollments of over 1,200. Plans have been developed for an area vocational and technical school to serve the needs of the southeastern section of the State. Area schools are presently in operation at Bloomington, Evansville, Marien, Terre Haute, Vincennes, South Bend, Bedford, Fort Wayne, and Indianapolis. New data processing programs have been established at Purdue University Extension Center at Hammond, Indianapolis, and Fort Wayne, and at Vincennes University. Electronics programs have also been established at the Purdue Center in Indianapolis and also Fort Wayne.

IOWA

Technical education programs and schools are being added as fast as possible. Several pilot schools started in the fall of 1963. These schools offered trade and industrial courses as well as technical courses. Iowa has 16 public community or junior colleges. Since the passage of NDEA, five of these colleges have been declared area schools and are offering practical nurse and preparatory technical education programs. In the fall of 1963, one college started a program in auto mechanics; and another at Iowa Falls (Ellsworth Junior College) started a 2-year course in midmanagement (distributive education). Two area schools for vocational and technical education are in the process of development. One of these is a 4-county area in the northwest corner of the State, and the second is a 10-county area in the south-central part of the State. It is planned that these two developments will be well underway within a 2-year period. Plans are underway to expand the above programs under the new Vocational Education Act of 1963:

1. To approve several other community colleges as area schools, one of these plans to start work in five occupational areas.
2. Additional programs are underway in the two pilot area schools.
3. Additional programs are past the planning stage in the other area schools.

4. New programs are developing in existing comprehensive high schools that will add greatly to the training being offered.
5. Lay people, educators and legislators are showing tremendous interest and enthusiasm to serve all the people in all communities with realistic vocational training.

KANSAS

Kansas permissive legislation for the establishment of area vocational and technical schools was passed by the Kansas Legislature in 1963. Extensive local and State planning during the months which followed resulted in the State board's approving eight applications to establish vocational and technical schools in 1964 and 1965. The establishment of these 8 schools represents the first phase of the development of a statewide system of 15 to 20 schools so located as to make the training readily available to all Kansas youth and adults. Local bond issues have been voted in three communities and others are being planned which will provide the funds to construct new, modern buildings to house these schools. The 1964 legislature appropriated \$700,000 as a State share in financing the establishment and operation of the approved schools during fiscal year 1965. The appropriation bill provided that no State funds be used in the construction of area vocational schools and that State funds may be used to pay 20 percent of the cost of equipment and 25 percent of operational and instructional costs involved. It is planned that local and Federal funds will be used to pay the remaining costs of operating the program. Curriculums are being planned to train workers of less than professional level in farm and farm-related occupations, industrial and health occupations, home and community service occupations, and business occupations included in the distributive and office fields. A goal has been established to have the statewide system completely organized and operational by 1975 as an integral part of a coordinated statewide effort to promote State economy.

KENTUCKY

The 1964 legislature passed legislation making it possible for the State board of education to establish area vocational schools in any city or county which, in its discretion, would best meet the vocational needs of the Commonwealth. The State board is now operating 10 area vocational schools and new legislation would make it possible to operate additional schools as needed. During 1963, a \$1 million building was

completed in Covington to serve the northern Kentucky area. Additions costing \$500,000 each were added at Mayo State Vocational School, Paintsville; and West Kentucky Vocational School, Paducah. In January 1964, a new area vocational school costing \$500,000 was completed at Madisonville. New buildings are under construction at Ashland, Harlan, Hazard, Somerset, and in Jefferson County. The buildings at Somerset, Harlan, and Jefferson County will be ready for occupancy at the beginning of the school term in September 1964. In addition to the area vocational schools operated by the State, extension centers and buildings are planned at Elizabethtown, Bardstown, and Hopkinsville.

LOUISIANA

Louisiana operates an extensive system of 27 area vocational and technical schools which provide training for all sections of the State. State legislation provides that students residing anywhere in the State may receive training in any of these area schools which provide vocational training in the program they have selected. All of these schools offer training for trade and industrial occupations and most of them offer one or more technical training programs. New area vocational schools have been completed in St. Martinville and Opelousas. A branch school is being planned and will be operated by the Sullivan Memorial Trade School, Bogalusa, to serve the Hammond area. A new branch of the Jefferson Parish Trades School has been completed in Metairie. New area vocational schools are being planned in Morgan City, Alexandria, and Plaquemine. New facilities for the Shreveport Trade School are now under construction. New facilities will be provided for the Ouachita Valley Vocational-Technical School in Monroe.

MAINE

In 1963 the State legislature appropriated \$640,000 for a building and equipment and \$139,722 for 1 year's operating expense for a new school in Androscoggin County. Two pieces of legislation were passed appropriating \$366,000 for building renovation and purchase of equipment, and \$520,500 for 2 years' operating expense for the school at Presque Isle. The Legislature also authorized \$25,000 to make a survey of the need for a vocational and technical school in Bangor. In Penobscot County a site for a vocational and technical school was authorized by a legislative appropriation of \$25,000. The Maine Vocational Technical Institute has served as an area vocational school at the post-high school level since 1946. Started

at Augusta on a limited scale, it was moved to the site of Old Fort Preble, South Portland, in 1952. It now offers eight courses and enrolls approximately 350. Northeastern Maine Vocational Institute, Presque Isle, enrolled its first class of about 100 in September 1963.

MARYLAND

Two-year vocational and technical education programs are offered at the Catonsville Community College, Hartford Community College, Allegheny Community College, and Montgomery Junior College. These institutions serve the needs of the communities in which they are located and, in this respect, are area vocational schools. Training opportunities at the Mergenthaler Vocational-Technical High School, Carver Vocational-Technical High School, Baltimore Polytechnic Institute, and Baltimore Junior College are available only to students whose parents reside in Baltimore City. Five comprehensive high schools in Montgomery County, two in Washington County, and one in Wicomico County offer vocational and technical programs on an area basis.

MASSACHUSETTS

The 1963 State legislature authorized certain industrial, technical, agricultural, and vocational schools to establish courses beyond the secondary level and to grant certain degrees to persons completing such courses of instruction. If pending legislation becomes law, it is supposed that financial assistance will be provided for additional teacher-training equipment. All vocational schools in Massachusetts are, in effect, area or regional schools and are operated under local authority. If the town of residence does not offer the type of vocational and technical education desired by the student, the town of residence pays the tuition of the student at the nearest facility offering the type of training desired. Eight new area or regional vocational-technical schools are under construction at an estimated cost of \$153,500,000. Additions costing an estimated \$18.5 million are under construction at the Beverly, Holyoke and Provincetown Trade Schools. A \$1 million addition to the Springfield Trade School was opened in January 1964.

MICHIGAN

Interest in area programs at the local level is at an all-time high. Amendments to the Intermediate School District Act now permit the financing of area programs by the intermediate district, such programs

to be operated by constituent school districts and/or community colleges. Amendments to the Community College District Act permit one or more counties or two or more K-12 school districts to form a district for the sole purpose of operating an area vocational and technical education program. Both of these acts require approval and designation by the State board of education of area program service areas. Perhaps a dozen or more areas in the State are presently involved in some stage of planning for the development of area vocational and technical education programs. The most promising of these involve cooperative planning between local school districts, community colleges, and intermediate school districts. Several school districts are now cooperatively operating limited vocational education programs on an area basis. These involve sharing the services of a director of vocational education, exchanging students, or operating cooperative training programs on an area basis. Area vocational and technical education programs are offered at the postsecondary level by 15 of the 18 community colleges presently operating in the State: Alpena, Benton Harbor, University Center, Flint, Grand Rapids, Dearborn, Highland Park, Jackson, Battle Creek, Lansing, Muskegon, Petoskey, Traverse City, Port Huron, and Warren. An additional 10 community colleges are in various stages of development. Eight institutions of higher education offer terminal 2-year programs on an area basis. The Michigan Rehabilitation Institute provides vocational education programs for handicapped persons. These nine institutions serve students throughout the State.

MINNESOTA

The 1963 legislature increased funds for vocational education to \$3,800,000 for fiscal year 1963 and \$4,500,000 for fiscal year 1964. The legislature passed a bill providing for the establishment of a State board for junior colleges. All 11 public junior colleges will become State administered on July 1, 1964, under the new State board for junior colleges. The law also permits the establishment of three additional junior colleges when funds become available. The legislature also made provision for the construction of a new State college in the southwestern part of the State. The location of this new institution will be in Marshall and will provide curricula in the liberal arts and certain technical areas yet to be decided. The area vocational and technical schools in Minnesota now number 15 with 4 additional schools scheduled to start operation on or before September 1965. The new schools will be located in Canby, Jackson, Granite

Falls, and Brainerd. Minnesota now has area schools located in all geographic areas except the southwestern part of the State where at least one school will be started at an early date.

A study is now in progress to determine further needs for additional area vocational and technical schools and for the expansion of existing schools. The study report will be made to the State Board in July 1964. All area schools are administered by local school districts and provide vocational and technical education programs at both the high school and post-high school levels. Nearly all programs offered in the area vocational and technical schools have waiting lists of students desiring training. This has resulted in many schools operating more than one session each day. A few programs operate 20 out of 24 hours; several operate three 6-hour sessions a day and nearly all operate some programs beyond the regular day and evening hours. More schools are operating 12 months rather than the conventional 9. The St. Paul area school, which presently has a poor physical plant, is being constructed on a new site at a cost of over \$7 million. Several smaller schools have voted bond issues for additions to overcrowded area vocational facilities. Some of these are new schools in operation less than 2 years and are already in need of more space.

MISSISSIPPI

With expected new appropriations from both the National Congress and State legislature, Mississippi should be able to greatly expand its technical education program during the next 2 years. If these appropriations are made, Mississippi should be able to meet the needs for technical education in the near future. Two new buildings have been completed at a cost of \$25,000 at Northwest Mississippi Junior College, and it is anticipated that another building costing approximately \$240,000 will be added soon to house vocational and technical programs. Two new buildings, costing \$165,000, have been completed at Copiah-Lincoln Junior College to expand the vocational and technical program; and a new building has been constructed at Hinds Junior College, costing \$400,000, to accommodate vocational-technical programs. Perkinson Junior College has plans to build two more buildings—approximate cost \$280,000—to expand their vocational-technical offerings.

MISSOURI

Junior College legislation passed by the 1961 general assembly, together with amendments passed by the

1963 general assembly, is making possible expansion of vocational and technical education at the junior college level. Four junior college districts have been formed and all have initiated new programs for the 1964-65 school year. The largest of these districts, The Junior College District of St. Louis, St. Louis County, has an assessed valuation of nearly \$4 billion and is proceeding rapidly toward the building of three new facilities for technical education. Two additional districts are in the process of development. An additional appropriation of \$140,000 in State funds will provide additional matching funds for programs in all services and will provide for expansion of practical nurse training programs and technical education programs. Additional State funds provided under the foundation program, approximately \$28.5 million, will provide local schools additional funds of a general nature and, therefore, free them to expand vocational programs during the next biennium.

The increased need for vocational and technical education programs in Kansas City stimulated the creation of six new vocational and technical centers which went into operation at the beginning of the 1964 fall term. The three new centers at Central, Van Horn, and Westport High Schools are entirely new facilities, fully equipped and built at an approximate cost of \$1.75 million. The other centers are at Lincoln, Manual, and Northeast High Schools. Three secondary school districts in the State serve for vocational and technical training on an area basis by providing such services by contract to surrounding school districts. Programs in these schools are expanding rapidly and at least three additional ones are expected to start programs in the 1964-65 school year. Since the passage of title VIII of the National Defense Education Act in 1958, technical education programs in Missouri are now in operation in 21 communities.

MONTANA

The 1963 State legislative assembly granted a 25-percent increase in funds for vocational and technical education. Also, changes were made in area vocational school statutes that enable a more realistic tuition figure to be charged to those counties sending students to area vocational schools. Studies are underway to devise proposed legislation for the 1964 legislative assembly that will enable area vocational schools to be more adequately financed and to establish a base upon which the financial structure may be founded. Preparatory technical education programs were offered in 1963-64 at Northern Montana College and at three high schools, Great Falls, Custer County, and Helena.

Extension courses were offered in two junior colleges and eight high schools. At present, the State board for vocational education is reexamining the policies and criteria in light of the Vocational Education Act of 1963. It is hoped that this will lead to the development of more area vocational schools and the expansion of programs in those schools which are currently operating.

NEBRASKA

The 1963 State legislature considered the establishment of several State-operated post-high school technical schools. This matter was referred to an interim study committee which held a number of meetings during the past year preparatory to their report to the State legislature in January 1965. The State board of vocational education directed that a study be made of the needs for vocational education in the State. In addition, a communitywide study is being conducted in Omaha. Presently, we have in Nebraska, two area vocational schools in addition to three area schools for practical nursing. Our Omaha Technical High School serves both Douglas and Sarpy Counties, and offers three programs in technical education. New school facilities were completed in 1963 at the Nebraska Vocational Technical School at Milford. Currently, an additional 180-student dormitory is being rushed to completion for occupancy in September 1964. This school serves the entire State and offers preparatory technical education in 11 areas including a rather new program in electronic data processing. Recently, the Lincoln Public Schools were approved as an area school, for only technical education, to serve Lancaster County. It is anticipated that such programs will be in operation during 1964-65.

NEVADA

The State legislature appropriated \$216,599 for the 1963-64 year, and approximately the same amount for 1964-65 for vocational education. The assembly ways and means committee requested the State director to present a recommendation for the establishment of area vocational and technical schools at the next special or general session of the legislature, whichever comes first. Technical education, since its inception in 1958, has had the most rapid growth of all of the vocational education services. Eight secondary schools have developed area programs in which students from surrounding schools may participate. Centers where extension training programs are established include the University of Nevada at Reno, Las

Vegas; Nye County School District, Tonopah; Mineral County School District, Hawthorn; Churchill County School District; one center each in the White Pine County School District, Ely, and the Ormsby County School District, Carson City; and a cooperative program whereby technical extension courses can be offered anywhere in the State through the auspices of the Statewide Services Division, University of Nevada, in cooperation with the State vocational and technical education division. In Clark County, one of the fastest growing sections of the entire region, a survey has been completed to determine the feasibility of constructing an area vocational and technical center. The site is available—385 acres of Federal land between Henderson and Las Vegas. A study commission found that the defense oriented industries in the area felt that such a center would have a "profound effect on the economy and society." A \$19,000 Ford Foundation grant for a facilities laboratory helped to generate public support of a proposed bond issue.

A technical advisory committee was established to plan for a Southern Nevada Vocational-Technical Center. Two countywide conferences were conducted to explain the purpose and need for a center. The Stanford University Schoolhouse Planning Laboratory was contracted to assist in the planning. Visits were made to numerous vocational-technical schools throughout the United States. The Clark County School District proposed a \$37 million bond issue for overall school construction for the next 3 years which included \$3 million for the initial construction of the Southern Nevada Vocational-Technical Center. The center is planned to accommodate 5,000 students eventually. On May 5, 1964, the bond issue received overwhelming support. Construction is planned to start in the near future. The State board for vocational education adopted a proposal to ask the legislature to construct two area vocational and technical schools within the State. This proposal was presented to the 1964 special session of the legislature for study. The State director met with the State planning board and received concurrence of the need. The State planning board is developing plans to ask the forthcoming session of the legislature to finance or assist in financing the proposed facilities. It has not been possible for the State board to meet all the requests for vocational and technical education programs. Lack of funds necessitated refusal of participation in preparatory and extension programs beginning in January 1964, since reallocated funds were not made available to the State during the current fiscal year.

NEW HAMPSHIRE

The 1963 legislature provided \$1,005,000 for the purchase of land and construction of a new vocational and technical school to serve the northern section of the State; \$1,005,000 to replace the present facility at Portsmouth, to serve the southeastern section of the State; and \$1,272,000 to replace the present facility at Manchester, to serve the south-central part of the State. The 1961 legislature provided \$1,650,000 for a centrally located technical institute which is presently under construction and will be completed for occupancy not later than September 1, 1965. Fiscal year 1964 will result in completion of the four post-secondary schools and the further development of all areas of vocational education on the secondary school level in grades 11 and 12 where the school is of sufficient size to support an adequate program.

NEW JERSEY

Vocational-technical education and training is being offered in 4 city, 1 regional and 13 countywide high schools or centers at either the secondary or post-secondary levels. Eight of the latter institutions are utilizing rented facilities and are operating as area-wide pilot, technical institutes. A notable step was achieved through the enactment of the New Jersey county college law in 1962 but which became effective July 1, 1963. The law stipulates that "technical institute type" curricula may be offered as well as many new area-wide vocational-technical curricula, in extension.

Bergen County with its secondary emphasis, has been voted the sum of \$3,750,000 for the construction of a new wing to the existing structure and \$500,000 for the purchase of new equipment. These added facilities will permit a substantial increase in enrollment and in the number of programs offered.

Burlington County, a new participant, initiated its postsecondary, preparatory technical programs as well as adult courses, on an evening basis, this past January in rented facilities. At this writing, the county board has been authorized to utilize the sum of \$500,000 for the purchase of a permanent and suitable site, the development of a master plan, and for the initial construction phases. Additional funds have been assured for the completion of the proposed project.

Camden County, with both secondary and post-secondary objectives, has completed the construction of a new wing which involved the expenditure of \$625,000 for building and for needed equipment. A

second wing has been planned and the sum of \$435,000 appropriated for alterations, new construction, and appropriate equipment. This project will be completed by September 1965. Currently, a county study committee is finalizing its plans to resurvey the entire county to ascertain its latest vocational-technical needs at both levels of training and its report is due this November 1. Present projections indicate that as many as three new areawide, vocational-technical centers may be constructed within the next 10 years to satisfy the growing needs.

Essex County has expended approximately \$1 million in altering and modernizing one of its Newark schools. In addition, the sum of \$1,125,000 has been approved for the construction this summer of an addition to the Vocational and Technical High School for Girls. The establishment of a county technical institute or college to meet the county's post-high school technical education needs is being considered with preliminary estimates running at about \$6 million.

Middlesex County has acquired a 50-acre site, which is appraised at about \$200,000 on which to build its fourth countywide vocational and technical high school. Plans are now being devised for a facility estimated to run at \$2,500,000 for actual construction and about \$500,000 for needed equipment. The county has recently applied for and received permission to establish a 2-year county college. This required nearly 165 acres of land which comprised part of the Raritan Arsenal site and which was granted the county by the Department of Health, Education, and Welfare. There are 23 buildings on the acquired site which are adaptable for educational purposes. A master plan will be developed for the permanent countywide facilities and designed for an initial enrollment of 500 to 1,500 students.

Monmouth County has authorized the county board to construct a \$500,000 building for areawide vocational training with programs initiated at the secondary and postsecondary levels. Completion of the project is expected by September 1965.

Ocean County is operating day and evening programs on a countywide basis in rented facilities. Both postsecondary technical education and health education programs are offered. The county vocational board has 150 acres of land available for an educational center and specific plans for future vocational and technical needs are being weighed in conjunction with those of a proposed county college.

Passaic County recently leased the Paterson City vocational-technical facilities for a period of 3 years.

A master plan for a new countywide vocational-technical educational center is being developed.

Warren County will initiate its third 2-year post-high-school technology this September. A fourth is planned for the following year. The county vocational board is making plans for the purchase of a suitably large parcel of land on which to build a sizable permanent vocational and technical institute to replace the present one.

NEW MEXICO

Legislation passed during 1963 provides for the further development of technical and vocational institutes and junior colleges. An act passed in 1963, relating to junior colleges, provides for the creation, financing, supervision, and dissolution of junior college districts; and prescribes the power and functions of such institutions. Another act (1963) authorizes creation of technical and vocational institutes in any county; provides for formation, financing, supervision, and dissolution of technical and vocational institute districts; and prescribes the powers and functions of such districts.

NEW YORK

The future direction in technical education will be determined in part by the completion of area vocational education studies and the implementation of the recommendations of 21 multicounty vocational education studies. A new Lewis A. Wilson Technological Center was established in Suffolk County, District III, by a board of cooperative educational services. The Nassau County Board for Vocational and Extension Education leased two additional buildings for technical education programs, and instituted a program of computer technology. During 1964, seven new programs were started in the State in electronics, instrumentation, and computer programming. Lawrence began a program in electronics. Levittown started an instrumentation program. Buffalo, Syracuse, and New York City developed programs for computer technology. Extension and improvement curriculum projects were conducted in 11 schools involving 24 technical programs—of these schools, 6 introduced programs of numerical control; 3, metallurgy technology. In the summer of 1963, workshop institutes for preparing teachers for business data processing and computer programming were held at the State University of New York at Albany, Columbia University, New York University, and Syracuse University.

NORTH CAROLINA

The general assembly in 1963 increased appropriations for vocational and technical education for the 1963-65 biennium by \$7,079,716. In addition, the 1962 assembly appropriated \$1,500,000 for the 1963-65 biennium for experimental programs in vocational education in the secondary schools. The State legislature also passed a bill in 1963 revamping the entire higher education system in the State. It places the community college system under control of the State board of education and provides machinery for the conversion of industrial education centers into comprehensive community colleges. New technical education programs were offered in 1963 at the centers in Asheville, Charlotte, Asheboro, and Kinston. Twenty industrial education centers are in operation in the State, 14 of which offered preparatory programs in technical education in 1963.

NORTH DAKOTA

The North Dakota State School of Science at Wahpeton is the only centralized vocational and technical school in the State. Students are enrolled from all of the 53 counties each year. This institution offers a wide variety of trade and technical training in addition to liberal arts, business, and preprofessional programs. The State has not as yet felt the impact of extensive industrial development. Increasing numbers of employers are visiting the campus of the State School of Science interviewing students, especially graduates of NDEA title VIII programs. We are pleased to report that with the exception of five 1964 graduates the school has placed all students on jobs in their respective fields. The placement director reports that these five are working but not necessarily in their field of training, some have gone back to the farm, and others to their parents' business establishments. Presently, the North Dakota State School of Science offers preparatory technical education in eight areas, including new programs in electronic drafting technology and electronic data processing. The board has approved the school's starting a course for dental technicians.

OHIO

The legislature continued the present level of State financial support for vocational education for 1964. The legislature also passed an improved joint vocational school district bill that makes provisions for including sections of two or more counties in the joint vocational school district; provides for options in the

organization of the board of education; and identifies clearly the State funds to be made available under the additional vocational unit allocated to the joint vocational school. In 1963 2-year post-high school technical education programs were established in cooperation with the local boards in Ashtabula, Hamilton, Willoughby, and Springfield, bringing to 10 the total number of schools operating such programs in Ohio. In 1964, an additional technical education center was established in cooperation with the Columbus Board of Education making a total of 11 such centers. One area vocational center was established in 1963 and an additional one was approved under the new joint vocational school district law in Ohio. Four additional joint vocational school districts have been approved by the State board of education. Three of these districts have established their boards of education and have begun planning toward the organization of broad vocational programs.

OKLAHOMA

Area vocational-technical schools provide training for students in all parts of the State. Presently eight State junior colleges, two technical institutes, and one trade school offer vocational and technical programs on an area basis in Oklahoma. Two new buildings to house vocational programs are under construction at Northeastern A&M College, Miami, and a new building is in the planning stage at Eastern Oklahoma A&M College, Wilburton. The Oklahoma State University Technical Institute at Oklahoma City is planning a completely new campus near the Industrial Park. The University Branch at Okmulgee has moved the electronics program into a new modern building completed in early 1963. Eastern A&M College has completed a new technology building, and many of the area schools have building plans in the drawing-board stage. Oklahoma City has technical training programs in 11 high schools, and new technical programs are planned for selected high schools at Tulsa.

OREGON

The 1963 State legislature appropriated sufficient State funds to provide for planned programs for the next 2-year period. Funds were also appropriated for community college buildings. Oregon has five separate area community colleges and four community colleges operated by local school districts, all of which offer vocational and technical programs. In addition, one other area education district has been established and will start vocational programs in the fall of 1964. Another area education district is in the process of

organizing. A new plant was built for the Salem Technical-Vocational School, and a new building is scheduled for completion in 1964 at South Western Oregon College. Plans are underway for construction of new laboratories and classrooms at Blue Mountain College and Central Oregon College. As a result of studies in the areas of wood products and forestry, programs in these areas have been organized. Preparatory and in-service programs for law enforcement occupations have been developed on a statewide basis and will be initiated in the fall of 1965. State and regional advisory committees have been established.

PENNSYLVANIA

Act 463, passed by the 1963 legislature, modifies the procedures for establishing area vocational and technical schools, increases subsidies to participating districts, provides for designation of attendance areas for area vocational and technical schools and technical institutes, and provides reimbursement for operation. Presently, there are eight area vocational-technical schools in operation. Two new schools are under construction, and nine others have filed applications for construction of buildings. Twenty-three attendance areas have been approved by the State board. Since January, these approved attendance areas are rapidly moving toward actual school establishment via educational program development, agreements, building plans, and employment of personnel. Seven approved attendance areas have drawn up agreements; and six have employed or are planning to employ administrators for work in the developmental stages. One of the six hopes to begin conducting classes in September of this year. Active interest has been shown in more than two dozen other attendance areas throughout the State. It is likely that nearly all will receive approval at a later date. It is anticipated that several of these will proceed into the official establishment of schools, upon receipt of approval for the respective attendance areas. Act 484, also passed by the 1963 legislature, permits establishment of community colleges or technical institutes. Two have received approval for establishment and several other areas are showing interest.

PUERTO RICO

The demand for admission to both the regular preparatory and extension programs far exceeds the facilities available at the Technological Institute. Twenty-three graduates received diplomas. Over 80 percent of them are employed as technicians at various levels which include production management, pro-

duction control, product development, and supervisory management. Of the 497 students applying for admission to the institute, 378 reported to take the entrance examination, and 194 were found acceptable. Because of a lack of facilities, only 78 new students were admitted to the 2-year program. For the school year 1964-65 consideration is being given to the expansion of the present physical facilities at the Technological Institute and the establishment of three additional courses in industrial chemistry, electrical technology, and electric data processing. The Evening Technical Institute of the College of Agriculture and Mechanics Arts in Mayaguez graduated 25.

