

71ST CONGRESS : : : 3^D SESSION

DECEMBER 1, 1930-MARCH 4, 1931

HOUSE DOCUMENTS

VOL. 107

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON: 1930

3D SESSION

21st CONGRESS

DEPARTMENT OF THE INTERIOR

J66

Copy 2,

HOUSE DOCUMENTS

VOL. 107

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1900

14TH ANNUAL REPORT
— of the —
FEDERAL BOARD
for VOCATIONAL
EDUCATION : 1930

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1930

House Document No. 33

71st Congress, 1st Session

14th ANNUAL REPORT
— of the —
FEDERAL BOARD
for VOCATIONAL
EDUCATION : 1930

LIBRARY OF CONGRESS
RECEIVED
DEC 12 1931
DIVISION OF DOCUMENTS

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON, D.C.

For sale by the Government Printing Office, Washington, D.C.

FEDERAL BOARD FOR VOCATIONAL EDUCATION

[Directory of Personnel as of November 1, 1930]

MEMBERS

JAMES J. DAVIS, *Chairman*
Secretary of Labor

ROBERT P. LAMONT,
Secretary of Commerce.

ARTHUR M. HYDE,
Secretary of Agriculture.

WM. JOHN COOPER,
Commissioner of Education.

EDWARD T. FRANKS, *Vice Chairman,*
Manufacture and Commerce.

PERRY W. REEVES,
Labor.

CLAUDE M. HENRY,
Agriculture.

JOHN S. SHAW, *Secretary and Chief Clerk*

EXECUTIVE STAFF

J. C. WRIGHT, *Director*

CHARLES R. ALLEN, *Educational Consultant*
Research and Statistical Service

JOHN CUMMINGS, *Chief.*

CHARLES M. ARTHUR, *Editor.*

VOCATIONAL EDUCATION DIVISION

Trade and Industrial Education Service

FRANK CUSHMAN, *Chief*

G. A. MCGARVEY, *Agent,*
North Atlantic Region.

C. E. RAKESTRAW, *Agent,*
Southern Region.

R. V. BILLINGTON, *Agent,*
Central Region.

JAMES R. COXEN, *Agent,*
Pacific Region.

C. F. KLINEFELTER, *Special Agent.*

MRS. A. L. BURDICK, *Special Agent,*
Girls and Women.

R. W. HAMBROOK, *Special Agent.*

N. B. GILES, *Special Agent.*

Home Economics Education Service

ADELAIDE S. BAYLOR, *Chief*

FLORENCE FALLGATTER, *Agent,*
Central Region.

EDITH M. THOMAS, *Agent,*
Southern Region.

EDNA P. AMIDON, *Agent,*
North Atlantic Region.

EDNA P. AMIDON, *Agent, Studies and Investigations*

JANE S. HINKLEY, *Agent,*
Pacific Region.

MARIE WHITE, *Agent,*
Special Groups.

BEULAH I. COON, *Agent,*
Studies and Research.

Agricultural Education Service

C. H. LANE, *Chief*

A. P. WILLIAMS, *Agent,*
North Atlantic Region.

R. D. MALTBY, *Agent,*
Southern Region.

J. A. LINKE, *Agent,*
Central Region.

W. T. SPANTON, *Agent,*
Pacific Region.

FRANK W. LATHROP, *Research Specialist in*
Agricultural Education.

JAMES H. PEARSON, *Specialist in Part-time*
and Evening School Work.

W. A. ROSS, *Specialist in Subject Matter.*

H. B. SWANSON, *Specialist in Teacher Train-*
ing.

H. O. SARGENT, *Special Agent for Negro Schools*

Commercial Education Service

EARL W. BARNHART, *Chief*

VOCATIONAL REHABILITATION DIVISION

Vocational Rehabilitation Service

JOHN AUBEL KRATZ, *Chief*

I. M. RISTINE, *Agent,*
North Atlantic Region.

H. B. CUMMINGS, *Agent,*
Southern Region.

TRACY COPP, *Agent,*
Central Region.

F. J. CLAYTON, *Agent,*
Pacific Region.

TERRY C. FOSTER, *Research Agent.*

Vocational Rehabilitation Service of the District of Columbia

H. C. CORPENING, *Supervisor in Charge.*

THOMAS M. RIVES, *Supervisor.*

CONTENTS

	Page
Directory of personnel as of November 1, 1930.....	III
Letter of transmittal.....	XI

FOURTEENTH ANNUAL REPORT TO CONGRESS: 1930

Programs of Federal participation.....	1
Rehabilitation of disabled persons.....	2
Enrollment in vocational schools.....	3
Expenditure.....	4
Research.....	7
Surveys of vocational education by the board's staff.....	7
Cooperative activities.....	7
Relation of Federal board to State educational programs.....	8
Problems in the field.....	9
Modification of eligibility requirements for vocational teachers.....	9
Development of work for those who have left school.....	10
Selection of groups.....	11
Character of teacher training.....	11
Technical qualifications of administrators.....	12
Concentration on skilled trades.....	12
Confusion of vocational education with vocational guidance.....	13
The "fixed-time-exposure" tradition.....	14
"Frozen" equipment.....	14
Retraining displaced labor.....	15
Correlation of training with demand for workers.....	15
The vocational program.....	16

PART I.—VOCATIONAL EDUCATION

SECTION 1.—AGRICULTURAL EDUCATION

Number of federally aided schools, by regions.....	19
Enrollment by regions.....	21
Supervised practice, including home projects.....	22
Training for out-of-school groups.....	24
Evening schools.....	24
Part-time schools.....	24
Training teachers of vocational agriculture.....	25
Research, studies, and investigations.....	27
Cooperative activities.....	28
Publications.....	30

SECTION 2.—TRADE AND INDUSTRIAL EDUCATION

Enrollment in federally aided trade and industrial schools.....	32
Factors influencing enrollment.....	32
Growth of the trade and industrial program.....	35
Vocational education surveys.....	36
Conferences.....	36
Trade and industrial teacher training.....	37
Publications.....	39

SECTION 3.—HOME ECONOMICS EDUCATION

	Page
Expansion of the program.....	41
Number of federally aided home-economics schools.....	42
Enrollment.....	42
Teachers.....	44
Expenditures.....	46
Publications.....	48

SECTION 4.—COMMERCIAL EDUCATION

Studies, investigations, and reports.....	49
Special services.....	51
Promotional activities.....	52
Improvement of commercial education—an outstanding need.....	53
Publications.....	55

PART II.—VOCATIONAL REHABILITATION

The year 1930.....	57
--------------------	----

SECTION 1.—FEDERAL PARTICIPATION UNDER STATE PROGRAMS

Maryland and Texas initiate programs in 1930.....	59
Connecticut completes organization of its service.....	59
New Hampshire and Missouri plan programs.....	59
Four other States seeking enabling legislation.....	60
Federal agents assist in setting up programs.....	60
Expansion of work under established programs.....	61
Service to special groups of the disabled.....	61
Personnel requirements of State staffs.....	61
Cases in process of rehabilitation.....	62
Federal legislation continuing service.....	63
Effects of industrial depression.....	63
Future prospects.....	64
Services to States by Federal staff.....	64
Formulation of State plans.....	64
Revision of report forms.....	65
Special services.....	65
Conferences.....	66
Current trends.....	66
Development of case work procedure.....	67
Special types of service.....	67
A proposed State program.....	68
Need for additional funds.....	70
Research and publications.....	70

SECTION 2.—DISTRICT OF COLUMBIA SERVICE

Organization and administration.....	72
Cooperation with other agencies.....	72
Survey of the disabled.....	73
Services rendered the disabled.....	73
Costs of service.....	74
Analysis of expenditures.....	74
Living maintenance.....	74
Typical cases.....	74
Statistical and financial accounting.....	77

PART III.—STATISTICAL AND FINANCIAL REPORT

SECTION 1.—VOCATIONAL EDUCATION

	Page
Table 1.—Number of schools or reimbursement units federally aided, by States, for the year ended June 30, 1930.....	79
Table 2.—Number and sex of teachers of vocational courses in schools federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	80
Table 3.—Enrollment in vocational courses in schools federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930....	82
Table 4.—Total enrollment in vocational courses in schools or classes organized under State plans approved by the Federal Board for Vocational Education, including federally and nonfederally aided schools and classes, by years 1924 to 1930, and by States for the year ended June 30, 1930.....	84
Table 5.—Number of pupils enrolled in federally aided schools and classes, by States, year ended June 30, 1930.....	86
Table 6.—Enrollment in state-aided vocational schools and classes, organized under State plans approved by the Federal Board for Vocational Education but not reimbursed from Federal funds, by years, 1924 to 1930, and by States for the year ended June 30, 1930.....	87
Table 7.—Number of vocational teacher-training institutions or other agencies, federally aided, by years 1918 to 1930, and by States for the year ended June 30, 1930.....	88
Table 8.—Teachers of teacher-training courses federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	89
Table 9.—Pupils enrolled in vocational teacher-training courses federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	90
Table 10.—Expenditure of Federal, State, and local money for vocational education, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	91
Table 11.—Expenditure of Federal, State, and local money for vocational agricultural education, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	92
Table 12.—Expenditure of Federal, State, and local money for vocational trade and industrial education, not including part-time general continuation schools, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	93
Table 13.—Expenditure of Federal, State, and local money for trade and industrial part-time general continuation education, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	94
Table 14.—Expenditure of Federal, State, and local money for vocational home-economics education, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	95
Table 15.—Expenditure of Federal, State, and local money for vocational teacher training, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	96
Table 16.—Reimbursement of agricultural, trade and industrial, and home economics evening, part-time, and all-day schools: Amount of Federal money expended for each type of school, by years, 1918 to 1930, and by States for the year ended June 30, 1930.....	98

	Page
Table 17.—Federal funds available and expended for home economics and for all-day and evening schools, by States: Amount expended for home economics compared with 20 per cent of the total allotment for trade, industry, and home economics; and amount expended for all-day and evening schools compared with 66½ per cent of the total allotment for the year ended June 30, 1930.....	100
Table 18.—Federal fund available and expended for each class of teacher training, by States: Amount expended for training teachers of agriculture, of trade and industry, and of home economics compared with 60 per cent of the total allotment for maintenance of teacher training, for the year ended June 30, 1930.....	101
Table 19.—Unexpended balance and amount to be sent to the States for vocational agriculture, Smith-Hughes fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931.....	102
Table 20.—Unexpended balance and amount to be sent to the States for vocational agriculture, George-Reed fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931.....	103
Table 21.—Unexpended balance and amount to be sent to the States for vocational trade, industry, and home economics, Smith-Hughes fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931.....	104
Table 22.—Unexpended balance and amount to be sent to the States for vocational home economics, George-Reed fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931.....	105
Table 23.—Unexpended balance and amount to be sent to the States for vocational teacher training during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931.....	106
Table 24.—Interest earned on Federal vocational education funds deposited with State treasurers, for the year ended June 30, 1930.....	107
Table 25.—Allotment of Federal vocational education funds, Smith-Hughes, to States for the year ended June 30, 1931.....	108
Table 26.—Allocation of State appropriations for vocational education to Federal fiscal years 1929, 1930, and 1931.....	110
Table 27.—Allotment of Federal vocational education fund, George-Reed, to States, for the years ending June 30, 1930, and 1931.....	114

SECTION 2.—VOCATIONAL REHABILITATION

Table 28.—Federal and State funds available for vocational rehabilitation, by States, for the year ended June 30, 1930.....	115
Table 29.—Amount expended from Federal and from State and local funds for vocational rehabilitation, by years, 1922 to 1930, and by States for the year ended June 30, 1930.....	116
Table 30.—Distribution* of expenditures for vocational rehabilitation from all funds: Expenditures covered by the national vocational rehabilitation act and expenditures not covered by the act, by years, 1922 to 1930, and by States for the year ended June 30, 1930.....	117

	Page
Table 31.—Number of rehabilitations, by States, for the year ended June 30, 1930.....	121
Table 32.—Live roll of cases, by States, June 30, 1930.....	125
Table 33.—Unexpended balance and amount to be sent to the States for vocational rehabilitation during the year ending June 30, 1931: Fund available, expenditure, and unexpended balance for 1930, and allotment to cooperating States, and amount to be sent to the States for 1931.....	126
Table 34.—Allocation of State appropriations for vocational rehabilitation to Federal fiscal years 1929 and 1930.....	127
Table 35.—Allotment of Federal vocational rehabilitation fund to States for the year ending June 30, 1931.....	128
Table 36.—Interest earned on Federal vocational rehabilitation fund deposited with State treasurer, for the year ended June 30, 1930.....	129

DIAGRAMS

I. Enrollment in federally aided schools, by type of school, by years, 1918-1930.....	5
II. Expenditure of Federal, State, and local money for vocational education, by years, 1918-1930.....	6
III. Percentage of Federal appropriations for vocational education used by the States, by years, 1918-1930.....	6
IV. Number of federally aided agricultural schools, by years, 1918-1930.....	20
V. Enrollment in federally aided agricultural schools, by years, 1918-1930.....	22
VI. Enrollment in federally aided trade and industrial schools, by years, 1918-1930.....	34
VII. Number of principal trade courses: 1924.....	36
VIII. Number of principal trade courses: 1929.....	37
IX. Number of principal trade extension evening school courses: 1929...	38
X. Enrollment in organized federally aided trade and industrial teacher-training courses, by years: 1918-1930.....	39
XI. Number of federally aided home-economics schools, by years, 1918-1930.....	43
XII. Enrollment in federally aided home-economics schools, by years: 1918-1930.....	44
XIII. Number of vocational teachers in federally aided home-economics schools, by years: 1918-1930.....	45
XIV. Expenditure of State and local money for home-economics education compared with amount required to match the Federal dollar, by years: 1918-1930.....	46
XV. Expenditure of Federal, State, and local money for home-economics schools, by years, 1918-1930.....	47
XVI. Functions and interrelations of public and private agencies in vocational rehabilitation.....	faces page 68

WASHINGTON, D. C.,
December 1, 1930.

The PRESIDENT OF THE SENATE:

The SPEAKER OF THE HOUSE OF REPRESENTATIVES:

By direction of the Federal Board for Vocational Education, I have the honor to transmit to Congress this Fourteenth Annual Report of the board.

Respectfully submitted.

JAMES J. DAVIS,
Chairman.

EDWARD T. FRANKS,
Vice Chairman.

FOURTEENTH ANNUAL REPORT TO CONGRESS: 1930

PROGRAMS OF FEDERAL PARTICIPATION EXPENDITURE

Congress in the acts of 1917 and 1920 provided funds for cooperation with the States in the two broad fields of vocational education and vocational rehabilitation of disabled persons, and in subsequent acts it has made additional provision of Federal funds for rendering specific services more adequate. In no essential respects have the original programs initiated in 1917 and in 1920, or the conditions of Federal participation been modified by subsequent legislation, during a period of more than a decade. Each of the 48 States has voluntarily entered into and at the present time continues in cooperation with the Federal Government in activities contemplated in the acts. Specifically the acts devolving responsibilities upon the board are the following:

The vocational education act (Smith-Hughes) to provide for cooperation with the States in the promotion of vocational education. (Approved February 23, 1917.)

The vocational rehabilitation act (Smith-Fess) to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. (Approved June 2, 1920, as amended and extended June 5, 1924, and June 9, 1930.)

An act extending the benefits of the vocational education act to the Territory of Hawaii. (Approved March 10, 1924.)

An act (George-Reed) to provide for the further development of vocational education in the several States and Territories. (Approved February 5, 1929.)

An act to provide for the vocational rehabilitation of disabled residents of the District of Columbia. (Approved February 23, 1929.)

Under these acts the board is charged with administrative, cooperative, executive, and investigational responsibilities. It is required to apportion to the States the funds appropriated by Congress, to approve State plans under which expenditures by the States may be partially reimbursed out of Federal money, to ascertain whether the States are using or are prepared to use Federal money in accordance with the provisions of the Federal acts, to cooperate with the States in the promotion of vocational education and vocational rehabilitation, to provide rehabilitation service for disabled persons resident in the District of Columbia, and to conduct research undertaken of its own initiative or in cooperation with the States or other agencies,

public or private. A statistical and financial accounting of its discharge of these responsibilities in the several fields of its activities during the year ended June 30, will be found in Part III of this report. Part I includes statements submitted by the board's administrative services for agricultural, trade and industrial, home economics, and commercial education, and Part II a statement submitted by the rehabilitation service.

REHABILITATION OF DISABLED PERSONS

During the past year over 4,500 disabled persons were rendered vocationally efficient and placed permanently in some wage-earning employment by State agencies operating under State plans approved by the board, and at the end of the year over 20,000 disabled men and women in process of rehabilitation were being carried on State rolls. These totals represent cases on account of which partial reimbursement out of Federal funds appropriated by Congress and allotted to the States is provided under the administrative supervision of the Federal board. They do not include similar registrations and placements under the act designating the Federal board as the agency for providing rehabilitation service in the District of Columbia. Nearly 500 disabled persons 14 to 50 years of age were reported to the Federal board by the police department of the District early in this first year of operation under the law, and many additional cases were subsequently reported by other agencies. Some of these were found to be ineligible or not susceptible of rehabilitation, 16 were completely rehabilitated and placed in employment through cooperating agencies, and at the end of the year 167 were in process of rehabilitation.

While economy is only an incidental consideration in rehabilitation of the disabled, which is of course to be justified principally on humanitarian grounds, it may nevertheless be noted that in the District of Columbia, as generally throughout the States, it has been found that the cost of rendering a disabled person vocationally self-supporting is on the average less than the cost of maintaining such a person in idleness for a single year.

The Federal Board for Vocational Education, after 10 years of experience in promoting and aiding the rehabilitation work in the country, now realizes both the validity and need for promoting in States the undertaking by them of that form of promotional service which will stimulate local communities to establish their own programs of vocational rehabilitation in cooperation with the State and through the State with the Federal Government. Vocational rehabilitation is just as truly a local as it is a State and national function. If the rehabilitation program of the future is to meet fully

the needs of the problem which so presses for solution, local communities must assume their proper share of the work. It is gratifying that this conception of function is taking root in several places, and that a number of administrators in the field of rehabilitation are now considering the development of such programs.

ENROLLMENT IN VOCATIONAL SCHOOLS

Enrollment in vocational schools and courses during the year exceeded a million pupils, young and old, distributed to evening, part-time, and all-day schools, as shown in the accompanying table, all of this enrollment being in courses or units of instruction provided by State and local communities under plans proposed by the States and approved by the Federal board.

TABLE 1.—Enrollment in vocational schools operated under State plans approved by the Federal board, year ended June 30, 1930

Type of school	Total	Agricul- tural	Trade and industrial	Home economics
Total				
All types, total.....	1,062,151	193,325	631,071	237,755
Evening.....	341,565	63,952	171,775	105,838
Part-time, total.....	418,265	4,886	382,340	31,039
Trade extension.....	83,518	4,886	47,593	31,039
General continuation.....	334,747		334,747	
All-day.....	292,364	114,530	76,956	100,878
Day-unit.....	9,957	9,957		
In schools federally aided				
All types, total.....	979,497	188,311	616,522	174,664
Evening.....	323,224	60,462	165,387	97,375
Part-time, total.....	407,285	4,164	381,898	21,223
Trade extension.....	72,736	4,164	47,349	21,223
General continuation.....	334,549		334,549	
All-day.....	239,031	113,728	69,237	56,066
Day-unit.....	9,957	9,957		
In schools operated under approved State plans without Federal aid				
All types, total.....	82,654	5,014	14,549	63,091
Evening.....	18,341	3,490	6,388	8,463
Part-time, total.....	10,980	722	442	9,816
Trade extension.....	10,782	722	244	9,816
General continuation.....	198		198	
All-day.....	53,333	802	7,719	44,812
Day-unit.....				