RHODE ISLAND

The 1963 legislature approved an \$8 million bond issue for the construction of four regional vocational schools. This bond issue will be on the special election ballot for approval by the electorate on June 2, 1964, and \$325,000 additional for the Vocational Technical School of Rhode Island. Appropriations during 1963 for the expansion of the Vocational-Technical School of Rhode Island totaled \$700,000. Rhode Island Junior College was established March 4, 1964, and a president appointed. He is Dr. William F. Flanagan. Classes began in September 1964 with an appropriation of \$98,500. A study was completed to determine how vocational education in the State could best meet total community needs.

SOUTH CAROLINA

South Carolina is moving forward rapidly with a program designed to make vocational and technical education facilities available throughout the State. Nine Technical Education Centers have been approved by the State committee for technical education and seven of these are in operation. The State legislature increased funds for technical education approximately 50 percent. The general assembly passed an act permitting the State board of education to borrow \$150,000 to erect a new 50-room dormitory at the Columbia Branch of the Area Trade School. This building was occupied in September 1964. A similar building was completed at the Denmark Branch and was occupied in September 1963. An area vocational school to serve high school students in four cooperating schools was organized and began operating in September 1963.

SOUTH DAKOTA

The recommendations resulting from a study, conducted by the South Dakota Employment Service and the Division of Vocational Education, are being re-

viewed by the legislative appropriations committee. These recommendations provide additional funds for such area technical training schools as may be needed. The State advisory committee under the State board of vocational education is working to further develop the area school with the idea that its operation and development can be extended under the Vocational Education Act of 1963. Presently technical programs are offered only in high schools in the State. Arrangements have been made for the establishment of a 13th year on a technical level in one high school. The problem of establishing courses under title VIII has been the lack of matching funds. Some industries have provided the necessary funds for such technical courses as have been offered.

TENNESSEE

The 1963 general assembly enacted legislation and appropriated funds to establish area vocational and technical schools and regional technical schools in Tennessee. The general assembly expressed its intent that a statewide system of area vocational and technical schools be established so that ultimately one would be within commuting distance of all citizens of the State. Eight area vocational and technical schools are under construction with two additional ones planned immediately. These 10 schools are scheduled to be placed into operation by the end of fiscal 1965. One technical institute is being planned with construction to begin in August 1964. Projected plans call for the establishment of 20 such schools and possibly three technical institutes.

TEXAS

Secondary schools in the larger cities are showing a growing interest in technical education programs. Several programs have been approved to begin in September 1964. Twenty-one junior colleges offered NDEA title VIII technical programs during fiscal year 1963-64 with from one to seven courses offered in each junior college. Most popular courses are data processing, technical drafting, and electronics. Twenty junior college instructors of data processing were approved to attend the 1964 summer institute in Fort Collins, Colo. A new junior college, Grayson County Junior College, Sherman-Denison area, is under construction. The first building to be completed is the technical wing to house the vocational and technical program. An extensive occupational survey was made of the area to guide the college in determining course offerings. Three other occupational surveys have been made for junior colleges and several others are scheduled. Del

Mar College, Corpus Christi; Lee College, Baytown; San Antonio College, San Antonio; Panola Junior College, Carthage; and Henderson County Junior College, Athens; are planning to expand their physical facilities. Hill County Junior College at Hillsboro moved into a new plant in January of 1964. Four senior colleges are presently offering technical programs. The electronics technology program at Texas A. & M. University was very successful and expansion of the program is being considered.

UTAH

Legislation passed for the 1963-65 biennium included \$1,450,000 for buildings and equipment at Salt Lake Trade Technical Institute and \$970,000 for maintenance and operation; and \$855,000 for maintenance and operation at Utah Trade Technical Institute, Provo. Salt Lake Trade Technical Institute will now have a new home about 5 miles from the business district of Salt Lake City. These improved facilities should add to the stature and improve the image of vocational education in the minds of young people with a resulting increase of enrollments in preparatory programs in trade, technical, and business training at this school. Utah has two vocational and technical institutes: Salt Lake Trade Technical Institute in Salt Lake City and the Utah Trade Technical Institute in Provo. In addition, Weber College, Ogden, has an extensive vocational and technical program. Eighty percent of the State's population is within commuting distance to these three schools. A data processing program has been initiated at Weber College in Ogden. This is the first such program in the State conducted at the vocational education level.

VERMONT

Vermont is in the process of building a number of new additions to present vocational education facilities. A new laboratory building has been completed at Vermont Technical College which has broadened the curriculum. Burlington and Rutland have both enlarged the areas they will serve—Rutland as of September 1963 and Burlington as of September 1964. Hartford School District has also enlarged its area and is now building a new school.

VIRGIN ISLANDS

The vocational education budget for fiscal year 1964 was increased over the previous year, and teachers' salaries increased under a new pay plan that went into effect during the year. The vocational education programs in the Virgin Islands were offered in com-

prehensive high schools at Charlotte Amalie High School on St. Thomas Island, and at Christiansted High School in Christiansted, and at Claude O. Markoe High School in Frederiksted, both on St. Croix Island. On St. Thomas Island 640 students were enrolled in high school vocational courses and on St. Croix, 363. Officials consider their home economics programs with 637 students to be very important because of the rapid increase in private home construction and home ownership on the Islands. A course in electronics at the secondary level was offered for the first time at Charlotte Amalie High School, and the facility is also used for adult programs. There were no offerings reported at the postsecondary level. Territorial officials reported employment opportunities to be very good and no persistent unemployment.

VIRGINIA

The State commission on vocational education appointed by Governor Harrison made recommendations to the Governor and the general assembly. The recommendations included additional appropriations for vocational education and the establishment of a State board of technical education. The general assembly of 1964 authorized a nine-member State board of technical education. This board has the responsibility of developing standards, curricula, establishment, and operation of area vocational-technical schools and/or technical programs. Also, the board of technical education will have the responsibility of establishing the number of graduates needed from full-time vocational and technical programs. The general assembly appropriated \$1 million for the next biennium to the State board of education to expand vocational education for high school youth, for clinics for guidance counselors, and to expand and up-grade the present area vocational schools. Two million dollars was appropriated for the next biennium to the board of technical education for administrative expenses, teacher training, and curriculum development, needed surveys, etc., and for establishing new schools or technical programs.

Two of the present area vocational-technical schools have employed architects to plan new buildings, and two other schools are hoping to start on a building program as soon as local funds can be secured. Several centers in the State are making surveys or are developing plans for new area vocational schools. There is a possibility that three or four new area vocational-technical schools will be open by September 1966. Richmond Professional Institute started a new technology, air conditioning and refrigeration program

in the fall of 1964. State clinics for high school guidance counselors are planned by the State board of education for the summers of 1964 and 1965. The clinics are designed to acquaint the counselors with job qualifications, information needed in the selection of vocational objectives, the use of tests to develop the needed student profiles, description of vocational and technical program offerings in the State, and job opportunities for those completing the vocational and technical courses available.

WASHINGTON

Currently 25 schools that qualify as area vocational and technical schools offer postsecondary vocational and technical education programs in Washington. Of this number, 10 are vocational and technical institutes or schools and 15 are community colleges. By action of the 1963 State legislature, two new community colleges were authorized to begin operation in the present biennium and two others have been designated and will open in the 1965-66 fiscal year. Plans are in process for new plants or for major additions to present facilities which should be completed in 2 years at Green River Community College, Auburn; Bellevue School District No. 405, Bellevue; Olympic College, Bremerton; Everett Junior College, Everett; Columbia Basin College, Pasco; Bellingham Vocational-Technical School, Bellingham; Renton Vocational School, Renton; Edison Technical School, Seattle; Highline College, Seattle; Spokane Community College, Spokane; Clark College, Vancouver; Yakima Valley College, Yakima; and Tacoma Vocational-Technical Institute, Tacoma. The total value of these additional buildings will approximate \$12 million. Previous figures showed that the vocational-technical programs have doubled in the State in the past 10 years, and they are expected to double again in the next 5 years. However, with the increased incentive and stimulation resulting from the Vocational Education Act of 1963, it is anticipated that growth of the programs will be accelerated.

WEST VIRGINIA

The 1963 State legislature increased the State appropriation \$60,000 over the previous year 1961-62 making a total of \$410,000. The 1964 session of the legislature dealt primarily with budgets. No other legislation is contemplated. During 1964, several counties voted on bond issues to provide new vocational education facilities in their proposed building program. On the basis of a survey of need for trained personnel in data processing in the industries in the Ohio Valley,

a pilot program in data processing was started in the fall of 1963 at Magnolia High School, New Martinsville. Three new preparatory programs were established: St. Albans High School, chemical technology; Parkersburg High School, electronics technology; and Huntington High School, electronics technology. Supplementary courses in electronics technology were offered in Beckley, Charleston, Huntington, Parkersburg, and Wheeling.

WISCONSIN

Because of Wisconsin's unique system of separate local schools of vocational, technical and adult education, the development of educational facilities is satisfactory. In local situations where facilities have become out-dated or over-crowded, local communities have responded to the need for up-dating laboratories and classrooms or have authorized building expansions. During the past year, several local schools have completed additions to their physical plants. Improved program financing has resulted from increased State appropriations for vocational-technical education. Four additional schools have been approved to develop programs of an area post high school nature, bringing the total of approved schools to 12. Future expansion calls for a total of 20 area vocational and adult schools. These schools offer all traditional vocational education programs and, in addition, grant an associate degree in various technologies. Legislation has been enacted which gives the State board of vocational and adult education representation on the State coordinating committee for higher education. This committee reviews the budgets and programs of all higher education including the associate degree programs in the vocational and adult schools. The State board approved the establishment of business data processing programs at Appleton, Eau Claire, Green Bay, Kenosha, Madison, Milwaukee, and Wausau. Courses are now in session, and these centers have purchased equipment under NDEA title VIII assistance and were in full operation during the fiscal year 1964.

WYOMING

The Wyoming Foundation Law and sections thereto concerning vocational education have been virtually unchanged since inception in 1955. However, the 1963 legislature increased reimbursement for the vocational unit from \$6,200 to \$6,500. It is anticipated that State legislation will be proposed to the 1964 legislature which will affect the cause of vocational education in Wyoming. At the present there are no

area or technical schools in the State. However, there has been encouraging talk and considerable interest shown. Presently Casper College conducts reimbursable programs in distributive education, home economics education, trade and industrial education, practical nurse education, and technical education. Western

Wyoming Junior College, a relatively new institution, has a distributive education program and a few adult programs in trade and industrial education. On the whole, the climate in Wyoming seems favorable toward new and greater expansion of vocational education.

Statistical Tables: Enrollments and Expenditures for Vocational and Technical Education

TABLE 1.—Enrollment in vocational classes, by type of program and by State or territory, fiscal year 1964

State or territory (1)	All programs (2)	Agriculture (3)	Distribution ¹ (4)	Health occupations (5)	Home economics (6)	Technical (7)	Trades and industry ² (8)
Total.....	4,566,390	860,605	334,126	59,006	2,022,138	221,241	1,009,274
Alabama.....	129,951	40,383	1,202	613	60,302	2,164	25,287
Alaska.....	2,667	26	125	12	1,147	20	1,337
Arizona.....	32,349	2,520	2,980	213	17,094	1,602	7,940
Arkansas.....	93,476	29,779	3,742	672	46,529	727	12,027
California.....	499,517	15,429	102,233	9,845	163,467	70,366	138,177
Colorado.....	54,582	3,253	6,847	492	22,888	3,124	17,978
Connecticut.....	33,141	929	6,609	582	5,722	7,833	17,466
Delaware.....	11,007	819	1,248	111	4,260	387	4,182
Florida.....	186,950	15,784	20,178	2,311	95,927	13,065	39,685
Georgia.....	168,119	39,132	7,588	1,120	84,456	1,841	33,962
Hawaii.....	18,289	1,908	2,408	147	8,752	510	4,564
Idaho.....	16,492	4,472	306	481	8,080	483	2,670
Illinois.....	125,899	26,663	4,113	1,739	58,275	4,530	30,579
Indiana.....	75,151	17,338	2,929	447	39,424	1,703	13,310
Iowa.....	65,985	26,860	2,233	493	21,422	2,335	12,642
Kansas.....	45,387	7,526	5,668	1,463	15,727	1,779	13,224
Kentucky.....	81,828	20,498	2,549	667	37,398	714	20,002
Louisiana.....	91,954	20,398	2,929	1,115	45,382	3,931	18,199
Maine.....	8,769	1,247	257	104	3,868	151	3,142
Maryland.....	37,861	4,341	1,814	130	17,407	1,601	12,568
Massachusetts.....	71,991	1,688	2,893	952	39,654	1,645	25,156
Michigan.....	160,398	16,085	20,885	2,981	63,203	6,965	50,277
Minnesota.....	108,283	28,536	6,374	923	44,396	5,101	22,953
Mississippi.....	98,567	43,426	2,405	682	40,469	2,779	8,806
Missouri.....	69,899	16,492	6,877	1,318	32,339	2,114	10,759
Montana.....	11,777	3,140	517	231	4,644	461	2,784
Nebraska.....	31,720	6,757	1,598	395	16,662	606	5,702
Nevada.....	10,030	517	819	210	4,187	2,353	1,964
New Hampshire.....	7,892	529	319	176	3,883	806	2,176
New Jersey.....	37,472	1,505	1,009	1,439	4,645	7,897	20,977
New Mexico.....	14,003	2,424	874	101	6,882	827	2,895
New York.....	531,884	10,334	11,949	3,922	192,921	9,021	103,737
North Carolina.....	187,082	64,021	2,721	2,019	74,085	5,855	38,981
North Dakota.....	20,239	4,726	686	319	9,359	561	4,588
Ohio.....	169,788	22,118	8,668	2,412	75,755	1,219	59,616
Oklahoma.....	73,861	25,619	1,257	1,135	31,617	3,983	10,250
Oregon.....	33,868	5,579	1,268	741	16,493	1,147	8,640
Pennsylvania.....	109,292	13,458	5,324	3,447	40,767	6,434	39,862
Rhode Island.....	11,800	541	73	157	7,715	206	3,108
South Carolina.....	113,700	42,212	3,394	576	22,574	1,526	13,228
South Dakota.....	16,486	6,059	943	134	6,743	81	2,526
Tennessee.....	101,581	24,081	4,055	1,538	51,380	1,748	18,779
Texas.....	441,111	163,625	32,610	3,799	178,449	13,618	49,010
Utah.....	27,699	4,312	1,237	373	13,307	1,948	6,522
Vermont.....	8,002	982	160	139	3,883	647	2,191
Virginia.....	114,756	22,209	20,296	1,334	46,749	2,304	21,864
Washington.....	122,237	9,607	5,761	2,291	52,676	10,830	41,072
West Virginia.....	33,923	6,398	1,023	315	15,913	473	9,901
Wisconsin.....	152,942	23,250	7,804	1,179	78,615	8,754	33,330
Wyoming.....	7,964	1,843	219	10	3,804	35	2,047
District of Columbia.....	8,009	.....	609	562	3,398	127	3,413
Guam.....	1,182	223	.....	.....	327	.....	632
Puerto Rico.....	76,181	8,917	7,640	420	46,489	311	12,404
Virgin Islands.....	999	87	11	13	628	.....	260

¹ Includes 23 enrolled in fisheries occupations (see table 30).

² Includes 1,614 enrolled in fisheries occupations (see table 30).

TABLE 2.—Enrollment in vocational classes, by type of program for selected years ¹

Year (1)	Total (2)	Type of program					
		Agriculture (3)	Distributive occupations (4)	Health occupations (5)	Home economics (6)	Technical education (7)	Trades and industry (8)
1964.....	4,566,390	860,605	² 304,126	59,006	2,022,138	221,241	³ 1,069,274
1963.....	4,217,198	827,827	309,593	53,957	1,839,450	184,595	1,001,776
1962.....	4,072,677	822,664	321,065	48,985	1,725,660	148,920	1,005,383
1961.....	3,855,564	805,322	306,083	47,264	1,610,334	122,952	963,609
1960.....	3,768,149	796,237	303,784	40,250	1,533,169	101,279	938,490
1959.....	3,701,121	757,223	310,591	30,769	1,585,360	48,564	968,114
1958.....	3,629,339	775,892	282,558	27,423	1,559,822	-----	983,644
1948.....	2,836,121	640,791	292,936	-----	1,136,766	-----	782,628
1938.....	1,810,082	460,876	36,008	-----	627,394	-----	685,804
1928.....	858,456	144,901	-----	-----	175,944	-----	537,611
1918.....	164,186	15,453	-----	-----	30,799	-----	117,934

¹ Data for intervening years available upon request.

² Includes 23 enrolled in fishery occupations (see table 30).

³ Includes 1,614 enrolled in fishery occupations (see table 30).

TABLE 3.—Number of schools offering vocational education programs by type of program, by type of class, and by State or territory, fiscal year 1964

State or territory (1)	Agriculture			Distribution		Health				Home economics		Technical		Trades and industry			
	Preparatory		Supple- mentary— Adult	Supple- mentary		Practical nursing		Other health occupations		Prepar- atory— Secondary and post- secondary	Supple- mentary— Adult	Prepar- atory— Secondary and post- secondary	Supple- mentary— Adult	Preparatory		Supple- mentary	
	Sec- ond- ary	Adult		Coop- erative	Adult	Prepar- atory— Secondary and post- secondary	Supple- mentary— Adult	Prepar- atory— Secondary and post- secondary	Supple- mentary— Adult					Types A and B	Type C	Coop- erative	Other
			(2)							(3)	(4)	(5)	(6)					(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Total.....	9,279	2,687	6,003	1,852	957	607	186	214	166	12,124	5,743	788	524	1,944	351	900	2,913
Alabama.....	337	64	328	31	4	11	19	-----	19	370	209	20	9	47	1	93	102
Alaska.....	1	-----	-----	5	-----	-----	1	-----	-----	10	2	1	9	2	-----	-----	8
Arizona.....	36	-----	2	22	5	2	2	2	2	75	4	3	5	5	-----	3	12
Arkansas.....	323	-----	318	19	52	12	-----	-----	-----	395	392	3	8	27	-----	-----	164
California.....	226	-----	-----	87	19	38	15	28	15	355	148	75	77	70	57	1	200
Colorado.....	66	4	34	33	21	7	-----	4	1	127	30	9	7	20	13	3	87
Connecticut.....	18	2	9	15	1	6	-----	9	1	47	6	30	27	14	-----	-----	14
Delaware.....	19	-----	1	9	7	2	5	-----	-----	45	7	2	1	7	-----	5	8
Florida.....	212	25	68	45	45	26	11	11	3	416	6	39	26	81	29	-----	92
Georgia.....	334	72	331	29	22	24	7	2	3	445	10	17	8	28	23	60	63
Hawaii.....	22	23	-----	10	35	1	1	1	-----	47	14	1	4	5	1	-----	7
Idaho.....	71	-----	21	7	2	15	7	-----	-----	99	13	3	7	14	-----	-----	16
Illinois.....	440	59	297	87	18	15	3	2	-----	574	240	24	12	120	2	68	71
Indiana.....	285	126	240	26	23	6	2	-----	1	442	27	16	-----	35	4	23	52
Iowa.....	257	44	201	36	20	11	5	-----	-----	206	136	19	-----	17	-----	16	24
Kansas.....	184	38	27	18	25	6	1	43	9	95	36	13	10	35	17	11	33
Kentucky.....	184	124	135	25	5	8	4	-----	-----	295	116	20	4	15	2	-----	14
Louisiana.....	289	96	163	29	16	12	1	4	11	414	135	22	18	31	-----	-----	25
Maine.....	23	-----	8	1	1	3	-----	-----	-----	64	-----	2	2	11	-----	6	63
Maryland.....	57	-----	34	10	17	2	-----	-----	-----	39	113	16	2	42	-----	5	47
Massachusetts.....	16	-----	8	23	4	12	4	3	-----	47	129	26	-----	60	10	18	66
Michigan.....	215	37	100	147	16	14	11	53	6	348	60	16	21	47	10	84	70
Minnesota.....	285	75	261	36	35	16	2	2	1	334	286	24	6	20	-----	8	28
Mississippi.....	291	7	290	18	30	13	-----	4	-----	412	35	14	1	54	13	22	48
Missouri.....	254	45	140	51	60	9	7	-----	3	332	31	21	16	24	8	59	29
Montana.....	56	1	25	9	5	3	3	-----	3	65	16	3	8	12	-----	-----	10
Nebraska.....	126	49	57	13	8	3	-----	1	1	132	37	3	1	5	-----	2	14
Nevada.....	13	-----	5	6	4	8	-----	-----	2	29	11	22	8	12	-----	3	6
New Hampshire.....	13	-----	-----	1	1	2	5	-----	-----	59	5	-----	8	7	-----	-----	70
New Jersey.....	34	2	6	35	2	22	-----	-----	-----	31	6	14	3	26	-----	6	21
New Mexico.....	58	-----	1	17	1	3	-----	-----	-----	60	8	4	6	16	1	2	29
New York.....	253	73	-----	147	40	32	3	10	4	386	477	46	50	113	14	70	140
North Carolina.....	540	293	440	85	7	21	7	3	9	615	523	21	21	89	-----	-----	54
North Dakota.....	63	8	51	7	5	3	-----	-----	-----	112	31	1	-----	1	-----	1	8
Ohio.....	309	99	223	82	55	20	3	17	4	367	122	23	-----	62	9	56	332
Oklahoma.....	383	43	340	34	3	10	-----	1	29	325	181	20	7	60	9	-----	32
Oregon.....	92	3	28	31	9	9	3	1	-----	69	58	7	-----	60	9	-----	28
Pennsylvania.....	247	70	71	58	50	22	5	8	2	318	124	23	24	85	10	10	77
Rhode Island.....	9	-----	2	2	-----	2	2	-----	-----	19	9	1	1	9	-----	-----	6
South Carolina.....	292	292	291	44	20	17	4	1	-----	275	287	25	8	120	9	26	68
South Dakota.....	76	-----	52	6	8	3	-----	-----	1	103	22	2	-----	6	1	5	12
Tennessee.....	279	20	93	39	5	35	2	-----	-----	360	202	29	13	110	2	21	27
Texas.....	1,032	561	768	189	11	44	10	-----	9	1,361	1,003	33	16	128	15	77	35
Utah.....	46	19	31	9	11	2	-----	1	3	43	36	7	3	24	15	3	6
Vermont.....	22	8	7	5	2	2	6	-----	-----	48	17	4	3	15	-----	2	30
Virginia.....	222	157	171	115	126	32	-----	1	7	422	164	15	5	76	9	76	193
Washington.....	141	-----	33	57	24	18	11	5	8	264	52	16	20	37	-----	-----	77
West Virginia.....	97	29	24	8	9	4	2	2	2	134	31	7	6	38	1	-----	112
Wisconsin.....	275	95	208	11	40	8	2	3	-----	138	100	20	27	26	44	26	49
Wyoming.....	53	-----	15	6	1	1	-----	-----	-----	57	21	1	-----	5	-----	5	
District of Columbia.....	-----	-----	-----	3	4	-----	-----	-----	-----	11	-----	2	-----	5	-----	-----	4
Guam.....	3	-----	-----	-----	-----	-----	-----	-----	-----	2	-----	-----	-----	2	-----	-----	2
Puerto Rico.....	98	24	45	15	23	7	-----	-----	1	271	15	3	1	14	14	21	122
Virgin Islands.....	2	-----	-----	1	-----	2	1	-----	-----	3	-----	-----	-----	2	-----	-----	1

TABLE 5.—Expenditures for vocational education, by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$332,785,114.29	\$55,026,874.51	758,239.78	\$124,974,571.80	\$152,783,667.98
Alabama.....	9,977,300.61	1,097,723.23	519,577.38	5,523,109.19	3,355,469.19
Alaska.....	325,790.92	110,065.87	209,725.05	134,119.64	75,605.41
Arizona.....	2,238,942.14	344,903.37	1,893,738.57	563,929.91	1,329,808.66
Arkansas.....	4,281,592.11	734,482.65	3,547,109.46	1,315,639.95	2,231,469.51
California.....	24,998,187.11	3,244,476.00	21,753,711.11	762,100.35	20,991,610.76
Colorado.....	2,820,242.18	527,627.85	2,292,614.33	304,832.61	1,987,781.72
Connecticut.....	4,285,275.06	585,450.00	3,699,825.06	3,261,479.89	438,345.17
Delaware.....	1,370,885.45	261,874.54	1,109,010.91	1,028,250.91	80,760.00
Florida.....	12,863,100.00	1,206,564.00	11,656,536.00	8,765,295.00	2,891,241.00
Georgia.....	9,879,352.97	1,461,759.00	8,417,593.97	2,704,954.17	5,712,639.80
Hawaii.....	1,176,864.59	211,594.00	965,270.59	965,270.59	0
Idaho.....	1,754,197.44	378,993.00	1,375,204.44	679,863.82	695,340.62
Illinois.....	12,910,068.42	2,572,259.20	10,337,809.22	3,688,028.41	6,649,782.81
Indiana.....	6,889,282.76	1,425,955.83	5,463,326.93	1,110,946.03	4,352,380.90
Iowa.....	5,261,954.42	1,521,594.10	3,740,360.32	867,779.57	2,872,580.75
Kansas.....	3,258,436.73	752,060.85	2,506,375.88	437,574.55	2,068,801.33
Kentucky.....	6,123,760.19	1,127,874.75	4,995,885.44	4,725,929.58	269,955.86
Louisiana.....	7,832,241.79	1,121,956.30	6,710,285.49	994,783.64	5,715,501.85
Maine.....	950,542.48	275,751.24	674,791.24	320,773.31	354,017.93
Maryland.....	3,113,205.92	686,844.70	2,426,361.22	1,725,255.61	701,105.61
Massachusetts.....	11,676,224.08	988,348.46	10,687,875.62	5,277,045.12	5,410,830.50
Michigan.....	9,885,509.89	2,152,006.00	7,733,503.89	1,423,698.03	6,309,805.86
Minnesota.....	8,271,699.57	1,417,430.70	6,854,268.87	3,372,089.50	3,482,179.37
Mississippi.....	5,308,082.62	1,092,858.30	4,215,224.32	1,728,571.15	2,486,653.17
Missouri.....	6,190,231.00	1,436,285.00	4,753,946.00	817,705.00	3,936,241.00
Montana.....	1,033,677.17	270,864.06	762,813.11	185,233.95	577,579.16
Nebraska.....	2,184,860.67	644,897.08	1,539,963.59	268,409.84	1,271,553.75
Nevada.....	1,450,847.10	262,571.00	1,188,276.10	202,806.43	985,469.67
New Hampshire.....	751,137.00	248,939.57	502,197.43	180,698.24	321,499.19
New Jersey.....	5,518,849.59	1,133,264.00	4,385,585.59	1,593,199.96	2,792,385.63
New Mexico.....	1,441,022.69	300,499.87	1,140,523.02	167,014.82	973,508.20
New York.....	25,237,743.31	3,456,631.00	21,781,112.31	11,076,589.40	10,704,522.91
North Carolina.....	15,087,973.59	2,372,380.96	12,715,592.63	8,616,161.50	4,099,431.13
North Dakota.....	1,878,765.24	478,162.00	1,400,603.24	544,320.44	856,282.80
Ohio.....	12,401,860.33	2,601,717.84	9,800,142.49	5,126,228.37	4,673,914.12
Oklahoma.....	7,177,715.25	875,700.00	6,302,015.25	862,795.87	5,439,219.38
Oregon.....	2,439,048.99	590,386.00	1,848,662.99	682,790.58	1,165,872.41
Pennsylvania.....	12,324,753.38	2,764,724.58	9,560,028.80	1,982,479.56	7,577,549.24
Rhode Island.....	740,176.35	180,620.27	559,556.08	97,823.01	461,733.07
South Carolina.....	6,532,528.44	1,104,913.72	5,427,614.72	3,239,312.72	2,188,302.00
South Dakota.....	1,226,255.98	369,324.15	856,931.83	58,171.69	798,760.14
Tennessee.....	7,440,650.41	1,493,298.00	5,947,352.41	1,584,307.23	4,363,045.17
Texas.....	26,914,500.89	2,636,195.87	24,278,305.02	22,957,609.35	1,320,695.67
Utah.....	2,001,073.53	282,136.00	1,718,937.53	122,638.74	1,596,298.79
Vermont.....	1,062,347.19	257,475.83	804,871.36	296,146.25	508,725.11
Virginia.....	9,793,596.92	1,410,085.50	8,383,511.42	5,130,206.15	3,253,305.27
Washington.....	7,911,217.38	866,308.00	7,044,909.38	1,610,420.88	5,434,488.50
West Virginia.....	2,734,275.21	578,925.92	2,155,349.29	452,759.74	1,702,589.55
Wisconsin.....	7,895,017.64	1,627,803.00	6,267,214.64	1,563,295.05	4,703,919.59
Wyoming.....	836,568.63	183,011.34	653,557.29	41,418.54	612,138.75
District of Columbia.....	735,589.56	128,364.00	607,225.56	607,225.56	0
Guam.....	206,662.76	80,000.00	126,662.76	126,662.76	0
Puerto Rico.....	3,981,474.14	1,026,581.51	2,954,892.63	2,954,892.63	0
Virgin Islands.....	202,254.50	58,354.50	143,900.00	143,900.00	0

TABLE 6.—Expenditures of Federal, State, and local funds for vocational education for selected years¹

Year (1)	Total (2)	Federal (3)	State (4)	Local (5)	Year (1)	Total (2)	Federal (3)	State (4)	Local (5)
1964.....	\$332,785,114.29	\$55,026,874.51	\$124,974,571.80	\$152,783,667.98	1953.....	\$209,748,084.15	\$38,733,173.68	\$72,305,243.08	\$98,709,667.39
1963.....	308,899,618.09	54,581,887.37	112,685,187.83	141,632,572.89	1948.....	103,339,397.00	26,200,368.06	25,833,918.64	51,305,110.30
1962.....	283,948,445.81	51,438,073.90	104,264,320.77	128,246,051.12	1938.....	44,994,537.22	17,737,117.78	9,446,782.24	17,810,667.20
1961.....	254,073,395.04	48,009,534.14	89,154,683.75	116,909,177.15	1928.....	25,715,760.46	6,821,451.75	7,028,986.81	11,865,321.90
1960.....	238,811,764.65	45,313,236.21	82,465,778.12	111,032,750.32	1918.....	3,039,061.15	832,426.82	1,024,930.48	1,181,703.85
1959.....	228,314,600.16	41,399,068.27	79,534,444.06	107,381,087.81					

¹ Data for intervening years available upon request.

TABLE . . -Expenditures for vocational education, by function and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Administra- tion (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allow- able items ¹ (10)
Total	\$332,785,114.29	\$6,018,392.87	\$18,216,161.23	\$8,018,878.07	\$271,017,943.37	\$1,067,515.47	\$12,108,424.97	\$2,204,891.17	\$14,132,902.14
Alabama.....	9,977,300.61	566,894.58	198,094.83	44,477.00	7,936,251.89	0	53,167.93	0	1,173,414.35
Alaska.....	325,790.92	31,304.65	0	10,502.85	210,002.44	0	0	64,851.72	9,129.26
Arizona.....	2,238,642.14	34,699.68	180,775.67	82,936.00	1,785,092.91	5,400.00	68,390.74	28,136.93	51,210.21
Arkansas.....	4,281,592.11	19,800.00	262,532.94	123,342.51	3,658,252.01	0	64,772.86	0	152,891.79
California.....	24,999,187.11	185,549.41	2,736,324.77	298,220.69	19,783,703.53	585,970.51	974,079.18	0	434,329.65
Colorado.....	2,820,242.18	103,707.78	207,827.44	138,358.38	2,216,230.55	1,426.19	0	0	152,691.84
Connecticut.....	4,285,275.06	54,570.37	324,752.35	33,219.19	3,600,056.04	10,849.72	120,866.29	0	140,961.10
Delaware.....	1,370,885.45	27,361.56	74,998.35	38,090.95	1,137,251.80	1,014.51	58,364.64	0	33,803.64
Florida.....	12,863,100.00	69,704.00	1,652,167.00	141,629.00	10,594,243.00	0	0	0	405,357.00
Georgia.....	9,879,352.97	174,811.73	398,112.59	122,125.79	7,759,127.38	0	809,847.20	0	615,328.28
Hawaii.....	1,176,864.59	25,537.64	87,379.35	34,432.08	1,014,583.38	0	499.95	0	14,432.19
Idaho.....	1,754,197.44	27,579.17	112,679.33	71,429.06	1,414,620.90	0	13,759.23	0	114,129.75
Illinois.....	12,910,068.42	80,093.62	701,184.05	300,609.64	10,634,987.48	61,420.22	795,014.48	14,603.76	322,155.17
Indiana.....	6,889,282.76	349,896.59	17,200.00	349,091.00	5,412,367.90	0	490,550.00	0	270,176.87
Iowa.....	5,291,954.42	22,639.39	224,516.40	126,205.84	4,181,506.94	84,788.69	365,313.31	33,879.07	223,104.78
Kansas.....	2,258,436.73	34,381.81	239,153.25	91,542.40	2,691,435.36	0	46,897.87	10,574.06	144,451.98
Kentucky.....	6,123,760.19	21,030.72	313,444.87	173,743.59	5,161,142.65	0	101,514.94	0	352,883.42
Louisiana.....	7,832,241.79	82,423.07	616,103.46	216,801.43	6,348,770.05	0	30,800.14	10,375.00	528,968.64
Maine.....	950,542.48	17,131.00	55,752.22	36,916.89	753,403.84	0	39,582.50	0	47,756.03
Maryland.....	3,113,205.92	15,407.45	147,129.83	51,591.76	2,695,445.46	0	152,618.58	0	51,012.84
Massachusetts.....	11,676,224.08	868,006.88	96,566.05	159,666.33	9,111,898.30	8,602.45	423,278.68	204,895.00	803,310.39
Michigan.....	9,885,509.89	372,768.66	470,883.84	329,505.14	8,303,339.82	0	110,675.00	116,921.56	181,415.87
Minnesota.....	8,271,699.57	207,737.75	426,406.78	252,398.93	6,786,566.98	0	151,212.54	53,789.66	393,586.93
Mississippi.....	5,308,082.62	20,113.32	148,787.58	249,733.38	4,409,197.88	0	128,509.14	0	351,741.32
Missouri.....	6,190,231.00	81,722.00	279,469.00	121,467.00	5,021,501.00	0	267,675.00	141,883.00	276,514.00
Montana.....	1,073,677.17	16,498.33	76,407.45	46,266.42	837,784.45	0	21,005.85	0	35,714.67
Nebraska.....	2,184,860.67	65,315.83	149,429.92	97,125.18	1,781,747.31	0	33,597.91	5,558.79	52,085.73
Nevada.....	1,450,847.10	49,169.56	67,149.32	36,783.81	600,659.21	0	29,017.21	609,402.36	58,665.63
New Hampshire.....	751,137.00	20,323.70	20,203.17	47,965.60	541,787.19	0	91,553.32	11,185.70	18,114.32
New Jersey.....	5,518,849.59	257,837.35	490,226.12	250,113.07	3,297,171.01	0	487,535.57	213,579.12	522,387.35
New Mexico.....	1,441,022.69	2,500.05	112,762.02	21,655.15	1,139,040.22	0	84,507.69	0	80,557.36
New York.....	25,237,743.31	374,395.52	1,397,547.22	723,372.53	21,614,173.28	230,830.19	620,171.97	150,876.11	128,376.49
North Carolina.....	15,087,973.59	678,493.55	359,786.35	201,091.04	11,800,288.15	0	1,200,642.06	25,754.33	821,918.11
North Dakota.....	1,878,765.24	0	59,985.02	80,169.76	1,627,757.74	0	0	0	110,852.72
Ohio.....	12,401,860.33	21,795.12	648,953.67	362,077.21	9,977,849.52	30,971.72	890,720.38	13,583.97	455,893.74
Oklahoma.....	7,177,715.25	22,932.03	317,673.34	119,513.09	6,464,938.02	0	128,445.88	0	124,212.89
Oregon.....	2,439,048.99	5,915.23	188,836.19	69,505.50	1,970,510.48	0	50,090.37	0	101,191.22
Pennsylvania.....	12,324,753.38	130,263.70	517,729.00	398,000.41	10,420,311.05	0	675,700.72	14,862.52	167,885.98
Rhode Island.....	740,176.35	8,498.52	55,515.07	11,942.27	626,656.05	0	20,885.63	0	16,678.81
South Carolina.....	6,532,528.44	34,114.00	365,242.31	79,843.20	5,328,704.10	3,638.00	449,393.99	0	271,592.84
South Dakota.....	1,226,255.98	0	34,020.00	27,811.90	1,088,948.04	0	32,191.32	0	43,284.72
Tennessee.....	7,440,650.41	27,555.00	327,511.35	122,200.46	6,323,693.46	0	341,996.36	0	297,693.78
Texas.....	26,914,500.89	148,888.58	671,995.48	652,481.15	23,168,522.56	0	384,101.01	0	1,888,512.11
Utah.....	2,001,073.53	96,080.91	157,839.41	63,227.67	1,377,256.90	0	116,276.27	2,281.50	188,110.87
Vermont.....	1,062,347.19	17,644.57	79,186.02	29,983.51	721,452.83	0	103,141.32	83,067.46	27,871.48
Virginia.....	9,793,596.92	38,744.00	392,232.41	509,635.47	8,345,518.68	0	262,585.68	0	244,980.68
Washington.....	7,911,217.38	188,365.58	562,821.73	83,450.03	6,436,455.87	42,603.27	308,324.66	0	289,106.24
West Virginia.....	2,734,275.21	28,420.83	120,856.30	90,236.98	2,322,286.04	0	0	0	172,475.06
Wisconsin.....	7,895,017.64	57,364.21	525,247.18	173,891.77	6,531,018.47	0	322,220.70	15,119.64	270,155.67
Wyoming.....	836,568.63	4,430.15	70,496.79	60,014.69	646,926.30	0	96.35	14,467.75	40,136.60
District of Columbia.....	735,589.56	0	61,697.74	0	670,861.78	0	228.58	0	2,801.46
Guam.....	266,662.76	22,257.81	0	0	59,301.96	0	43,593.17	0	41,509.82
Puerto Rico.....	3,981,474.14	125,933.53	412,553.70	62,484.00	2,508,522.21	0	123,473.25	365,232.16	383,275.29
Virgin Islands.....	202,254.50	24,782.00	0	0	126,826.00	0	14,537.30	0	36,109.20

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 8.—Total allotments of Federal funds to States and territories with expenditures, unexpended allotments, and percent of allotments unexpended for selected years¹

Year (1)	Total allotments (2)	Expenditures (3)	Unexpended allotments (4)	Percent of allotment unexpended (5)	Year (1)	Total allotments (2)	Expenditures (3)	Unexpended allotments (4)	Percent of allotment unexpended (5)
1964.....	\$56,917,278.00	\$35,026,874.51	\$21,890,403.49	3.3	1958.....	\$40,888,411.22	\$38,733,173.09	\$2,155,237.54	5.3
1963.....	56,877,278.00	54,581,887.37	2,295,390.63	4.0	1948.....	27,127,882.00	26,200,368.00	927,513.94	3.4
1962.....	53,619,101.00	51,438,073.90	2,181,027.10	4.1	1938.....	19,945,978.80	17,737,117.78	2,208,861.02	11.1
1961.....	49,842,068.00	48,009,634.14	1,832,533.86	3.7	1928.....	7,184,901.51	6,821,451.75	363,449.76	5.1
1960.....	47,863,393.00	45,313,236.21	2,550,156.79	5.3	1918.....	1,655,586.72	832,426.82	823,159.90	49.7
1959.....	44,638,411.22	41,399,068.27	3,239,342.95	7.3					

¹ Data for intervening years available upon request.

² Includes \$55,033 of George-Barden title I fishery funds which were not sent to States and a \$40,000 allotment to American Samoa.

TABLE 9.--Basic allotments of funds to States and territories under the Smith-Hughes and George-Barden Acts and acts extending benefits of the Smith-Hughes Act to American Samoa, Guam, Puerto Rico, and the Virgin Islands for the fiscal year 1964¹

State or territory	Grand total	Smith-Hughes Act					George-Barden Act							Title II: Practical nursing	Title III: Technical education
		Total	Agriculture	Trades and industry and home economics	Teacher training	Total	Total	Agriculture	Distributive occupations	Home economics	Trades and industry	Fishery occupations	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
Total.....	\$56,917,278	\$7,266,455	\$3,046,355	\$3,171,787	\$1,118,313	\$49,650,823	\$29,610,823	\$10,309,997	\$2,602,298	\$8,182,875	\$8,215,703	\$180,000	\$5,000,000	\$15,000,000	
Alabama.....	1,281,842	143,330	81,863	43,172	18,295	1,138,512	679,635	283,349	44,954	213,135	136,819	1,278	114,744	344,233	
Alaska.....	283,204	30,000	10,000	10,000	10,000	253,204	161,128	40,000	15,000	40,000	40,000	16,128	25,519	76,557	
Arizona.....	329,864	51,789	18,401	23,388	10,000	277,575	165,674	40,000	17,919	47,907	59,843	16,128	27,975	83,926	
Arkansas.....	881,490	85,107	56,663	18,440	10,004	796,383	475,331	233,263	24,581	147,626	69,493	468	80,263	240,789	
California.....	3,090,023	534,067	118,594	327,051	88,022	2,555,956	1,525,553	235,107	216,285	309,808	734,905	20,448	257,601	772,802	
Colorado.....	499,324	66,744	25,584	31,169	10,000	432,580	258,191	89,720	24,136	66,636	77,699	558	43,697	130,792	
Connecticut.....	552,983	92,647	30,506	47,843	14,198	460,436	274,817	5,000	34,887	79,425	119,947	558	46,405	139,214	
Delaware.....	263,571	30,000	10,000	10,000	10,000	233,571	139,410	40,000	15,000	40,000	40,000	5,410	23,540	70,621	
Florida.....	1,141,114	187,558	71,604	88,223	27,731	953,556	569,141	74,147	68,138	186,426	231,520	2,880	96,104	288,311	
Georgia.....	1,457,932	172,456	97,839	52,534	22,083	1,285,476	767,252	286,460	54,261	254,730	168,921	2,880	129,556	388,668	
Hawaii.....	260,016	31,661	10,000	11,661	15,000	228,355	136,296	40,000	15,000	40,000	40,000	1,290	23,015	69,044	
Idaho.....	372,805	39,430	19,430	10,000	10,000	333,375	198,979	93,392	15,000	50,587	40,000	1,080	33,599	105,797	
Illinois.....	2,489,552	360,319	19,430	10,000	10,000	2,299,302	1,178,651	40,000	15,000	68,224	172,878	11,934	30,165	90,494	
Indiana.....	1,631,644	163,488	97,255	70,121	26,112	1,438,186	858,381	341,459	64,161	253,208	199,553	7,308	144,944	434,781	
Iowa.....	1,449,747	122,556	71,873	35,240	12,201	1,327,191	792,150	465,787	37,947	187,127	100,101	1,188	133,760	401,281	
Kansas.....	1,465,988	143,135	93,514	37,606	17,015	1,322,863	789,561	385,312	41,808	243,468	118,973	11,934	30,165	90,494	
Kentucky.....	1,035,795	134,293	58,401	49,651	18,241	901,592	538,073	163,978	44,820	172,878	144,463	11,934	30,165	90,494	
Louisiana.....	347,482	48,182	26,204	11,978	10,000	299,302	178,651	40,000	15,000	68,224	172,878	11,934	30,165	90,494	
Maine.....	776,603	118,672	47,000	54,707	10,000	657,931	392,694	77,479	42,669	122,556	142,870	7,308	66,309	198,928	
Maryland.....	1,006,970	179,461	46,955	103,672	28,834	827,609	493,372	77,479	70,860	122,556	142,870	7,308	66,309	198,928	
Massachusetts.....	2,095,552	297,765	115,685	188,287	43,813	1,797,787	1,073,031	310,134	107,655	301,140	352,690	16,020	83,309	249,928	
Michigan.....	1,452,937	141,929	71,666	51,144	19,119	1,311,008	689,491	413,253	46,978	196,588	135,024	1,648	181,189	543,567	
Minnesota.....	1,262,501	107,308	75,332	19,778	12,198	1,155,193	689,491	381,807	29,973	186,130	78,125	3,456	132,129	398,388	
Mississippi.....	1,562,368	173,605	80,100	69,312	24,193	1,388,763	828,900	380,371	59,445	208,545	180,539	3,456	139,966	419,897	
Missouri.....	336,671	38,665	18,685	10,000	10,000	298,006	177,869	74,273	16,000	48,596	40,000	1,080	33,599	105,797	
Montana.....	705,124	64,271	36,513	18,458	10,000	608,502	382,501	217,166	19,421	93,240	52,674	1,080	33,599	105,797	
Nebraska.....	256,183	30,000	10,000	10,000	10,000	226,183	135,000	40,000	15,000	40,000	40,000	1,080	33,599	105,797	
Nevada.....	260,233	34,050	14,050	10,000	10,000	226,183	135,000	40,000	15,000	40,000	40,000	1,080	33,599	105,797	
New Hampshire.....	1,071,419	201,903	38,429	123,488	33,976	869,516	518,981	40,000	83,485	100,051	287,381	8,064	87,634	262,901	
New Jersey.....	286,925	43,107	18,012	15,085	10,000	268,915	146,526	40,980	15,000	354,071	42,651	24,573	24,573	73,719	
New Mexico.....	3,265,969	576,316	135,995	37,105	10,000	2,690,653	1,605,949	228,411	230,941	354,071	786,244	6,282	271,176	813,628	
New York.....	2,254,649	221,793	152,859	43,418	25,516	2,032,556	1,312,266	568,575	62,697	397,977	179,046	5,040	204,860	614,641	
North Carolina.....	474,950	42,740	22,740	10,000	10,000	432,210	257,970	143,764	15,000	373,268	438,894	1,134	43,560	130,680	
North Dakota.....	567,974	369,365	143,369	171,636	54,360	1,068,609	685,460	365,460	133,570	124,772	98,860	1,134	23,186	684,757	
Ohio.....	829,767	9,258	47,924	35,295	13,039	733,609	437,804	182,132	32,040	124,772	98,860	1,134	23,186	684,757	
Oklahoma.....	2,776,347	437,176	178,560	26,598	10,000	2,190,661	1,396,163	97,276	24,339	96,605	523,751	3,312	50,560	151,679	
Oregon.....	575,274	73,613	37,105	26,598	10,000	501,681	299,422	97,276	24,339	96,605	523,751	3,312	50,560	151,679	
Pennsylvania.....	2,776,347	437,176	178,560	26,598	10,000	2,190,661	1,396,163	97,276	24,339	96,605	523,751	3,312	50,560	151,679	
Rhode Island.....	268,822	37,901	10,000	17,901	63,393	230,931	137,834	40,000	15,000	404,891	40,872	1,962	23,274	64,823	
South Carolina.....	1,087,460	114,757	77,766	23,647	13,344	972,703	580,570	246,985	32,787	202,470	97,050	1,278	98,033	294,100	
South Dakota.....	477,540	42,940	22,940	10,000	10,000	434,600	259,396	144,671	15,000	69,725	40,475	576	43,801	131,403	
Tennessee.....	1,584,682	159,366	94,475	44,934	19,977	1,425,209	850,705	412,698	131,826	345,666	424,481	7,902	236,120	708,359	
Texas.....	702,421	359,602	132,767	173,185	53,650	342,819	1,396,340	488,405	131,826	345,666	424,481	7,902	236,120	708,359	
Utah.....	265,457	38,478	12,402	16,076	10,000	226,976	135,475	40,000	15,000	40,000	40,475	1,080	33,599	105,797	
Vermont.....	259,501	33,318	13,318	10,000	10,000	226,976	135,475	40,000	15,000	40,000	40,475	1,080	33,599	105,797	
Virginia.....	1,462,254	173,136	97,792	53,128	22,216	1,289,118	769,426	279,355	54,589	254,608	170,542	10,332	129,923	389,789	
Washington.....	825,069	113,366	50,563	46,824	16,979	711,763	424,824	114,817	39,263	131,487	128,511	10,746	71,735	215,204	
West Virginia.....	694,223	11,340	63,787	17,134	10,000	602,893	359,538	85,062	25,601	166,073	83,102	1,152	60,761	182,348	
Wisconsin.....	1,526,041	162,247	79,342	60,773	22,132	1,363,704	813,997	389,561	54,380	208,572	162,332	1,152	137,449	412,348	
Wyoming.....	256,183	30,000	10,000	10,000	10,000	226,183	135,000	40,000	15,000	40,000	40,000	1,080	33,599	105,797	
American Samoa.....	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	
District of Columbia.....	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	226,183	
Guam.....	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	134,035	
Puerto Rico.....	1,515,208	105,600	30,000	60,000	15,000	1,410,208	841,700	643,605	32,332	189,328	75,331	1,206	142,127	426,381	
Virgin Islands.....	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	67,017	

¹ Based upon population, Eighteenth Census of the United States, 1960. For method of allotment see "Acts." These allotments are the amounts available to each State before reallocation. For the allotments under the George-Barden Act adjusted on the basis of the reallocation provision of the appropriation act for 1964 see table 10.

² Includes appropriation to Puerto Rico under separate act.

³ Includes \$40,000 for American Samoa, \$80,000 for Guam, and \$40,000 for Virgin Islands allotted by law to total field of vocational education.