It may be noted that the separation shown in the table of enrollment as being in federally aided schools and in schools not federally aided, is of little significance since the separation itself is largely accidental, being determined by the practice followed in the given State of distributing Federal and State aid either generally to all schools operating under the State plan, or in correspondingly larger

amounts to selected schools. The practice of apportionment within the State varies from State to State, and may vary from year to year in any given State, with the result that enrollment reported for federally aided schools is increased or diminished accordingly. Such changes, since they are offset by corresponding changes in the enrollment of nonfederally aided schools, are not reflected in the total of enrollments in all vocational schools operating under State plans. Also it is to be noted that report of enrollment in nonfederally aided schools in the case of some States is incomplete or even lacking altogether. So that the totals shown in the table for vocational enrollment, federally and nonfederally aided combined, are understatements of actual enrollment under the State plans.

EXPENDITURE

Expenditures of Federal money, under plans formulated in accordance with the provisions of the Federal acts by State agencies and approved by the Federal board, are conditioned upon expenditures of State or local money in at least equal amounts for the same purposes. Aggregate expenditures during the year from Federal funds, and from State and local funds matched against Federal money were as shown in the accompanying table.

TABLE 2.—Expenditure under State plans for vocational education and vocational rehabilitation, 1930

Year ended June 30	Expenditure			State and local per dollar of Federal
	Total	Federal money	State and local money	
Vocational education.....	\$29,909,295.87	\$7,404,223.18	\$22,505,072.69	\$3.04
Vocational rehabilitation.....	1,691,921.56	735,361.77	956,559.79	1.30

The proportion of State and local money in the total of expenditures under approved State plans from year to year in each line of Federal participation may be seen from the following table.

TABLE 3.—Expenditure of State and local money per dollar of Federal money, by years

Year ended June 30—	Vocational education					Vocational rehabilitation
	Total	Agriculture	Trade and industry	Home economics	Teacher training	
1930-----	\$3.04	\$1.76	\$4.69	\$5.47	\$1.35	\$1.30
1929-----	2.99	1.90	4.17	7.11	1.33	1.24
1928-----	2.77	1.67	3.90	6.56	1.29	1.36
1927-----	2.65	1.67	3.67	5.88	1.33	1.23
1926-----	2.54	1.70	3.43	5.28	1.25	1.20
1925-----	2.73	1.72	3.85	6.36	1.30	1.28
1924-----	2.90	1.77	4.38	7.27	1.26	1.25
1923-----	2.98	1.78	4.58	8.61	1.21	1.26
1922-----	2.85	1.83	4.48	7.62	1.22	1.36
1921-----	2.76	1.85	4.26	8.47	1.19	-----
1920-----	2.45	1.74	3.85	5.77	1.25	-----
1919-----	2.17	1.67	3.08	3.78	1.31	-----
1918-----	2.65	1.71	4.00	4.79	1.21	-----

Diagram I.—Enrollment in federally aided schools, by type of school, by years, 1918-1930

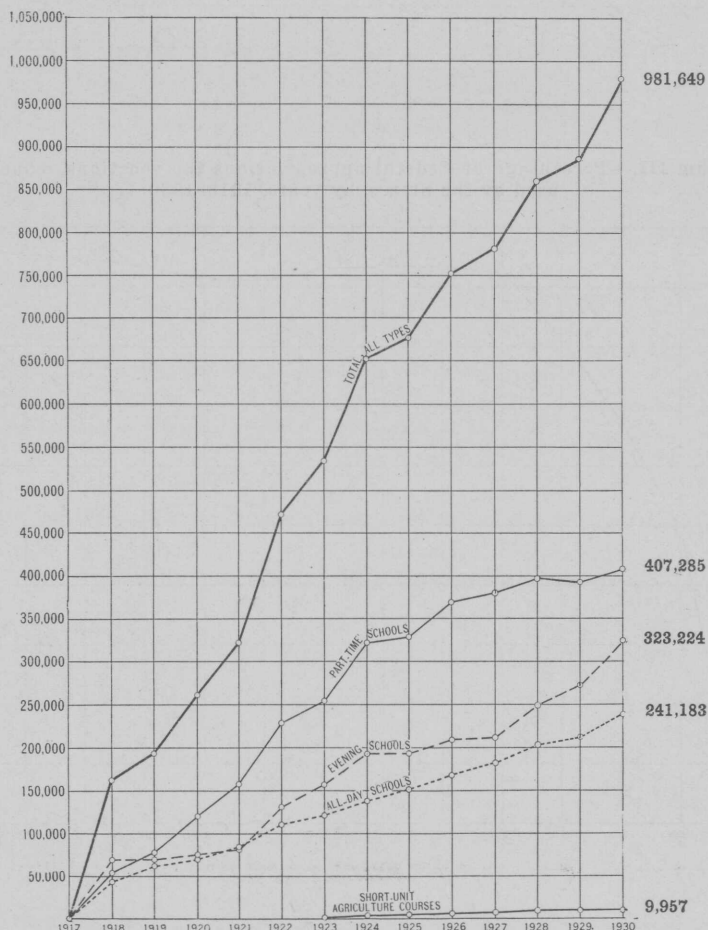


Diagram II.—Expenditure of Federal, State, and local money for vocational education, by years, 1918–1930

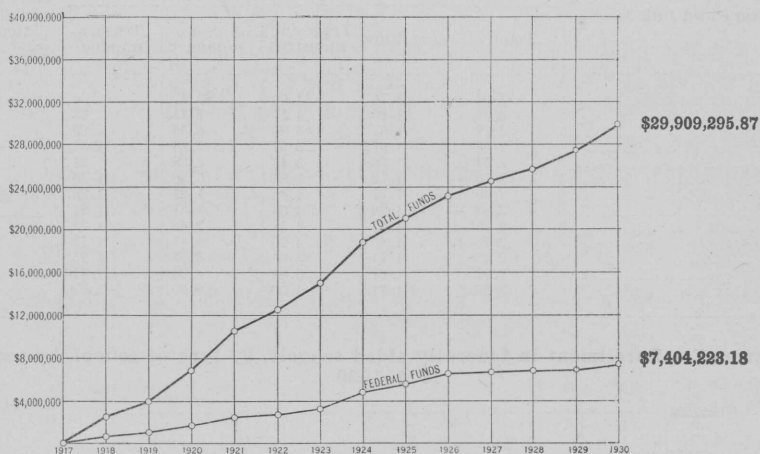


Diagram III.—Percentage of Federal appropriations for vocational education used by the States, by years, 1918–1930



RESEARCH

As a matter of general policy, research has been conducted by the board during the past year, as in other years, principally in response to requests by the States or Government departments, or by accredited private agencies working in the fields of vocational education or vocational rehabilitation, rather than of its own initiative independently of such requests, and in each case the purpose of the research has been to provide for recognized needs of teachers and administrators. Some account of the results of the studies and investigations undertaken during the year will be found in the statements submitted by the several services.

SURVEYS OF VOCATIONAL EDUCATION BY THE BOARD'S STAFF

At the request of the State a general survey of occupations in the State of Georgia was made during the year by the board's staff, and subsequent to its completion the board's regional agents for the Southern States assisted the State director and his staff in setting up a 5-year program of development. In addition, at the request of the State authorities, conferences were held in both North and South Carolina for the purpose of training the members of the State staff in a procedure for conducting efficiency surveys of vocational courses and programs; and at the request of the Board of Education a survey of vocational education was made in the District of Columbia.

COOPERATIVE ACTIVITIES

Cooperation with other agencies in the promotion of vocational education and rehabilitation has continued to characterize the work of the board's services during the past year. Rehabilitation of disabled persons in the District of Columbia, for example, has involved cooperation with the United States Public Health Service, the United States Compensation Commission, the Metropolitan police department, local hospital clinics, the District Board of Public Welfare, and other local social-service agencies. Service has been freely rendered by these agencies. In each of the States also, similar cooperation has characterized the work done under the State rehabilitation programs. The agricultural education service of the board has cooperated with the Federal Farm Board in planning an educational program covering cooperative marketing of agricultural commodities; with the division of market milk investigations of the Department of Agriculture, in the preparation of an outline for use of vocational teachers on the technique of milk production; with

the National Live Stock and Meat Board of Chicago and the livestock, meats, and wool division of the Bureau of Agricultural Economics in the Department of Agriculture, in the preparation of a bulletin of special interest not only to pupils and teachers of vocational courses, but as well to dealers, housewives, and consumers of meat generally; and with the American Institute of Cooperation in giving courses at the University of Louisiana. The trade and industrial education staff during the year has assisted the States and teacher-training institutions to improve their programs for the training of vocational teachers. In the field of home-economics education the broadening out of the program under the provisions of the George-Reed Act making additional funds available to this service has been generally characterized by cooperative efforts. Finally, an outstanding development of the year in commercial education—the organization of evening classes for retail meat dealers in New York City—has been effected in cooperation of the board's commercial education service with the public-school system of New York City, and the association of meat dealers. This development of vocational training strictly in conformity with the standards of such training in other fields may fairly be expected to have far-reaching effects in realizing a broader conception of commercial education.

RELATION OF FEDERAL BOARD TO STATE EDUCATIONAL PROGRAMS

While certain broad objectives characterize the program of vocational education throughout the country, it is true nevertheless that this program is highly differentiated from State to State, so that it in fact consists not of one program imposed upon the States but rather of 49 different programs developed independently by the States in cooperation with the Federal Board for Vocational Education—one in each State and one in the Territory of Hawaii. These programs are administered by State or Territorial boards for vocational education and, as a rule, are actually carried on by local communities in the States.¹ Each State is free to set up any sort of a program which it may determine upon as best adapted to its needs. Under the act the State is required to submit to the Federal board for its approval what is known as a State plan, in accordance with which vocational education is to be developed within the State, but this approval is required only in so far as it is proposed by the State to use Federal funds under the plan. As set up by the national vocational education act, the conditions limiting the use of Federal funds are essentially as follows:

¹ At least two States, Connecticut and North Dakota, operate the program directly as a State program.

That the work shall be suitable to persons 14 years of age or over; that it shall be of less than college grade; that it shall be under public control; and that Federal funds shall be used only to assist individuals who either are employed or are preparing for employment in agriculture, trade and industry, or home making.

A majority of the States have legislation similar to the national legislation, providing State aid for local programs. So that most local programs in communities which have undertaken vocational work have State as well as Federal funds added to local funds. Hence under the national vocational act and State acts complementary thereto, State and Federal funds are provided specifically for aiding the development of vocational education as distinguished from general education. A clear understanding of the precise nature of the Federal board's functions will go far to eliminate any possible misunderstandings as regards Federal participation in State educational systems. While State authorities are free of Federal control in devising State systems except as regards the use of Federal money, it is equally true on the other hand that this money is provided specifically for the promotion of vocational education, and can not be made available for any other sort of education, such as manual training, industrial arts, or vocational guidance, however essential these phases of education are for the rounding out of our public-school curriculum.

PROBLEMS IN THE FIELD

It may be well to indicate to Congress some of the problems to which the Federal and State boards, and others interested in the improvement of our public school systems, are giving serious consideration.

MODIFICATION OF ELIGIBILITY REQUIREMENTS FOR VOCATIONAL TEACHERS

It is coming to be a generally accepted principle in vocational education that an instructor, if he is to be an effective teacher, must have had successful experience in the occupation which he is to teach. While this principle has found expression in the provisions of the State plans for all types of vocational education, it is doubtless true that the possession of actual experience on the part of the teacher in the vocation for which training is being given has probably, of necessity, received more emphasis in the field of trade and industry than in the other fields of vocational education. In general education a college degree is regarded as a desirable if not a necessary asset for all teachers above the grade of the elementary schools. States very commonly require at least a bachelor's degree for high-school teachers. The vocational instructor, however, will usually not have been able to

fulfill such a requirement and at the same time learn his trade. Local communities have in some cases failed to recognize this difficulty and have made a bachelor's degree a prerequisite for employment or promotion, not only for vocational teachers but as well for administrators and supervisors. It should be realized that academic degrees do not insure competency for vocational teaching, since they do not represent any successful experience in the occupation to be taught. In some cases, especially in trade and industry, requirement of a college degree has resulted in the exclusion of competent occupational workers from vocational teaching positions and from positions involving supervision and administration of trade and industrial work. This whole matter of qualifications for vocational teachers, supervisors, and administrators is one to which the Federal board and State boards are giving careful attention. It is the belief of the Federal board and generally of those who are actively engaged in vocational education that a vocational training course can not be successfully conducted by an individual whose qualifications are represented simply by a college degree rather than by evidence of actual occupational experience of an amount sufficient to make him a master of the occupation.

DEVELOPMENT OF WORK FOR THOSE WHO HAVE LEFT SCHOOL

The debates in Congress preceding the passage of the Smith-Hughes Act (particularly with regard to the Page bill) make it clear that it was the intention of Congress that Federal funds should be used to encourage programs primarily intended to serve young people and adults who had left the full-time public schools. There appeared to be a general feeling that States and communities were willing to spend money freely on boys and girls who stayed in school, but were not yet conscious of the need for spending money either on boys or girls who had dropped out of school, or on the taxpayer who desired further education. Although the national act does not expressly require that service be given to these out-of-school groups, the spirit of the legislation is plain. Any tendency to confine vocational educational service to high-school students may accordingly be regarded as being inconsistent with the implied intention of the legislation. In this connection it may be noted that while all States have made provision in their State plans for the vocational training of groups out of full-time school, the majority of them have made very inadequate provision for the actual training of such groups through special programs adapted to their needs. Especially is this true for the groups from 14 to 18 years of age not reached by the general continuation school program. This tendency constitutes a situation causing anxiety to many who are interested in the carrying out of the work as it was visioned by Congress.

SELECTION OF GROUPS

Another situation interfering with the efficiency of the vocational program in some States results from failure to distinguish between practical training for boys and girls as a means of contributing to their general education on the one hand and vocational training on the other. Many authorities in vocational education hold that no student should be admitted to a vocational class unless at least two conditions are met: (1) That he shall be able to master the necessary instruction for the elected occupation, and (2) that his purpose in entering the class shall be to secure training which he intends to use in the employment by which he will earn his living. As a result of failure to recognize these requirements for adequate vocational training, where the vocational program is a part of the general public-school program, pupils who are for any reason not getting on well in the regular schools have been, as the expression goes, "dumped" into vocational programs. This may be done for various reasons, none of which have any bearing on the ability or lack of ability of a student to pursue successfully a vocational course or on his intention to use such training as a means of earning his living. But the vocational school is not, in the opinion of students of vocational education, the agency which should be expected to remedy such situations. Special classes in industrial arts, manual training, and other forms of practical activity should rather be established to take care of these misfits. Numerous surveys of vocational courses during the last two years have shown that in comparatively few cases are the requirements of admission to vocational classes, those which are indicated above as essential, and unless this situation is remedied there is danger that the efficiency of vocational courses may be seriously impaired and the whole program discredited.

CHARACTER OF TEACHER TRAINING

In many States the function of teacher training has been delegated to an institution which has usually employed a qualified teacher trainer to give one or two courses in special methods and to supervise student teaching. Other educational courses such as psychology, general principles of education, principles of secondary education, and the like are taught by members of the regular college faculty in the department of education who, in many cases, have never taught in a secondary school, and have had no experience either in the vocation itself or the teaching of that vocation. In functioning content, in qualifications of the teacher trainer, in the relative emphasis laid upon those things which count in the teacher's job and those which do not, such teacher-training courses fail to meet fully the needs of vocational education in the State. It is to be hoped that in the near

future there may be made a serious attempt to reorganize through cooperative effort of those interested in the improvement of vocational education—including the State institutions, the State supervisors, and the State vocational boards—the content of teacher-training courses, to the end that they be made to constitute more efficient preemployment teacher training.

It is a generally recognized opinion of experts in the field of vocational education that no teacher-training program can be thoroughly efficient and successful which does not utilize the experiences of employers and employees as well as of educational specialists. If the teacher-training institution is permitted to become too self-centered, the vocational program fails to function properly.

This situation has been recognized in certain vocational programs in a number of States where advisory committees are required by law as a condition of State aid, and in a few communities where specific occupational committees have been established, which have rendered excellent service with regard to such matters as shop layouts, character of equipment, character of content, placement of students, estimating quota of students to be received into specific courses, and assisting in the setting up of qualifications for admission. Each of these committees has represented some one occupation dealt with in the educational program, and has been organized in recognition of the principle of representation of employers and employees in the occupation being taught. It is the hope of the Federal board that the development of such cooperative committees may become more widely extended in the programs of the States.

TECHNICAL QUALIFICATIONS OF ADMINISTRATORS

Although many school administrators are interested to-day in the development of vocational programs in the school systems under their control, difficulties have arisen on account of the administrator's lack of what may be termed technical knowledge in the field of vocational education, such as is required for the development of efficiency in the vocational program. Such administrators may not, for example, fully appreciate the reason why any boy or girl who wishes to be admitted to a vocational class should not be admitted, or why general standards of promotion, of time allotment, and of qualifications of teachers should not be much the same in vocational as in the general schools. It is hoped that a more adequate appreciation of the special requirements of vocational education may gradually be developed among public-school administrators.

CONCENTRATION ON SKILLED TRADES

An early conception of vocational education for wage-earning pursuits, especially in the trades, was that it was to take the place

of the old apprenticeship training which was found to be rapidly breaking down. As a result, since apprenticeship had only existed in a limited number of skilled trades, the earlier programs concerned themselves almost exclusively with training for such trades. So conceived, the vocational program was as aristocratic in its way as was the classical high school, in that it recognized the needs of a limited group only. As it has become evident that there are many occupations of a semiskilled character which are susceptible of organized vocational training, the tendency has been to break away from this traditional idea and to greatly increase what has been called the "occupational spread" of such vocational programs. It is not uncommon now to find courses in high power machine work and in many lines of increasing specialization. Nevertheless it is true that the old type of vocational program in trade and industry still persists with the 2, 3, or 4 year courses, aiming at giving training equivalent to all or a portion of the conventional apprenticeship training as required for a limited number of skilled trades. It may fairly be said that any vocational program for wage earning renders social service in proportion as it provides training of any type which will assist a boy or girl or adult worker to get a job, or hold a job, or get a better job, wherever it can be shown that such training can be more efficiently given in an organized way than by unorganized or pick-up methods. While in no way discrediting the good work that has been done in the typical trade school, the Federal board has neglected no opportunity to bring to the attention of State boards the desirability of extending the spread of the vocational training service into fields other than those of training for the skilled trades.

CONFUSION OF VOCATIONAL EDUCATION WITH VOCATIONAL GUIDANCE

At the present time vocational guidance is regarded as an important function of the general public schools. Its purpose is to assist boys and girls to determine in what way they can best utilize their opportunities, their abilities, and their ambitions. A fundamental principle of vocational education is that no student should be admitted to a course in vocational education until he has definitely determined that he desires training for the particular occupation taught in the course. Hence, vocational guidance must precede vocational education. Unfortunately, at the present time there is some confusion of thinking as regards the relative functions of these two social agencies. This has resulted in situations where some general educators fail to see why Federal funds can not be used to contribute to the support of courses whose purpose is frankly prevocational or vocational guiding in character. Not infrequently such courses

have a semblance of vocational training, since practical activities similar to those of vocational courses may be carried on in them. This confusion of thinking has occasionally caused friction between State boards and local educational officials. Were it not for the specific provisions of the Federal vocational education act that Federal funds made available under this act be used only for vocational education, such funds would in some situations be expended for work which, however desirable its social objective, can not properly be classed as the sort of work which Congress intended should be promoted under the program of Federal participation.