TABLE 10.—Allotments of funds to States and territories under the Smith-Hughes Act and supplemental acts and adjusted allotments of funds under the George-Barden Act for the fiscal year 1964¹

State or territory	Smith-Hughes Act ²			George-Barden Act						Total	Title I	Title II: Practical nursing (14)	Title III: Technical programs (15)			
	Grand total (2)	Total (3)	Agriculture (4)	Trades and industry and home economics (5)	Teacher training (6)	Total (7)	Total (8)	Agriculture (9)	Distributive occupations (10)					Home economics (11)	Trades and industry (12)	Fishery occupations (13)
Total	\$56,809,745	\$7,253,956	\$3,099,287	\$1,118,313	\$49,555,790	\$29,555,790	\$10,309,997	\$2,602,298	\$8,182,825	\$8,215,703	\$124,967	\$5,000,000	\$15,000,000			
Alabama	1,185,134	143,330	81,863	43,172	18,295	1,041,804	688,060	289,310	213,135	186,819	3,278	114,744	239,000			
Alaska	1,196,224	17,500	0	7,800	10,000	178,724	123,167	20,000	40,000	40,000	8,167	4,000	51,557			
Arizona	345,430	51,789	18,401	23,388	10,000	293,641	166,740	40,841	47,907	59,848	0	27,975	98,926			
Arkansas	736,706	86,107	56,963	18,440	10,004	651,599	480,547	238,170	147,526	69,493	468	80,263	90,789			
California	3,244,476	634,067	118,934	327,051	88,072	2,710,409	1,503,767	249,053	309,808	734,905	0	288,541	918,101			
Colorado	531,341	66,744	25,694	31,150	10,000	468,697	260,381	91,007	66,636	734,905	0	48,833	155,383			
Connecticut	585,450	92,547	30,506	47,843	14,198	492,903	275,538	40,841	70,425	119,947	0	51,977	165,388			
Delaware	207,427	30,000	71,604	88,223	27,731	237,427	140,439	40,841	40,000	40,000	4,410	26,367	70,621			
Florida	1,471,759	172,556	97,839	82,634	22,083	1,021,722	571,557	75,707	180,426	231,520	8,910	107,647	342,518			
Georgia	214,705	31,661	10,000	11,661	183,044	289,303	136,029	40,841	40,000	40,000	0	25,015	32,000			
Hawaii	378,983	39,430	19,430	19,000	339,563	247,469	149,469	95,357	60,587	40,000	0	37,634	100,797			
Idaho	2,608,057	360,319	107,716	196,145	58,458	2,247,738	1,279,848	404,206	280,446	454,728	0	239,894	728,296			
Illinois	1,539,633	183,488	97,255	70,121	26,112	1,446,146	866,370	348,042	263,208	199,653	0	144,944	434,931			
Indiana	1,531,782	122,556	47,167	32,017	12,443	1,409,226	801,237	475,586	187,127	100,101	0	131,260	176,729			
Iowa	1,465,988	143,135	93,514	32,698	17,015	1,322,853	789,501	385,312	243,488	118,973	0	53,853	165,560			
Kansas	1,121,967	134,203	68,401	49,681	18,241	987,674	622,086	107,428	172,878	144,463	31,934	101,768	399,990			
Kentucky	283,952	48,182	20,204	11,978	10,000	245,770	171,982	40,841	68,224	44,005	11,412	33,788	323,820			
Louisiana	983,250	118,672	47,000	103,672	17,365	650,623	385,386	77,479	122,358	142,870	3,200	68,309	168,928			
Maine	2,152,006	297,765	115,685	138,287	43,813	1,854,241	1,079,486	316,658	301,140	362,690	0	181,189	593,567			
Maryland	1,417,442	141,929	71,666	51,144	19,119	1,275,513	791,126	421,946	186,688	135,024	0	83,425	332,277			
Massachusetts	1,200,533	107,308	19,778	68,312	12,198	1,083,226	389,839	20,973	196,130	78,225	3,466	147,999	336,368			
Michigan	1,571,116	173,605	80,100	98,511	24,183	1,397,511	837,648	60,191	208,545	180,539	0	139,966	419,897			
Minnesota	288,422	38,685	18,685	18,000	10,000	249,757	179,620	76,836	48,996	40,000	0	20,034	60,103			
Mississippi	689,437	64,271	36,813	18,468	10,000	387,314	221,735	19,665	93,240	62,674	0	51,088	166,764			
Missouri	262,571	30,000	10,000	10,000	10,000	232,571	135,188	40,000	40,000	40,000	0	23,996	73,887			
Montana	1,133,264	201,903	38,429	129,498	33,876	931,361	520,870	40,841	100,051	40,000	0	25,534	68,857			
Nebraska	3,300,786	43,107	18,012	16,995	10,000	267,678	145,626	40,980	46,996	40,000	0	98,160	312,331			
Nevada	3,456,631	575,316	136,995	345,334	93,987	2,891,316	1,618,654	233,216	354,071	785,244	11,282	296,176	97,680			
New Hampshire	2,377,897	221,793	162,859	43,418	25,516	2,155,604	1,236,063	550,536	397,977	179,046	15,040	204,880	86,485			
New Jersey	478,162	42,740	22,740	10,000	10,000	435,422	261,182	146,788	99,206	40,000	0	43,660	130,680			
New Mexico	2,602,817	309,365	143,369	171,636	64,860	2,233,452	1,320,496	373,288	373,288	498,894	0	248,199	664,767			
New York	875,700	96,258	47,924	35,295	13,039	779,442	442,038	185,964	124,772	98,860	0	73,926	233,478			
North Carolina	590,498	73,613	37,105	26,508	10,000	516,865	298,574	99,322	94,505	77,890	112	56,632	161,679			
North Dakota	2,883,764	43,176	178,560	195,223	63,393	2,440,588	1,400,265	255,857	464,891	523,751	0	264,067	782,286			
Ohio	1,211,870	37,901	10,000	17,901	10,000	1,173,969	624,872	37,000	40,000	40,000	0	23,274	25,823			
Oklahoma	1,107,086	114,757	77,766	23,947	13,344	992,329	584,900	252,181	33,199	97,050	0	58,053	349,306			
Oregon	2,883,764	43,176	178,560	195,223	63,393	2,440,588	1,400,265	255,857	464,891	523,751	0	264,067	782,286			
Pennsylvania	1,211,870	37,901	10,000	17,901	10,000	1,173,969	624,872	37,000	40,000	40,000	0	23,274	25,823			
Rhode Island	1,593,404	159,386	42,940	42,940	10,000	1,440,464	859,427	421,370	245,971	142,383	0	143,648	430,943			
South Carolina	2,835,704	359,602	132,707	173,185	53,650	2,476,018	1,410,271	498,741	345,866	424,481	7,902	264,479	801,852			
South Dakota	1,593,404	159,386	42,940	42,940	10,000	1,440,464	859,427	421,370	245,971	142,383	0	143,648	430,943			
Texas	2,835,704	359,602	132,707	173,185	53,650	2,476,018	1,410,271	498,741	345,866	424,481	7,902	264,479	801,852			
Tennessee	1,411,883	38,478	13,318	16,076	10,000	1,366,504	762,426	40,841	40,000	40,475	0	25,624	81,530			
Utah	252,136	38,318	13,318	10,000	10,000	226,183	135,000	40,000	40,000	40,000	0	22,796	68,387			
Vermont	1,411,883	173,136	97,792	53,128	22,216	1,238,747	762,426	279,355	254,608	170,942	0	129,923	346,358			
Virginia	866,308	113,306	50,503	46,824	16,979	763,002	416,986	117,232	131,487	128,511	0	80,350	255,666			
West Virginia	598,728	91,340	63,787	17,134	10,419	507,368	361,627	86,851	166,073	83,102	0	45,761	100,000			
Wisconsin	1,627,803	162,247	79,342	60,773	22,132	1,465,556	821,723	397,756	296,572	162,332	0	153,937	489,876			
Wyoming	190,000	30,000	10,000	10,000	10,000	160,000	135,000	40,000	40,000	40,000	0	10,000	15,000			
American Samoa	130,296	0	0	0	0	130,296	95,000	0	40,000	40,000	0	22,796	12,500			
District of Columbia	80,000	0	0	0	0	80,000	80,000	0	0	0	0	0	0			
Guam	1,035,495	105,000	30,000	60,000	15,000	930,495	72,305	429,000	189,326	75,331	4,000	54,700	145,400			
Puerto Rico	67,017	0	0	0	0	67,017	40,000	0	0	0	0	0	20,263			
Virgin Islands	0	0	0	0	0	0	0	0	0	0	0	0	0			

¹ These allotments are adjusted on the basis of the reallocation provision of the appropriation act of 1964 and are the actual amounts available for expenditure by the States for fiscal year 1964. For the amounts available to each State before reallocation see table 9.

² Includes appropriation to Puerto Rico under separate act.

³ Includes \$80,000 for Guam and \$40,000 for Virgin Islands allotted by law to total field of vocational education. American Samoa did not participate.

TABLE 11.—Enrollment in vocational agriculture classes, by type of class, and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Secondary (3)	Adult prepara- tory (4)	Adult supple- mentary (5)	State or territory (1)	Total (2)	Secondary (3)	Adult prepara- tory (4)	Adult supple- mentary (5)
Total.....	880,605	501,819	92,907	285,879	Nebraska.....	6,757	4,919	766	1,072
Alabama.....	40,383	22,067	2,232	16,084	Nevada.....	517	442	158	75
Alaska.....	26	26	.....	.....	New Hampshire.....	529	371	158	.....
Arizona.....	2,520	2,438	.....	34	New Jersey.....	1,605	931	83	491
Arkansas.....	29,779	19,794	.....	9,985	New Mexico.....	2,424	2,409	.....	15
California.....	15,429	14,846	583	.....	New York.....	10,334	8,858	1,476	.....
Colorado.....	3,253	2,438	59	758	North Carolina.....	64,021	39,639	7,701	16,681
Connecticut.....	929	622	29	278	North Dakota.....	4,726	2,866	177	1,683
Delaware.....	819	670	.....	149	Ohio.....	22,118	13,381	3,027	5,710
Florida.....	15,784	14,256	367	1,161	Oklahoma.....	25,619	17,859	2,162	5,598
Georgia.....	39,132	26,479	1,234	11,419	Oregon.....	5,579	4,817	37	725
Hawaii.....	1,908	1,387	521	.....	Pennsylvania.....	13,458	9,717	2,285	1,456
Idaho.....	4,472	4,097	.....	375	Rhode Island.....	541	491	.....	50
Illinois.....	26,663	16,141	874	9,648	South Carolina.....	42,212	16,027	7,878	18,307
Indiana.....	17,338	11,056	1,337	4,945	South Dakota.....	6,059	3,292	.....	2,767
Iowa.....	26,860	10,850	807	15,203	Tennessee.....	24,081	21,098	271	2,712
Kansas.....	7,526	6,588	545	393	Texas.....	163,623	47,963	46,620	69,042
Kentucky.....	20,498	14,071	1,946	4,481	Utah.....	4,312	3,344	354	614
Louisiana.....	20,398	16,099	1,087	3,212	Vermont.....	962	674	160	148
Maine.....	1,247	1,104	.....	143	Virginia.....	22,209	13,167	2,390	6,652
Maryland.....	4,341	3,721	.....	620	Washington.....	9,607	8,521	.....	1,086
Massachusetts.....	1,688	1,283	.....	405	West Virginia.....	6,396	5,395	351	652
Michigan.....	16,085	13,032	702	2,351	Wisconsin.....	23,250	16,542	1,558	5,150
Minnesota.....	28,536	14,552	1,500	12,484	Wyoming.....	1,843	1,577	.....	266
Mississippi.....	43,426	19,846	112	23,468	District of Columbia.....	.....	.....	.....	.....
Missouri.....	16,492	12,288	791	3,413	Guam.....	223	223	.....	.....
Montana.....	3,140	2,301	21	818	Puerto Rico.....	8,917	5,161	706	3,050
					Virgin Islands.....	87	87	.....	.....

TABLE 12.—Expenditures for vocational agriculture education by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$77,474,411.64	\$13,719,186.14	\$63,755,225.50	\$30,857,877.53	\$32,897,347.97
Alabama.....	2,622,971.66	380,457.87	2,242,513.79	2,242,513.79	0
Alaska.....	20,483.99	9,528.09	10,955.90	6,242.26	4,713.64
Arizona.....	425,826.34	62,575.34	363,251.00	144,127.10	217,123.90
Arkansas.....	1,604,739.89	299,835.00	1,304,904.89	416,059.86	888,845.03
California.....	2,860,833.66	385,453.60	2,475,380.06	206,152.00	2,269,228.06
Colorado.....	464,306.59	120,367.00	343,939.59	22,051.41	321,888.18
Connecticut.....	284,637.57	4,186.60	210,450.97	153,561.69	56,889.28
Delaware.....	204,834.08	52,883.92	151,950.16	139,553.87	12,396.29
Florida.....	2,065,479.00	166,553.00	1,908,926.00	1,438,235.00	470,691.00
Georgia.....	3,086,978.51	399,411.71	2,687,566.80	516,615.33	2,170,951.47
Hawaii.....	238,961.88	54,175.00	184,786.88	184,786.88	0
Idaho.....	556,449.53	117,787.00	438,662.53	188,538.52	250,124.01
Illinois.....	3,261,770.64	534,807.07	2,726,963.57	910,016.77	1,816,946.80
Indiana.....	1,648,066.28	451,263.59	1,196,802.69	261,362.69	935,440.00
Iowa.....	1,756,277.08	552,864.04	1,203,413.04	129,427.25	1,073,985.79
Kansas.....	1,150,493.64	276,607.00	873,796.64	84,593.32	789,203.32
Kentucky.....	2,063,115.62	484,501.00	1,578,614.62	1,448,139.97	130,474.65
Louisiana.....	2,416,090.55	239,909.33	2,176,181.22	691,957.51	1,484,233.71
Maine.....	158,856.21	71,343.40	87,512.81	12,356.09	75,156.72
Maryland.....	493,187.68	132,093.17	361,094.51	274,805.04	79,289.47
Massachusetts.....	902,336.24	99,217.82	803,118.42	403,551.92	399,566.50
Michigan.....	1,665,354.53	446,927.33	1,218,427.20	355,214.21	863,212.99
Minnesota.....	2,767,433.20	499,964.07	2,267,469.13	1,109,407.87	1,158,061.26
Mississippi.....	2,099,865.67	471,171.00	1,628,694.67	679,554.45	949,139.62
Missouri.....	1,778,048.00	476,538.00	1,301,510.00	114,120.00	1,187,390.00
Montana.....	358,521.03	98,501.00	260,020.03	61,669.08	198,350.95
Nebraska.....	786,389.97	260,708.00	525,681.97	83,153.32	442,528.65
Nevada.....	333,757.30	54,000.00	279,757.30	23,502.06	256,255.24
New Hampshire.....	123,632.68	56,319.69	67,312.99	31,434.88	35,878.11
New Jersey.....	453,906.66	90,348.00	363,558.66	174,757.80	188,800.86
New Mexico.....	447,129.86	62,325.33	384,804.53	32,096.41	352,708.12
New York.....	2,134,563.59	399,211.00	1,735,352.59	900,653.69	834,698.90
North Carolina.....	4,892,020.48	744,740.89	4,147,279.59	2,454,259.55	1,693,020.04
North Dakota.....	464,829.48	171,528.00	293,301.48	65,448.22	227,853.26
Ohio.....	2,860,729.16	533,778.46	2,326,950.70	1,458,118.23	868,832.47
Oklahoma.....	2,888,919.26	238,293.98	2,650,625.28	454,831.11	2,195,794.17
Oregon.....	729,210.51	139,760.33	589,450.18	83,672.96	505,777.22
Pennsylvania.....	2,172,269.37	456,237.35	1,716,032.02	424,793.31	1,291,238.71
Rhode Island.....	77,479.99	38,739.95	38,740.04	9,010.70	29,729.34
South Carolina.....	2,203,759.40	334,617.40	1,869,142.00	1,205,025.00	664,117.00
South Dakota.....	434,678.36	173,933.96	260,694.40	13,289.28	247,405.12
Tennessee.....	1,879,838.85	523,822.00	1,356,016.85	187,018.85	1,168,998.00
Texas.....	9,446,361.60	649,391.33	8,796,970.27	8,623,459.27	173,511.00
Utah.....	476,120.32	56,576.33	419,543.99	27,331.30	391,212.69
Vermont.....	182,290.90	57,315.56	124,975.34	36,727.18	88,248.16
Virginia.....	2,156,064.83	384,551.00	1,771,513.83	1,298,539.93	472,973.90
Washington.....	1,152,529.65	173,763.31	978,766.34	229,256.45	749,509.89
West Virginia.....	675,836.73	153,403.00	522,433.73	124,103.54	398,330.19
Wisconsin.....	2,118,559.16	485,931.33	1,632,627.83	85,833.33	1,546,794.50
Wyoming.....	354,264.10	53,000.00	301,264.10	13,502.31	287,761.79
District of Columbia.....	0	0	0	0	0
Guam.....	9,537.77	4,768.89	4,768.88	4,768.88	0
Puerto Rico.....	1,060,843.08	465,000.00	595,843.08	595,843.08	0
Virgin Islands.....	20,870.11	8,039.10	12,831.01	12,831.01	0

TABLE 13.—Expenditures for vocational agriculture education, by function and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Adminis- tration (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allowable items ¹ (10)
Total.....	\$77,474,411.64	\$589,567.82	\$3,016,385.08	\$2,525,313.72	\$65,354,046.91	\$35,851.02	\$185,323.20	\$663,899.26	\$5,104,004.63
Alabama.....	2,622,971.66	38,972.13	63,533.33	26,627.00	2,260,359.60	0	0	0	233,429.60
Alaska.....	20,483.99	1,755.14	0	0	7,687.76	0	0	10,382.00	659.09
Arizona.....	425,826.34	6,516.56	24,838.43	27,511.00	345,401.53	4,200.00	0	0,934.77	10,424.05
Arkansas.....	1,694,789.89	7,920.00	54,056.19	64,450.69	1,430,950.32	0	0	0	47,402.70
California.....	2,860,833.66	4,063.58	394,723.60	73,313.20	2,321,598.51	0	0	0	67,134.77
Colorado.....	464,306.59	9,475.90	35,472.90	41,230.03	345,527.93	0	0	0	29,599.83
Connecticut.....	84,637.57	4,829.48	12,474.35	11,785.09	242,698.42	960.20	0	0	11,889.53
Delaware.....	204,834.06	2,521.83	12,678.35	18,300.00	155,385.99	250.00	0	0	15,697.91
Florida.....	2,065,479.00	5,577.00	101,691.00	35,701.00	1,806,562.00	0	0	0	115,948.00
Georgia.....	3,086,978.51	1,131.36	131,639.67	39,127.03	2,588,238.70	0	39,998.35	0	236,825.40
Hawaii.....	238,961.88	5,979.91	20,516.66	6,668.00	196,407.39	0	0	0	7,889.92
Idaho.....	556,449.53	5,515.85	21,609.94	25,243.31	467,730.18	0	0	0	36,350.25
Illinois.....	3,261,770.64	13,288.89	87,015.80	124,321.60	2,863,418.00	6,403.85	0	3,650.95	163,671.55
Indiana.....	1,648,086.28	30,616.32	0	84,500.00	1,396,648.90	0	0	0	136,421.06
Iowa.....	1,750,277.08	4,579.50	53,313.65	35,250.00	1,550,070.60	77.04	0	11,857.68	101,128.61
Kansas.....	1,150,493.64	10,314.54	48,185.10	25,770.00	1,044,317.32	0	0	3,172.21	18,734.47
Kentucky.....	2,063,115.62	7,150.45	87,895.19	67,679.79	1,695,232.33	0	22,243.11	0	162,914.75
Louisiana.....	2,416,090.55	23,242.67	111,930.80	107,888.50	1,979,438.28	0	0	10,375.00	183,217.30
Maine.....	158,856.21	2,647.62	14,440.50	0	133,066.54	0	0	0	8,701.55
Maryland.....	486,187.63	3,275.88	40,866.82	19,010.10	396,748.15	0	0	0	26,288.73
Massachusetts.....	902,336.24	32,395.81	4,862.54	26,803.37	700,061.14	3,529.82	4,767.00	1,261.00	128,655.56
Michigan.....	1,665,354.53	42,665.84	97,002.96	68,896.00	1,339,947.35	0	0	37,414.88	79,427.59
Minnesota.....	2,757,433.20	21,443.69	128,648.59	74,664.11	2,309,419.00	0	0	11,617.88	211,639.93
Mississippi.....	2,099,865.07	6,838.53	46,863.32	119,781.81	1,694,752.42	0	0	0	231,628.99
Missouri.....	1,778,048.00	10,475.00	73,744.00	39,214.00	1,476,073.00	0	0	49,768.00	128,774.00
Montana.....	358,521.03	5,757.92	18,538.76	26,405.54	297,422.01	0	0	0	10,395.90
Nebraska.....	786,389.97	9,258.25	38,940.09	45,860.00	683,902.91	0	0	2,223.52	6,205.20
Nevada.....	333,757.30	5,869.17	13,142.91	9,937.00	89,113.14	0	2,568.17	201,162.78	12,024.13
New Hampshire.....	123,632.68	6,097.52	7,384.76	19,729.44	79,185.76	0	0	3,369.60	7,865.60
New Jersey.....	453,906.66	13,357.65	29,748.77	43,225.16	282,931.77	0	17,868.82	10,036.96	56,737.53
New Mexico.....	447,129.86	0.00	40,391.44	7,946.76	365,040.00	0	0	0	33,128.66
New York.....	2,134,563.59	4,565.18	18,462.00	118,162.26	1,917,013.44	1,650.09	0	22,631.42	52,079.20
North Carolina.....	4,892,020.48	15,920.57	123,522.20	83,886.80	4,389,453.34	0	0	10,301.73	268,935.84
North Dakota.....	464,829.48	0	0	30,691.00	400,615.70	0	0	0	33,522.78
Ohio.....	2,860,729.18	6,059.05	83,386.61	124,046.40	2,395,778.26	18,780.02	19,814.90	3,779.12	209,084.80
Oklahoma.....	2,888,919.26	4,430.25	103,852.04	45,062.15	2,695,194.95	0	0	0	40,389.87
Oregon.....	729,219.51	4,471.30	26,770.00	24,019.75	626,025.46	0	0	0	47,924.00
Pennsylvania.....	2,172,269.37	19,614.06	144,078.88	66,652.86	1,908,825.81	0	0	3,715.63	29,382.13
Rhode Island.....	77,479.99	2,124.64	10,699.48	2,942.27	56,011.31	0	1,645.25	0	4,057.04
South Carolina.....	2,203,789.40	15,035.00	83,864.00	31,864.40	1,946,381.00	0	0	0	126,945.00
South Dakota.....	434,678.36	0	13,020.00	10,267.40	388,480.76	0	0	0	22,910.20
Tennessee.....	1,879,838.85	8,750.00	65,615.00	46,556.69	1,618,128.64	0	2,370.11	0	138,418.41
Texas.....	9,446,361.60	43,988.85	145,792.79	339,341.58	7,929,743.31	0	0	0	967,495.07
Utah.....	475,120.32	4,803.63	13,877.24	13,943.20	358,896.59	0	38,770.26	692.63	44,146.77
Vermont.....	182,290.90	4,688.14	11,627.81	12,267.40	115,573.15	0	0	24,920.24	13,214.16
Virginia.....	2,156,064.83	5,459.67	117,416.32	99,999.00	1,814,679.53	0	0	0	118,510.31
Washington.....	1,152,529.65	17,019.20	71,589.99	25,865.35	960,627.89	0	0	0	77,427.22
West Virginia.....	675,836.73	8,583.85	42,443.61	37,100.00	536,325.87	0	0	0	51,383.40
Wisconsin.....	2,118,559.16	17,858.41	35,996.62	29,403.21	1,914,331.24	0	0	3,906.41	117,061.27
Wyoming.....	354,264.10	1,329.05	12,188.95	41,761.84	281,601.79	0	0	4,350.91	15,921.56
District of Columbia.....	0	0	0	0	0	0	0	0	0.00
Guam.....	9,537.77	0	0	0	6,803.74	0	182.21	0	2,551.82
Puerto Rico.....	1,060,843.08	58,249.78	75,968.62	24,640.64	531,799.28	0	34,479.00	226,443.94	109,261.82
Virgin Islands.....	20,870.11	2,478.20	0	0	11,800.00	0	618.22	0	5,973.89

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 14.—Enrollment in vocational distribution classes by type of class, sex, and by State or territory, fiscal year 1984

State or territory (1)	Grand Total			Cooperative				Adult	
	Total ¹ (2)	Male (3)	Female (4)	Secondary		Postsecondary		Male (9)	Female (10)
				Male (5)	Female (6)	Male (7)	Female (8)		
Total.....	334, 126	182, 118	152, 008	29, 624	25, 508	2, 112	576	150, 382	125, 924
Alabama.....	1, 202	609	593	470	234			139	289
Alaska.....	125	94	31	24	4				
Arizona.....	2, 960	1, 895	1, 585	231	327			1, 164	1, 258
Arkansas.....	3, 742	1, 968	1, 774	355	191			1, 613	1, 533
California.....	102, 233	59, 835	42, 398	648	614	956	304	58, 231	41, 480
Colorado.....	6, 847	2, 616	4, 231	428	433			2, 182	3, 798
Connecticut.....	609	314	295	297	288			17	7
Delaware.....	1, 248	609	639	130	90			479	549
Florida.....	20, 178	9, 873	10, 305	473	433	251	33	9, 149	9, 839
Georgia.....	7, 588	3, 482	4, 106	679	348	8	1	2, 795	3, 757
Hawaii.....	2, 408	898	1, 510	88	147			810	1, 363
Idaho.....	306	96	208	69	67			39	141
Illinois.....	4, 113	2, 455	1, 658	1, 121	1, 063			1, 334	595
Indiana.....	2, 929	1, 104	1, 825	197	244			907	1, 531
Iowa.....	2, 233	1, 338	895	304	296	18	2	1, 016	597
Kansas.....	5, 608	3, 402	2, 266	151	207	67	7	3, 124	2, 062
Kentucky.....	2, 549	1, 079	1, 470	447	307			632	1, 163
Louisiana.....	2, 929	1, 079	1, 850	369	416			710	1, 434
Maine.....	257	247	10	10	4			237	6
Maryland.....	1, 814	1, 012	802	146	79			866	723
Massachusetts.....	2, 893	1, 191	1, 702	703	950	18		470	752
Michigan.....	20, 835	16, 396	4, 439	2, 006	1, 689	285	55	14, 103	2, 745
Minnesota.....	6, 374	3, 246	3, 128	367	262	27	5	2, 862	2, 861
Mississippi.....	2, 405	549	1, 856	277	227			1, 272	1, 629
Missouri.....	6, 877	2, 579	4, 298	980	693			1, 599	3, 605
Montana.....	517	296	221	181	139	15	3	100	7
Nebraska.....	1, 598	1, 031	567	165	107			866	460
Nevada.....	819	346	473	63	108			283	585
New Hampshire.....	319	212	107	23	15			189	92
New Jersey.....	1, 009	544	465	329	335	7	2	208	128
New Mexico.....	874	502	372	310	318			192	54
New York.....	11, 949	6, 280	5, 669	4, 685	4, 609			1, 595	1, 060
North Carolina.....	2, 721	1, 696	1, 023	1, 698	1, 023				
North Dakota.....	686	506	180	55	60	52	6	399	108
Ohio.....	3, 668	4, 123	4, 545	972	926	45		3, 106	3, 619
Oklahoma.....	1, 257	683	574	628	536			55	38
Oregon.....	1, 268	744	524	472	338	2	5	270	181
Pennsylvania.....	5, 324	3, 132	2, 192	732	644			2, 400	1, 548
Rhode Island.....	73		73		73				
South Carolina.....	3, 384	1, 528	1, 856	706	579			822	1, 277
South Dakota.....	943	330	613	92	58			238	555
Tennessee.....	4, 055	1, 955	2, 100	531	332			1, 424	1, 768
Texas.....	32, 610	17, 581	15, 029	3, 850	2, 734	85	42	13, 646	12, 253
Utah.....	1, 237	855	382	142	115			713	267
Vermont.....	160	79	81	37	37			42	44
Virginia.....	20, 296	11, 201	9, 095	2, 017	1, 349	50	27	9, 134	7, 719
Washington.....	5, 761	2, 708	3, 053	493	615	205	72	2, 010	2, 366
West Virginia.....	1, 023	428	597	97	130			329	467
Wisconsin.....	7, 804	4, 104	3, 700					4, 104	3, 700
Wyoming.....	219	144	75	85	71	11	2	48	2
District of Columbia.....	509	137	372	19	18			118	354
Guam.....									
Puerto Rico.....	7, 640	3, 502	4, 138	209	515	10	10	3, 283	3, 613
Virgin Islands.....	11	3	8	3	8				

¹ Includes 23 enrolled in fishery occupations (see table 30).