THE "FIXED-TIME-EXPOSURE" TRADITION

Mention has already been made of the tendency to organize vocational work on the same basis as that of the regular secondary schools, which commonly set up courses of one year, two years, or one or two semesters, wherein the student gets what may be called a "fixed-time exposure." In vocational education, however, it is recognized that such a course, if it is to function adequately, must train to at least the lowest occupational level. According to the occupation and character of the individual this takes a variable amount of time, rather than a fixed time of exposure with a variable mastery by the pupil, such as is characteristic of the academic school. Where academic traditions prevail, many vocational courses for wage-earning in trade and industry to-day are turning out pupils who are not in a position to secure employment on even the lowest employment level of the occupation for which they have taken training. Educational administrators naturally think in terms of the fixed periods of exposure which characterize general education, but it is becoming evident that this arrangement can not work well in vocational education, so long as the purpose of such education is to train individuals for definite employment levels as set up by the various occupations. Recent surveys have shown that in a considerable number of courses the time allowed has been inadequate to train the student properly for the employment level which the school authorities have designated as the level with reference to which the work has been organized. This situation also requires careful consideration on the part of State boards.

"FROZEN" EQUIPMENT

It has been the custom in equipping public schools to assume that the school could be completely equipped once and for all at the time it was put in service. This same idea has carried over into vocational education, with the result that many communities to-day are tied up with equipment which is not best suited to the service

required of the vocational school. Employment conditions have changed, operations have changed, processes have changed, new occupations have come in, old occupations have gone out, and it has been difficult if not impossible to adapt the program to the changing conditions, because the school has been already provided with equipment which authorities felt must be utilized. In more than one school in the country to-day boys and girls are being trained for occupations which have practically ceased to exist, for the simple reason that the school authorities have continued using equipment which they persuaded the community to purchase at a considerable expense some years ago. With increasing specialization and with the realization of the necessity for increasing spread in the character of vocational programs, it is obviously important that money shall not be expended for equipment, except as it is definitely determined that the equipment will be actually usable for a reasonable length of time.

RETRAINING DISPLACED LABOR

Large numbers of employees are continually being thrown out of employment by the introduction of labor-saving machines and the specialization of jobs, all tending to produce a certain amount of labor turnover, and it may fairly be proposed as a part of the job of the vocational program to provide opportunities for the retraining of these displaced workers for such jobs as they can secure under the new conditions. The problem is, of course, particularly acute in the trade and industrial field, although serious displacements of labor characterize agricultural progress also. Naturally, it does not arise at all in home economics. This situation may very well be given attention by State and local boards.

CORRELATION OF TRAINING WITH THE DEMAND FOR WORKERS

Any program of vocational education for wage earning, if it is to render an efficient social service, must be so operated as not to feed into any given occupation more trained workers than that occupation can absorb. Courses should not be organized and public funds expended in training for jobs which do not exist, or for occupations already oversupplied with labor. Hence, the question of correlating training to the absorbing power of occupations is becoming recognized as one requiring careful consideration.

Traditionally, the general educational school is open to anyone who may desire to take advantage of the opportunities offered, the only restriction upon admission to classes or courses being found in the requirement that individuals shall have satisfactorily met certain academic prerequisites. This policy may be regarded as entirely

proper so far as general education is concerned. Carried over into the field of vocational education, however, it introduces difficulties in consequence of the failure to recognize the fact that vocational education is primarily an economic service. In a vocational course training for a specific occupation, if more students are trained for the given occupation than can secure employment in it, an undesirable economic situation will inevitably develop.

THE VOCATIONAL PROGRAM

In furtherance of the program for the promotion of vocational education and largely as a direct result of Federal participation, three types of vocational schools have been established as integral parts of the public-school systems in each of the 48 States, and in the Territory of Hawaii: (1) The day school, for boys and girls who have chosen an occupation and desire training for it; (2) the part-time school, for persons who are employed and can devote part of the day to getting systematic instruction and training in the line of their employment; and (3) the evening school, for workers who desire to devote some time outside their regular employment hours to improving their efficiency in the occupations in which they are engaged at the present time. Instruction in these schools has a wide range in reaching out into those employments which have been found to require some determined measure of technical or mechanical skill that can advantageously be taught in or under the supervision of the public school, and the record for the past year shows that more than a million persons of both sexes, young and old, were enrolled in these schools learning to farm better, to be more efficient at some particular job in industry, or to make better homes. Under the rehabilitation program, and again largely as a result of Federal participation, thousands of workers were being assisted to overcome their individual vocational disabilities of whatever category these disabilities may have been found to be, whether of disease or of physical injuries occasioned by industrial accident or otherwise. This may fairly be counted a considerable achievement. It is well to bear in mind, however, that for the 1,000,000 of workers and for each thousand of the disabled reached by the agencies of Federal participation, there are other millions of workers and other thousands of disabled persons who have not been reached. As interpreted by the Federal board, the objective of the Federal program is, in general terms, to promote the extension of these services under State plans in each field until the opportunity for acquiring or improving vocational efficiency in some selected line is assured to every boy and girl, every adult worker, and every disabled person in the country. This is on the theory that educating

for work is as truly a responsibility of our free public-school systems as is educating for college, for the professions, for citizenship, or for leisure.

It seems particularly pertinent at this time to note one incidental function of vocational education as an agency for facilitating the adjustment of our labor supply to the shifting occupational requirements of industry. It may fairly be said that to the extent that unemployment in any period in any community reflects the displacement of labor by the introduction of machinery, or the shifting of demand for labor into new industries, or the introduction of new processes calling for new craft skills—in a word, to the extent that unemployment reflects those readjustments of labor made necessary by industrial progress, and also to the extent that unemployment results from physical or other disabilities, vocational education is indicated as a permanently effective remedy in some measure for unemployment. To promote an educational service in each of the States which will undertake to provide this remedy to the fullest extent possible, may be commended as a feasible objective of the vocational education program, even though Federal funds may not be directly available for each particular phase of the State program comprehending this social service.

In proportion as these large objectives are realized, in the future our public-school systems in the several States will be rounded out for fulfillment of the complete ideal of education in a democracy.

PART I

VOCATIONAL EDUCATION

SECTION 1

AGRICULTURAL EDUCATION

NUMBER OF FEDERALLY AIDED SCHOOLS BY REGIONS ¹

In the North Atlantic region, embracing 13 States, the number of all-day schools in vocational agriculture increased about 5 per cent, or from 586 in 1929 to 615 in 1930. A shortage of properly qualified teachers of vocational agriculture continued throughout the year in the region. Day-unit schools numbered 151 in 1930, having increased by nearly one-third over the previous year, this increase occurring largely in Pennsylvania, with establishment of work of this character in five new county systems of that State. Part-time schools for the out-of-school boys who are not yet established in farming numbered 184, the number of such schools having fallen off during the year. Evening schools for adult farmers increased from 120 in 1929 to 152 in 1930.

Schools or instructional units in the 12 States of the southern region were divided as follows: 1,747 all day, 498 day unit, 191 part time, and 1,694 evening, giving a total of 4,130 schools of all types.

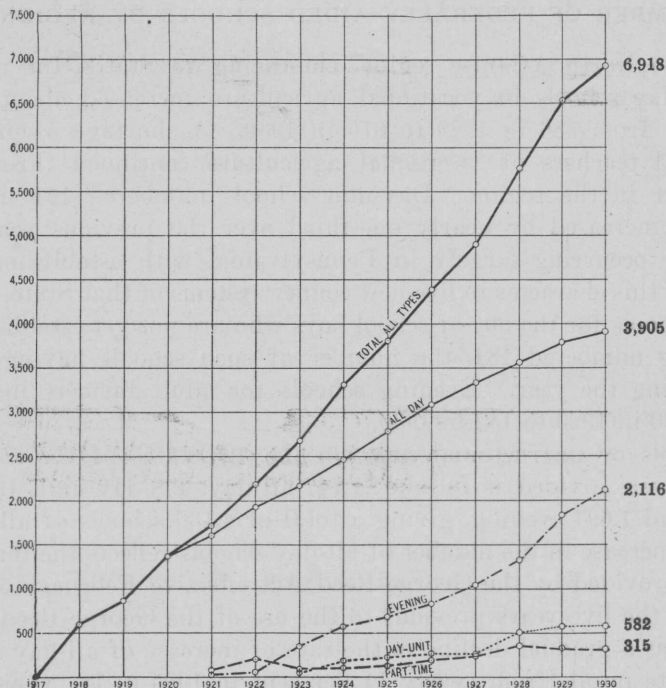
The increase in the number of all-day schools reflects the increased funds provided by the George-Reed Act effective February 5, 1929. During the five years previous to the use of the George-Reed funds there was a gradual decline in the rate of increase of all-day schools for white pupils from nearly 11 per cent in 1925 to less than 6 per cent in 1929. As a result of the expansion made possible under George-Reed funds the increase in 1930 rose to nearly 9 per cent. This was the first definite swing upward in five years, with the exception of the year 1926-27.

There was a normal increase in vocational agriculture departments for negroes during the year, the increase in all-day schools being about 4 per cent, in day-unit schools 7, in part-time schools 16, and in evening schools 19 per cent.

¹ Totals for number of schools as shown in this section are for instructional units, which for some types of schools in some States include units not included as reimbursement units for which data are compiled in the statistical section of this report.

In the 12 States of the north central region all-day schools increased nearly 6 per cent in 1930, the rate of increase being markedly above that for 1929. There was also an increase of 33 per cent in evening schools for adult farmers over the previous year. The principal increases in evening schools were in the States of Iowa, Kansas, Minnesota, Missouri, Wisconsin, and Nebraska. This increase reflects the increase in funds made available under the George-Reed Act. The principal increases in all-day work were in the States of Illinois, Kansas, Kentucky, Michigan, and Missouri.

Diagram IV.—Number of federally aided agricultural schools, by years, 1918-1930



With exception of Arizona and Nevada there was an increase during the year in the number of all-day schools in all of the 11 States of the western region. Thirteen new departments of agriculture were recorded for the region. There was also a slight increase in the number of evening schools. Seven States reported a total of 21 part-time schools as compared with only 8 for the previous year.

Diagram IV shows the development of agricultural departments and schools of less than college grade by years from 1918 to 1930. Detail by States will be found in the statistical section of this report.

ENROLLMENT BY REGIONS ²

In the 13 States of the North Atlantic region the enrollment in all-day schools increased from 14,909 in 1929 to 15,290 in 1930, or 2.5 per cent. While not large this increase is nevertheless encouraging in the face of the present agricultural depression. In day-unit schools, a substantial increase in enrollment, from 1,534 in 1929 to 2,016 in 1930, or by 31 per cent, was reported. Part-time enrollment amounting to 1,884 continued to decrease as in 1929. Evening-school enrollment totaled 3,326, giving an increase of about 3 per cent. The continued enrollment in all types of vocational agricultural schools in the region was 22,516, showing an increase of 2.3 per cent over the previous year.

The enrollment totals for schools in the southern region were as follows: All-day 44,802, day-unit 7,206, part-time 1,952, evening 38,431, making a total of 92,391 in white and colored schools. Enrollment of white boys in all-day, day-unit, and part-time work totaled 40,846, or 56 per cent of the entire white enrollment in the region. In other words, the evening enrollment at the present time has grown until it represents 44 per cent of the entire enrollment in white schools. The trend is in the direction of a higher enrollment in evening classes than for all other types of schools combined. A decided increase was recorded also in the enrollment in evening classes for negro farmers.

In the north central region, the enrollment in all-day schools increased from 37,661 in 1929 to 39,424 in 1930, or 4.6 per cent. This increase while not large is nevertheless encouraging. In part-time schools, a substantial increase in enrollment from 855 in 1929 to 1,145 in 1930, or 34 per cent, is reported. The States largely responsible for the part-time work in the region are Wisconsin, Minnesota, Iowa, and Nebraska. Evening-school enrollment reached a total of 17,605 as against 10,825 in 1929, giving an increase of 63 per cent. The noticeable increases in evening-school enrollment are in the States of Iowa, Minnesota, Missouri, and Wisconsin.

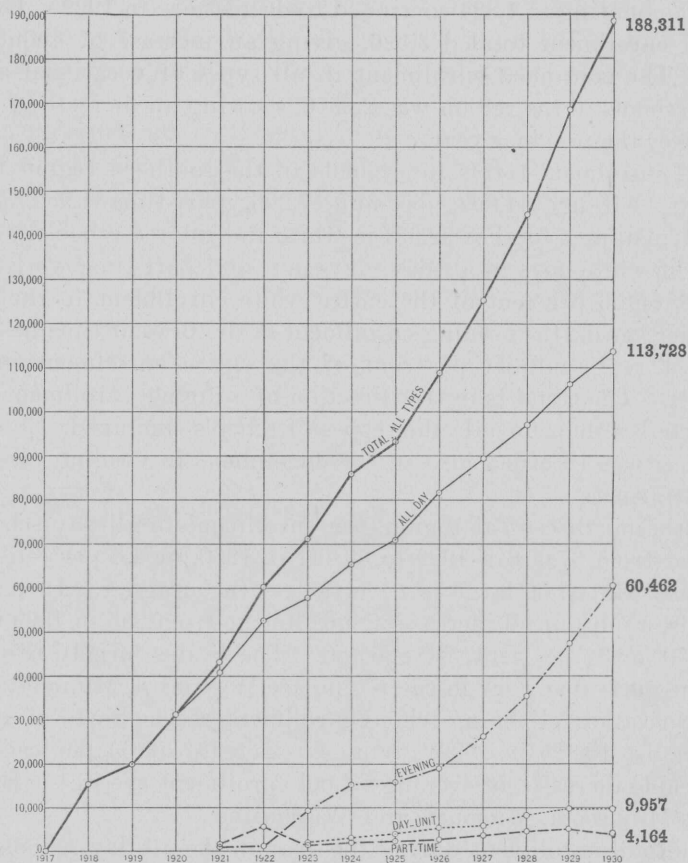
The total enrollment during the year in the all-day schools of the western region, including the Territory of Hawaii, was 14,368. This is an increase of 1,068 over the previous year. While a number of States in the region show a decrease in evening-school enrollment, the number of such schools in the region increased by 15. It appears that for the region as a whole enrollment was about the same as for the previous year. This indicates a continuation of the trend toward smaller evening-school groups in order to put the instruction on a

² The enrollments shown in this section are enrollments in instructional units, which for some types of schools in some States include units not included as reimbursement units for which data are compiled in the statistical section of this report.

more effective basis. The enrollment in part-time schools increased from 125 in 1929 to 253 in 1930.

Diagram V shows the enrollment in agricultural departments and schools of less than college grade by years from 1918 to 1930. Detail by States will be found in the statistical section of this report.

Diagram V.—Enrollment in federally aided agricultural schools, by years, 1918-1930



SUPERVISED PRACTICE, INCLUDING HOME PROJECTS

No discretion can be exercised by the Federal board under the mandatory provision of the national act that the States shall provide for at least six months of directed or supervised practice in agriculture wherever such work is reimbursed out of Federal funds. This requirement is intended to insure contact by the learner with the farming vocation for which he is being prepared, much as trade apprenticeships have long been used as a means of securing specific first-hand knowledge and experience in particular skilled trades.

Through directed or supervised practice on farms in a large measure the desirable results of more formal apprenticeship training are secured, and at the same time larger opportunities for teaching and learning are provided. The school and the farm each has its particular place in successful and efficient vocational education in agriculture.

Moreover, supervised or directed practice functions by aiding the teacher to make intimate contacts with farm homes through the supervision of the work of his pupils. In no other way could he better acquire that knowledge of the rural community which will serve as a basis for the development of worth-while objectives in his teaching; also it is to be noted that as a result of the pupil's successful farm practice, it is reasonable to expect that there will be definite improvement in practices on the home farm in succeeding years. This is, in fact, usually the case, and since the benefits derived from such improved practices are cumulative from year to year, they are likely to be far greater in the aggregate than those derived directly and immediately from the supervised practice of the pupil. Furthermore, this improvement in practice on the farms where the supervised practice is conducted spreads gradually to other farms in the community, with the result that general standards of farming and living in that locality are improved.

For the year 1929-30, over 100,000 all-day pupils were reported as enrolled for some form of supervised farm practice—in a large majority of cases some definitely planned project, and in many cases embracing in addition to the project some other form of supervised practice activity. A broad classification of these projects or enterprises as reported from each of the 48 States and the Territory of Hawaii last year developed 128 different kinds. In livestock production, for example, a total of over 41,000 projects were reported, of which 2,665 were beef projects, with 847 animals. In round numbers, dairy projects totaled 18,000 with 43,000 animals; 51 horse and mule projects covered over 100 animals; 127 miscellaneous livestock projects covered over 1,700 animals; 3,340 sheep and goat projects nearly 46,000 animals; 41,600 swine projects 177,000 animals; 1,800 poultry projects over 2,000,000 birds and nearly 30,000 eggs for incubation; 411 fur and special animal projects over 8,000 animals; and 691 bee projects 4,600 colonies.

Enrollment in crop production projects was divided as follows in round numbers: 60,000 boys in field crops projects on 240,000 acres; 9,900 in truck projects on 8,000 acres; and 2,400 in fruit projects on 4,500 acres. There were 148 special crops projects on 184 acres, and 659 projects in such miscellaneous fields as drainage and home improvement.

To sum up, vocational pupils during the year 1930 were enrolled for 133,740 projects involving 165,587 animals, 252,683 acres, 2,086,493 birds, and 4,596 colonies of bees.

TRAINING FOR OUT-OF-SCHOOL GROUPS

Evening Schools.

It is evident that evening schools for adult farmers are increasing in popularity and are therefore becoming a more considerable and serious responsibility of the vocational agricultural department of local schools. Last year nearly 64,000 persons enrolled in these schools, the enrollment exceeding that of the previous year by nearly 15,000. In a few States, the enrollment exceeded that of the all-day departments, and in several States practically every teacher of vocational agriculture was conducting one or more evening classes. Evening schools are more and more being included in the State and local programs of vocational education in agriculture. Some States have definite policies of development, such as that every teacher shall ultimately be conducting an evening school.

One of the outstanding developments in the evening-school program is the adoption of a plan for training teachers for this work through participation in the instruction of such classes. In some cases, the trainee has full responsibility for the promotion, organization, and instruction of the class. Several of the States have had a participation program in operation during the summer months, these programs being primarily for experienced teachers.

With the rapid development of evening schools attempts are being made in many States to have the teacher of vocational agriculture schedule his work in such a way that two all-day classes may be held in the forenoon, the afternoon being kept free for evening, part-time, day-unit, and other organized agricultural activities.

Since all persons participating in evening-class instruction under the provisions of the national vocational education act must do at least six months directed or supervised practice, much attention is being given to the development of proper records of the improved or new practices which grow out of organized evening class instruction.

Part-Time Schools.

While part-time schools for farm boys who have left school and who are not yet established in farming have not developed so rapidly as evening schools, encouraging progress has been made in this field also. This holds true even though enrollment in this particular type of school appears to have fallen off last year in comparison with the previous year. Such schools have been successfully conducted in some localities for a number of years. At one time it was

generally assumed that part-time work could be conducted best during the daytime; it appears, however, that many classes are now meeting in the evening for periods of from 90 to 180 minutes, and the practice of meeting in the evening seems to be spreading.

TRAINING TEACHERS OF VOCATIONAL AGRICULTURE

If the work in agricultural education is to be permanent and the program is to expand, there must be a well-qualified teacher in each community. In recognition of the necessity of having a sufficient number of qualified teachers, funds designated for teacher training in agriculture have been used for two types of work:

1. Teacher training of a preemployment character.
2. Teacher training in the field.

The land-grant college in each State has been designated by the State board for vocational education to train agricultural teachers. Emphasis is placed at these institutions upon the careful selection and training of prospective teachers. Many of the candidates for the teaching of agriculture are picked young men trained in public-school departments of vocational agriculture previous to enrollment for college training. These young men are skilled in the activities of the farm as a result of practical training secured under the supervision of competent teachers of vocational agriculture. Preemployment training standards require that prospective teachers have practical farm experience, preferably of a responsible managerial type; professional training in the methods and procedures of the job; and technical training in agriculture as provided in the 4-year course of a standard land-grant college. Preemployment teacher training is a major responsibility of the land-grant colleges. Records for 1928 and 1929 reveal that 34 per cent of the 1,834 agricultural college graduates were specially prepared to teach vocational agriculture, and that of the number so prepared to teach, 71 per cent were placed as teachers of vocational agriculture. Teacher-training funds for preemployment training of teachers of agriculture have been used for the reimbursement of the professional training courses only.

Training teachers in the field has taken the form of assisting teachers of vocational agriculture through personal visits of supervisors and itinerant teacher trainers, through publications covering teaching problems, through conferences, and in other ways. This work has strengthened the program of the teachers on the job, has assisted beginning teachers to become established on the proper basis for effective work, and has tended to keep all teachers of vocational agriculture up to date in regard to newer developments in the subject matter and teaching of agriculture. By way of

illustration it may be noted that special instruction has been given these teachers in recent months concerning cooperative marketing as affected by the national marketing act, and concerning desirable modifications of their teaching programs in the drouth situation which has prevailed in many States. These items illustrate the need for field training. The need is continuous, since there are always in process new developments in agriculture concerning which teachers on the job can get information in no way except through personal contact in the field with supervisors or itinerant teacher trainers.

The setting up of teacher-training programs by committees of teacher trainers at regional conferences is becoming an important phase of teacher-training work. For example, one region of 12 States has set up the following outline as a guide in its teacher-training program for the year 1930-31:

I. Purpose of teacher training.

1. A written plan to be developed by each teacher-training department in cooperation with the supervisory staff, for efficient placing of trainees.

II. Preemployment training of teachers.

2. Each department to prepare a written plan for efficient re-recruiting of trainees to be used this year.
3. Training through participation for every department to include both the all-day and evening-school types of instruction. Such participation to include—
 - a. Supervision of farm practice work of all classes taught, emphasis being placed on developing a well-balanced economic farming program for each student instead of unrelated farm projects.
 - b. The keeping of accurate records and the making of all reports which may be required by the State supervisor.
 - c. Activities of the Future Farmers of America.

III. Improvement in service.

4. Each teacher-training institution by study in cooperation with the supervisors to determine the need for further training of teachers in service in their State and then to formulate a definite plan for meeting the need for such training.
5. Each State to make available the equivalent of one man's time for giving training in service under the direction of the teacher-training department.
6. Each teacher-training department to make provision for continuation training for all first-year men.

IV. Improving the department.

7. Each teacher-training department to maintain facilities in the practice school and in the department fully equal to what is expected by the State of a good high-school agricultural department.

IV. Improving the department—Continued.

8. Each teacher-training institution to provide the equipment and clerical help needed for doing research and service work economically. The minimum shall be one calculating machine made available and one full-time stenographer.
9. Each teacher-training institution to provide transportation facilities necessary to the participation program of the teacher-training department.

RESEARCH, STUDIES, AND INVESTIGATIONS

Under the provisions of the Federal vocational education act, it is the duty of the Federal Board for Vocational Education to make, or cause to have made, studies, investigations, and reports which will be of assistance to the States in the establishment of vocational schools and classes and in giving instruction in agriculture. Such studies, investigations, and reports, according to the act, "shall include agriculture processes and requirements upon agricultural workers." With the additional funds provided under the George-Reed Act, the agricultural education service of the board has been enabled during the fiscal year 1930 to undertake certain fundamental studies and investigations with reference to the improvement of the program of vocational education in agriculture in the several States. Five principal studies were initiated during the past year.

The first of these is a study of the preemployment training of agricultural teachers to equip them to conduct supervised practice. It will be recalled that the Federal act makes mandatory at least six months directed or supervised practice in agriculture for each person taking vocational agriculture. Effective supervised practice depends largely upon the training of the teachers who direct this practice. The study of teacher-training for supervised practice is therefore of vital importance. An intensive study of the practices and opinions of State supervisors of agriculture, teacher trainers in agriculture, and teachers of vocational agriculture is being made in every State.

A second study started during the year is one on the teaching requirements of vocational agriculture in relation to length of class period. The length of the class period for vocational agriculture has been an administrative problem during the past few years. Up to date the length of period for vocational instruction, so far as agriculture is concerned, has been based largely upon opinion and only to a limited extent on experience. The present study is undertaken to arrive at facts which will establish what the minimum length of period should be in a variety of situations.

The third study undertaken covers the various methods of distributing aid to schools for vocational agriculture in the States. The method of distributing Federal and State funds to schools varies

widely in the different States. It is known that the method of distributing this aid has an important effect on the salaries of agriculture teachers, placement of departments in high schools, and local support of vocational agriculture. Data on the Federal, State, and local funds used by schools in many of the States over a series of years are being studied to determine the nature and extent of these effects.

Teacher-training curricula in the negro land-grant colleges is the fourth major study undertaken. Its purpose is to discover methods of strengthening the teacher-training program in these institutions as they have been designated by State boards for vocational education to train teachers for colored schools.

The fifth study undertaken during the year is a study of the occupations and occupational trends of former students of vocational agriculture. Similar studies made in 1922 and 1927, have stimulated independent research along this line in several States. The original study, published as Federal Board Bulletin No. 82, entitled, "Effectiveness of Vocational Agriculture," showed that a large proportion of vocational students enter farming occupations.

Research along different lines has been under way in the several States, conducted by State supervisors of agriculture and men engaged in the training of teachers in the land-grant colleges. In the north central region, for example, particular effort has been directed toward the problems incident to securing an adequate supply of trained teachers. A preliminary study was made and the results presented at the 1930 North Central Regional Conference. Since the problem of teacher supply involves the problems of enrollment in the land-grant colleges, administrators in these institutions are cooperating.

For several years the members of the agricultural education department of Iowa State Agricultural College have studied the effect of agricultural instruction on the farming of the communities where it has been taught over a period of years. Rather striking differences have been found in the results obtained by farmers who have received instruction as compared with those who have not.

COOPERATIVE ACTIVITIES

1. One of the activities in the training program of vocational agriculture students is the judging and identifying of different cuts of meat. The agricultural education service of the Federal Board for Vocational Education cooperated during the past year with the National Live Stock and Meat Board of Chicago and the livestock meats and wool division of the Bureau of Agricultural Economics, United States Department of Agriculture, in the preparation of a publication covering this problem.

For sometime past there has been a distinct need in vocational agriculture classes for illustrative material to assist in the identification of various cuts of meat. Up to the beginning of the last fiscal year, however, very little had been done in the way of standardization of the names applied to retail cuts sold over the block. Different names have been applied to the same cuts of meat in different trade areas, and considerable confusion has resulted. It is hoped that the new bulletin to be printed by the National Live Stock and Meat Board will be of widespread interest and assistance not only to students and teachers of vocational agriculture but also to meat dealers, housewives, and consumers generally.

2. Plans for cooperating with the Federal Farm Board in the development of an educational program in the principles and practices of cooperative marketing of agricultural commodities and food products thereof were initiated during the year. Conferences have been held between the agricultural education service of the Federal Board for Vocational Education and representatives of the Federal Farm Board, at which it was agreed that the vocational agriculture teachers could assist in this program by conducting night classes for farmers growing crops which are marketed cooperatively under the farm board plan; the subject matter for these courses to be developed jointly by the subject-matter specialists of the Federal Board for Vocational Education and the commodity marketing specialists of the division of cooperative marketing of the Federal Farm Board, and to be submitted to the State supervisors of vocational agriculture and representatives of the cooperatives concerned.

3. Dairy husbandry constitutes one of the important items in the training program of most prospective future farmers. According to the representatives of the division of market milk investigations, United States Department of Agriculture:

The dairy industry must immediately turn its attention to the question of quality in milk and cream. Poor quality in dairy products is the cause of losses amounting to millions of dollars annually, and a very high percentage of this loss is due to lack of care in the production and handling of milk and cream. There is a wide difference in the commercial value of milk and cream of high and low grades. Dairymen in the past have been apt to neglect this phase of the question and to strive solely for increased production and economy in production through breeding, feeding, selection, and so forth. Lowering the cost of milk production is extremely important, but unless a product is produced which will command a fair price and find a ready market the labor expended in economical production is very largely lost. Quality in dairy products is the basis of successful, economical dairying. For this reason any educational campaigns, demonstrations, and methods of teaching clean milk production are of the utmost importance pedagogically and economically to the industry.

In order that agriculture teachers may have material for use in giving proper instruction to vocational pupils on quality of dairy products, the agricultural education service cooperated during the year with the division of market milk investigations of the Department of Agriculture in the preparation of a manuscript covering *An Analysis of Certain Operative Jobs for Special Consideration in Teaching Quality Milk Production to Agriculture Pupils*. Included in the job analysis of the enterprises connected with quality milk production contained in this bulletin is considerable interpretive science and related information.

PUBLICATIONS

The publications of the agricultural education service for the year 1930 include:

Agricultural Education—Organization and Administration. (Bulletin No. 13.) This is an old bulletin which was revised and brought up to date covering the specific provisions of the national vocational education act relating to agricultural education.

Analysis of the Management of a Farm Business. (Bulletin No. 88.) The purpose of the analysis set forth in this revised bulletin is to determine the kind of training which the manager of a farm should have, who assumes the responsibility growing out of a managerial function. The bulletin deals with the jobs pertaining to the farm business as a whole.

Agricultural Evening Schools. (Bulletin No. 89.) The original bulletin was published in 1923 and has been revised in order to bring up to date the policies governing agricultural evening schools, promotion of the work, supervised practice program, the selecting and training of teachers for this type of work, and matters pertaining to securing enrollment in evening schools and content of courses.

Analysis of the Management of a Corn-Growing Enterprise. (Bulletin No. 101.) The continued demand for this publication soon exhausted the first edition. A few changes have been made in the revised edition which deals with the managerial training content of the type of jobs of an enterprise of growing corn for grain.

Methods of Teaching as Applied to Vocational Education in Agriculture. (Bulletin No. 103.) This bulletin was published in 1925, and was completely revised with respect to the presentation and organization of the procedures described but not in respect to the principles set forth in the original bulletin. The illustrative material and examples of teaching are new and consist of recent case studies of actual teaching gathered in different States. This bulletin deals also with the analysis of teaching content on a job basis and contains suggestions as to the use of related interpretative science.

Analysis of the Management of a Cotton-growing Enterprise. (Bulletin No. 105.) The constant and continued demand for this bulletin, like Bulletin No. 101, by teachers of vocational agriculture led to a revision and new edition, which covers the managerial training content of the type jobs of an enterprise of growing cotton for market.

Supervised Practice in Agriculture Including Home Projects. (Bulletin No. 112.) This bulletin has gone through several editions since its first publication. It is a bulletin that is in constant demand by teachers of vocational

agriculture in connection with their programs of directed or supervised practice in agriculture. It deals with fundamental principles in a supervised practice program of vocational pupils and the responsibilities for the conduct of supervised practice and how to discharge these responsibilities.

The Organization and Financing of Vocational Education in Agriculture for Ohio. (Bulletin No. 144.) This new publication deals with the development of present policies and program, description of needs and facilities, and recommendations for a future State program. It includes, among other things, an account of a decade of progress in vocational agricultural education in Ohio, the development of the program, the description of the use of the vocational agricultural teacher's time and the needs for expansion of the State program.

The Conference Procedure in Teaching Vocational Agriculture. (Bulletin No. 147.) This new bulletin is designed particularly for use in agricultural evening classes and deals with the general characteristics of conference procedure, teaching by the conference method, and conference devices.

Master Teachers of Vocational Agriculture. (Monograph No. 8.) In this publication recognition is given to a movement that seeks to discover the persons who have completed outstanding programs of vocational agriculture in the several States.

SECTION 2

TRADE AND INDUSTRIAL EDUCATION

ENROLLMENT IN FEDERALLY AIDED TRADE AND INDUSTRIAL SCHOOLS

The total enrollment of over 600,000 in federally aided trade and industrial schools during the past year exceeded enrollment in 1929 by more than 52,000, or 10 per cent. In round numbers this increase was divided approximately as follows: Evening schools 34,000, or 26 per cent; unit trade schools 4,300, or 7 per cent; part-time trade extension and trade preparatory schools 12,000, or 33 per cent; and general continuation schools 3,100, or 0.6 of 1 per cent. The accompanying diagram shows for these types of schools the increases in enrollment from year to year, beginning with the fiscal year 1917-18.

FACTORS INFLUENCING ENROLLMENT

The annual report of the Federal board for 1929 recorded an apparent slump in the enrollment of part-time trade extension and trade preparatory schools which slump, as explained in that report, was accounted for principally by changes in the classification of part-time schools within several of the States, rather than by any actual decrease in the number of employed persons served through this type of organization. For the year covered by the present report, it is of interest to note that the rate of growth in enrollment in part-time trade schools (33 per cent) exceeds that shown for any other type of school. This showing is highly gratifying since part-time schools represent an effort to provide a very essential part of an apprentice training program. Organized apprenticeship in cooperation with trade schools is one form of trade and industrial education which is highly worth while, and an increase in that field indicates that the States are giving serious attention to the development of apprenticeship programs and that they are achieving tangible results.

While the increase in part-time trade schools is most encouraging, it does not give a complete picture of the situation, since New York and a number of other States which have in operation some of the

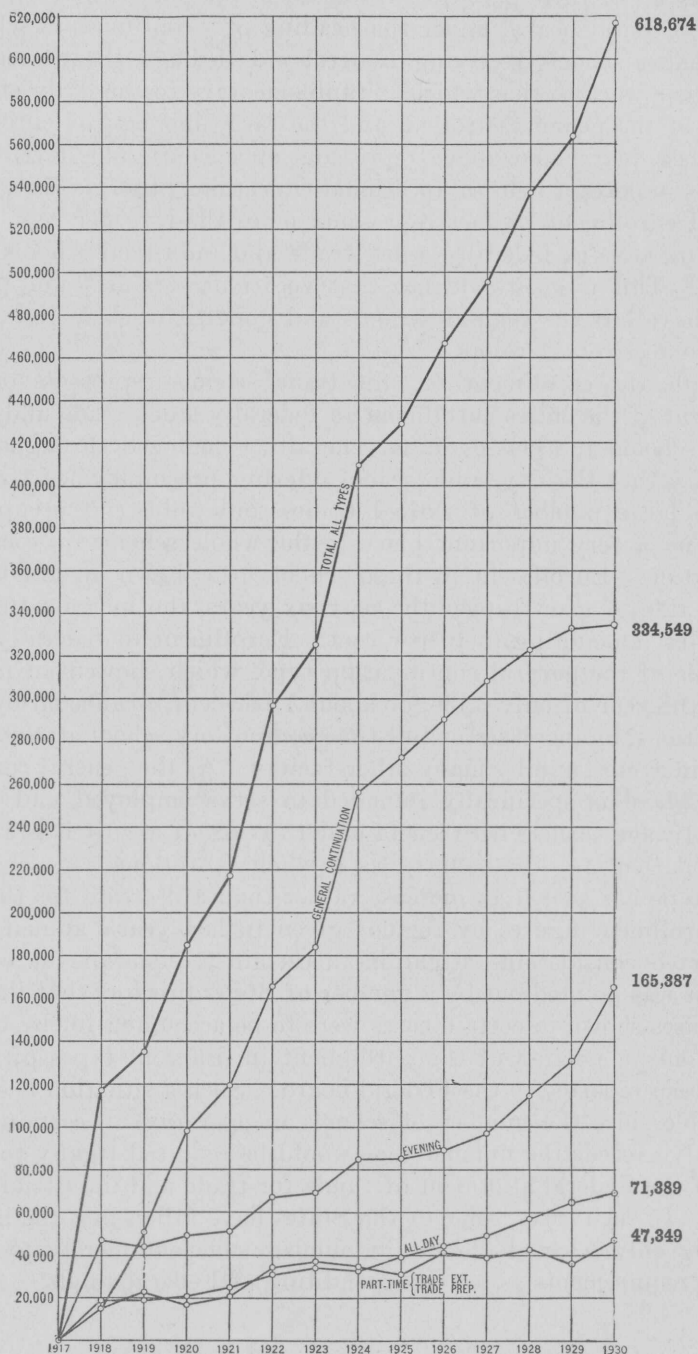
best part-time apprentice schools to be found in the United States, classify all of their part-time trade work, for purposes of reporting to the Federal board, under the heading of "continuation schools."

Evening schools receiving Federal aid through the States, confine their work to that which is supplementary to the daily employment of the persons enrolled, and the large increase of enrollment over last year noted above represents an encouraging development in this important field of vocational education. Increase in evening school enrollment in fact represents more than 50 per cent of the total increase in federally aided trade and industrial schools of all types. This is good evidence that vocational training for persons who have left the regular schools and gone to work in industry is being effectively developed.

While the enrollment in unit trade schools represents only 11 per cent of the entire enrollment in federally aided trade and industrial schools and classes, it is generally recognized throughout the country that the day trade school offering preemployment training for a large number of skilled trades and industrial occupations, occupies a very important place in the whole scheme of vocational education. Enrollment in these schools has shown an almost constant rate of growth over the past six years, the increase this year over last amounting to 10 per cent. Enrollment in federally aided schools of the general continuation type, which showed an increase over the year of only 3,136, or about 1 per cent, is affected by labor conditions, by increases in full-time compulsory school attendance in certain States, and by many other factors. As the general continuation school is specifically intended to serve employed and out-of-school wage earners between 14 and 18 years of age, it is gratifying to find that, for the country as a whole, enrollment in schools of this type has shown an increase rather than a decrease for the year.

Enrollment figures by regions given in last year's annual report attracted considerable attention in certain sections of the country, and it was pointed out by a number of State directors that the small increases shown in certain cases were to be accounted for by the fact that only a portion of the enrollment in different types of schools had been reported to the Federal board. Such a situation is entirely possible since the number of schools in operation in certain States greatly exceeds the number that would be required legally to utilize all of the Federal allotment of funds for trade and industrial education. In such cases, some of the States have fallen into the habit of listing only selected schools in number sufficient merely to satisfy legal requirements as to the expenditure of Federal funds.

Diagram VI.—Enrollment in federally aided trade and industrial schools, by years, 1918–1930



For purposes of comparison, a summarized statement of enrollment in trade and industrial schools, by regions, and in the Territory of Hawaii, follows.