TABLE 15.—Expenditures for vocational distributive occupations education, by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$14,882,477.57	\$2,580,111.74	\$12,302,365.83	\$5,241,622.93	\$6,303,202.90
Alabama.....	178,693.99	45,518.00	133,175.99	133,175.99	0
Alaska.....	34,588.02	14,925.55	19,662.47	13,498.67	6,163.80
Arizona.....	189,552.91	18,144.00	171,408.91	83,055.78	88,353.13
Arkansas.....	112,871.53	24,890.00	87,981.53	45,095.81	42,885.72
California.....	1,127,283.67	219,001.00	908,282.67	63,425.60	844,857.07
Colorado.....	183,887.75	24,439.00	159,448.75	34,687.87	124,760.88
Connecticut.....	79,255.14	35,325.00	43,930.14	14,827.12	29,103.02
Delaware.....	98,509.51	15,188.00	83,321.51	69,855.27	13,466.24
Florida.....	784,111.00	68,931.00	685,180.00	513,563.00	171,287.00
Georgia.....	283,635.20	54,942.00	233,693.20	74,606.82	159,086.38
Hawaii.....	92,999.05	15,188.00	77,811.05	77,811.05	0
Idaho.....	52,873.87	15,188.00	37,685.87	23,731.37	13,954.50
Illinois.....	560,046.97	140,469.00	419,577.97	121,916.63	297,661.34
Indiana.....	214,669.39	62,672.31	151,997.08	79,302.70	72,694.38
Iowa.....	210,057.06	38,423.00	171,634.06	84,518.02	87,115.14
Kansas.....	164,196.14	29,980.00	134,216.14	38,069.08	96,147.06
Kentucky.....	181,042.58	33,451.89	147,590.69	134,819.74	12,770.95
Louisiana.....	243,390.92	45,333.00	201,007.92	41,778.86	159,229.06
Maine.....	8,904.91	4,452.46	4,452.45	725.62	3,726.83
Maryland.....	84,885.91	42,442.00	42,443.91	41,693.33	750.58
Massachusetts.....	205,471.53	70,850.00	134,621.53	70,099.53	64,522.00
Michigan.....	684,313.87	109,007.00	575,306.87	145,667.80	429,639.07
Minnesota.....	353,446.07	47,568.00	305,878.07	150,869.23	155,008.84
Mississippi.....	109,682.58	29,973.00	79,709.58	37,223.68	42,485.90
Missouri.....	341,528.00	60,191.00	281,337.00	51,203.00	230,134.00
Montana.....	52,373.85	15,144.62	37,229.23	11,309.87	25,919.36
Nebraska.....	85,026.28	19,665.00	65,361.28	20,434.77	44,926.51
Nevada.....	116,057.48	15,188.00	100,869.48	14,580.20	86,289.28
New Hampshire.....	8,913.34	4,456.66	4,456.68	1,648.88	2,807.80
New Jersey.....	360,560.38	84,533.00	276,027.38	79,002.88	196,124.50
New Mexico.....	94,746.81	15,000.00	79,746.81	9,000.67	70,746.14
New York.....	1,501,664.30	233,841.00	1,267,823.30	643,323.39	624,499.91
North Carolina.....	660,351.12	63,484.00	596,867.12	433,810.32	163,056.80
North Dakota.....	61,476.41	15,188.00	46,288.41	16,486.51	29,801.90
Ohio.....	661,766.64	135,247.00	526,519.64	290,078.75	236,440.89
Oklahoma.....	228,183.24	32,442.00	195,741.24	38,586.71	157,154.53
Oregon.....	135,754.94	24,645.00	111,109.94	28,624.86	82,485.08
Pennsylvania.....	510,696.12	146,345.66	364,350.46	38,679.68	325,670.78
Rhode Island.....	8,527.09	4,263.53	4,263.56	2,330.31	1,933.25
South Carolina.....	172,061.00	33,199.00	138,862.00	64,549.00	74,313.00
South Dakota.....	34,767.19	15,187.96	19,579.23	543.51	19,035.72
Tennessee.....	294,931.58	49,703.00	245,228.58	97,214.34	148,014.24
Texas.....	1,446,867.28	133,481.00	1,313,386.28	1,225,151.06	88,235.20
Utah.....	44,194.03	15,188.00	29,006.03	17,586.12	11,419.91
Vermont.....	32,426.58	14,991.00	17,435.58	0	17,435.58
Virginia.....	900,220.69	54,589.00	845,631.69	545,066.19	300,565.50
Washington.....	448,565.98	39,756.00	408,809.98	104,308.34	304,501.64
West Virginia.....	74,735.39	25,601.00	49,134.39	13,002.59	36,131.80
Wisconsin.....	150,614.95	55,063.00	95,551.95	14,534.25	81,017.70
Wyoming.....	47,682.12	15,000.00	32,682.12	3,789.13	28,892.99
District of Columbia.....	47,194.33	15,000.00	32,194.33	32,194.33	0
Guam.....	0	0	0	0	0
Puerto Rico.....	133,455.79	32,738.00	100,717.79	100,717.79	0
Virgin Islands.....	10,785.09	4,599.10	6,185.99	6,185.99	0

TABLE 16.—Expenditures for vocational distributive occupations education, by function and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Adminis- tration (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allowable items ¹ (10)
Total.....	\$14,882,477.57	\$355,322.39	\$1,813,559.79	\$387,059.87	\$11,355,667.80	\$38,100.97	\$21,956.31	\$211,760.92	\$699,049.52
Alabama.....	178,693.99	3,806.00	887.50	0	161,280.04	0	0	0	12,720.45
Alaska.....	34,588.02	4,624.86	0	0	17,047.00	0	0	12,039.32	876.84
Arizona.....	189,552.91	6,516.59	27,774.87	7,330.00	134,111.68	1,200.00	0	0	9,358.10
Arkansas.....	112,871.53	1,960.00	13,853.63	0	85,066.28	0	0	2,791.77	11,971.64
California.....	1,127,283.67	2,341.74	504,523.39	11,451.08	546,421.60	24,891.54	0	0	37,654.32
Colorado.....	183,887.75	9,070.78	23,260.45	10,409.49	131,933.76	0	0	0	9,213.27
Connecticut.....	79,255.14	4,180.09	13,134.88	0	58,206.04	831.69	0	0	2,903.04
Delaware.....	98,509.51	1,251.23	13,860.00	0	80,261.07	0	0	0	3,137.21
Florida.....	754,111.00	4,579.00	200,626.00	9,220.00	508,897.00	0	0	0	30,489.00
Georgia.....	288,635.20	957.31	36,091.08	8,387.50	211,954.11	0	3,753.35	0	27,491.85
Hawaii.....	92,999.05	5,979.91	12,062.00	1,000.00	72,029.75	0	0	0	1,927.39
Idaho.....	52,873.87	2,757.91	11,057.42	8,027.50	23,888.35	0	0	0	7,142.69
Illinois.....	560,046.97	14,639.88	54,433.80	4,969.99	461,621.93	3,712.50	0	3,650.93	17,017.94
Indiana.....	214,669.39	10,480.27	0	19,872.00	160,973.00	0	0	0	23,344.12
Iowa.....	210,057.06	2,289.73	8,244.20	25,135.00	162,435.47	38.52	0	0	8,526.23
Kansas.....	164,196.14	3,438.19	15,028.39	9,610.00	126,581.30	0	0	1,057.43	8,480.83
Kentucky.....	181,042.58	630.92	6,516.00	9,199.92	158,206.19	0	0	0	6,489.55
Louisiana.....	246,390.92	6,747.87	6,305.05	0	204,509.99	0	0	0	28,828.01
Maine.....	8,904.91	486.26	0	0	8,241.02	0	0	0	177.63
Maryland.....	84,885.91	1,115.96	2,825.00	0	80,070.95	0	0	0	874.00
Massachusetts.....	205,471.53	17,304.51	11,788.40	3,947.33	164,367.71	167.24	3,203.00	0	4,693.34
Michigan.....	634,313.87	69,099.69	43,051.76	34,855.84	511,408.99	0	0	9,353.72	16,543.87
Minnesota.....	353,446.07	14,744.94	59,001.43	16,056.50	232,662.47	0	0	11,617.88	19,362.85
Mississippi.....	109,682.58	402.27	11,000.00	1,000.00	77,384.68	0	0	0	19,895.63
Missouri.....	341,628.00	7,679.00	20,233.00	0	278,389.00	0	0	21,008.00	14,219.00
Montana.....	52,373.85	1,567.35	4,359.96	188.00	43,680.96	0	0	0	2,577.58
Nebraska.....	85,026.28	6,413.89	22,836.28	0	52,726.62	0	0	555.87	2,493.62
Nevada.....	116,057.48	7,160.58	8,393.39	0	40,454.70	0	0	54,846.21	4,902.60
New Hampshire.....	8,913.34	2,031.64	0	0	5,340.00	0	0	1,077.22	464.48
New Jersey.....	360,560.38	9,620.55	33,742.29	0	247,278.95	0	8,509.47	42,715.83	18,693.29
New Mexico.....	94,746.81	625.02	4,150.00	0	82,848.00	0	0	0	7,123.79
New York.....	1,501,664.30	4,565.18	86,272.15	14,802.81	1,351,018.82	1,650.08	0	22,631.42	20,723.84
North Carolina.....	660,351.12	42,187.18	46,312.00	13,346.00	520,107.74	0	0	2,575.44	35,822.76
North Dakota.....	61,476.41	0	5,000.00	5,299.10	47,399.66	0	0	0	3,777.65
Ohio.....	661,766.64	2,223.10	47,534.40	29,590.61	531,104.18	5,610.00	993.50	1,386.59	43,324.26
Oklahoma.....	228,183.24	2,415.51	26,108.47	0	194,395.98	0	0	0	5,263.28
Oregon.....	135,754.94	1,894.04	14,467.51	0	114,217.61	0	0	0	5,175.78
Pennsylvania.....	510,696.12	21,251.90	0	64,128.01	412,609.15	0	0	2,229.38	10,477.68
Rhode Island.....	8,527.09	2,124.64	1,812.74	0	3,866.50	0	0	0	723.21
South Carolina.....	172,061.00	1,519.00	10,032.00	0	159,411.00	0	0	0	10,099.00
South Dakota.....	34,757.19	0	540.00	0	33,264.50	0	0	0	962.69
Tennessee.....	294,931.58	2,485.00	26,480.00	11,622.73	236,878.14	0	0	0	17,465.71
Texas.....	1,446,867.28	11,171.52	143,319.49	2,355.00	1,201,644.44	0	0	0	88,376.83
Utah.....	44,194.03	1,786.91	10,049.16	11,084.47	14,279.73	0	1,269.00	253.93	5,470.83
Vermont.....	32,426.58	1,562.71	924.76	0	20,708.44	0	0	8,306.74	923.93
Virginia.....	900,220.69	2,099.36	44,729.35	51,920.49	761,437.32	0	0	0	40,034.17
Washington.....	448,565.98	20,012.34	65,825.97	1,200.00	342,872.22	0	0	0	18,655.45
West Virginia.....	74,735.39	2,669.23	7,813.77	0	61,513.30	0	0	0	2,739.04
Wisconsin.....	150,614.95	5,730.56	70,176.38	580.50	60,012.06	0	0	1,502.45	12,613.00
Wyoming.....	47,662.12	443.00	7,184.95	0	34,594.89	0	0	1,468.24	3,971.04
District of Columbia.....	47,194.33	0	14,866.52	0	32,048.50	0	0	0	279.31
Guam.....	0	0	0	0	0	0	0	0	0
Puerto Rico.....	133,455.79	1,878.02	14,770.00	0	94,285.13	0	3,107.60	7,304.64	12,109.40
Virgin Islands.....	10,785.09	2,478.20	0	0	6,720.00	0	1,120.39	0	466.50

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

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TABLE 17.—Enrollment in vocational classes in the health occupations under title II of the George-Barden Act, by type of class, sex, and by State or territory, fiscal year 1964

State or territory	Grand total						Preparatory												Supplementary—Adult										
	Secondary			Postsecondary			Practical nurse				Dental assistant				Medical assistant				Other health occupations ¹										
	Total	Male	Female	(2)	(3)	(3)	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female			
Total.....	59,006	1,794	57,212	29	2,919	9	300	2	289	57	1,873	605	31,805	24	2,983	32	2,177	424	3,668	124	6,416	45	1,015	45	1,079	398	2,708		
Alabama.....	613	32	581																										
Alaska.....	12		12																										
Arizona.....	213	7	206																										
Arkansas.....	672	18	654																										
California.....	9,845	479	9,366																										
Colorado.....	492	21	471																										
Connecticut.....	582	11	571																										
Delaware.....	111	1	110																										
Florida.....	2,311	219	2,092																										
Georgia.....	1,120	23	1,097																										
Hawaii.....	147	2	145																										
Idaho.....	481	18	463																										
Illinois.....	1,739	41	1,698																										
Indiana.....	447	2	445																										
Iowa.....	463	20	443																										
Kansas.....	1,463	55	1,408																										
Kentucky.....	1,667	18	1,649																										
Louisiana.....	1,115	17	1,098																										
Maine.....	104		104																										
Maryland.....	130		130																										
Massachusetts.....	952	6	946																										
Michigan.....	2,981	100	2,881																										
Minnesota.....	923	25	898																										
Mississippi.....	682	4	678																										
Missouri.....	1,318	41	1,277																										
Montana.....	231		231																										
Nebraska.....	395	6	389																										
Nevada.....	210	4	206																										
New Hampshire.....	176	4	172																										
New Jersey.....	1,439	4	1,435																										
New Mexico.....	101	1	100																										
New York.....	3,922	68	3,854																										
North Carolina.....	2,019	47	1,972																										
North Dakota.....	319	4	315																										
Ohio.....	2,412	31	2,381																										
Oklahoma.....	1,135	23	1,112																										
Oregon.....	741	1	740																										
Pennsylvania.....	3,447	79	3,368																										
Rhode Island.....	157	5	152																										
South Carolina.....	576	5	571																										
South Dakota.....	134		134																										
Tennessee.....	1,538	17	1,521																										
Texas.....	3,799	57	3,742																										
Utah.....	373	26	347																										
Vermont.....	139		139																										
Virginia.....	1,334	6	1,328																										
Washington.....	2,291	118	2,173																										
West Virginia.....	315		315																										
Wisconsin.....	1,179	55	1,124																										
Wyoming.....	16		16																										
District of Columbia	562	16	546																										
Guam.....	420	3	417																										
Puerto Rico.....	13	2	11																										
Virgin Islands.....																													

¹ Includes dental laboratory technician, dispensing optician, medical laboratory assistant, nursing unit management assistant, nurse's aide, operating room assistant, physical therapy assistant, and X-ray assistant.

² Does not include health occupation enrollment of 8,468 supported by title I, George-Barden funds.

TABLE 18.—Expenditures for vocational education for health occupations, under title II of the George-Barden Act, by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$12,455,738.47	\$4,760,404.99	\$7,696,333.48	\$3,435,344.74	\$4,260,988.74
Alabama.....	237,109.07	109,183.88	127,925.19	26,718.08	101,207.11
Alaska.....	10,500.00	4,000.00	6,500.00	6,500.00	0
Arizona.....	58,240.43	27,975.00	30,265.43	1,328.37	28,937.06
Arkansas.....	157,564.57	78,081.43	79,483.14	39,028.95	40,454.19
California.....	1,440,093.76	238,541.00	1,151,552.76	0	1,151,552.76
Colorado.....	112,990.68	46,906.47	66,084.21	11,340.02	54,744.19
Connecticut.....	118,041.01	51,977.00	66,064.01	66,064.01	0
Delaware.....	51,175.53	25,587.76	25,587.77	23,137.77	2,450.00
Georgia.....	710,970.00	107,624.00	603,346.00	452,510.00	150,836.00
Hawaii.....	294,358.69	129,556.00	164,802.69	139,680.75	25,121.94
Idaho.....	55,594.47	25,015.00	30,579.47	30,579.47	0
Illinois.....	94,616.81	37,634.00	56,982.81	39,578.82	17,403.99
Indiana.....	469,816.62	234,891.85	234,924.77	8,619.92	226,304.85
Iowa.....	190,871.81	95,125.81	95,746.00	89,415.00	6,331.00
Kansas.....	258,253.86	121,463.65	136,790.21	62,426.6	74,363.56
Kentucky.....	103,850.54	50,289.98	53,560.56	34,799.13	18,761.42
Louisiana.....	216,953.46	105,754.04	111,199.42	111,199.42	0
Maine.....	288,232.21	101,766.70	186,465.51	25,180.13	161,285.38
Maryland.....	89,534.45	33,788.00	55,746.45	55,746.45	0
Massachusetts.....	19,984.12	9,992.05	9,992.07	6,068.48	3,923.59
Michigan.....	285,638.21	78,407.46	207,230.75	105,281.75	101,949.00
Minnesota.....	438,102.90	181,189.00	256,913.90	0	256,913.90
Mississippi.....	322,420.17	147,999.00	174,421.17	85,537.05	88,884.12
Missouri.....	139,377.48	68,872.11	70,505.37	9,359.10	61,146.27
Montana.....	262,314.00	131,157.00	131,157.00	71,108.00	60,049.00
Nebraska.....	27,599.23	13,725.61	13,875.62	5,660.33	8,215.29
Nevada.....	88,995.67	44,497.83	44,497.84	24,728.96	19,768.88
New Hampshire.....	59,833.97	23,996.00	35,837.97	30,271.11	5,566.86
New Jersey.....	52,562.60	24,863.63	27,698.97	27,698.97	0
New Mexico.....	295,482.43	98,160.00	197,322.43	30,591.88	166,730.55
New York.....	58,596.22	24,573.00	34,023.22	34,023.22	0
North Carolina.....	746,493.89	296,176.00	450,317.89	228,545.00	221,772.89
North Dakota.....	531,627.72	204,880.00	326,747.72	320,737.38	6,010.34
Ohio.....	93,921.55	43,560.00	50,361.55	3,820.22	46,541.33
Oklahoma.....	584,646.06	248,199.00	336,447.06	8,360.00	328,087.06
Oregon.....	148,714.57	73,926.00	74,788.57	23,946.04	50,842.53
Pennsylvania.....	137,435.23	56,632.00	80,803.23	72,190.76	8,612.47
Rhode Island.....	592,905.63	264,067.00	328,838.63	271,884.38	56,954.25
South Carolina.....	32,062.63	16,031.28	16,031.35	16,031.35	0
South Dakota.....	111,721.44	55,860.72	55,860.72	55,860.72	0
Tennessee.....	63,020.85	34,010.42	34,010.43	0	34,010.43
Texas.....	270,010.60	132,229.00	137,781.60	105,635.02	32,146.58
Utah.....	532,303.56	264,451.17	267,852.39	133,926.19	133,926.20
Vermont.....	105,298.80	25,624.00	79,674.80	0	79,674.80
Virginia.....	47,083.75	20,818.12	26,265.63	25,408.35	857.28
Washington.....	318,052.29	129,923.00	188,129.29	135,724.35	52,404.94
West Virginia.....	469,929.27	80,350.00	389,579.27	111,929.54	277,649.73
Wisconsin.....	90,445.06	44,278.78	46,166.28	41,716.28	4,450.00
Wyoming.....	331,766.51	153,957.00	177,809.51	92,251.77	85,557.74
District of Columbia.....	17,178.49	8,589.24	8,589.25	0	8,589.25
Guam.....	85,391.66	22,796.00	62,595.66	62,595.66	0
Puerto Rico.....	0	0	0	0	0
Virgin Islands.....	114,380.42	54,700.00	59,680.42	59,680.42	0
	17,673.52	6,754.00	10,919.52	10,919.52	0

TABLE 19.—Expenditures for vocational education for health occupations, under title II of the George-Barden Act, by function and by State or territory, fiscal year 1964¹

State or territory (1)	Total (2)	Administra- tion (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allow- able items ¹ (10)
Total.....	\$12,456,738.47	\$199,343.13	\$1,204,564.47	\$52,601.88	\$9,924,237.69	\$7,956.89	\$525,704.09	\$1,201.95	\$541,128.37
Alabama.....	237,109.07	7,345.37	7,747.50	0	212,441.86	0	158.25	0	9,416.09
Alaska.....	10,500.00	0	0	0	10,500.00	0	0	0	0
Arizona.....	58,240.43	0	704.00	0	56,032.00	0	431.55	0	1,072.88
Arkansas.....	157,564.57	0	18,272.01	0	94,795.14	0	5,000.40	0	39,497.02
California.....	1,440,093.76	3,030.47	76,796.37	0	1,327,894.26	6,344.44	23,270.60	0	2,767.62
Colorado.....	112,690.63	6,990.30	12,410.48	2,846.96	85,633.66	0	0	0	5,109.28
Connecticut.....	118,041.01	5,489.78	23,545.88	0	74,798.01	1,091.48	6,794.03	0	6,321.83
Delaware.....	51,175.63	510.00	0	0	49,248.71	0	0	0	1,416.82
Florida.....	710,970.00	6,970.00	175,374.00	9,757.00	501,868.00	0	0	0	17,001.00
Georgia.....	294,358.69	6,431.10	17,364.49	0	199,933.90	0	46,270.87	0	24,358.33
Hawaii.....	55,594.47	0	9,562.80	0	45,295.13	0	0	0	736.54
Idaho.....	94,616.81	3,309.48	15,893.11	1,355.25	66,482.06	0	0	0	7,576.91
Illinois.....	469,816.62	12,482.50	55,200.00	0	388,867.04	0	5,966.75	0	7,300.33
Indiana.....	190,871.81	1,980.00	0	0	171,440.00	0	13,782.00	0	3,669.81
Iowa.....	258,253.86	1,144.85	22,591.28	28,529.00	169,562.20	19.26	3,805.02	0	32,602.25
Kansas.....	103,850.54	0	28,72.25	0	65,302.19	0	0	0	9,576.10
Kentucky.....	216,953.46	630.92	6,415.00	0	183,036.06	0	1,812.88	0	24,558.60
Louisiana.....	288,232.21	2,451.86	42,178.08	0	197,097.50	0	0	0	46,504.77
Maine.....	89,534.45	2,190.36	11,370.41	0	46,614.29	0	0	0	29,359.39
Maryland.....	19,984.12	0	0	0	19,870.67	0	0	0	113.45
Massachusetts.....	285,638.21	22,251.24	17,413.28	1,165.27	230,017.75	501.71	2,216.00	0	12,072.96
Michigan.....	438,102.90	0	14,845.38	0	419,716.03	0	0	0	3,541.49
Minnesota.....	322,420.17	6,433.69	10,962.08	0	275,235.09	0	24,587.01	0	5,202.30
Mississippi.....	139,377.48	2,011.33	11,000.00	0	112,233.50	0	7,471.76	0	6,660.89
Missouri.....	262,314.00	9,514.00	17,578.00	0	228,448.00	0	352.00	0	6,422.00
Montana.....	27,599.23	0	3,549.98	0	22,503.50	0	0	0	1,545.75
Nebraska.....	83,995.67	5,580.08	27,879.07	0	51,118.64	0	1,734.22	0	2,683.66
Nevada.....	59,833.97	9,521.59	11,447.02	0	34,426.43	0	731.97	0	3,706.96
New Hampshire.....	52,562.60	0	7,392.75	0	43,653.51	0	0	0	1,516.34
New Jersey.....	265,482.43	12,519.00	15,028.83	0	245,938.01	0	10,727.27	0	11,269.32
New Mexico.....	58,596.22	0	5,520.00	0	47,339.02	0	566.95	0	5,171.25
New York.....	746,493.89	0	112,890.16	0	612,072.52	0	19,175.16	0	2,356.05
North Carolina.....	531,627.72	200.00	0	0	216,761.62	0	302,164.10	0	12,502.00
North Dakota.....	93,921.55	0	17,773.52	0	73,022.30	0	0	0	3,120.73
Ohio.....	584,646.06	0	11,319.43	0	554,937.33	0	12,027.04	0	6,362.26
Oklahoma.....	148,714.57	3,386.75	22,141.95	0	110,561.76	0	1,607.55	0	11,016.56
Oregon.....	137,435.23	11,168.12	17,641.74	0	101,289.31	0	77.50	0	7,258.56
Pennsylvania.....	592,905.63	12,320.00	132,887.58	0	392,872.12	0	46.29	0	54,779.64
Rhode Island.....	32,062.63	0	8,163.25	0	17,711.97	0	25.00	0	6,162.41
South Carolina.....	111,721.44	0	9,331.31	1,865.20	93,694.00	0	2,979.99	0	3,850.94
South Dakota.....	63,020.85	0	0	0	62,679.13	0	125.43	0	5,216.29
Tennessee.....	270,010.60	2,485.00	10,740.00	0	252,219.96	0	963.50	0	3,602.14
Texas.....	832,303.56	8,414.24	30,649.29	0	472,982.99	0	7,077.78	0	13,179.28
Utah.....	105,298.80	4,492.00	12,775.44	0	84,289.00	0	1,090.00	0	2,652.36
Vermont.....	47,083.75	1,008.72	521.05	75.00	42,550.73	0	0	0	2,928.25
Virginia.....	318,052.29	0	4,392.00	5,700.00	302,793.35	0	4,417.08	0	749.86
Washington.....	489,929.27	3,223.40	39,739.77	0	401,690.57	0	7,364.97	0	17,910.56
West Virginia.....	90,445.06	0	0	0	90,432.56	0	0	0	12.50
Wisconsin.....	331,766.51	5,387.64	63,486.55	1,308.20	216,837.08	0	9,770.14	1,201.95	33,774.95
Wyoming.....	17,178.49	0	0	0	15,074.42	0	0	0	2,104.07
District of Columbia.....	85,391.66	0	13,466.74	0	71,848.04	0	0	0	76.88
Guam.....	0	0	0	0	0	0	0	0	0
Puerto Rico.....	114,380.42	15,991.14	29,125.64	0	49,198.77	0	264.50	0	19,800.37
Virgin Islands.....	17,673.52	2,478.20	0	0	11,376.00	0	849.53	0	2,969.79

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 20.—Enrollment in vocational home economics classes, by type of class, sex, and by State or territory, fiscal year 1964

State or territory (1)	Grand total			Secondary		Postsecondary (part time)		Adult	
	Total (2)	Male (3)	Female (4)	Male (5)	Female (6)	Male (7)	Female (8)	Male (9)	Female (10)
Total.....	2,022,138	55,055	1,967,073	36,125	1,272,328	96	1,556	18,844	693,189
Alabama.....	60,302	380	59,922		30,601			380	29,321
Alaska.....	1,147	177	970	133	877			44	293
Arizona.....	17,094	1,342	15,752	841	12,663			501	3,089
Arkansas.....	46,529	1,344	45,185	352	29,701			992	15,484
California.....	163,467	4,240	159,227	1,097	63,650			3,153	95,567
Colorado.....	22,898		22,898	444	8,561			361	13,522
Connecticut.....	5,722	193	5,529	193	4,820				709
Delaware.....	4,260	52	4,208	52	4,086				122
Florida.....	95,927	3,685	92,242	2,968	64,516		288		27,438
Georgia.....	84,456	4,663	79,793	3,411	58,128			1,262	21,635
Hawaii.....	8,752	1,219	7,533	1,152	6,070			67	1,463
Idaho.....	8,080		8,080		7,551				529
Illinois.....	53,275	1,059	52,216	862	41,026				16,190
Indiana.....	39,424	555	38,869	525	35,129			197	3,740
Iowa.....	21,422	141	21,281	88	16,396			30	4,885
Kansas.....	15,727	689	15,038	286	10,235			403	4,803
Kentucky.....	37,398	514	36,884	416	30,220			98	6,664
Louisiana.....	45,362	1,471	43,891	1,471	41,233				2,678
Maine.....	3,868		3,868		3,868				
Maryland.....	17,407	211	17,196		4,757				12,439
Massachusetts.....	39,654		39,654		2,077			211	37,577
Michigan.....	63,203	3,433	59,770	2,747	44,507			686	15,263
Minnesota.....	44,396	555	43,841	112	25,562			443	18,279
Mississippi.....	40,469	822	39,647	784	36,986			38	2,661
Missouri.....	32,339	654	31,685	538	25,055			116	6,630
Montana.....	4,644	78	4,566	69	3,800			9	766
Nebraska.....	16,662	175	16,487	69	8,495			106	7,992
Nevada.....	4,187	173	4,014	146	3,342			27	672
New Hampshire.....	3,883	90	3,793	63	3,153			27	640
New Jersey.....	4,645	143	4,502		3,223			143	1,279
New Mexico.....	6,882	220	6,662	220	6,319				343
New York.....	192,921	6,993	186,018	6,615	151,707			288	34,311
North Carolina.....	74,085	1,530	72,555	1,452	59,862			78	12,693
North Dakota.....	9,359	652	8,707	487	6,063			165	2,644
Ohio.....	75,755	1,052	74,703	697	30,594			355	44,309
Oklahoma.....	31,617	1,021	30,596	689	25,462			332	5,134
Oregon.....	16,493	278	16,215	21	6,930			257	9,285
Pennsylvania.....	40,767	488	40,279	346	20,520			142	19,759
Rhode Island.....	7,715	62	7,653	46	6,373			16	1,280
South Carolina.....	52,574	2,696	49,878	1,884	22,957			812	26,921
South Dakota.....	6,743	24	6,719		6,309			24	410
Tennessee.....	51,380	582	50,798	582	46,119				4,679
Texas.....	178,449	4,204	174,245	1,569	102,593	96	1,268	2,539	70,384
Utah.....	13,307	1,551	11,756	96	6,013			1,455	5,743
Vermont.....	3,883	42	3,841	42	3,134				707
Virginia.....	46,749	737	46,012	617	42,650			120	3,362
Washington.....	52,076	1,915	50,761	1,116	30,812			799	19,949
West Virginia.....	15,913	75	15,838	75	11,092				4,746
Wisconsin.....	78,615	1,474	77,141	124	17,596			1,350	59,545
Wyoming.....	3,804	166	3,638	129	2,754			37	884
District of Columbia.....	3,398	57	3,341	36	1,134			21	2,207
Guam.....	327		327		327				
Puerto Rico.....	46,489	473	46,016	473	34,482				11,534
Virgin Islands.....	628		628		628				

1 Partially estimated.

TABLE 21.—Expenditures for vocational home economics education, by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$89,872,232.03	\$8,874,010.01	\$80,998,222.02	\$36,797,789.74	\$44,200,432.28
Alabama.....	2,130,754.40	217,625.00	1,913,129.40	1,913,129.40	0
Alaska.....	161,660.01	42,121.90	119,538.11	82,821.73	36,716.38
Arizona.....	895,890.65	55,917.93	839,972.72	172,875.01	667,097.81
Arkansas.....	1,663,895.54	154,127.20	1,539,768.34	453,594.86	2,088,173.48
California.....	5,903,079.87	401,624.80	5,501,455.07	145,581.00	5,355,874.07
Colorado.....	970,180.57	77,033.00	893,147.57	145,089.40	748,058.17
Connecticut.....	474,141.90	87,943.80	386,193.10	33,845.23	352,352.87
Delaware.....	457,451.98	43,100.00	414,351.98	367,414.51	46,937.47
Florida.....	4,496,024.00	213,311.00	4,282,713.00	3,218,869.00	1,063,844.00
Georgia.....	3,646,221.73	270,543.04	3,375,678.69	543,823.41	2,831,855.28
Hawaii.....	298,095.85	45,000.00	252,095.85	252,095.85	0
Idaho.....	538,960.04	53,587.00	485,373.04	124,241.52	361,131.52
Illinois.....	4,244,215.95	294,616.37	3,949,599.58	1,636,263.17	2,413,336.41
Indiana.....	2,539,715.02	274,058.83	2,265,656.19	347,677.51	1,917,978.68
Iowa.....	1,344,217.80	200,352.20	1,143,865.60	178,124.62	965,741.08
Kansas.....	798,896.95	126,903.00	671,993.95	147,280.73	524,713.22
Kentucky.....	2,082,378.58	245,795.93	1,836,582.65	1,754,260.38	82,322.27
Louisiana.....	2,586,862.36	178,958.34	2,407,904.02	184,351.72	2,223,552.30
Maine.....	399,557.11	71,024.85	328,532.26	145,419.66	183,112.70
Maryland.....	428,973.28	127,308.00	301,665.28	230,379.22	71,286.06
Massachusetts.....	1,211,748.57	138,514.55	1,073,234.02	553,041.02	520,193.00
Michigan.....	2,988,540.98	343,394.33	2,645,146.65	434,210.35	2,210,936.30
Minnesota.....	2,202,357.78	192,959.28	2,009,398.50	1,030,358.57	979,039.93
Mississippi.....	1,871,133.73	199,828.00	1,671,305.73	698,702.38	972,603.35
Missouri.....	1,896,850.00	230,471.00	1,666,388.00	286,778.00	1,379,610.00
Montana.....	337,382.95	54,595.99	282,786.96	45,936.02	236,850.94
Nebraska.....	729,319.94	101,091.00	628,228.94	95,749.67	532,479.27
Nevada.....	411,454.03	46,000.00	365,454.03	26,910.37	338,543.66
New Hampshire.....	272,447.81	45,703.39	226,744.42	17,665.76	209,078.66
New Jersey.....	596,418.48	108,971.00	487,447.48	355,071.80	102,375.68
New Mexico.....	448,898.59	52,961.00	395,937.59	29,011.60	366,925.99
New York.....	1,139,792.32	384,071.00	755,721.32	446,764.11	308,957.21
North Carolina.....	4,312,354.88	406,223.21	3,906,131.67	2,390,387.71	1,515,743.96
North Dakota.....	715,321.36	65,206.00	650,115.36	125,806.98	524,308.38
Ohio.....	3,210,196.96	389,670.17	2,820,526.79	1,811,125.48	1,009,401.31
Oklahoma.....	2,008,761.87	129,244.04	1,879,517.83	173,984.80	1,705,533.03
Oregon.....	616,376.13	103,914.53	512,461.60	127,874.57	384,587.03
Pennsylvania.....	2,253,160.16	521,657.80	1,731,502.36	424,729.27	1,306,773.09
Rhode Island.....	224,801.81	43,566.25	181,235.56	12,334.27	168,901.29
South Carolina.....	1,947,335.40	207,140.40	1,740,195.00	768,094.00	972,101.00
South Dakota.....	456,104.48	63,058.14	393,046.34	17,102.63	375,943.71
Tennessee.....	2,545,182.65	252,971.00	2,292,211.65	412,636.65	1,879,575.00
Texas.....	11,021,737.10	398,186.34	10,623,550.76	10,293,712.03	329,838.73
Utah.....	423,416.60	46,548.54	376,868.06	38,994.40	337,873.66
Vermont.....	265,491.71	43,942.79	221,548.92	63,386.49	158,162.43
Virginia.....	3,514,149.55	262,016.00	3,252,133.55	1,985,789.13	1,266,344.42
Washington.....	2,296,887.63	138,143.69	2,158,743.94	573,448.38	1,585,295.56
West Virginia.....	830,829.26	169,900.00	660,929.26	84,546.13	576,383.13
Wisconsin.....	1,287,955.15	226,824.37	1,061,130.78	279,939.02	781,191.76
Wyoming.....	288,077.86	44,000.00	244,077.86	11,279.83	232,798.03
District of Columbia.....	154,273.62	40,000.00	114,273.62	114,273.62	0
Guam.....	7,647.62	3,823.81	3,823.81	3,823.81	0
Puerto Rico.....	1,261,871.18	223,826.00	1,038,045.18	1,038,045.18	0
Virgin Islands.....	62,771.28	13,634.20	49,137.08	49,137.08	0

TABLE 22.—Expenditures for vocational home economics education, by function and by State or territory, fiscal year 1964¹

State or territory (1)	Total (2)	Administra- tion (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allow- able items ¹ (10)
Total.....	\$89,872,232.03	\$714,696.27	\$2,830,483.05	\$2,709,500.40	\$80,522,138.31	\$61,892.90	\$86,457.60	\$546,785.66	\$2,400,277.84
Alabama.....	2,130,754.40	26,537.86	50,327.50	8,400.00	1,939,163.94	0	0	0	106,320.10
Alaska.....	161,660.01	17,171.35	0	10,502.85	93,297.30	0	0	34,656.40	6,031.61
Arizona.....	895,890.65	6,516.90	53,181.72	34,800.00	780,840.79	0	0	8,331.39	12,220.15
Arkansas.....	1,693,895.54	5,940.00	46,056.15	43,461.00	1,575,810.23	0	0	0	22,628.16
California.....	5,903,079.87	4,270.20	137,350.36	52,813.20	5,617,803.43	40,527.35	0	0	50,315.33
Colorado.....	670,180.57	20,566.53	62,462.88	39,765.56	822,845.96	1,426.19	0	0	23,113.45
Connecticut.....	474,141.90	9,402.47	23,729.37	10,534.97	410,349.11	1,869.41	0	0	3,706.57
Delaware.....	457,451.98	9,056.58	22,840.00	13,816.00	402,533.83	764.51	0	0	8,441.06
Florida.....	4,496,024.00	13,941.00	181,266.00	36,579.00	4,098,433.00	0	0	0	165,750.00
Georgia.....	3,646,221.73	1,392.45	126,886.31	27,302.53	3,274,626.13	0	29,350.31	0	186,656.00
Hawaii.....	298,095.85	5,979.91	34,376.91	21,432.08	234,035.61	0	0	0	2,271.34
Idaho.....	538,960.04	5,515.85	20,119.48	16,175.00	475,493.04	0	0	0	21,666.67
Illinois.....	4,244,215.95	15,552.88	57,880.00	134,475.05	3,975,436.62	3,712.50	0	3,650.94	53,507.96
Indiana.....	2,539,715.02	16,984.56	0	137,641.00	2,350,292.00	0	0	0	34,707.46
Iowa.....	1,314,217.80	3,434.64	33,676.70	31,135.84	1,250,949.80	57.79	0	10,163.72	14,799.31
Kansas.....	793,896.95	10,314.54	58,888.08	40,994.00	671,798.75	0	0	2,172.21	13,719.37
Kentucky.....	2,032,373.53	7,360.75	74,487.01	68,423.60	1,844,533.96	0	0	0	87,573.26
Louisiana.....	2,536,862.36	24,742.19	61,447.63	64,049.43	2,339,626.96	0	0	0	96,996.15
Maine.....	399,557.11	4,422.63	15,554.34	34,809.23	342,410.16	0	0	0	2,300.75
Maryland.....	428,973.28	3,203.89	34,801.75	9,880.00	376,150.76	0	0	0	4,936.88
Massachusetts.....	1,211,748.57	121,003.30	13,834.32	40,153.43	937,703.39	1,114.53	1,805.00	1,808.00	44,326.20
Michigan.....	2,938,540.93	79,915.03	79,081.89	104,287.42	2,667,377.47	0	0	29,230.40	28,648.77
Minnesota.....	2,202,357.78	20,918.10	81,847.42	98,404.82	1,950,875.31	0	0	11,617.88	38,694.25
Mississippi.....	1,371,133.73	3,419.26	35,645.90	81,784.83	1,709,235.65	0	0	0	41,048.09
Missouri.....	1,896,859.00	10,409.00	76,890.00	44,967.00	1,665,149.00	0	0	42,663.00	56,781.00
Montana.....	337,332.95	5,031.98	20,059.62	15,672.88	288,789.88	0	0	0	7,828.29
Nebraska.....	729,319.91	13,051.00	41,921.41	45,427.18	621,783.44	0	0	1,667.64	5,469.27
Nevada.....	411,454.03	7,360.57	12,470.99	11,173.49	197,686.72	0	196.00	170,632.66	8,933.60
New Hampshire.....	272,447.31	6,097.52	0	24,528.82	234,872.75	0	0	3,369.46	3,579.26
New Jersey.....	566,418.48	15,573.10	35,690.55	143,851.80	255,360.64	0	9,543.91	52,752.76	53,642.72
New Mexico.....	448,893.59	625.01	28,091.13	5,959.63	406,302.58	0	0	0	7,920.24
New York.....	1,139,792.32	6,086.90	62,979.93	285,059.91	739,778.49	2,200.52	0	30,175.22	13,511.35
North Carolina.....	4,312,354.88	11,940.43	90,057.97	50,411.93	3,993,525.10	0	0	7,726.30	158,693.15
North Dakota.....	715,321.36	0	20,250.00	40,179.66	635,776.40	0	0	0	19,115.30
Ohio.....	3,210,196.96	6,211.61	61,797.46	93,419.40	2,950,561.64	6,581.70	0	3,874.28	87,750.87
Oklahoma.....	2,008,761.87	4,333.63	64,350.73	41,468.06	1,874,475.00	0	0	0	24,134.45
Oregon.....	616,376.13	11,960.86	31,230.81	36,081.65	526,234.62	0	0	0	10,868.19
Pennsylvania.....	2,253,160.16	34,217.46	198,150.40	85,317.33	1,898,584.84	0	0	3,715.63	33,174.50
Rhode Island.....	224,891.81	2,124.62	11,415.82	9,000.00	195,023.31	0	5,110.00	0	2,128.06
South Carolina.....	1,947,335.40	9,373.00	58,659.00	29,799.40	1,771,380.00	3,638.00	0	0	74,486.00
South Dakota.....	456,104.48	0	12,120.00	17,544.50	422,183.14	0	0	0	4,256.84
Tennessee.....	2,545,182.65	6,810.00	61,890.39	47,167.04	2,367,352.46	0	0	0	61,932.76
Texas.....	11,021,737.10	25,767.09	141,850.27	231,468.97	10,245,031.85	0	0	0	377,618.92
Utah.....	423,416.60	4,704.09	21,993.49	24,430.00	317,091.90	0	20,736.17	668.48	33,792.47
Vermont.....	265,491.71	4,688.14	10,446.53	13,717.40	205,400.98	0	0	24,920.23	6,318.43
Virginia.....	3,514,149.55	4,728.17	142,254.51	65,727.00	3,252,850.60	0	0	0	48,539.27
Washington.....	2,296,887.63	31,793.97	81,407.78	49,346.68	2,087,349.24	0	0	0	46,989.96
West Virginia.....	830,829.26	8,583.85	34,524.00	35,786.50	714,311.91	0	0	0	37,623.00
Wisconsin.....	1,287,955.15	12,470.72	89,503.45	51,394.12	1,113,396.28	0	0	2,704.40	18,486.18
Wyoming.....	288,077.86	1,329.05	14,998.95	15,252.85	240,183.39	0	0	4,324.30	8,989.32
District of Columbia.....	154,273.62	0	14,592.99	0	139,166.88	0	0	0	513.75
Guam.....	7,647.62	0	0	0	5,368.34	0	89.61	0	2,189.67
Puerto Rico.....	1,261,871.18	24,427.33	80,142.85	27,643.36	909,063.23	0	16,530.00	94,960.36	109,104.05
Virgin Islands.....	62,771.28	7,434.60	0	0	46,920.00	0	3,087.60	0	5,329.08

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 23.—Enrollment in technical education programs under title III of the George-Barden Act, preparatory and extension, by field, 1959-64

Course	Number of programs						Enrollments					
	1959	1960	1961	1962	1963	1964	1959	1960	1961	1962	1963	1964
PREPARATORY PROGRAMS												
Total technology.....	291	598	732	1,018	1,226	1,607	19,243	32,937	39,224	53,071	75,888	92,579
Electronics.....	111	231	292	447	511	651	8,230	15,695	17,713	27,495	37,292	42,846
Mechanical.....	78	188	249	325	392	468	5,223	9,447	11,959	14,202	18,778	21,199
Electrical.....	30	68	73	81	65	82	1,697	3,410	4,043	4,918	4,143	4,674
Aeronautical.....	8	9	12	11	9	10	543	661	655	385	234	311
Chemical and metallurgical.....	10	28	32	48	58	75	578	1,110	1,577	1,406	2,175	2,500
Civil and construction.....	6	25	34	57	64	96	189	795	1,090	2,194	2,617	3,337
Instrumentation.....	3	17	13	20	26	20	44	992	829	808	750	776
Production.....	7	15	11	4	26	23	264	185	934	79	4,271	1,759
Data processing and computer programing.....		8	11	19	63	156		63	298	1,439	5,279	14,516
Plastics.....			1	2	4	2			7	61	161	47
Not elsewhere classified.....	38	9	4	4	8	24	2,475	579	119	85	188	614
EXTENSION COURSES												
Total technology.....	316	905	1,201	1,511	1,555	2,045	29,321	68,342	83,728	95,849	108,707	128,662
Electronics.....	106	317	431	587	615	787	9,622	27,739	42,243	50,451	54,621	63,349
Mechanical.....	31	259	278	358	407	486	7,404	15,225	17,128	14,794	21,113	24,890
Electrical.....	22	67	109	84	80	96	1,102	3,726	4,825	3,779	3,118	7,595
Aeronautical.....	11	15	12	26	19	18	478	1,659	831	1,972	2,734	1,991
Chemical and metallurgical.....	11	56	73	86	54	88	726	1,920	5,994	6,530	3,611	2,628
Civil and construction.....	12	33	32	70	56	105	407	945	995	2,059	2,163	6,134
Instrumentation.....	23	32	43	43	45	35	342	1,123	1,791	2,324	2,517	2,204
Production.....	11	53	61	64	84	84	527	2,147	3,310	5,402	4,240	6,737
Data processing and computer programing.....		61	141	174	176	204		12,626	5,693	7,656	13,444	21,249
Nucleonics.....			6	8	7	4			290	344	240	151
Plastics.....			3	6	3	5			201	338	316	403
Missiles.....					2	3					320	103
Not elsewhere classified.....	89	12	12	5	7	40	8,713	1,232	437	200	240	1,228

1 Mechanical, 191; drafting and design, 277.
 2 Mechanical, 9,001; drafting and design, 12,198.
 3 Chemical, 58; metallurgical, 17.
 4 Chemical, 1,633; metallurgical, 897.

5 Mechanical, 310; drafting and design, 176.
 6 Mechanical, 16,325; drafting and design, 8,565.
 7 Chemical, 42; metallurgical, 46.
 8 Chemical, 1,028; metallurgical, 1,600.

TABLE 24.—Enrollment in technical vocational education programs under title III of the George-Barden Act, by type of class, sex, and by State or territory, fiscal year 1964

State or territory (1)	Grand total			Preparatory				Adult supplementary	
	Total (2)	Male (3)	Female (4)	Secondary		Postsecondary		Male (9)	Female (10)
				Male (5)	Female (6)	Male (7)	Female (8)		
Total.....	221,241	205,541	15,700	19,775	980	66,256	5,568	119,510	9,152
Alabama.....	2,164	2,085	79	190	1	991	43	904	35
Alaska.....	20	20						20	
Arizona.....	1,602	1,415	187	193		102		1,120	187
Arkansas.....	727	712	15	16		124	6	572	9
California.....	70,366	62,852	7,514	461		22,937	2,599	39,454	4,915
Colorado.....	3,124	2,959	165			1,770	127	1,189	38
Connecticut.....	7,833	7,634	199	1,080	19	2,042	16	4,512	164
Delaware.....	387	369	18	102	8	2		265	10
Florida.....	18,065	12,369	696	605	11	4,992	243	6,772	442
Georgia.....	1,841	1,801	40			1,209	35	592	5
Hawaii.....	510	497	13			80		417	13
Idaho.....	483	482	1			316	1	166	
Illinois.....	4,530	4,028	502	141		1,627	99	2,260	403
Indiana.....	1,703	1,628	75	63		96	17	1,469	58
Iowa.....	2,335	2,283	52	256	22	611	3	1,416	27
Kansas.....	1,779	1,501	278	138	33	681	113	682	132
Kentucky.....	714	714		145		187		382	
Louisiana.....	3,631	3,722	209	1,383	31	743	29	1,596	149
Maine.....	151	151		20		88		43	
Maryland.....	1,601	1,584	17	914	6	550	11	120	
Massachusetts.....	1,648	1,648		429		312		907	
Michigan.....	6,965	6,963	2	387		2,670	1	3,906	1
Minnesota.....	5,101	4,990	111			718	4	4,272	107
Mississippi.....	2,779	2,779		221		467		2,091	
Missouri.....	2,114	1,873	241	591	134	164	2	1,118	106
Montana.....	461	460	1	141		99		220	1
Nebraska.....	606	604	2	116		474	2	14	
Nevada.....	2,333	1,943	390	405	56	1,171	331	367	3
New Hampshire.....	806	778	28					778	28
New Jersey.....	7,897	7,675	222	929	4	459	13	6,287	205
New Mexico.....	827	817	10			203	9	614	1
New York.....	9,021	8,972	49	5,415	49			3,557	
North Carolina.....	5,855	5,473	382	81		1,904	133	3,488	249
North Dakota.....	561	558	3			558	3		
Ohio.....	1,219	1,196	23	372	1	824	22	1,452	72
Oklahoma.....	3,983	3,815	168	651	27	1,712	69	3,196	161
Oregon.....	1,147	1,092	55			1,054	55	38	
Pennsylvania.....	6,434	5,943	491	2,581	256	166	74	3,196	161
Rhode Island.....	208	208		85				121	
South Carolina.....	1,526	1,461	65	175		706	25	580	40
South Dakota.....	81	81				12		69	
Tennessee.....	1,748	1,628	120	476	32	283	29	869	59
Texas.....	13,618	11,809	1,809	634	260	5,656	1,215	5,519	334
Utah.....	1,943	1,940	3	7		1,369	8	564	
Vermont.....	647	645	2	106		194		345	2
Virginia.....	2,304	2,295	9	60		909	5	1,326	4
Washington.....	10,830	9,843	987			2,127	171	7,716	816
West Virginia.....	473	443	30	206	30			237	
Wisconsin.....	8,764	8,341	423			2,516	49	5,825	374
Wyoming.....	35	32	3			26		6	3
District of Columbia.....	127	124	3			124	3		
Guam.....									
Puerto Rico.....	311	308	3			231	3	77	
Virgin Islands.....									