Enrollment in trade and industrial classes, by regions, and for the Territory of Hawaii

Type of school	Number enrolled in year ended June 30—					
	1930	1929	Increase	1930	1929	Increase
	Total, United States ¹			North Atlantic region		
All types.....	616, 013	563, 160	52, 853	357, 381	347, 443	9, 938
Evening.....	165, 319	130, 959	34, 360	57, 897	43, 167	14, 730
Part-time:						
Trade.....	47, 192	35, 057	12, 135	8, 020	6, 415	1, 605
Continuation.....	334, 614	332, 556	2, 058	253, 030	260, 453	-7, 423
All-day.....	68, 888	64, 588	4, 300	38, 434	37, 408	1, 026
	Southern region			Central region		
	1930	1929	Increase	1930	1929	Increase
All types.....	54, 904	45, 155	9, 749	131, 816	103, 505	28, 311
Evening.....	31, 371	26, 405	4, 966	51, 042	43, 201	7, 841
Part-time:						
Trade.....	5, 941	4, 235	1, 706	22, 944	13, 974	8, 970
Continuation.....	11, 374	9, 309	2, 065	40, 746	31, 465	9, 281
All-day.....	6, 218	5, 206	1, 012	17, 084	14, 865	2, 219
	Pacific region			Hawaii		
	1930	1929	Increase	1930	1929	Increase
All types.....	71, 912	67, 057	4, 855	509	412	97
Evening.....	25, 009	18, 186	6, 823	68	144	-76
Part-time:						
Trade.....	10, 287	10, 433	-146	92	18	74
Continuation.....	29, 464	31, 329	-1, 865			
All-day.....	7, 152	7, 109	43	349	250	99

¹ Exclusive of Hawaii.

GROWTH OF THE TRADE AND INDUSTRIAL PROGRAM

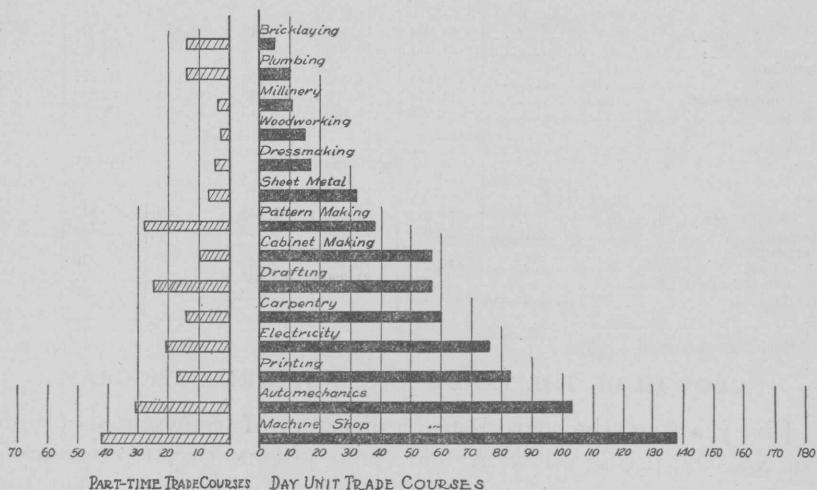
Five years ago the board issued a directory of trade schools (Bulletin No. 99), listing all vocational trade and industrial programs in part-time trade and day unit-trade courses for the year ended June 30, 1924, reimbursed from Federal funds. A revision and extension of this directory was prepared during the past year, covering all forms of trade and industrial education receiving Federal aid during the year ended June 30, 1929, and embracing not only part-time trade and full-time (unit trade) courses, but also evening classes and part-time general continuation schools. These publications provide a basis for making certain comparisons between the current program and that of five years ago.

Five years ago instruction and training was offered in some 145 different trade and industrial subjects. The program last year offered instruction and training in some 225 different trade and industrial subjects. The distribution as among the principal trade courses then and now is shown in the accompanying diagrams.

On examination of these diagrams it will be noted that although the program has expanded during the period, the greater part of the specific trade training is still concentrated upon what may be termed basic trades, or subjects associated with a comparatively small number of the skilled trades. This is further borne out by an examination of Diagram IX which shows the principal subjects supplemental to various trades which were offered in evening schools for adult workers in 1929.

One explanation of the fact that the greater part of the specific trade training centers around basic trades in that much of that training is offered as an integral part of regular-school programs and hence is fitted into the curricula of inflexible types of school organizations. This makes the offering of short specialized units of training in semiskilled trade pursuits rather difficult. Another explana-

Diagram VII.—Number of principal trade courses: 1924



tion is that the use of Federal funds is so restricted that it is practically impossible to grant financial aid for many short preemployment courses of the types which are obviously needed under present-day conditions.

VOCATIONAL EDUCATION SURVEYS

During the year the board's trade and industrial education service participated in vocational education surveys for the District of Columbia, and for the States of Georgia, North Carolina, and South Carolina.

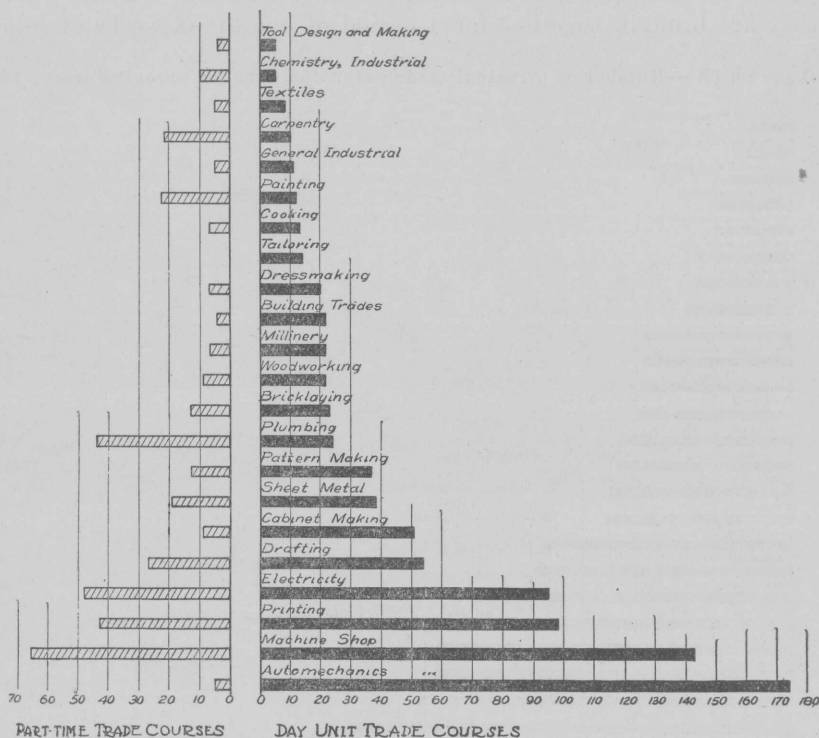
CONFERENCES

Regional conferences for State supervisors and teacher trainers were held during the year, as follows:

North Atlantic region (13 States), April 30, May 1 and 2, 1930, Boston, Mass.
 Central region (12 States), March 24-28, 1930, Minneapolis, Minn.
 Southern region (12 States), December 4 and 5, 1929, New Orleans, La.
 Pacific region (11 States), May 5-9, Phoenix, Ariz.

Special conferences were held at the request of the States to further the development of foreman training in cooperation with industry in Michigan, Kansas, Oklahoma, Texas, and Pennsylvania.

Diagram VIII.—Number of principal trade courses: 1929



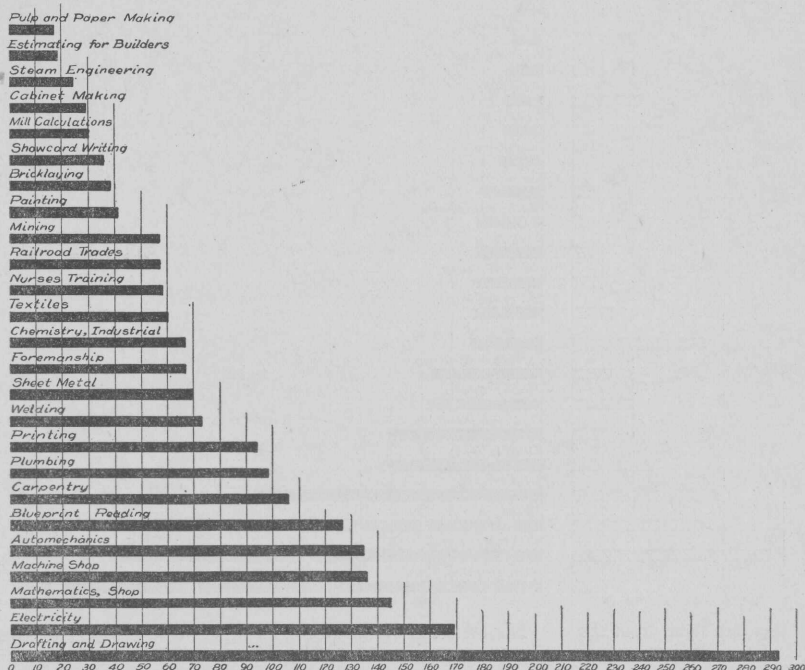
TRADE AND INDUSTRIAL TEACHER TRAINING

At the request of the States, during the year the staff of the trade and industrial education service assisted the following institutions in the formulation of State teacher-training programs:

Colorado Agricultural College.
 State Normal School (Oswego, N. Y.).
 Pennsylvania State College.
 University of Pennsylvania.
 Massachusetts Department of Education.
 University of Tennessee.
 University of Texas.
 University of Wisconsin.

There was a sharp increase during the year in the total number enrolled in organized teacher-training classes. This is partially explained by the fact that a number of States are now offering intensive summer courses for vocational teachers, and large cities are providing training for evening-school teachers of trade subjects. In a majority of the States much of the teacher-training work is carried on in connection with the program of State and local supervision, and the teachers assisted through this activity are not reported as having been enrolled in teacher-training courses. When they are brought together for a period of one to six weeks of inten-

Diagram IX.—Number of principal trade extension evening school courses: 1929



sive work, however, they are reported as enrolled, with the result that an increase is shown for enrollments which may exceed any real increase in the number of teachers receiving training.

It is to be noted also that many men and women who find themselves in danger of being displaced in industrial employment, as they approach the ages of 40 or 45, seek opportunities to qualify for teaching the trades or occupations with which they are familiar. In certain States many such persons have enrolled in considerable numbers during the past year.

The number of women teachers enrolled in teacher-training courses shows a slight increase for the year. It would appear that the turn-

over in this field is exceedingly small, and that a majority of the teachers who have been in service in trade schools for a period of years have completed all of the training which is required by the States, or which has been easily accessible to them in organized classes.

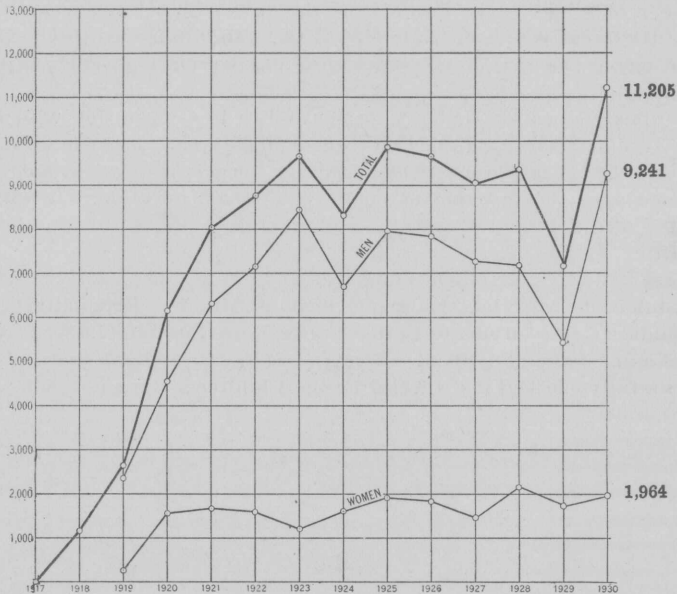


Diagram X.—Enrollment in organized federally aided trade and industrial teacher-training courses, by years: 1918–1930

Diagram X shows enrollments in organized, federally aided teacher-training courses, for the years 1918 to 1930, inclusive.

PUBLICATIONS

During the year the board published three bulletins on trade and industrial education, and in addition other miscellaneous printed matter. The following bulletins and other publications were issued during the year:

Vocational Training for Airplane Mechanics and Aircraft Engine Mechanics. (Bulletin No. 142.) This was the result of cooperative work with the Aeronautics Branch, United States Department of Commerce, and the Naval Aircraft Factory at Philadelphia, and contains information covering the establishment and efficient operation of trade schools and classes for airplane mechanics and aircraft-engine mechanics.

Light Frame House Construction. (Bulletin No. 145, prepared at the request of Herbert Hoover, as Secretary of Commerce, and a member of the Federal Board for Vocational Education.) This bulletin is the joint production of this board and the National Committee on Wood Utilization of the Department of Commerce and the National Lumber Manufacturers' Association. It is indorsed by the United Brotherhood of Carpenters and Joiners of America.

Training of Teachers for Trade and Industrial Education. (Bulletin No. 150.) Represents conclusions based upon the experience of the past 12 years. Contains many constructive suggestions on how to operate an efficient teacher-training program under the peculiar and difficult conditions that prevail in the industrial field.

Directory of Trade Schools. (Revision of Bulletin No. 99.) A complete inventory of schools and classes in trades and industry receiving Federal aid during the fiscal year ended June 30, 1929. The data have been classified in two principal ways: (1) By industries and occupations, and (2) by State programs.

Vocational Education, Labor's Responsibility in Cooperation with Employers and the Public Schools. Issued on request of the American Federation of Labor. Gives answers to many questions arising in the minds of persons not definitely connected with the program of public vocational education, but who have an interest in the program and its administration by State and local school authorities.

Charts: State Child Labor Standards and State Compulsory School Attendance Standards Affecting the Employment of Minors. Originally prepared by the Children's Bureau of the United States Department of Labor. Brought up to date as of January 1, 1930, and reprinted by the Federal board after having been carefully checked and revised by the Children's Bureau.

SECTION 3

HOME-ECONOMICS EDUCATION

EXPANSION OF THE PROGRAM

A large and effective program of vocational education in home economics in all types of schools—all day, part time, and evening—is now in operation in the 48 States and the Territory of Hawaii. By the provisions of the George-Reed Act, effective February, 1929, it was made possible during the year not only to extend the program of vocational education in home economics in the States, but also to increase the facilities of the Federal board for service. This increased service has included provision for more extensive and careful research, and an expansion of the work with special groups of girls and women greatly in need of home-economics instruction. As a result, the program for home-economics education for negroes received a new impetus during the year under which the number of vocational centers in home economics was increased 28 per cent and the amount of funds expended for that purpose 21 per cent. In one State an all-day school program in home economics was started for negroes with enrollments totaling 266, and in another State an adult program with enrollment totaling 107. There were increases in enrollments in adult classes in home making for negroes in five States.

It was possible during the past year also to increase opportunities for work with the States in the promotion and improvement of the vocational program, and to cooperate more largely with national organizations interested in educating youth and adults for the discharge of home responsibilities.

In 1929-30 the use of the home project in vocational programs was extended and improved, and definite plans for training teachers to conduct such projects were introduced into six additional teacher-training institutions. An expansion during the year of the home-economics program and the development and improvement of instruction in all types of schools and classes, and in the supervision of the work, have resulted from additional funds provided under the George-Reed Act. These improvements in the school program have also brought about improvements in the teacher-training program.

Diagrams XI to XV indicate only the growth in number and enrollment of the vocational schools in home economics for the period 1918 to 1930. They do not show improvement of the program in

such features as types of groups reached by the work, content and methods of instruction, teacher-pupil relations, and increased value of instruction to the community. Neither do they show the improvements in the methods of selecting and training vocational teachers of home economics both before and after they are on the job. All of this information which is available in the annual descriptive reports from the States, is too voluminous to include even in part in an annual report to Congress.

NUMBER OF FEDERALLY AIDED HOME-ECONOMICS SCHOOLS

Diagram XI shows the growth in the number of federally aided home-economics schools by years during the period 1918 to 1930. It does not show, however, the number of approvable schools supported wholly from State and local funds. The increase during 1930 over the preceding year of all-day vocational centers federally aided is 27 per cent; of part-time vocational centers federally aided, 161 per cent; and of evening vocational centers federally aided, 24 per cent. The total increase for the three types of schools for the year is 32 per cent, or approximately one-third.

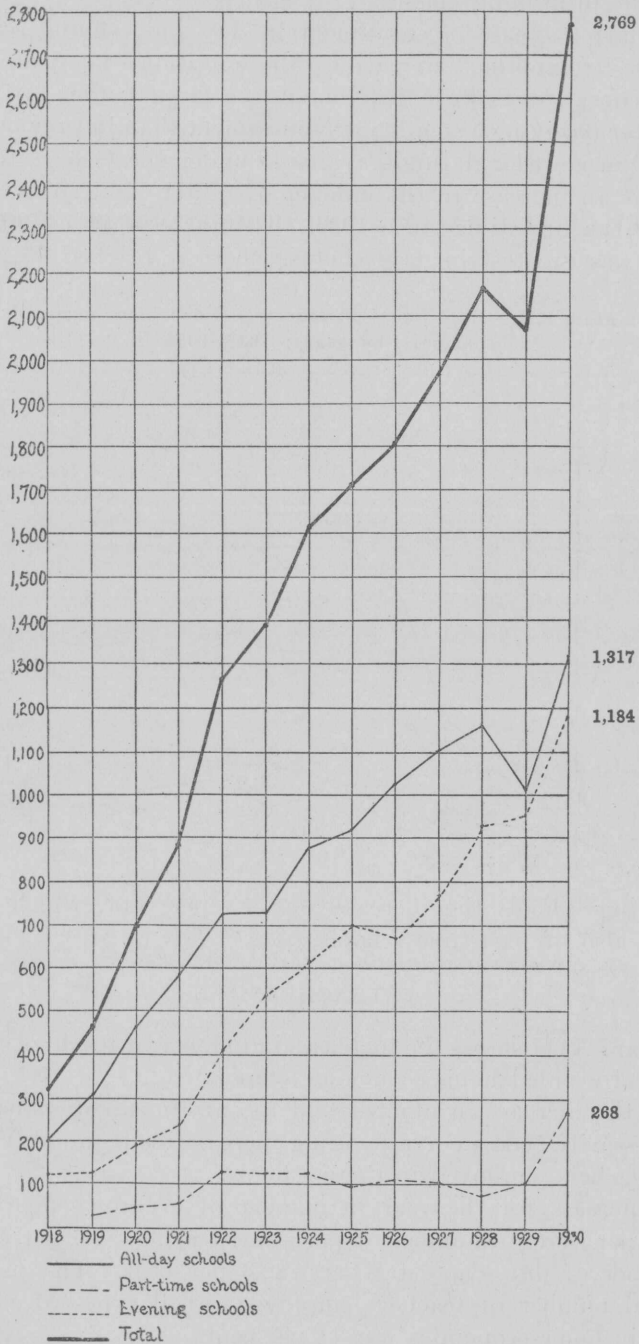
In the 13-year period, 1918 to 1930, inclusive of Federal participation in State programs for home-economics education, there was a phenomenal increase—708 per cent—for all-day, part-time, and evening home-economics schools.

ENROLLMENT

Diagram XII shows the increases in enrollments by years 1918–1930. The diagram does not show, however, the enrollments in approvable schools supported wholly from State and local funds in which 63,091 girls and women were enrolled in 1929–30. Of this number, 8,463 were enrolled in evening schools, 9,816 in part-time schools, and 44,812 in day schools. These schools were maintaining a vocational program in home economics that could not be reimbursed because there were insufficient Federal funds for the purpose.

Variations in the policies of the States as to the utilization of Federal funds are especially noticeable in the case of home-economics schools where the funds hitherto available for this field of work have been insufficient to promote all types of classes in both rural and urban centers, and have been transferred from year to year from one type of vocational school to another and from one locality to another. The enrollment in those States in which vocational education funds have been restricted, therefore, has fluctuated. Declines occurred in the years when the rural centers with small enrollments were reimbursed and reimbursement to urban centers with large enrollment discontinued. This explains, in part, at least,

Diagram XI.—Number of federally aided home-economics schools, by years: 1918–1930

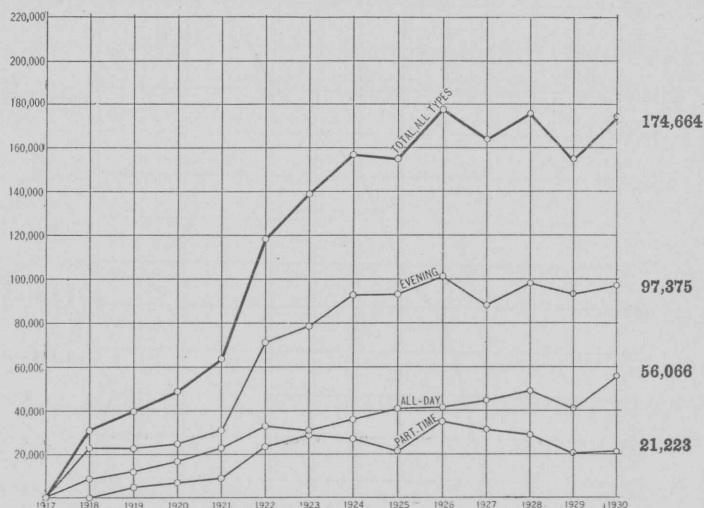


the sharp decline in 1927 and 1929. It also explains the decline in 1925 of enrollment in part-time classes and the increase in 1925 of enrollment in evening classes.

The sharp increase in enrollment in day and evening schools in 1926 may be explained in part by the adoption of a policy under which Federal funds were distributed to a larger number of centers, each center receiving a smaller reimbursement than in previous years.

With the additional funds available under the George-Reed Act there was an increase in the number of centers and enrollments in 1930 for the first time since 1926. The increase in enrollment in 1929-30 was greatest in day schools, where it reached 36 per cent.

Diagram XII.—Enrollment in federally aided home-economics schools, by years: 1918-1930



In evening schools the increase was 4.3 per cent, which was the increase also of part-time schools.

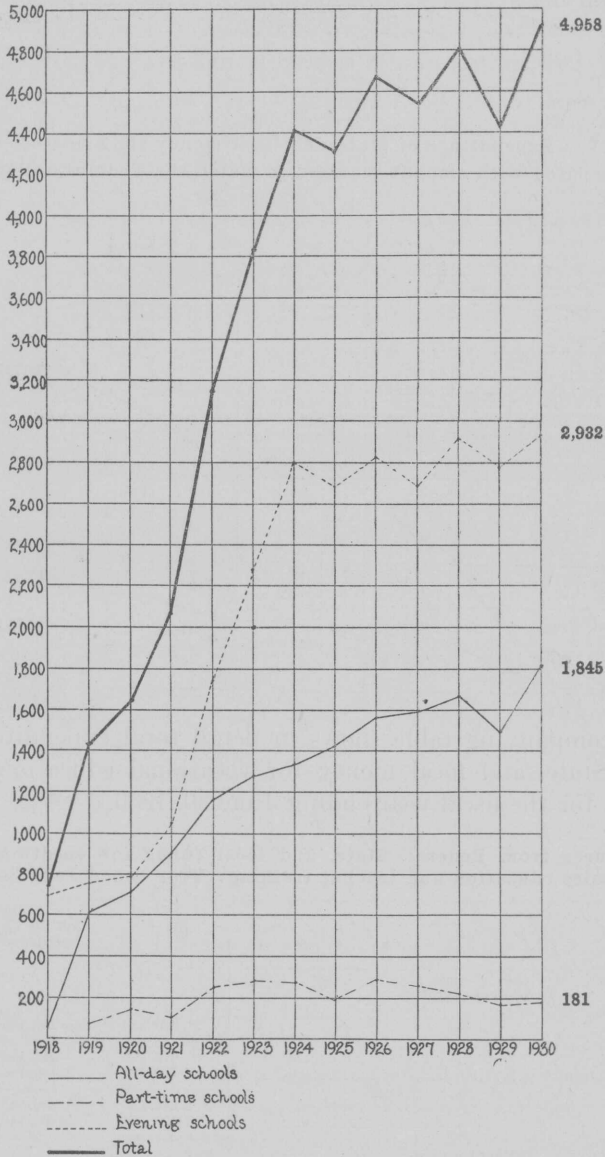
TEACHERS

Diagram XIII shows the increases in number of teachers employed in federally aided home-economics schools.

With the increase in number and in enrollment of schools, there has necessarily been a corresponding increase in the number of vocational teachers employed in these schools.

The increase for the year in number of evening-school teachers was 5.6 per cent; in number of part-time teachers, 7.1 per cent; and in number of day-school teachers, 22.3 per cent. The increase in the total number of teachers employed in all types of vocational schools in home economics was 11 per cent.

Diagram XIII.—Number of vocational teachers in federally aided home-economics schools, by years: 1918–1930

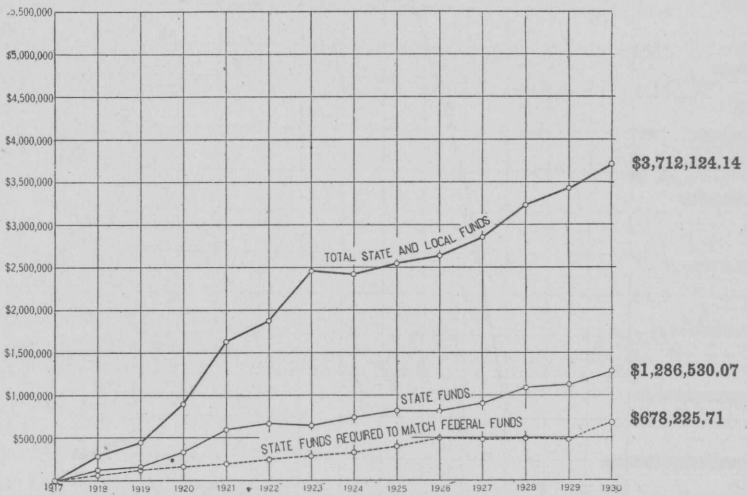


EXPENDITURES

Diagram XIV shows the expenditure of State and local funds for vocational schools in home economics in 1929-30 as compared with Federal funds. In 1930 funds expended in the States for vocational education in home economics were as follows:

Federal funds	\$678, 226
State funds.....	1, 286, 530
Local funds.....	2, 425, 594
Total.....	4, 390, 350

Diagram XIV.—Expenditure of State and local money for home-economics education compared with amount required to match the Federal dollar, by years: 1918-1930



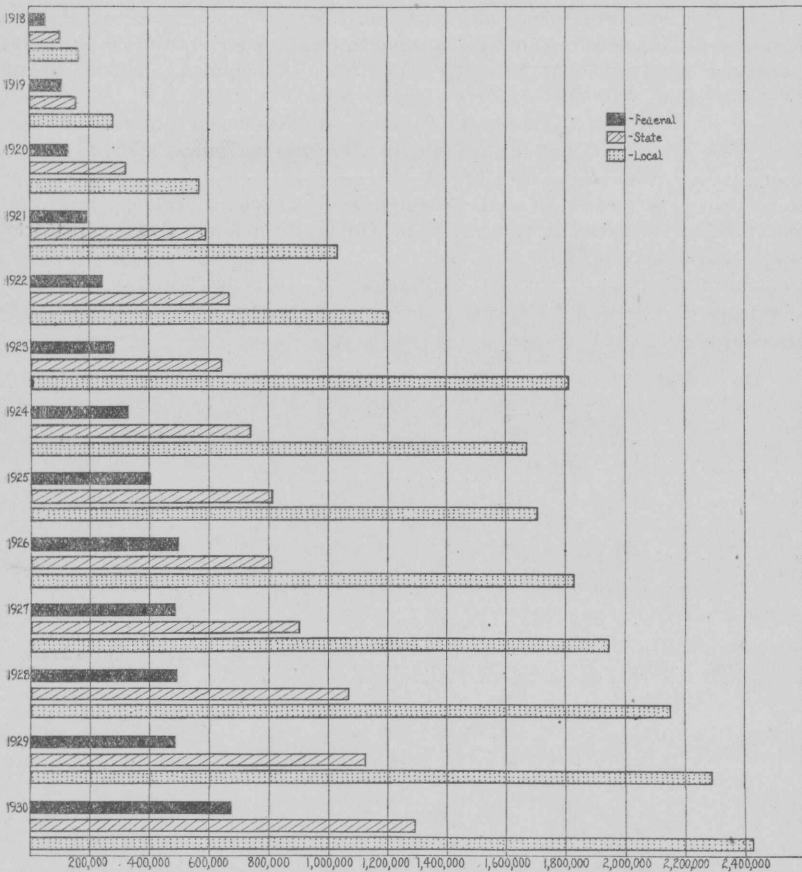
The accompanying table shows in detail total expenditures from Federal, State, and local money for vocational education in home economics for the fiscal year ending June 30, 1930.

Expenditures from Federal, State, and local funds for vocational home-economics education and teacher training: Year ended June 30, 1930

Fund	Total	Smith-Hughes	George-Reed
<i>Vocational education</i>			
Total	\$4, 390, 350	\$3, 234, 180	\$1, 156, 170
Federal	678, 226	444, 386	233, 840
State and local, total	3, 712, 124	2, 789, 794	922, 330
State	1, 286, 530	896, 845	389, 685
Local	2, 425, 594	1, 892, 949	532, 645
<i>Teacher training</i>			
Total	856, 155	856, 155	-----
Federal	347, 863	347, 863	-----
State	353, 102	353, 102	-----
Local	155, 190	155, 190	-----

Although the amount of Federal funds expended by the States in 1930 exceeded by over 40 per cent the amount expended during the preceding year, it is significant that there was expended \$1.89 of State money and \$3.57 of local money for every dollar of Federal money. In other words, \$5.46 of State and local money was expended for every dollar of Federal money. While, therefore, Federal funds for home-economics education have been made available in increased

Diagram XV.—Expenditure of Federal, State, and local money for home-economics schools, by years: 1918–1930



amount, the States and localities have continued to expend for vocational education of this type an amount of money far in excess of the sums necessary to match the Federal funds. The diagram shows that the amount of Federal funds expended for home-economics education has, over the whole period of Federal participation, increased much more slowly than the amounts of State and local funds expended for that purpose.

PUBLICATIONS

The following publications have been issued by the home-economics education service during the year 1929-30:

Training Supervisors of Home Economics Education. A bulletin compiled by a special committee working in cooperation with the staff of the home economics education service. Intended as a guide to institutions prepared to train for leadership in vocational home-economics education. (Bulletin No. 143.)

Vocational Education in Home Economics. A bulletin dealing with the development of home-economics education under the Federal acts during the 12-year period 1918-1930. (Bulletin No. 151.)

Report of Thirteenth Annual Conference of Teacher Trainers and State Supervisors of Vocational Education in Home Economics, Central Region, 1930. (Miscellany No. 1089.)

Report of Thirteenth Annual Conference of Teacher Trainers and State Supervisors of Vocational Education in Home Economics, North Atlantic Region, 1930. (Miscellany No. 1104.)

Report of Thirteenth Annual Conference of Teacher Trainers and State Supervisors of Vocational Education in Home Economics, Southern Region, 1930. (Miscellany No. 1106.)

Report of Thirteenth Annual Conference of Teacher Trainers and State Supervisors of Vocational Education in Home Economics, Pacific Region, 1930. (Miscellany No. 1118.)

SECTION 4

COMMERCIAL EDUCATION

STUDIES, INVESTIGATIONS, AND REPORTS

The national vocational education act of 1917 and the subsequent amendments thereto did not provide any Federal financial aid to the States for developing educational programs for office and store workers. The act as passed followed the recommendations of the Commission on National Aid to Vocational Education by providing that the Federal Board for Vocational Education should make "studies and investigations and reports with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in commerce and commercial pursuits," and that such studies, investigations, and reports should "include commerce and commercial pursuits and requirements upon commercial workers * * * and problems of administration of vocational schools and of courses of study and instruction in vocational subjects."

To meet the varied demands from all parts of the country for assistance in the organization and administration of public school courses for those preparing for or already engaged in commercial pursuits, the commercial education service has conducted several different kinds of research.

These include, for example, those investigations of national scope and importance initiated and conducted by the Federal board to obtain the data needed to help in some problem common to all States and to all schools offering courses for commercial workers. During this past year, a study to determine the present status and vocational significance of retail selling and salesmanship courses in the public schools was begun. Two special agents were employed for two months to make the field studies necessary. A bulletin summarizing the results of this study will be written and printed during the coming fiscal year.

Some time also was spent by this service in a study of the methods which would be effective in an investigation of the possibilities of standardizing the terminology used in commercial employments. The limited staff and time available have not permitted much progress to be made in this ambitious and intricate study. However, a

specimen analysis of filing occupations into processes and operations was completed; and if at all possible this next year this analysis will be used experimentally to determine the value of this method for obtaining the fundamental data necessary as the first steps in developing a uniform occupational terminology in filing. If a satisfactory terminology can be developed for filing occupations, then the method now being investigated will be tried in other occupational fields as rapidly as facilities available will permit. This study is probably the most significant that can be made as a contribution toward developing commercial courses in accordance with the accepted principles of effective vocational education. Until there is some uniformity in the terms used in offices and stores to describe commercial occupations and the requirements upon commercial workers, employers and school administrators can not cooperate in developing effective preparatory and extension programs for commercial workers; because too many commercial occupations have been given names which do not have a definite accepted meaning. These undescribed occupations include, for example, such important instances as the occupation of a cashier, a clerk, a secretary.

Another type of research of major importance includes the special studies made by the commercial education service at the request of national commercial associations, of public-school administrators, and of teachers of commercial subjects. During the past year studies made to aid these associations included the following:

For the National Committee on Advanced Courses in Vocational Education. A study of training in leadership in commercial education was made and printed as a bulletin of the Federal board.

For the National Federation of Commercial Teachers. A summary of all existing occupational surveys and studies relating to selling occupations was made in order to compile all the data available about the relative importance of selling occupations in this country and the facilities for giving training in salesmanship.

For the Eastern Commercial Teachers' Association. A study of the practices in the organization and administration of directed teaching used in the institutions which train teachers of commercial subjects was made.

For the University of Iowa Conference on Research in Commercial Education. A summary of recent significant research findings in commercial Education, requiring a review of about 175 separate and distinct research studies, was compiled.

For the sales training division of the American Management Association. An analytic study of the problems commonly met in organizing, managing, and conducting programs for training salesmen in industrial and business service corporations was started but not completed. This will be completed this next year.

Another type of research in commercial education of major importance includes the special studies made at the request of State

and city supervisors of vocational education to aid in organizing and administering the commercial schools in their charge. During the past year no major problems of this kind were studied; but a great many inquiries, often requiring considerable research, were answered. For example the director of vocational education in a western city wanted a summary of all occupational surveys in order to show the relative importance of certain groups of commercial workers. This study took almost a week to compile. These requests are given first consideration as they most directly aid the States in the administration of commercial courses.

SPECIAL SERVICES

Much of the time of the commercial education service is given to special service rendered State directors of vocational education in a wide variety of ways. Only two of the States have active State directors of commercial education; consequently the commercial education service of the Federal board is one of the very few agencies to which State and city school administrators and teachers of commercial subjects can turn for information and guidance in the field of commercial education. For instance, when problems arise involving the organization of the commercial curriculum, the certification of teachers of commercial subjects, the organization of a commercial occupational survey or the outlining of a high-school curriculum training for a particular commercial occupation, the commercial education service is often called upon for help by those State and city school administrators who do not have supervisors of commercial education on their staffs.

Since the public high schools enroll more pupils in courses preparing for commercial occupations than in all other types of vocational preparatory courses combined, the questions which arise in all parts of the country are extremely numerous and varied; so much so that rendering service of this kind requires more time than can be given to all the other kinds of research service activities. Requests of these kinds are always given first consideration and immediate attention. Thus, during the past year extended visits, in company with school officials, to schools in which commercial subjects were taught were made in three States in order to help local officials supervise and evaluate the instruction being given. Other examples of this kind of service rendered during the past year include conferences with State commercial curriculum revision committees in two States, with similar committees in several cities, a series of conferences in one State on the regulation of private business schools, and conferences on programs for training teachers of commercial subjects which were attended in several States. Joint

conferences with representatives of State and local associations of retailers and State and local school officials were attended in several States and cities. In addition whenever travel plans made possible meetings with State and city directors of vocational education, conferences were held with these officials or with teachers or others whom these officials asked the representative of this service to help.

In continuation of the assistance given to several commercial trade associations in outlining and promoting educational programs for the men employed in the occupations represented by the associations, the service has attended a number of conferences with officials of these associations. Chief among these was a 3-day conference in Ohio for training instructors for the State program of training retail meat dealers in the State, and for outlining the next steps in the State program for the education of retailers. A series of conferences in New York City finally resulted in the officials of the New York State and city association of retail meat dealers co-operating with the public-school authorities in outlining a program for retail meat dealers in evening-school classes in New York City. A state-wide program for educating retail meat dealers along the lines outlined in this service is now being organized. As further aid to this program the Federal board prepared last year a bulletin outlining the plan for vocational education of retail meat dealers and containing samples of the kind of instructional material needed in the classes organized in accordance with the plan.

PROMOTIONAL ACTIVITIES

The most important promotional work done by the commercial-education service was in connection with this organization of work for retail meat dealers in New York City, where, as a result of bringing together officials of the State and city Association of Retail Meat Dealers and the public-school authorities, evening-school classes for these dealers were established. Before these classes were opened a short, intensive course for training a number of retail meat dealers to be teachers was completed, and members of the class were examined by the New York City Board of Education and certified as special evening-school teachers. As soon as these teachers were eligible to teach, classes were formed, with the result that last spring 10 evening-school classes, enrolling over 400 meat dealers, were being maintained in New York City through the joint efforts of the retail meat dealers and the public-school authorities.

Conferences were held with representatives of the retail meat dealers and retail grocers in several cities in the country looking toward the further expansion of evening-school classes for employed food distributors. These promotional activities of the Federal board

are pioneer extensions of vocational education to occupations heretofore not reached by organized instruction of any kind. As the reorganization of our retail distributing system is profoundly affecting practices in food-distributing shops, and as the reduction in the cost of distributing foods is a major economic problem in this country, these experimental activities are apparently of great significance as a contribution to vocational education, especially when the very large number of retailers in this country is considered.

IMPROVEMENT OF COMMERCIAL EDUCATION—AN OUTSTANDING NEED

When the Commission on National Aid to Vocational Education investigated the few facilities for vocational education in this country in 1913, it found that there was "no great scarcity of trained workers" in commercial occupations. Further, as the enrollment in public-school commercial courses in 1912 was estimated to be about 128,000 pupils, the commission stated that there was no evidence that the States were unwilling to establish schools and classes for giving preparatory training for junior commercial workers. However, as a result of its study, the commission expressed its belief that there was a "general feeling that the quality of commercial education might be improved" and recommended that the National Government give substantial encouragement to commercial education through studies and investigations which would "furnish expert information for use in courses of instruction and methods of teaching commercial subjects."