TABLE 25.—Expenditures for technical education programs, under title III of the George-Barden Act, by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$34,906,912.53	\$13,596,803.08	\$21,310,109.45	\$8,453,203.97	\$12,856,905.48
Alabama.....	335,972.96	158,409.98	176,662.98	41,424.07	135,238.91
Alaska.....	16,362.70	8,181.35	8,181.35	4,442.70	3,738.65
Arizona.....	196,801.07	98,399.57	98,401.50	402.67	97,998.83
Arkansas.....	181,595.07	90,747.22	90,847.85	76,818.26	14,029.59
California.....	4,408,173.63	918,101.00	3,490,072.63	0	3,490,072.63
Colorado.....	362,121.96	153,632.38	208,489.58	27,852.53	180,636.05
Connecticut.....	917,805.02	165,388.00	752,417.02	752,417.02	0
Delaware.....	137,448.88	70,464.86	66,984.02	63,036.02	3,948.00
Florida.....	1,175,982.00	342,220.00	833,762.00	625,321.00	208,441.00
Georgia.....	878,812.44	383,668.00	490,144.44	489,219.96	924.48
Hawaii.....	37,894.45	18,889.00	19,005.45	19,005.45	0
Idaho.....	202,820.55	100,797.00	102,023.55	94,362.63	7,660.92
Illinois.....	1,394,445.21	697,200.35	697,244.86	353,582.27	343,662.59
Indiana.....	595,727.00	284,338.00	311,389.00	58,769.00	252,620.00
Iowa.....	952,674.90	476,337.45	476,337.45	234,664.46	241,672.99
Kansas.....	298,062.53	143,403.87	154,658.66	5,811.00	148,847.66
Kentucky.....	210,803.40	101,122.89	109,680.51	109,680.51	0
Louisiana.....	721,800.64	323,820.00	397,980.64	0	397,980.64
Maine.....	62,572.46	24,846.78	37,725.68	32,465.74	5,259.94
Maryland.....	394,765.63	192,458.17	202,308.46	3,847.06	198,461.40
Massachusetts.....	654,228.83	249,928.00	404,300.83	206,597.88	197,703.00
Michigan.....	1,198,781.11	593,567.00	605,214.11	0	605,214.11
Minnesota.....	689,669.78	336,379.35	353,290.43	53,329.67	299,960.76
Mississippi.....	445,222.39	222,611.19	222,611.20	44,629.96	177,981.24
Missouri.....	591,396.00	295,129.00	296,267.00	42,846.00	253,421.00
Montana.....	78,639.31	38,938.84	33,700.47	21,813.55	17,886.92
Nebraska.....	297,628.50	148,814.25	148,814.25	2,572.92	146,241.33
Nevada.....	165,061.42	73,387.00	91,674.42	68,492.93	23,181.49
New Hampshire.....	155,621.54	67,868.02	87,753.52	78,636.31	9,117.21
New Jersey.....	1,037,407.57	312,331.00	725,076.57	182,262.15	542,814.42
New Mexico.....	179,389.11	87,580.00	91,809.11	14,652.45	77,156.66
New York.....	3,020,334.40	926,485.00	2,053,849.40	1,030,049.00	1,023,800.40
North Carolina.....	1,722,714.83	714,641.01	1,008,073.82	905,452.35	102,621.47
North Dakota.....	271,302.57	130,680.00	140,622.57	140,622.57	0
Ohio.....	1,327,315.69	663,657.84	663,657.85	325,850.88	337,806.97
Oklahoma.....	708,940.33	263,478.00	445,462.33	24,222.44	421,239.89
Oregon.....	332,953.00	161,679.00	171,274.00	92,536.15	78,737.85
Pennsylvania.....	1,471,000.74	672,636.92	798,363.82	49,075.00	749,288.82
Rhode Island.....	33,186.33	15,944.74	17,241.59	17,241.59	0
South Carolina.....	984,356.00	349,396.00	634,960.00	634,544.00	416.00
South Dakota.....	59,533.89	29,766.94	29,766.95	22,500.00	7,266.95
Tennessee.....	685,615.32	342,256.00	343,259.62	343,259.62	0
Texas.....	1,219,547.41	609,773.70	609,773.71	304,886.85	304,886.86
Utah.....	269,392.00	81,530.00	187,862.00	0	187,862.00
Vermont.....	164,465.26	68,371.16	96,094.10	76,211.38	19,882.72
Virginia.....	732,675.79	346,398.00	386,277.79	114,192.22	272,085.57
Washington.....	1,276,816.25	255,666.00	1,021,150.25	145,240.57	875,909.68
West Virginia.....	163,300.29	81,680.14	81,680.15	9,554.74	72,125.41
Wisconsin.....	1,147,700.58	489,876.00	657,824.58	345,582.93	312,241.65
Wyoming.....	20,544.21	10,272.10	10,272.11	1,411.29	8,860.82
District of Columbia.....	21,147.65	10,568.00	10,579.65	10,579.65	0
Guam.....	0	0	0	0	0
Puerto Rico.....	273,251.67	136,486.51	136,765.16	136,765.16	0
Virgin Islands.....	26,068.91	11,600.50	14,468.41	14,468.41	0

TABLE 26.—Expenditures for technical vocational education programs under title III of the George-Barden Act, by function and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Administra- tion (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allow- able items ¹ (10)
Total.....	\$34,906,912.53	\$781,855.25	\$1,874,570.61	\$239,724.11	\$19,604,173.74	\$169,412.32	\$10,513,186.80	\$16,734.16	\$1,707,254.54
Alabama.....	335,072.96	16,455.82	5,320.00	0	228,100.15	0	54,577.20	0	30,619.79
Alaska.....	16,362.70	0	0	0	16,362.70	0	0	0	0
Arizona.....	196,801.67	5,000.00	15,649.36	4,725.00	92,217.51	0	67,959.19	0	11,250.01
Arkansas.....	181,595.07	0	25,550.87	0	80,606.00	0	59,772.46	0	15,665.80
California.....	4,498,173.63	160,892.40	328,761.53	26,810.53	2,795,933.37	0	950,808.58	0	144,967.22
Colorado.....	362,121.93	28,756.46	20,813.35	28,516.01	216,415.02	0	0	0	67,621.12
Connecticut.....	917,805.02	16,474.80	95,145.05	1,864.36	769,820.18	3,275.53	27,959.82	0	2,965.28
Delaware.....	137,448.88	160.00	0	0	78,037.50	0	58,364.64	0	858.74
Florida.....	1,175,982.00	20,911.00	228,607.00	0	900,177.00	0	0	0	26,287.00
Georgia.....	878,812.44	348.11	6,597.57	1,330.00	163,907.44	0	687,872.77	0	18,756.55
Hawaii.....	37,894.45	1,618.00	3,173.00	0	32,003.50	0	499.95	0	0
Idaho.....	202,820.55	3,585.24	16,373.75	8,491.11	144,885.58	0	13,759.23	0	15,725.64
Illinois.....	1,394,445.21	0	81,934.96	0	432,417.94	43,878.87	789,047.73	0	47,165.71
Indiana.....	595,727.00	0	0	0	118,098.00	0	476,768.00	0	861.00
Iowa.....	952,674.90	6,611.17	63,483.92	0	433,550.04	77.04	345,697.66	0	53,255.07
Kansas.....	298,062.53	0	31,372.19	0	156,446.57	0	46,897.87	0	63,345.90
Kentucky.....	210,803.40	630.92	3,797.48	8,683.02	106,510.01	0	77,458.95	0	13,723.02
Louisiana.....	721,800.64	4,494.85	79,175.84	0	485,982.78	0	30,800.14	0	121,347.03
Maine.....	62,572.46	3,791.73	73.20	0	25,089.58	0	32,782.57	0	835.38
Maryland.....	394,766.63	5,219.81	5,579.34	0	213,688.74	0	152,618.58	0	17,660.16
Massachusetts.....	654,228.88	45,743.80	12,545.51	1,165.27	364,446.93	501.72	156,832.68	6,316.00	66,676.97
Michigan.....	1,198,781.11	0	76,502.32	0	1,009,773.69	0	110,675.00	0	1,830.10
Minnesota.....	689,669.78	32,254.58	51,037.80	22,145.72	398,891.71	0	126,625.53	7,318.13	51,396.31
Mississippi.....	445,222.39	6,034.00	6,970.00	13,705.13	279,142.29	0	121,037.38	0	18,333.59
Missouri.....	591,396.00	9,228.00	11,671.00	2,720.00	266,854.00	0	267,323.00	0	33,600.00
Montana.....	78,639.31	0	16,076.55	0	38,540.64	0	20,635.65	0	3,486.47
Nebraska.....	297,628.50	20,992.81	0	0	219,933.84	0	31,863.69	0	24,838.16
Nevada.....	165,061.42	11,897.07	7,521.02	8,593.32	94,781.84	0	21,990.03	0	20,278.14
New Hampshire.....	155,621.54	0	0	0	60,844.47	0	91,553.32	0	3,223.75
New Jersey.....	1,037,407.57	60,038.06	62,814.06	0	657,754.60	0	191,061.10	0	64,739.75
New Mexico.....	179,389.11	312.51	16,838.21	0	64,034.42	0	83,656.55	0	14,547.42
New York.....	3,020,334.40	0	11,993.12	0	2,283,390.40	120,004.33	600,996.81	0	3,949.74
North Carolina.....	1,722,714.83	189,052.37	1,884.00	0	554,763.94	0	898,477.96	0	78,536.58
North Dakota.....	271,302.57	0	13,016.50	0	211,453.43	0	0	0	46,832.64
Ohio.....	1,327,315.69	0	68,670.19	0	395,990.30	0	857,884.94	0	4,770.26
Oklahoma.....	708,940.33	4,001.75	38,658.10	18,400.00	493,851.06	0	126,838.33	0	27,191.09
Oregon.....	332,953.00	8,958.46	33,974.83	0	230,312.68	0	50,012.87	0	9,694.16
Pennsylvania.....	1,471,000.74	19,376.70	0	26,753.49	731,621.04	0	675,654.43	0	17,595.08
Rhode Island.....	33,186.33	0	0	0	18,577.50	0	14,105.38	0	503.45
South Carolina.....	984,356.00	2,600.00	159,625.90	0	347,011.10	0	446,414.00	0	28,705.90
South Dakota.....	59,533.89	0	0	0	27,468.00	0	32,065.89	0	0
Tennessee.....	985,515.62	2,485.00	27,644.63	0	277,163.28	0	339,662.75	0	39,559.96
Texas.....	1,219,547.41	28,458.05	40,221.65	0	523,905.07	0	377,023.23	0	249,939.41
Utah.....	269,392.00	38,450.00	28,409.00	0	166,808.00	0	16,343.00	0	19,382.00
Vermont.....	164,465.26	1,008.72	11,846.72	0	104,377.40	0	47,139.39	0	93.03
Virginia.....	732,675.79	0	0	57,860.82	416,646.37	0	258,168.60	0	0
Washington.....	1,276,816.25	2,485.08	88,487.64	0	806,038.89	1,674.83	300,959.69	0	77,170.12
West Virginia.....	163,360.29	0	12,300.00	0	82,622.46	0	0	0	68,437.83
Wisconsin.....	1,147,700.58	5,059.64	27,368.10	7,960.33	769,525.55	0	309,362.01	3,100.03	25,324.92
Wyoming.....	20,544.21	0	0	0	14,025.00	0	0	0	6,519.21
District of Columbia.....	21,147.65	0	0	0	20,144.23	0	228.58	0	774.84
Guam.....	0	0	0	0	0	0	0	0	0
Puerto Rico.....	273,251.67	15,991.14	35,786.31	0	126,500.00	0	61,559.15	0	33,415.07
Virgin Islands.....	26,068.91	2,478.20	0	0	6,100.00	0	4,490.52	0	13,000.19

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 27.—Enrollment in vocational trades and industry classes, by type of class, sex, and by State or territory, fiscal year 1964

State or territory (1)	Grand total			Secondary						Post secondary—Full time		Adult					
				Full time		Cooperative		General continuation				Apprentices ¹		Supplementary		Type C preparatory	
	Total ² (2)	Male (3)	Female (4)	Male (5)	Female (6)	Male (7)	Female (8)	Male (9)	Female (10)	Male (11)	Female (12)	Total (13)	Registered (14)	Male (15)	Female (16)	Male (17)	Female (18)
Total.....	1,069,274	957,234	112,040	181,417	32,497	19,056	6,852	6,084	3,213	45,991	7,642	136,083	122,888	522,280	49,872	46,314	11,964
Alabama.....	25,287	20,724	4,563	2,333	396	1,359	886	-----	-----	3,191	448	2,118	2,118	11,661	2,793	62	40
Alaska.....	1,337	1,177	160	178	-----	183	-----	-----	-----	-----	-----	324	324	402	160	-----	-----
Arizona.....	7,940	6,332	1,608	1,690	228	55	13	-----	-----	-----	-----	1,801	1,801	2,786	1,367	-----	-----
Arkansas.....	12,027	11,611	416	1,254	78	100	65	-----	-----	-----	-----	622	622	9,635	273	-----	-----
California.....	138,177	126,632	11,545	2,536	534	-----	-----	962	499	3,369	132	31,227	31,227	72,789	6,838	15,749	3,542
Colorado.....	17,978	16,840	1,138	1,009	3	78	19	-----	-----	1,322	380	1,568	1,568	10,574	712	2,289	24
Connecticut.....	17,466	16,632	834	4,203	626	-----	-----	-----	-----	-----	-----	3,288	3,288	9,141	208	-----	-----
Delaware.....	4,182	3,798	384	784	237	173	73	-----	-----	-----	-----	568	417	2,273	69	-----	-----
Florida.....	39,685	31,687	7,998	6,594	1,088	-----	-----	-----	-----	3,413	1,479	3,661	3,661	14,921	4,635	3,098	796
Georgia.....	33,982	29,099	4,883	2,510	113	1,314	452	113	221	1,766	443	1,170	1,170	21,213	2,234	1,013	920
Hawaii.....	4,564	4,092	472	-----	-----	-----	-----	-----	-----	970	302	2,147	2,147	970	116	5	54
Idaho.....	2,670	2,044	626	214	-----	-----	-----	-----	-----	355	31	261	261	1,214	595	-----	-----
Illinois.....	30,679	27,320	3,259	5,790	514	1,087	419	5,099	2,071	-----	-----	8,064	6,817	7,366	147	4	108
Indiana.....	13,310	12,195	1,115	3,345	123	300	163	-----	422	-----	-----	2,615	1,830	4,892	378	1,043	26
Iowa.....	12,642	12,302	340	1,492	76	310	75	-----	-----	12	-----	784	783	9,704	189	-----	-----
Kansas.....	13,224	11,970	1,254	1,424	15	174	30	-----	-----	406	53	674	674	8,709	940	583	216
Kentucky.....	20,002	19,268	734	3,206	246	-----	-----	-----	-----	1,819	222	645	606	13,579	19	266	-----
Louisiana.....	18,199	16,921	1,278	6,523	178	-----	-----	-----	-----	-----	-----	1,621	1,621	8,777	1,100	-----	-----
Maine.....	3,142	3,120	22	420	-----	91	5	-----	-----	290	-----	226	226	2,093	17	-----	-----
Maryland.....	12,568	10,573	1,995	5,580	1,330	100	126	-----	-----	-----	-----	1,072	1,072	3,821	539	-----	-----
Massachusetts.....	25,156	24,007	1,149	12,289	1,008	1,137	-----	-----	-----	-----	-----	3,212	3,126	7,005	21	364	120
Michigan.....	50,277	45,630	4,647	3,795	566	2,027	245	-----	-----	-----	-----	6,435	6,172	29,559	3,578	3,814	258
Minnesota.....	22,953	21,929	1,024	906	177	137	50	-----	-----	2,344	535	5,292	2,745	13,250	262	-----	-----
Mississippi.....	8,806	8,385	421	2,799	1	302	164	-----	-----	-----	-----	319	319	3,192	73	1,773	183
Missouri.....	10,759	9,755	1,004	3,082	479	704	289	-----	-----	-----	-----	2,153	1,984	3,568	22	248	214
Montana.....	2,784	2,771	13	430	-----	-----	-----	-----	-----	83	13	317	317	1,941	-----	-----	-----
Nebraska.....	5,702	5,399	303	378	17	36	7	-----	-----	161	-----	661	675	4,163	279	-----	-----
Nevada.....	1,964	1,856	108	436	-----	51	4	-----	-----	-----	-----	838	838	531	104	-----	-----
New Hampshire.....	2,179	1,821	358	387	43	-----	-----	-----	-----	-----	-----	108	99	1,326	315	-----	-----
New Jersey.....	20,977	18,329	2,648	5,044	1,406	93	1	-----	-----	62	19	3,924	3,924	9,206	1,149	-----	73
New Mexico.....	2,895	2,877	18	669	-----	55	18	-----	-----	-----	-----	626	613	1,451	-----	76	-----
New York.....	103,737	84,322	19,415	31,018	12,363	1,735	687	-----	-----	-----	-----	15,283	10,355	36,018	5,358	268	1,007
North Carolina.....	38,981	33,241	5,740	3,089	126	1,096	287	-----	-----	11,088	2,206	17,199	63	17,769	3,121	-----	-----
North Dakota.....	4,588	4,588	-----	73	-----	73	-----	-----	-----	580	-----	221	196	3,714	-----	-----	-----
Ohio.....	59,616	57,531	2,085	4,723	838	1,203	224	-----	-----	-----	-----	6,504	6,098	44,862	819	239	204
Oklahoma.....	10,250	9,098	1,152	4,104	593	681	340	-----	-----	-----	-----	479	479	3,834	14	-----	205
Oregon.....	3,640	3,224	416	168	-----	-----	-----	-----	-----	47	-----	1,801	1,751	5,557	299	661	117
Pennsylvania.....	39,862	37,876	1,986	16,121	1,351	238	-----	-----	-----	716	181	4,000	3,094	12,493	287	4,308	167
Rhode Island.....	3,108	3,067	41	1,674	41	-----	-----	-----	-----	-----	-----	402	402	991	-----	-----	-----
South Carolina.....	13,228	11,793	1,435	5,379	730	400	100	-----	-----	-----	-----	199	106	5,699	378	116	227
South Dakota.....	2,526	2,056	470	342	-----	68	8	-----	-----	-----	-----	143	-----	1,380	462	123	-----
Tennessee.....	18,779	16,420	2,359	7,425	1,538	302	161	-----	-----	-----	-----	1,479	1,183	7,169	645	45	15
Texas.....	49,010	44,451	4,559	10,372	2,452	1,943	916	-----	-----	879	-----	5,462	5,462	24,307	818	1,488	373
Utah.....	6,522	5,453	1,069	528	29	24	13	-----	-----	1,073	107	884	846	2,277	548	667	372
Vermont.....	2,191	2,107	84	839	31	-----	-----	-----	-----	-----	-----	120	120	1,148	53	-----	-----
Virginia.....	21,864	19,003	2,861	4,113	625	1,081	616	-----	-----	1,184	151	1,907	1,907	10,275	1,248	443	222
Washington.....	41,072	36,933	4,139	796	50	-----	-----	-----	-----	4,215	587	3,812	3,141	28,110	3,502	-----	-----
West Virginia.....	9,801	9,597	204	3,416	-----	-----	-----	-----	-----	-----	-----	186	79	5,912	204	83	-----
Wisconsin.....	33,330	31,946	1,384	-----	-----	-----	-----	-----	-----	6,516	353	3,649	3,649	15,375	563	6,406	468
Wyoming.....	2,047	1,758	289	140	-----	-----	-----	-----	-----	-----	-----	285	285	1,305	289	-----	-----
District of Columbia.....	3,413	2,562	851	1,378	506	-----	-----	-----	-----	-----	-----	559	559	625	345	-----	-----
Guam.....	632	632	-----	182	-----	-----	-----	-----	-----	-----	-----	-----	-----	450	-----	-----	-----
Puerto Rico.....	12,404	7,220	5,184	4,073	1,239	346	392	-----	-----	102	-----	155	155	1,208	1,806	1,336	1,747
Virgin Islands.....	260	260	-----	247	-----	-----	-----	-----	-----	-----	-----	13	13	-----	-----	-----	-----

¹ Apprentices not broken down by sex. Included in grand total under male.

² Includes 1,614 enrolled in fishery occupations (see table 30), and 8,468 enrolled in health occupations supported by title I, George-Barden funds.

TABLE 28.—Expenditures for vocational trades and industry education, by source of funds and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Federal (3)	State and local		
			Total (4)	State (5)	Local (6)
Total.....	\$102,949,376.58	\$11,403,492.00	\$91,545,884.58	\$39,360,059.81	\$52,185,824.77
Alabama.....	4,468,376.03	184,481.00	4,283,895.03	1,165,919.36	3,117,975.67
Alaska.....	82,196.20	37,308.98	44,887.22	20,614.28	24,272.94
Arizona.....	472,330.74	81,891.73	390,439.01	160,140.08	230,298.93
Arkansas.....	529,874.91	86,333.80	443,541.11	284,539.61	159,001.50
California.....	9,258,722.52	1,031,754.60	8,226,967.92	346,941.75	7,880,026.17
Colorado.....	726,754.63	105,250.00	621,504.63	63,810.38	557,694.25
Connecticut.....	2,411,394.42	170,629.60	2,240,764.82	2,240,764.82	0
Delaware.....	421,465.47	54,650.00	366,815.47	365,253.47	1,562.00
Florida.....	3,631,001.00	308,985.00	3,322,016.00	2,501,029.00	820,987.00
Georgia.....	1,684,345.40	218,638.25	1,465,707.15	941,007.90	524,700.25
Hawaii.....	453,318.89	52,327.00	400,991.89	400,991.89	0
Idaho.....	308,476.64	54,000.00	254,476.64	209,410.98	45,065.63
Illinois.....	2,979,773.03	670,274.56	2,309,498.47	757,627.65	1,551,870.82
Indiana.....	1,700,213.26	258,497.29	1,441,715.97	274,419.13	1,167,296.84
Iowa.....	740,473.72	132,153.76	608,319.96	178,617.77	429,702.19
Kansas.....	742,936.93	124,787.00	618,149.93	127,019.29	491,130.64
Kentucky.....	1,369,466.55	157,249.00	1,212,217.55	1,167,829.56	44,387.99
Louisiana.....	1,505,395.69	200,194.33	1,305,201.36	51,515.42	1,253,685.94
Maine.....	201,221.61	58,883.75	142,337.86	55,576.12	86,761.74
Maryland.....	1,698,408.30	182,551.31	1,515,856.99	1,168,462.48	347,394.51
Massachusetts.....	8,408,826.65	348,230.63	8,060,596.02	3,931,291.02	4,129,305.00
Michigan.....	2,910,416.50	477,921.34	2,432,495.16	488,605.67	1,943,889.49
Minnesota.....	1,946,372.57	192,541.00	1,753,831.57	942,587.11	811,244.46
Mississippi.....	642,801.37	100,403.00	542,398.37	259,101.58	283,296.79
Missouri.....	1,320,636.00	242,799.00	1,077,837.00	251,650.00	825,637.00
Montana.....	179,160.80	49,960.00	129,200.80	38,845.10	90,355.70
Nebraska.....	197,500.31	70,121.00	127,379.31	41,770.20	85,609.11
Nevada.....	364,682.99	50,000.00	314,682.99	39,049.76	275,633.14
New Hampshire.....	137,959.03	49,728.18	88,230.85	23,613.44	64,617.41
New Jersey.....	2,780,242.55	430,857.00	2,349,385.55	770,613.45	1,578,772.10
New Mexico.....	212,262.10	58,060.34	154,201.76	48,230.47	105,971.29
New York.....	16,649,894.81	1,165,565.00	15,484,329.81	7,810,395.21	7,673,934.60
North Carolina.....	2,948,856.66	228,387.90	2,720,468.76	2,101,490.24	618,978.52
North Dakota.....	271,913.87	52,000.00	219,913.87	192,135.94	27,777.93
Ohio.....	3,757,205.82	631,165.37	3,126,040.45	1,232,695.03	1,893,345.42
Oklahoma.....	1,194,195.98	138,315.98	1,055,880.00	147,224.77	908,655.23
Oregon.....	487,319.18	103,755.14	383,564.04	277,891.28	105,672.76
Pennsylvania.....	5,324,721.36	703,779.85	4,620,941.51	773,317.92	3,847,623.59
Rhode Island.....	364,118.50	62,074.52	302,043.98	40,874.79	261,169.19
South Carolina.....	1,113,265.20	124,700.20	988,565.00	511,240.00	477,325.00
South Dakota.....	173,151.21	53,316.73	119,834.48	4,736.27	115,098.21
Tennessee.....	1,765,171.11	192,317.00	1,572,854.11	438,542.76	1,134,311.35
Texas.....	3,247,683.94	580,912.33	2,666,771.61	2,376,473.93	290,297.68
Utah.....	683,651.78	56,669.13	626,982.65	38,726.92	588,255.73
Vermont.....	370,588.99	52,037.20	318,551.79	94,412.85	224,138.94
Virginia.....	2,169,364.77	231,074.00	1,938,290.77	1,049,359.83	888,930.94
West Virginia.....	2,266,488.60	178,629.00	2,087,859.60	446,237.60	1,641,622.00
Wisconsin.....	899,068.48	104,063.00	795,005.48	179,836.46	615,169.02
Wyoming.....	2,858,421.29	216,151.30	2,642,269.99	742,153.75	1,900,116.24
District of Columbia.....	108,841.85	52,150.00	56,691.85	11,435.98	45,255.87
Guam.....	427,582.30	40,000.00	387,582.30	387,582.30	0
Puerto Rico.....	189,477.37	71,407.30	118,070.07	118,070.07	0
Virgin Islands.....	1,127,850.20	109,831.00	1,018,019.20	1,018,019.20	0
	64,085.59	13,727.60	50,357.99	50,357.99	0

TABLE 29.—Expenditures for vocational trades and industry education, by function and by State or territory, fiscal year 1964¹