In the 16 years which have passed since the report of the commission was published, extensive experience with vocational education has resulted in the formulation of generally accepted standards by which to judge the efficiency of any program or course preparing for a vocation. When programs and courses in commercial education are judged by these standards of efficiency in vocational education, the inefficiency of the organization and teaching of commercial courses in this country is extremely marked. Since very few changes in the organization and instruction practices in commercial education on the secondary school level have taken place in the past 20 years, by comparison with programs of vocational education for agriculture, home economics, and trade and industrial workers, education for commercial workers is the least efficient of all occupational preparatory education in this country. Since the enrollment in preparatory commercial courses exceeds that in all other kinds of vocational education in the full-time secondary schools, the resulting waste and inefficiency amounts to extremely large figures when expressed in dollars; and to even greater losses where expressed in

loss of schooltime and business efficiency. Further, the traditions followed in the organization and administration of commercial education in practically every secondary school in the country have prevented the development of those kinds of commercial education which might contribute to the more economic practices in the marketing of our farm and manufactured products. In addition the traditional limitation of secondary school commercial courses to the teaching of bookkeeping and stenography is now contributing to a great oversupply of clerical workers whose futures as white collar workers seem to be most undesirable for their own welfare and that of the country.

As an example of what contribution could come from a program of commercial education organized in accordance with standards of efficient vocational education, the training of retail-store managers and salesmen might be cited. Unquestionably a large contribution to greater economies in the distribution of farm products can be made through the education of those employed in the retail food trades. The best practices in the management and operation of retail stores should be taught retailers who compose the largest group of commercial workers in this country. So far no organized education of any kind has been available for helping retail-store owners and their employees in other than the few classes the Federal board has been able to interest a few State and city directors of vocational education in starting. Until some organized effort is made to help the hundreds of thousands of retailers to apply in the management of their stores the merchandising practices developed by the great selling organizations in this country, these small retailers will be unable to maintain their independence or to manage their stores more economically and efficiently.

The position of the small independent retailer in this country is one which seems to fully meet the principles announced by the National Commission on Aid to Vocational Education in its report as justifying national grants to the States for the development of vocational education. These retailers need a form of vocational education "for which there is an acknowledged, widespread need that is not now being met"—a form of "vocational education where the need is of such importance to the national welfare as to justify national aid for its encouragement, * * * where it is clear that in the absence of such aid the States could not take the initiative in time to meet the present and growing need."

The experience of the Federal board during the past five years has shown that effective programs of organized education can be developed for retailers; but not on an extensive or permanent basis until there is in each State and large city a director of vocational

commercial education competent to promote, organize, and manage a program of vocational education for retailers, salesmen, and others engaged in distributing occupations.

PUBLICATIONS

The following publications were issued by the commercial education service during the fiscal year 1929-30:

Training for Leadership in Commercial Education. A report of the National Committee on Advanced Courses in Vocational Education. (Bulletin No. 138.)

Vocational Education for Those Engaged in the Retail Meat Business. Contains samples of instructional material for use in an educational program for men engaged in the retail meat business, prepared in cooperation with the National Association of Retail Meat Dealers. (Bulletin No. 149.)

PART II

VOCATIONAL REHABILITATION

THE YEAR 1930

June 30, 1930, marked the end of a period of 10 years during which the Federal Government had participated in State programs of vocational rehabilitation of the civilian disabled, and the close of the first year of operation under the act of February 23, 1929, providing for the administration of vocational rehabilitation service in the District of Columbia.

During the year covered by this report over 4,500 disabled persons were fitted for and placed in remunerative employment, the work being done under State programs with Federal participation. These persons represented all types of the disabled. They were rehabilitated into over 600 different occupations, ranging from unskilled to highly skilled labor, and including purely professional and technical employments. Over 20,000 persons were reported to be on the State rolls in process of rehabilitation at the close of the year. The total cost of rehabilitating a disabled person and rendering him self-supporting has been found to average under \$300, which is less than the cost of supporting such a person in idleness for a single year.

Shortly after the establishment of the rehabilitation service for the District of Columbia, request was made to the police department that the police make a census of disabled persons in the city between the ages of 14 and 50 years. This request was readily complied with. The taking of the census required about two weeks, and nearly 500 disabled persons were recorded. An individual census card was prepared by the vocational rehabilitation service for the use of the police. The actual work of taking the census was done by each policeman in connection with his regular beat routine. This involved house to house canvassing and also counting of disabled persons found on the streets. Each police officer turned his results in to his precinct headquarters, from which they were transmitted to the central police office and collected by the rehabilitation service. The same machinery was used and the same routine followed as in the periodical counts of the general population, vacant apartments, and other items customarily made by the police personnel.

Although nearly 500 disabled persons were reported, it would appear that the count was only partially complete. Of 14 precincts in the city, two reported 248, or slightly more than one-half of the

cases, while very few cases were reported from five precincts of large area. In accomplishing its primary purpose, the census was entirely successful and satisfactory, since it gave the vocational rehabilitation service a more than sufficient case load for the early stage of its program. These cases represented a serious need for the rehabilitation service.

Examination of selected cases was made at the request of the Federal Board for Vocational Education by the United States Public Health Service and by several hospital clinics. All rehabilitation services, including hospitalization, the fitting of prosthetic appliances, vocational training, and placement in permanent employment was provided without cost to the disabled person, the expenses of the work being covered in part out of funds provided by private contributing agencies and in part out of the rehabilitation funds available under the act of February 23, 1929.

SECTION I

FEDERAL PARTICIPATION UNDER STATE PROGRAMS

The act providing originally for Federal participation over a period of four years in State programs, went into effect June 2, 1920. In 1924 Congress extended the provisions of this original act for a period of six years, and in 1930 further extended them for a period of three years.

MARYLAND AND TEXAS INITIATE PROGRAMS IN 1930

After passing enabling acts and accepting the benefits of the national act, the States of Maryland and Texas initiated rehabilitation services at the beginning of the fiscal year 1930. In each of these States a supervisor was employed, who with the help of State and Federal officers developed an administrative organization, devised financial and statistical record systems, and engaged in such a preliminary promotional work as was necessary to put the machinery of rehabilitation in motion. That both States in the initial year of their program made splendid progress may be seen from an inspection of the year's record as set forth in the statistical section of this report.

CONNECTICUT COMPLETES ORGANIZATION OF ITS SERVICE

Connecticut passed enabling legislation and took initial steps in organizing its rehabilitation service prior to the fiscal year 1929-30. Plans for administering the work had been submitted to and approved by the Federal board. The program was not definitely set up, however, until October 1, 1930. State funds have been made available and a rehabilitation supervisor has been employed. The Federal regional agent assisted in the initiation of this work. Organization of a state-wide rehabilitation service in Connecticut reaching out to all types of the disabled, seems fairly underway in this State.

NEW HAMPSHIRE AND MISSOURI PLAN PROGRAMS

Although the State of New Hampshire has enacted a rehabilitation law, no actual service to disabled persons has been inaugurated. Plans are at present under way which will probably make it possible

to begin the service in this State by January 1, 1931. Every effort will be made by the State board of education to secure an appropriation at the next meeting of the State legislature. A committee representing the State tuberculosis association and the State department of public welfare will support the board in this undertaking, and in addition will seek to secure donated funds with which to begin work prior to the time the State funds become available.

While Missouri has an enabling act accepting the benefits of the national act, the service is not in operation because of lack of funds. However, the State board of vocational education is now planning to secure an appropriation. In addition, representatives of a number of social agencies in the cities of St. Louis and Kansas City have been at work for some time in an effort to raise community funds to support local programs of rehabilitation to be administered under the supervision of the State board. An effort is being made also to have the public schools of St. Louis undertake a rehabilitation service for local disabled persons of school age, this service to be carried out in cooperation with the State board for vocational education.

FOUR OTHER STATES SEEKING ENABLING LEGISLATION

Four States—Delaware, Kansas, Vermont, and Washington—have not as yet passed rehabilitation legislation. In each of these States, however, it is reported that bills will be introduced at the session of the Legislature which convenes in January, 1931.

In Delaware, the State educational officials are making an effort to secure legislation which will enable the State to begin its rehabilitation work in the next fiscal year. In Kansas, a special commission was appointed by the governor to study the need for establishing a program of rehabilitation for disabled adults and a special service for handicapped children. It is stated that this commission will report and recommend legislation at the next meeting of the Kansas Legislature. In the State of Washington persons representing social agencies, labor organizations, and educational officials have been making plans to obtain rehabilitation legislation at the coming session of the Legislature.

FEDERAL AGENTS ASSIST IN SETTING UP PROGRAMS

In each of the above-mentioned States agents of the Federal board have been requested to assist groups interested to secure enactment of enabling legislation and in organization of rehabilitation services. An analysis of reports and surveys of local situations indicates that all of the States will, by the close of the fiscal year, 1932, have set up programs for the rehabilitation of disabled persons.

EXPANSION OF WORK UNDER ESTABLISHED PROGRAMS

In a number of the States progress has been made during the past year in rendering the rehabilitation service more adequate to provide for the needs of all sections of the State as well as of all groups of the disabled. As the rehabilitation work has grown State departments have naturally focused their efforts on strengthening services in the industrial centers. Developing such services is necessarily a matter of slow growth, and space does not permit of a detailed discussion of the accomplishments of different States as, for example, in securing the cooperation of local agencies and so widening the scope of their programs. It may be said that the States have very generally been laying the foundation for building up state-wide and universal rehabilitation services to operate under State plans and State supervision, with Federal participation. In the city of Detroit, for example, social agencies have made it possible for the State department of rehabilitation to enlarge its staff by two members, who will work under State supervision in order to provide an expanded service for the disabled in that city. This type of development has been observed in other places. In addition, local educational officials in certain cities have become interested in organizing within their own departments a rehabilitation service to be carried on in cooperation with the State program. The staff members of the Federal board who have been assisting in these developments are confident that the plans being formulated for enlarged services will soon be in effective operation.

SERVICE TO SPECIAL GROUPS OF THE DISABLED

State rehabilitation services are made available to all types of the disabled. Special groups, such as the tuberculous, the blind, the deaf, and those with cardiac diseases present special problems. In a number of the States, such as Wisconsin, Minnesota, and California special programs have been devised for handling the tuberculous and those with cardiac diseases. These plans are largely experimental, but the work accomplished during the past year indicates large possibilities of further expansion. Special developments of this character are being watched by the Federal board and within the limits of the board's power, aided to the end that complete rehabilitation services may be provided for all types of the disabled.

PERSONNEL REQUIREMENTS OF STATE STAFFS

It has been shown in previous reports that vocational rehabilitation of the disabled must be effected by the case method of procedure. Individual differences in age, experience, education, tem-

perament, and capacity are so considerable that disabled persons can not be thrown into groups. Each case presents a special problem demanding its own specific solution. For this reason the rehabilitation official must generally be a case worker, and as such a worker he can handle on the average only about 50 cases per year. It follows that any increase in the number of cases necessitates a corresponding increase in staff personnel.

For a number of reasons, however, increase in staff personnel is difficult to secure in most States. For one thing, State boards are reluctant to ask their legislatures to provide appropriations to support enlarged staffs, because these bodies naturally frown upon an increase in what is commonly termed overhead expense, although the service rendered by a rehabilitation worker can not of course properly be accounted as overhead. In the face of this misconception a number of the States have nevertheless been able to increase their rehabilitation personnel. Also, several of the more sparsely settled States have, during the past year, substituted full-time rehabilitation workers in place of part-time officials—as is true, for example, of Colorado, Wyoming, Arizona, and Idaho.

The total number of persons rehabilitated in the year 1929–30 was practically the same as that rehabilitated in the preceding year. The question will naturally be raised as to why, with the recorded expansion of the work in some States, in the aggregate for all States combined the number of persons rehabilitated was not substantially increased. The reasons for this are presented in succeeding paragraphs.

CASES IN PROCESS OF REHABILITATION

About one-fourth of the persons registered for service are rehabilitated every year. At the close of the fiscal year ended June 30, 1929, 16,823, and at the close of the last fiscal year 20,412 disabled persons were in process of rehabilitation in the cooperating States, giving an increase for the past year of 25 per cent in the live roll of cases registered for and receiving service. This is a very gratifying expansion of the rehabilitation program which will show results in increased numbers rendered self-supporting in the present and in succeeding years. It may be noted that although the number of persons receiving rehabilitation service has increased relatively to the number completely rehabilitated, the cost of rehabilitating a disabled person, which has been averaging less than \$300 per year, has not increased. This figure is significant when it is realized that it represents all expenditures from Federal and State funds, and that it effects the rehabilitation of the individual for life, while statistics show that the cost of maintaining a disabled person in idleness for a single year, at State expense, ranges from \$300 to \$500.

FEDERAL LEGISLATION CONTINUING SERVICE

Vocational rehabilitation of the civilian disabled was inaugurated in this country as a joint Federal-State enterprise. Under the vocational rehabilitation act of 1920, the Federal Government adopted and has continued the policy of sharing with the States the cost of rehabilitating the disabled. While the rehabilitation act of 1920 may be interpreted as establishing a policy of permanent participation by the Federal Government in the rehabilitation program, it authorized participation for a limited period only, and Congress extended this period by an act passed in 1924. During the fiscal year 1930 Congress had under consideration a further extension of aid to the States in this field. Naturally, the uncertainty of the outcome had its effect upon the State services in that a number of States had to curtail their operations until continued Federal support was assured. The act amending and extending the national rehabilitation act did not become effective until June 9, 1930. In this connection the Federal Board for Vocational Education calls to the attention of Congress the inevitable slowing up of the rehabilitation work in the States whenever legislation for extension of the Government's program of participation in the work is pending. If the Federal Government is to continue its participation in the program, it would seem essential that extensions of aid be granted by Congress for longer periods of time. In making their budgets State legislatures, which for the most part meet biennially, find themselves in an embarrassing position when they are unable to determine either the amount or the extent of Federal participation in the immediate future.

EFFECTS OF INDUSTRIAL DEPRESSION

The industrial depression which marked the fiscal year of 1930 was reflected upon the rehabilitation services of the States. Naturally, in any period when it becomes increasingly difficult to secure employment for the able-bodied, State rehabilitation officers meet unusual obstacles in the placement of the disabled. When it is borne in mind that disabled persons are not reported to the Federal Government as rehabilitated until they have been placed in satisfactory remunerative employment, it is surprising that the States were able, with the facilities available and limited funds, to rehabilitate in 1930 as many disabled persons as had been served in 1929 when business conditions were much more satisfactory.

In this connection the attention of Congress is called to the fact that the States do not report to the Federal Government thousands of persons who through some service rendered by the State rehabilitation departments are themselves enabled to return to the jobs which they followed prior to their disablement. In many instances, the

promotion of the employment of the disabled by the rehabilitation services has created an attitude on the part of employers favorable to the reemployment in satisfactory jobs of their own disabled workers. A number of the larger corporations, such as the Western Electric Co., the Fisher Body Corporation, the Pennsylvania Railroad, and others have established within their own departments rehabilitation services for persons disabled in their employ. State departments of rehabilitation are cooperating with these industrial concerns in their rehabilitation work, and movements under way indicate a wider expansion of this type of service.

FUTURE PROSPECTS

The Federal board is gratified to be able to report to Congress numerous indications of an expansion and strengthening of rehabilitation programs in the States for more efficient service to the handicapped workers. It has been demonstrated that rehabilitation is of a social and economic value in conserving the man power of the Nation. The rehabilitation concept has gripped the imagination of leaders in the fields of education, welfare, health, safety, workmen's compensation, industrial management, social work, and also of leaders of organized labor. It is believed that the rehabilitation forces of the State and Federal Government have become important agencies of social welfare in providing opportunity for workers who are disabled by accident, injury, disease, or congenital conditions to become self-supporting.

SERVICE TO STATES BY FEDERAL STAFF

The past year has shown a greater demand on the part of the States for the services of the staff members of the Federal board. This service has taken many different forms. Calls have been made for assistance in the training of new workers employed in States whose services have been under way for a number of years. The natural turnover of personnel and the induction of new workers in these States presents a training problem which many of the States can not handle without Federal assistance, except with considerable interruption to their regular work. Again, in those States where the work has been recently organized, or where it is just starting, the Federal agents can be of material assistance in helping to break in new workers. The following are some of the major services accorded the States by Federal board staff members.

Formulation of State Plans.

The national act requires that the States submit to the Federal board annually plans for the administration of their services. These plans are developed by State officers and are the result of action by

State boards, but the Federal board's staff members are usually called upon to assist in formulating them. Assistance takes the form of consultations upon proposed policies, schemes of organization, qualifications of personnel, budgets, types of service rendered, and plans for promotion. After the passage early in 1929 of the act extending the provisions of the rehabilitation act, Federal agents were called upon to assist the States in preparing plans which would cover the fiscal years 1931-1933. With few exceptions the States have submitted new or revised plans for this period. These plans show that material advances have been made not only in the conception of the scope of the rehabilitation program, but also in the development of ways and means of providing a more constructive service to the disabled.

Revision of Report Forms.

The national act provides that the States shall report annually to the Federal board on the administration of rehabilitation service carried on in cooperation with the Federal Government. During the past 10 years practically no changes have been made in forms provided the States for making their financial and statistical reports. At the request of a number of the States a committee representing the four regions into which the country has been divided by the board was called to Washington for the purpose of assisting in revising these forms. Two or more representatives came from each region and worked for almost a week on this problem. As a result new forms were devised which were later submitted to all of the States for approval. These new forms will be used by the States for future fiscal years until such time as further revisions may become necessary. Aid was given all of the States, also, in making such adjustments in their statistical and financial record systems as have become necessary through the adoption of the new report forms. These revised forms are meeting a real need for more accurate recording of case procedure in rehabilitation work. Trends and procedures which have been developing in recent years have made necessary the provision of some more adequate form for this recording and reporting of State activities.

Special Services.

Space will permit of only brief reference to types of special service rendered by the Federal board staff. Involved in case work and with only limited personnel State rehabilitation agents are not for the most part in a position to carry on studies and investigations which do not fall within the scope of their immediate administrative duties. Agents of the Federal board have been enlisted in this service—in some cases to assist in planning and carrying out lines of research,

and in other cases undertaking investigations for State staffs independently.

Frequently Federal agents are asked to participate in State staff conferences, or in conferences which bring in representatives of the many agencies in a State which cooperate with the State department. Again, these agents are called upon to appear before meetings of civic clubs, social organizations, educational associations, associations of employers, and others interested in the promotion of the local rehabilitation program. The Federal staff is unable to meet all requests for service of this character.

From time to time Federal agents are requested to make or to assist in making surveys of State programs to be used in analyzing the nature of services rendered to the disabled and in improving State methods. Naturally, conditions vary from State to State. The same procedures and methods can not be followed everywhere. Such service as that just mentioned can be made very helpful to the States, because the Federal agent is able to interpret local conditions in a larger perspective of the country as a whole, and can make suggestions that will aid in handling the local situation.

In general it may be said that special services include some of the more profitable services rendered the States.

CONFERENCES

During the year the rehabilitation division conducted three regional conferences. Such conferences are held regularly once every two years. They are in the nature of short-period training schools for workers engaged in the rehabilitation service, and the interchange of experiences and ideas makes for progress in the rehabilitation movement throughout the country. Conferences were held during the year as follows:

Buffalo, N. Y., October 21-23, 1929, eastern and central regions.

New Orleans, La., December 4-7, 1929, southern region.

Los Angeles, Calif., November 12-14, 1929, western region.

A national conference for the promotion of the rehabilitation program was held in Kansas City, Mo., October 6-9, 1930, representatives from about 40 States participating.

Members of the Federal staff participated also in several small conferences called by two or more States to consider rehabilitation problems pertinent to conditions in the restricted areas represented.

CURRENT TRENDS

In review of a decade of experience under our program of Federal participation in vocational rehabilitation of the physically disabled, a trained observer can indicate major trends which have character-

ized this service. Even an experienced rehabilitation officer, however, can not after so brief a period of development undertake to forecast the future with confidence. It is possible, only, to note certain current trends which, it would seem, must have a large measure of influence in determining future developments.

Development of Case-Work Procedure.