State or territory (1)	Total (2)	Administra- tion (3)	Supervision (4)	Teacher education (5)	Instruction (6)	Research (7)	Instruc- tional equipment (8)	Vocational guidance (9)	Other allow- able items ¹ (10)
Total.....	\$102,949,376.58	\$3,374,805.28	\$7,447,352.23	\$2,104,678.09	\$84,084,054.90	\$754,301.37	\$753,271.48	\$764,509.22	\$3,661,404.01
Alabama.....	4,468,376.03	473,777.38	70,229.00	9,450.00	3,130,578.80	0	3,432.53	0	780,908.32
Alaska.....	82,196.20	7,753.30	0	0	65,107.18	0	0	7,774.00	1,561.72
Arizona.....	472,330.74	12,149.93	58,627.29	8,100.00	376,499.50	0	0	10,079.00	6,885.02
Arkansas.....	529,874.91	3,960.00	104,744.15	15,430.83	390,054.06	0	0	0	15,685.87
California.....	9,258,722.52	10,951.02	1,294,179.52	133,832.05	7,174,052.36	514,207.18	0	0	131,600.39
Colorado.....	726,764.63	28,847.81	53,407.38	15,590.33	610,874.22	0	0	0	18,034.89
Connecticut.....	2,411,394.42	14,193.75	151,422.32	8,984.77	2,034,684.28	2,822.01	86,112.44	0	113,174.85
Delaware.....	421,465.47	13,861.92	25,620.00	5,974.95	371,754.70	0	0	0	4,253.90
Florida.....	3,631,001.00	16,729.00	760,638.00	50,372.00	2,753,514.00	0	0	0	49,748.00
Georgia.....	1,684,346.40	164,551.40	79,533.47	45,978.73	1,320,447.10	0	2,594.55	0	71,241.15
Hawaii.....	463,318.89	5,979.91	7,687.98	5,332.00	432,212.00	0	0	0	2,107.00
Idaho.....	308,476.64	6,894.84	27,625.63	12,136.89	236,151.69	0	0	0	25,667.59
Illinois.....	2,979,773.03	24,129.47	364,719.49	36,843.00	2,513,225.95	3,712.50	0	3,650.94	33,491.68
Indiana.....	1,700,213.26	289,835.84	17,200.00	107,078.00	1,215,016.00	0	0	0	71,083.42
Iowa.....	740,473.72	4,579.50	43,206.65	6,156.00	564,938.83	84,519.04	15,810.63	8,469.76	12,793.31
Kansas.....	742,936.93	10,314.54	58,707.24	15,168.40	628,979.23	0	0	3,172.21	30,695.31
Kentucky.....	1,369,466.55	4,626.76	133,834.19	19,757.26	1,173,624.10	0	0	0	37,624.24
Louisiana.....	1,505,395.69	20,243.63	299,521.06	44,863.50	1,103,626.76	0	0	0	37,140.74
Maine.....	201,221.61	2,852.67	14,313.77	2,107.66	177,668.51	0	0	0	4,379.00
Maryland.....	1,698,408.30	2,591.91	63,056.92	22,701.66	1,608,916.19	0	0	0	1,141.62
Massachusetts.....	8,408,826.65	628,463.22	36,122.00	86,431.66	6,658,901.38	2,787.03	254,044.00	195,510.00	546,567.36
Michigan.....	2,910,416.50	181,088.10	160,399.53	121,465.88	2,355,116.29	0	0	40,922.56	51,424.14
Minnesota.....	1,946,372.57	111,942.75	94,909.46	41,127.78	1,619,483.40	0	0	11,617.89	67,291.29
Mississippi.....	642,801.37	1,407.93	37,308.36	33,461.61	536,449.34	0	0	0	34,174.13
Missouri.....	1,320,086.00	34,417.00	79,363.00	34,566.00	1,106,588.00	0	0	28,444.00	36,718.00
Montana.....	179,160.80	4,141.08	13,822.28	4,000.00	146,846.56	0	470.20	0	9,880.68
Nebraska.....	197,500.31	10,019.80	17,853.07	5,838.00	152,281.86	0	0	1,111.76	10,595.82
Nevada.....	364,682.90	7,360.58	13,873.99	4,080.00	344,196.32	0	3,531.04	182,820.71	8,820.20
New Hampshire.....	137,959.03	6,097.02	5,425.66	3,707.34	117,890.70	0	0	3,369.42	1,468.89
New Jersey.....	2,780,242.55	146,728.99	309,701.62	63,033.11	1,598,379.04	0	239,510.44	108,073.57	314,315.78
New Mexico.....	212,262.10	7,771.24	17,771.24	7,748.76	173,476.20	0	285.39	0	12,668.00
New York.....	16,649,894.81	359,178.26	1,104,949.86	306,347.55	14,665,899.61	105,325.17	0	75,438.05	33,756.31
North Carolina.....	2,948,856.66	419,193.00	98,010.18	53,446.31	2,105,871.41	0	0	5,150.86	267,184.90
North Dakota.....	271,913.87	0	3,940.00	4,000.00	259,490.25	0	0	0	4,483.62
Ohio.....	3,757,205.82	7,301.36	376,250.58	115,020.80	3,149,477.81	0	0	4,553.98	104,601.29
Oklahoma.....	1,194,195.98	4,364.14	62,562.05	14,382.88	1,096,469.27	0	0	0	16,217.64
Oregon.....	487,319.18	20,462.45	64,751.30	9,404.10	372,430.80	0	0	0	20,270.53
Pennsylvania.....	5,324,721.36	23,483.58	42,612.14	155,148.72	5,075,793.09	0	0	5,201.88	22,476.95
Rhode Island.....	364,118.50	2,124.62	23,423.78	0	335,465.46	0	0	0	3,104.64
South Carolina.....	1,113,265.20	5,587.00	43,731.00	16,314.20	1,020,127.00	0	0	0	27,506.00
South Dakota.....	173,151.21	0	8,340.00	0	154,872.51	0	0	0	9,938.70
Tennessee.....	1,765,171.11	4,540.00	125,141.33	16,824.00	1,571,950.98	0	0	0	36,714.80
Texas.....	3,247,683.94	31,088.83	170,161.99	79,315.60	2,795,214.00	0	0	0	171,902.62
Utah.....	683,651.78	41,844.28	70,735.08	13,770.00	435,891.68	0	38,067.84	676.46	82,666.44
Vermont.....	370,588.99	4,688.14	43,819.15	3,923.71	232,842.13	0	56,091.93	24,920.25	4,353.68
Virginia.....	2,169,364.77	26,456.80	83,440.23	228,428.16	1,794,042.51	0	0	0	36,997.07
Washington.....	2,266,488.60	173,831.59	215,770.58	7,038.00	1,837,877.06	40,928.44	0	0	51,042.93
West Virginia.....	899,068.48	8,583.85	23,774.92	17,350.48	837,079.94	0	0	0	12,279.29
Wisconsin.....	2,858,421.29	10,857.24	238,714.08	83,245.41	2,456,916.26	0	3,088.55	2,704.40	62,895.35
Wyoming.....	108,841.85	1,329.05	36,113.94	0	61,446.81	0	96.35	4,324.30	5,531.40
District of Columbia.....	427,592.30	0	18,771.49	0	407,654.13	0	0	0	1,156.68
Guam.....	189,477.37	22,257.81	0	0	87,129.88	0	43,321.35	0	36,768.33
Puerto Rico.....	1,127,850.20	9,395.12	169,524.23	10,200.00	796,271.80	0	7,533.00	36,523.22	98,402.78
Virgin Islands.....	64,085.59	7,434.60	0	0	43,910.00	0	4,371.24	0	8,369.75

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 30.—Enrollment and expenditures for vocational classes in the fishery occupations, by State or territory, fiscal year 1964

State or territory (1)	Enrollment ¹			Expenditures				
	Total (2)	Male (3)	Female (4)	Total (5)	Federal (6)	State and local (7)	State (8)	Local (9)
Total.....	1,637	1,619	18	\$242,965.47	\$92,866.55	\$150,098.92	\$71,133.08	\$78,965.84
Alabama.....	37	37	0	4,322.50	2,047.50	2,275.00	227.50	2,047.50
Arkansas.....	23	16	7	1,000.60	468.00	532.60	532.60	0
Florida.....	33	22	11	29,533.00	8,910.00	20,623.00	15,468.00	5,155.00
Louisiana.....	474	474	0	67,469.42	31,924.60	35,544.82	0	35,544.82
Maine.....	61	61	0	29,895.73	11,412.00	18,483.73	18,483.73	0
Massachusetts.....	12	12	0	7,974.00	3,200.00	4,774.00	2,182.00	2,592.00
New Jersey.....	130	130	0	24,831.52	8,064.00	16,767.52	0	16,767.52
New York.....	563	563	0	45,000.00	11,292.00	33,718.00	16,859.00	16,859.00
North Carolina.....	178	178	0	20,047.90	10,023.95	10,023.95	10,023.95	0
Virginia.....	78	78	0	3,069.00	1,534.50	1,534.50	1,534.50	0
Puerto Rico.....	48	48	0	9,821.80	4,000.00	5,821.80	5,821.80	0

¹ Includes 1,614 in trades and industry enrollment table, and 23 in distribution enrollment table (see tables 27 and 14).

TABLE 31.—Expenditures for fishery occupations, by function and by State or territory, fiscal year 1964

State or territory (1)	Total (2)	Administra- tion (3)	Supervision (4)	Teacher edu- cation (5)	Instruction (6)	Research (7)	Instructional equipment (8)	Vocational guidance (9)	Other allow- able items ¹ (10)
Total.....	\$242,965.47	\$2,781.73	\$29,246.00	0	\$173,629.02	0	\$17,525.49	0	\$19,783.23
Alabama.....	4,322.50	0	0	0	4,322.50	0	0	0	0
Arkansas.....	1,000.60	0	0	0	960.00	0	0	0	40.60
Florida.....	29,633.00	697.00	3,965.00	0	24,737.00	0	0	0	134.00
Louisiana.....	67,469.42	500.00	15,545.00	0	38,489.78	0	0	0	12,934.64
Maine.....	29,895.73	739.73	0	0	20,413.74	0	6,799.93	0	1,942.33
Massachusetts.....	7,974.09	845.00	0	0	6,400.00	0	411.00	0	318.00
New Jersey.....	24,831.52	0	2,500.00	0	9,028.00	0	10,314.56	0	2,988.96
New York.....	45,000.00	0	0	0	45,000.00	0	0	0	0
North Carolina.....	20,047.90	0	0	0	19,805.00	0	0	0	242.90
Virginia.....	3,069.00	0	0	0	3,069.00	0	0	0	0
Puerto Rico.....	9,821.80	0	7,236.00	0	1,404.00	0	0	0	1,181.80

¹ Includes expenditures for travel of State personnel, communication, supplies, printing, rental of space, heat, light, and janitor service.

TABLE 32.—State and Federal expenditures for State supervision, fiscal year 1964

State or territory (1)	Grand total (2)	State (3)	Federal (4)	State or territory (1)	Grand total (2)	State (3)	Federal (4)
Total.....	\$8,698,976.04	\$4,345,314.54	\$4,353,661.50	Nebraska.....	82,298.82	40,376.01	41,922.81
Alabama.....	198,094.83	90,223.33	107,871.50	Nevada.....	48,987.32	42,467.94	6,519.38
Alaska.....	0	0	0	New Hampshire.....	20,203.17	10,161.67	10,101.50
Arizona.....	98,517.34	25,419.66	73,097.68	New Jersey.....	94,268.71	51,392.45	42,876.26
Arkansas.....	223,706.67	75,719.94	147,986.73	New Mexico.....	96,202.04	84,578.34	11,623.70
California.....	669,188.05	291,999.23	377,188.82	New York.....	285,629.04	110,429.70	155,199.34
Colorado.....	148,301.93	88,510.70	59,791.23	North Carolina.....	315,873.49	315,873.49	0
Connecticut.....	150,850.97	88,177.88	62,673.09	North Dakota.....	31,293.52	22,776.55	8,516.97
Delaware.....	62,738.35	31,339.18	31,399.17	Ohio.....	263,373.38	36,178.66	227,194.72
Florida.....	304,999.00	56,515.00	248,484.00	Oklahoma.....	250,651.94	124,911.43	125,740.51
Georgia.....	318,781.11	220,781.11	98,000.00	Oregon.....	111,308.93	111,308.93	0
Hawaii.....	87,379.35	69,344.45	18,034.90	Pennsylvania.....	384,841.42	192,420.71	192,420.71
Idaho.....	75,274.18	75,274.18	0	Rhode Island.....	50,715.07	25,357.54	25,357.53
Illinois.....	278,140.21	139,604.89	138,535.32	South Carolina.....	212,558.31	212,558.31	0
Indiana.....	17,200.00	10,290.00	6,910.00	South Dakota.....	34,020.00	17,010.00	17,010.00
Iowa.....	122,927.55	53,753.07	69,174.48	Tennessee.....	222,206.06	147,251.06	74,955.00
Kansas.....	139,528.68	72,573.57	66,955.11	Texas.....	423,722.81	0	423,722.81
Kentucky.....	212,385.87	51,887.60	160,498.27	Utah.....	50,228.32	27,889.38	22,338.94
Louisiana.....	275,803.04	4,738.17	271,064.87	Vermont.....	29,471.51	19,811.93	9,659.58
Maine.....	54,074.12	27,037.06	27,037.06	Virginia.....	343,570.75	343,570.75	0
Maryland.....	42,272.99	15,679.89	26,593.10	Washington.....	296,487.60	176,740.54	119,747.06
Massachusetts.....	96,566.05	38,247.86	58,318.19	West Virginia.....	120,856.30	37,511.74	83,344.56
Michigan.....	268,695.52	124,784.34	143,911.18	Wisconsin.....	136,500.94	69,246.49	67,254.45
Minnesota.....	150,192.89	60,593.58	89,599.31	Wyoming.....	47,634.79	13,651.94	33,982.85
Mississippi.....	131,233.38	66,954.22	64,249.16	District of Columbia.....	61,697.74	39,756.74	21,941.00
Missouri.....	192,733.00	15,860.00	176,873.00	Guam.....	0	0	0
Montana.....	61,794.06	28,187.20	33,606.86	Puerto Rico.....	323,094.92	248,616.13	74,478.79
				Virgin Islands.....	0	0	0

TABLE 33.—State and Federal expenditures for State administration, fiscal year 1964

State or territory (1)	Grand total (2)	State (3)	Federal (4)	State or territory (1)	Grand total (2)	State (3)	Federal (4)
Total.....	\$2,104,179.58	\$1,050,009.45	\$1,054,170.13	Nebraska.....	28,290.27	28,290.27	0
Alabama.....	112,785.16	35,212.15	77,573.01	Nevada.....	24,139.56	24,139.56	0
Alaska.....	31,304.65	15,652.33	15,652.32	New Hampshire.....	20,323.70	10,161.86	10,161.84
Arizona.....	26,066.35	11,517.72	14,548.63	New Jersey.....	1,520.22	760.11	760.11
Arkansas.....	19,800.00	0	19,800.00	New Mexico.....	2,500.05	2,500.05	0
California.....	34,437.22	10,469.57	23,967.65	New York.....	30,434.52	15,217.26	15,217.26
Colorado.....	39,598.62	39,598.62	0	North Carolina.....	39,801.42	39,801.42	0
Connecticut.....	54,570.37	27,285.20	27,285.17	North Dakota.....	0	0	0
Delaware.....	22,361.56	10,595.79	11,765.77	Ohio.....	21,795.12	8,631.65	13,163.47
Florida.....	69,704.00	11,588.00	58,116.00	Oklahoma.....	22,932.03	10,659.96	12,273.07
Georgia.....	7,745.49	7,745.49	0	Oregon.....	6,380.50	6,380.50	0
Hawaii.....	25,537.64	20,728.64	4,809.00	Pennsylvania.....	294,196.64	121,315.52	172,881.12
Idaho.....	27,579.17	27,454.37	124.80	Rhode Island.....	8,498.52	4,249.26	4,249.26
Illinois.....	57,535.33	29,075.33	28,460.00	South Carolina.....	34,114.00	31,416.00	2,698.00
Indiana.....	85,799.99	41,910.00	43,889.99	South Dakota.....	0	0	0
Iowa.....	22,639.39	9,919.10	12,720.29	Tennessee.....	27,555.00	16,149.00	11,406.00
Kansas.....	34,381.81	17,419.84	16,961.97	Texas.....	148,888.58	0	148,888.58
Kentucky.....	21,030.72	21,030.72	0	Utah.....	16,054.91	8,299.91	7,755.00
Louisiana.....	82,423.07	43,026.56	39,396.51	Vermont.....	17,644.57	0	17,644.57
Maine.....	15,932.25	7,966.13	7,966.12	Virginia.....	14,754.80	14,754.80	0
Maryland.....	15,407.45	7,703.72	7,703.73	Washington.....	49,269.00	34,954.30	14,314.70
Massachusetts.....	42,171.88	26,031.14	16,140.74	West Virginia.....	28,420.83	7,154.00	21,266.83
Michigan.....	96,161.68	45,107.44	51,054.24	Wisconsin.....	57,364.21	36,411.20	20,953.01
Minnesota.....	37,653.00	20,495.32	27,157.68	Wyoming.....	4,430.15	0	4,430.15
Mississippi.....	20,113.32	10,773.32	9,340.00	District of Columbia.....	0	0	0
Missouri.....	34,917.00	34,917.00	0	Guam.....	0	0	0
Montana.....	16,498.33	9,058.33	7,440.00	Puerto Rico.....	125,933.53	83,617.89	42,315.64
				Virgin Islands.....	24,782.00	12,564.10	12,217.90

TABLE 34.—Projects approved and Federal obligations under the Area Redevelopment Act, by State, fiscal year 1964

State or territory (1)	Approved projects (2)	Number of trainees (3)	Federal funds obligated (4)	State or territory (1)	Approved projects (2)	Number of trainees (3)	Federal funds obligated (4)
Total.....	304	11,603	\$3,264,511.66	Nebraska.....			0
Alabama.....	7	436	88,137.00	Nevada.....	2	175	\$14,840.00
Alaska.....	2	80	42,374.00	New Hampshire.....			0
Arizona.....			12,125.00	New Jersey.....	10	440	110,310.87
Arkansas.....	9	488	135,799.56	New Mexico.....	8	323	66,777.00
California.....			0	New York.....	1	48	20,222.00
Colorado.....	1	15	4,095.00	North Carolina.....	26	436	249,759.80
Connecticut.....	2	60	44,970.00	North Dakota.....	9	180	27,897.09
Delaware.....			0	Ohio.....	17	512	104,719.00
Florida.....			0	Oklahoma.....	23	899	142,494.46
Georgia.....	1	193	53,834.00	Oregon.....	1	35	8,741.00
Hawaii.....	4	89	27,512.00	Pennsylvania.....	16	995	320,209.00
Idaho.....	2	115	5,989.00	Rhode Island.....	7	237	58,501.00
Illinois.....	7	396	114,734.00	South Carolina.....			0
Indiana.....			8,000.00	South Dakota.....	6	179	64,188.00
Iowa.....			1,840.00	Tennessee.....	12	245	73,112.55
Kansas.....			0	Texas.....	8	190	79,916.00
Kentucky.....	16	440	65,569.45	Utah.....			0
Louisiana.....	1	30	13,840.00	Vermont.....	1	20	2,674.00
Maine.....	14	363	92,257.00	Virginia.....			0
Maryland.....	1	75	14,377.00	Washington.....	5	170	39,218.00
Massachusetts.....	6	117	112,200.53	West Virginia.....	18	635	153,995.37
Michigan.....	29	1,674	555,548.05	Wisconsin.....	11	269	111,055.12
Minnesota.....	3	265	37,751.36	Wyoming.....	1	12	7,582.00
Mississippi.....			0	District of Columbia.....			0
Missouri.....	3	265	41,058.00	Guam.....			0
Montana.....	7	208	43,806.54	Puerto Rico.....	7	291	92,484.00
				Virgin Islands.....			0

TABLE 35.—Projects approved and Federal obligations under the Manpower Development and Training Act, by State, fiscal year 1964

State or territory (1)	Approved projects (2)	Number of trainees (3)	Federal funds obligated		State or territory (1)	Approved projects (2)	Number of trainees (3)	Federal funds obligated	
			State direction and supervision (4)	Training (5)				State direction and supervision (4)	Training (5)
Total.....	1,938	114,586	\$2,014,380.66	\$79,424,347.57	Nebraska.....	18	867	21,222.23	709,218.60
Alabama.....	12	5,060	38,888.00	3,060,498.00	Nevada.....	22	1,306	24,529.14	1,139,066.00
Alaska.....	10	1,547	18,850.00	1,301,107.00	New Hampshire.....	15	752	17,377.00	484,743.00
Arizona.....	19	1,020	29,458.94	806,568.00	New Jersey.....	80	2,300	106,900.00	1,065,832.57
Arkansas.....	25	652	42,000.11	391,262.42	New Mexico.....	19	538	19,205.63	343,879.00
California.....	130	7,486	215,000.00	4,445,108.00	New York.....	116	7,776	195,623.29	7,010,944.00
Colorado.....	24	989	15,047.98	489,915.00	North Carolina.....	36	1,039	16,200.00	671,588.00
Connecticut.....	43	4,110	64,866.22	1,334,568.00	North Dakota.....	29	884	17,000.00	242,375.00
Delaware.....	6	515	8,250.00	373,990.00	Ohio.....	95	4,624	43,000.00	3,390,952.00
Florida.....	42	2,643	46,291.48	1,460,864.00	Oklahoma.....	20	4,707	20,000.00	2,161,090.00
Georgia.....	18	3,140	27,700.00	2,350,935.00	Oregon.....	32	1,310	17,400.00	864,461.00
Hawaii.....	5	197	7,700.00	100,839.00	Pennsylvania.....	69	4,492	63,750.00	4,227,001.00
Idaho.....	7	122	14,492.81	81,946.00	Rhode Island.....	18	474	31,869.32	335,077.00
Illinois.....	85	6,597	82,610.10	6,156,069.00	South Carolina.....	5	5,100	19,220.24	2,852,461.00
Indiana.....	43	1,881	46,085.73	2,535,695.00	South Dakota.....	10	142	4,400.00	79,727.00
Iowa.....	23	1,127	31,386.07	1,264,548.63	Tennessee.....	47	3,051	19,000.00	2,239,649.00
Kansas.....	23	896	8,600.00	677,703.00	Texas.....	86	3,218	106,220.30	1,487,994.30
Kentucky.....	65	4,847	24,000.00	3,951,129.00	Utah.....	18	465	14,500.00	187,912.00
Louisiana.....			0	0	Vermont.....	23	652	14,576.66	567,567.00
Maine.....	28	2,265	20,000.00	815,605.00	Virginia.....	25	1,920	38,195.94	1,348,980.00
Maryland.....	16	705	51,804.82	449,652.00	Washington.....	29	1,276	21,139.41	868,551.64
Massachusetts.....	93	3,944	59,200.00	2,615,422.00	West Virginia.....	14	2,846	29,784.24	2,278,128.00
Michigan.....	94	3,753	84,400.00	3,286,745.00	Wisconsin.....	33	988	36,000.00	668,237.70
Minnesota.....	22	693	22,500.00	529,548.00	Wyoming.....	5	176	11,200.00	121,394.00
Mississippi.....	1	2,095	0	1,473,250.00	District of Columbia.....	19	1,520	22,000.00	388,928.00
Missouri.....	61	2,681	47,500.00	1,747,713.98	Guam.....			0	0
Montana.....	18	456	18,600.00	561,440.73	Puerto Rico.....	122	2,936	48,835.00	1,343,755.00
					Virgin Islands.....	15	306	10,000.00	92,713.00

The Federal Vocational and Technical Education Acts

The Smith-Hughes Act of 1917 provided for the promotion of vocational education by a permanent appropriation of \$7,161,455 annually. It appropriates for allotment to the States for agricultural education, trade, home economics, and industrial education, and the training of teachers of these subjects. The act has served as the base for the cooperative Federal-State-local program of vocational education. (Public Law 347, 64th Cong.) 39 Stat. 929, 20 U.S.C. 11-15, 16-28.

The act of March 3, 1931, extended the provisions of the Smith-Hughes Act to Puerto Rico and authorized an annual appropriation of \$105,000. (Public Law 791, 71st Cong.) 46 Stat. 1489, 20 U.S.C. 30.

The Vocational Education Act of 1946, usually referred to as the George-Barden Act, provided for the further development of vocational education and authorized an annual appropriation of \$29,310,823. This act authorized increased appropriations, use of funds for administration, vocational guidance, and training in the distributive occupations. (Public Law 586, 79th Cong.) 60 Stat. 775, 20 U.S.C. 2 m, o-q.

The act of March 18, 1950, extended the benefits of the George-Barden Act to the Virgin Islands and authorized an annual appropriation of \$40,000. (Public Law 462, 81st Cong.) 64 Stat. 27, U.S.C. 31-33.

Title III of The Health Amendments Act of 1956 (Public Law 84-911) provided grants to States for the extension and improvement of practical nurse training. The act amended the George-Barden Act of 1946 by adding a new title II to provide for *Vocational Education in Practical Nurse Training* and authorized an annual sum not to exceed \$5 million until June 30, 1961. Through June 30, 1958, the matching basis was 75 percent Federal and 25 percent State or local funds. After fiscal year 1958 each Federal dollar had to be matched with \$1 of State or local money. The term practical nurse training was defined in the act as including also "training of a similar nature which is designed to fit individuals engaged or preparing to engage in *other health occupations* in hospitals or other health agencies for such occupations."

Public Law 911, 84th Congress, 70 Stat. 925-929, as amended in act of April 24, 1961, Public Law 87-22, 75 Stat. 44, 20 U.S.C., 15aa-15ii. Made permanent legislation (sec. 11, Public Law 88-210).

The act of August 8, 1956, amended the Vocational Education Act of 1946 by providing an authorization of \$375,000 for vocational education in the fishery trades and industry and distributive occupations therein. This act added another category of funds to title I of the George-Barden Act. (Public Law 1027, 84th Cong.) 70 Stat. 1126, 20 U.S.C. 15j(a)(5).

The act of August 1, 1956, extended the benefits of the George-Barden Act to Guam and authorized an annual appropriation of \$80,000. (Public Law 896, 84th Cong.) 70 Stat. 909, 20 U.S.C. 34.

The act of September 2, 1958, usually referred to as the National Defense Education Act of 1958, title VIII of which amended the Vocational Education Act of 1946 by adding title III, provided for area vocational education programs to meet national defense needs for highly skilled technicians, and authorized \$15 million annually until June 30, 1962. This act gave legal recognition to the area vocational school, training in the technologies, and the contribution of vocational education to national defense. (Public Law 864, 85th Cong.) 72 Stat. 1598, 20 U.S.C. 11-15, 16-28. Authorization extended to June 30, 1964 (Public Law 87-344, 87th Cong.). Made permanent legislation (sec. 11, Public Law 88-210).

The act of September 25, 1962 (Public Law 87-688), extended vocational education to American Samoa.

The Vocational Education Act of 1963 (Public Law 83-210), which became law in December 1963, authorizes new funds beginning with fiscal year 1964. However, Congress did not appropriate any of the \$60 million authorized for the year ending June 30, 1964. For following years, \$118,500,000 is authorized for fiscal year 1965, \$177,500,000 for fiscal year 1966, and \$225,000,000 for fiscal year 1967 and each year thereafter. The funds will be allocated to the States and Territories according to a formula set forth in the act.

Other Acts Containing Provisions for Vocational Education

The act of May 1, 1961, which is cited as the Area Redevelopment Act, authorizes assistance to State vocational education agencies to meet occupational training and retraining needs of individuals residing in redevelopment areas, and authorizes \$4,500,000 annually until June 30, 1965. The appropriation is made to the U.S. Department of Labor, and amounts necessary for training are transferred to the Department of Health, Education, and Welfare for payment to States for the costs of training programs. (Public Law 87-27, 87th Cong.) 75 Stat. 59.

The Manpower Development and Training Act, approved March 15, 1962, authorizes \$97 million to carry out the provisions of the act for the fiscal year 1963 and \$161 million for the two succeeding fiscal years. One of the features of the act is the occupational training and retraining of unemployed and other persons. The act provides (pt. B, title II) for the Secretary of Health, Education, and Welfare to enter into agreements with the several State vocational education agencies to provide such occupational training found to be necessary by the Secretary of Labor. (Public Law 87-415, 87th Cong.) 76 Stat. 30.