From the beginning rehabilitation has been conceived on terms of individuals rather than of groups. Each individual, it has been found, presents a particular and unique problem. This must always be true, and it seems, therefore, inconceivable that a method shall ever be devised of rehabilitating persons in groups. Mass procedures have been adopted in other forms of educational work, principally for the reason that the cost of dealing with the individual as a unit would be prohibitive. In rehabilitation work, however, experience has demonstrated not only that the case method is the only effective method but as well that it is economical.

The development of rehabilitation service as a case service has largely determined administrative procedures. With the exception of but one or two States, the need for rehabilitating the disabled through individual treatment has led to the development in the States of uniform administrative organizations. No institutions have been built up, no schools organized, and practically no specialized facilities for handling groups of the disabled have been set up. On the contrary, staffs of workers whose sole business has been to rehabilitate disabled persons have been organized under a policy of assigning cases to each member, who is expected to personally carry each individual through all the steps of rehabilitation. It follows that rehabilitation departments have not functioned entirely as promotional agencies. They have had to undertake to do the whole job themselves rather than to promote local agencies to undertake it. In several States, it is true, cooperative relationships with privately supported agencies have been successfully maintained, but generally speaking, State rehabilitation services are characteristically "doing" rather than "promoting" agencies. If the rehabilitation program of the future is to be adequately expanded, however, a modified type of administrative organization must, it is believed, be developed and in another section of this report a scheme recently proposed to the States is described.

Special Types of Service.

A rapidly developing phase of general educational programs in the States is that contemplating special service for handicapped children. Special classes, schools, and facilities are being provided in many places, and provision is being made for vocational guidance, as well as for prevocational and even vocational training. Much of

this service is a phase of rehabilitation work, and as such falls within the legitimate scope of the State rehabilitation program.

Also there have been developing in a number of the larger centers plans for pooling the resources of private agencies to provide unified placement services for the handicapped. In such instances, we have organizations set up which may properly assume one function of the rehabilitation staff, and which, in the opinion of many, should be recognized as agencies of the State's rehabilitation program.

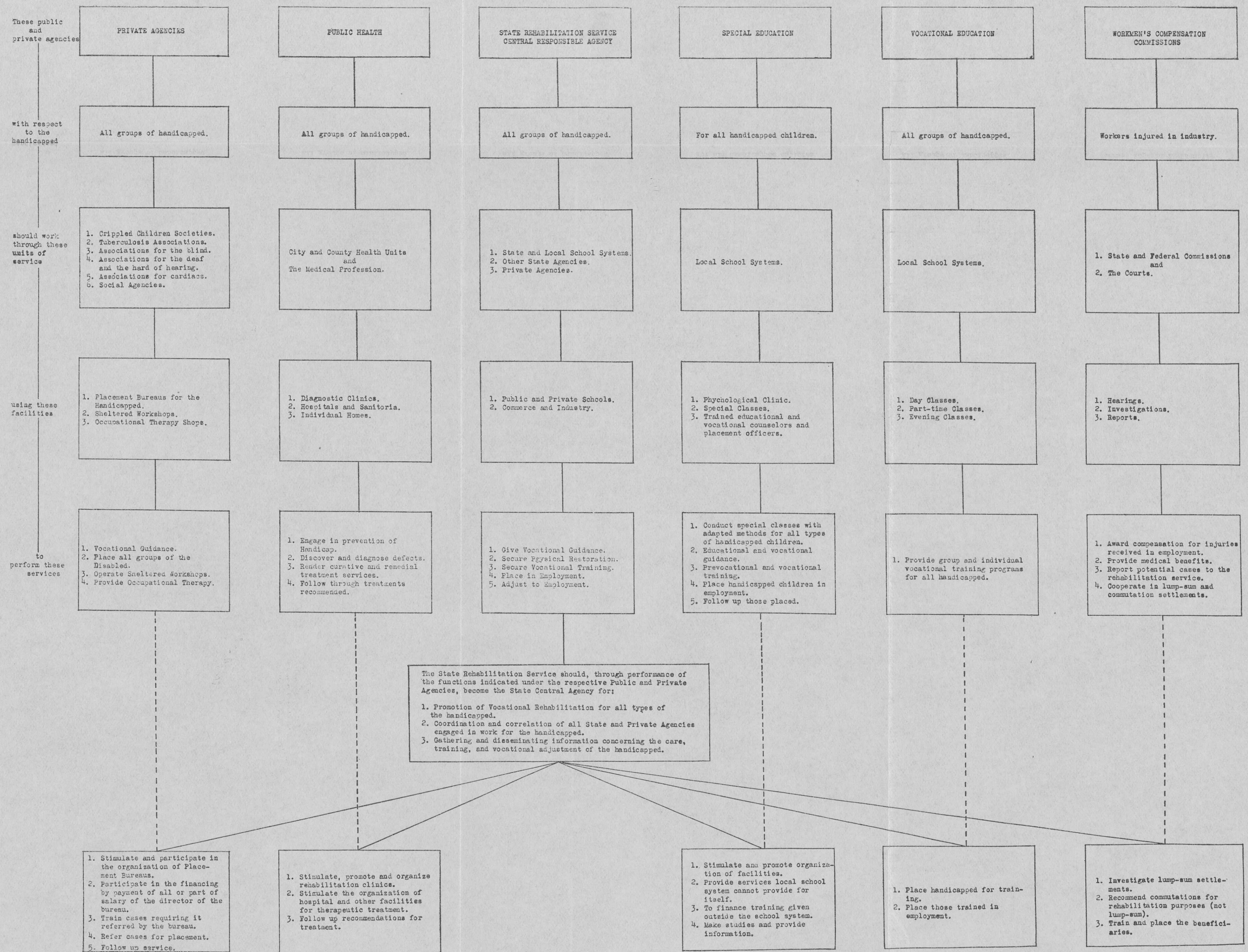
And further, there are being developed through private agencies in many localities special services for such groups as the blind, the deaf, and those with tubercular and cardiac diseases. All of these services have adjustment to employment as their ultimate objective. Much of the work done by these agencies is not truly vocationally rehabilitative in character, but it usually represents an effort to rehabilitate special groups of the handicapped, both physically and vocationally. Many authorities believe that in the future rehabilitation departments will find it necessary to give more attention than has been given in the past to the special problems of those who are suffering from tubercular and cardiac diseases.

In several States already the rehabilitation service is expanding to embrace administration of allied services. In California, Alabama, and Maryland, administration of the crippled children's program has been devolved upon the rehabilitation department. In Alabama physical restoration for crippled children and adults is administered by the rehabilitation service, as is also the special work for the blind. In Michigan special classes for crippled children are administered by the rehabilitation supervisor. There is now being organized in Detroit a central employment bureau for the handicapped with a definite administrative "tie-up" with the rehabilitation division, which will supervise its operations. In the States of Ohio, Michigan, Wisconsin, Alabama, and Indiana cooperative relationships with local social agencies have been established, and in some instances with local school systems, whereby an expanded rehabilitation service is made possible through local participation. In several States special rehabilitation clinics have been successfully organized and are doing excellent work. This service of physical restoration is provided through cooperation with county public health departments and the medical profession.

A PROPOSED STATE PROGRAM

These trends reflect efforts to make State rehabilitation services available to all groups. Nevertheless, State programs are still too limited in scope, and considerable expansion will be necessary in the future to provide adequately for rehabilitation requirements.

Diagram XVI.—Functions and interrelations of public and private agencies in vocational rehabilitation



The real functions of State rehabilitation services may be enumerated as follows:

1. To "sell" the rehabilitation idea to the public, the employers, and the handicapped themselves.
2. To stimulate local governments to carry on rehabilitation work in cooperation with the State.
3. To enlist the cooperation of all agencies having something to contribute.
4. To effect desirable correlation and coordination of the efforts of all agencies serving the disabled.
5. To carry on such case work in communities as can not be directly undertaken by local agencies.
6. To help local communities to do better work and to give them financial aid.
7. To undertake research studies and investigations.

State rehabilitation departments at present exercise some if not all of these functions. If all of them are ultimately to be assumed, a more extended program must be formulated. Some such programs as follows may be proposed.

In carefully selected communities the schools or other agencies should be urged to set up local services of rehabilitation. State and Federal funds would be available for such services. The State rehabilitation officers would undertake to provide for training of personnel, and would assist in initiating and supervising the work. In each school or larger unit of administration at least one rehabilitation agent would be employed who would be assisted by teachers and other officials. In the case of each individual served this agent would be responsible for all steps in the rehabilitation process. The State department would also promote plans for placement of the handicapped, effecting a close "tie-up" with each case, and providing both aid and supervision. Furthermore, private agencies serving special groups of disabled persons would be promoted and aided. In general, cooperation of an organized character would be promoted.

A program of this character has been suggested to the States for consideration and trial. It is to be expected that difficulties will be encountered in putting such a program into effect, but a number of public as well as private agencies are already rendering some type of service to the handicapped. How such a plan might be organized is indicated in the accompanying chart, which indicates the functions and interrelations of public and private agencies. In such an organization the State rehabilitation department would function as a central agency for promoting the vocational rehabilitation of all types of the handicapped; coordinating and correlating all public and private agencies engaged in the work; gathering and

disseminating information concerning the care, training, and vocational adjustment of the handicapped; and actively cooperating with the different agencies, private and public.

NEED FOR ADDITIONAL FUNDS

For reasons enumerated in previous reports, not all of the Federal funds made available through the national act have been used. Reports for the year 1930 show, however, that a large number of the States are now spending all of their Federal allotments and State funds in excess of Federal allotments. The amendment to the national act passed by Congress in 1930 makes available to the States prepared to use additional money, such funds as are not expended by other States. The operation of this provision in the national act will bring relief to a number of the States who are in need of and prepared to use additional Federal funds. If, however, the rehabilitation program is to be made adequately effective, the States will require larger resources than are now available. Local communities must be encouraged to assume their share of the financial burden. As has been shown, developments in meeting the financial obligations of the program have been gratifying and it may be fairly expected that the States will provide for their more urgent needs. It should be called to the attention of the Congress, nevertheless, that the national program has been developed as a State-Federal enterprise, and that the States have so organized their work as to require the continuation of Federal participation. A pressing need at this time is for some action by the Congress indicating whether or not the Federal Government's participation is to be permanently continued. The justification for Federal participation is stronger to-day than it was when the program was originally set up. Progress in the future will depend largely upon what action is taken by the Federal Government. Such accomplishments as have been secured in the past give some indication of the significance and importance of the rehabilitation service in conserving the man power of the Nation. If the State and Federal Governments continue their promotion of the work with the vision which has characterized its inception, the rehabilitation service throughout the country will become a potent agency of social welfare.

RESEARCH AND PUBLICATIONS

The chief accomplishment during the year in the field of research was the making of a study of vocational guidance as it applies to vocational rehabilitation. The results of this study are incorporated in a bulletin which is essentially a manual of procedure for rehabili-

tation workers covering particularly the guidance phase of the rehabilitation service to the disabled person. In addition to this major study a number of investigations of a minor character were completed.

Attention is called to several studies now under way which will be published in the near future. These include the following:

Vocational rehabilitation of handicapped children, including physical restoration, exceptional education, vocational training, and placement.

Organization and operation of bureaus for the placement of handicapped persons.

Relations and interrelations of public and private agencies serving disabled persons.

Success factors in the rehabilitation of over 6,000 disabled persons.

Following is a list of major publications on vocational rehabilitation issued by the board during the year:

Report of Proceedings of Fifth Annual Conference on Vocational Rehabilitation of Disabled Persons. Practically a verbatim report of the National Conference of Vocational Rehabilitation of Disabled Persons held in Milwaukee, Wis., September 26-28, 1928. (Bulletin No. 136.)

Report of Study of Possibilities of Employment for Handicapped Persons in Minneapolis, Minn. Made for the purpose of extending the possibilities for the employment of persons having specific disabilities. This report describes the methods followed in making the investigation and gives the essential findings of the study. (Bulletin No. 146.)

Vocational Guidance in Rehabilitation Service. This bulletin is in effect a manual of procedure for the counseling and advising of physically handicapped persons and assisting them in adjusting or readjusting themselves to vocational life. (Bulletin No. 148.)

Vocational Rehabilitation. A nontechnical statement describing vocational rehabilitation service and the methods by which it is carried out. (Pamphlet.)

Vocational Rehabilitation of Disabled Persons. A statement on the responsibilities of the National Government, the need for further legislation and promotion, and the development, permanency, effectiveness, and economic significance of the program. (Miscellany No. 1007.)

The Rehabilitation Concept. A thesis prepared by the supervisor of vocational rehabilitation in the State of California embodying his ideas as to the scope of an ideal State rehabilitation program. (Miscellany No. 1120.)

SECTION 2

DISTRICT OF COLUMBIA SERVICE

By act of Congress approved February 23, 1929, the Federal Board for Vocational Education was vested with authority to organize and administer a vocational rehabilitation service for disabled residents of the District of Columbia. This service was begun early in October, 1929. A report of the accomplishments of this service during the first nine months of its operation follows.

ORGANIZATION AND ADMINISTRATION

There has been selected for the vocational rehabilitation service for the District of Columbia a staff consisting of two full-time supervisors and one full-time clerical assistant. One supervisor, appointed October 7, 1929, is charged with administrative duties, personnel supervision, and case work, and is responsible through the chief of the rehabilitation division to the Federal Board for Vocational Education and its director. The other supervisor, appointed March 3, 1930, is responsible for case work only. The supervisor in charge has thus far divided his time about equally between administrative duties and direct case work.

In the early development of the service it has been found expedient to assign cases to the supervisors without regard to geographical divisions within the District, and there is doubt as to the practicability of at any time restricting a supervisor's activity to a limited area within the District. It is accepted policy that individual case programs shall in each case be handled, from inception to closure, by the supervisor to whom the case was originally assigned, and if this principle is to be adhered to, the natural mobility of population would make it practically impossible to enforce geographical restrictions.

COOPERATION WITH OTHER AGENCIES

First attention has necessarily been given to administrative organization and to establishing cooperative relationships with other agencies in position to make effective contribution to the rehabilitation program. These relationships must form the basis of any constructive program. Congress has authorized such cooperation, with specific reference to the United States Public Health Service and the

United States Employees' Compensation Commission, and with general reference to other agencies and organizations, both public and private.

Accordingly, definite plans of cooperation have been set up for continuous cooperation with the United States Public Health Service, the United States Employees' Compensation Commission, Washington social service agencies, hospital social service departments, and the District of Columbia Board of Public Welfare. Other organizations are cooperating on a less formal basis.

These organizations have rendered and are rendering services indispensable to the success of the rehabilitation program. Such services include reporting of disabled persons in need of rehabilitation, providing physical examinations, providing medical and surgical treatment, purchase of prosthetic appliances, providing living maintenance, and other aids incidental to rehabilitation.

Of the 700 cases recorded during the year, 584 were reported by cooperating agencies.

SURVEY OF THE DISABLED

In this connection special mention should be made of a survey conducted by the Metropolitan police department of Washington of disabled persons in the District. This survey was made at the request of the board.

SERVICES RENDERED THE DISABLED

Compilations from office files show that of the 316 major services rendered 187 individuals entered on the rolls during the year—such as “vocational guidance,” “school training,” “employment training,” and “placement”—54 services were contributed by cooperating agencies. These contributed services include hospitalization, fitting of prosthetic appliances, and providing living maintenance. In addition to these, many other minor services have been provided. The United States Public Health Service, for example, has examined 21 persons by request of the vocational rehabilitation service, and similar examinations have been made by local hospital clinics.

These services have been provided without cost to the disabled and also without charge upon rehabilitation funds. They are, as are also case surveys and guidance by the rehabilitation staff, basic or preliminary services, to be followed usually by vocational training, and finally by placement in employment. The latter services have, during this initial period of operation, necessarily developed more slowly than the preliminary basic services, as may be seen from the statistical report, which shows comparatively few of the 187 disabled persons entered on the rolls to have been completely re-

habilitated by June 30, and also from the financial report, which shows that only 72 of the 316 major services rendered cases represent training services and therefore a direct charge on rehabilitation funds.

COSTS OF SERVICE

Direct costs of rehabilitating the 16 cases total \$265.84, giving an average of \$16.60 per case. The members of this group, exclusive of three persons who were given training, were in need only of vocational guidance and immediate placement in employment, the cost of which is represented indirectly in staff personnel services.

The direct cost of services rendered 77 cases on the live roll and in process of rehabilitation at the end of the year totaled \$2,817.49, giving an average of about \$36.60 per case.

ANALYSIS OF EXPENDITURES

The balance of expenditures for the year represents cost of administrative organization and of personnel services to cases. While approximately only one-third of the available appropriation has been used in the initial year, and while this expenditure has been divided about equally between administrative and case services, there is every reason to anticipate that during the ensuing year the entire appropriation will be required and that the proportion of expenditures for direct case services will greatly increase. Inasmuch as the administrative organization has been practically completed and co-operative relationships have been set up to provide necessary incidental services to cases, more attention can now be given especially to vocational training of the disabled.

LIVING MAINTENANCE

Serious difficulty has been encountered in securing living maintenance for cases in training. A special fund is needed for this purpose. In certain types of cases voluntary aid on the part of cooperating agencies is readily granted. The Associated Charities of Washington have cooperated freely, but for many cases this service can not be easily secured.

TYPICAL CASES

The following citation of cases will serve to illustrate the character of service being rendered.

E. L. was the first case for whom application was made. Her father came to the office with a story which is not uncommon among the disabled. His daughter, now 18 years old, had been afflicted with infantile paralysis at the age of five. She had received slight

benefit through treatment in a hospital in Montreal, Canada, but both legs and the right arm were still so paralyzed that she was practically a helpless cripple. She had been able to complete only the fourth grade of her education, this principally by home study. She had never succeeded in securing any kind of work to do. The father's story concluded something like this: "I am getting old. I have nothing to leave my daughter. What can she do for self-support when I am gone?"

The vocational rehabilitation service discovered that this girl, in addition to having a good left hand, was endowed with a bright mind and a somewhat artistic inclination. Plans were immediately made with a local photo studio for her to receive training in photograph coloring. After three months' training she was put on an earning basis, and at the end of the fiscal year she was making from \$12 to \$15 per week by piecework, further advancement depending on experience and acquired speed. Her training cost the vocational rehabilitation service \$90.

J. S. P. is another paralysis victim, in this instance through accidental injury. At the age of 8 years, while attending public school, this young man's back was seriously hurt in a scuffle with some schoolmates. For four years thereafter, with both legs paralyzed, he was confined to a wheel chair and was under the care of doctors who finally restored enough function in his legs to enable him to walk. After getting on his feet again, he returned to public school and continued until graduation from high school. During the first year subsequent to graduation he tried hard to get work but was invariably turned down on account of his severe leg disability.

This brings his history up to the time of his application to the vocational rehabilitation service when he was 23 years of age. In view of the fact that he had taken part of a commercial course in high school and seemed to have the qualifications for success in this kind of work, it was decided to give him additional business training. After pursuing this special study for three months, his first opportunity for employment was sought in the civil service. He successfully passed an examination for junior clerk, received notice of appointment, and reported for duty on the date specified. But when his prospective employer saw his disability, he was bluntly informed that he could not be accepted for service. Immediately one of the supervisors of the vocational rehabilitation service called upon the prospective employer and succeeded in satisfying him that this young man's physical disability would not be a handicap in the performance of the duties of the prospective job and that his rating on the civil service examination should be accepted as best evidence of this fact. The young man was given a trial and is being retained as a satisfactory employee.

J. S. presents a new sort of problem in that his disability and subsequent loss of employment took away the means of support not only for himself but for a wife and two children. This man was employed as fireman and engineer in one of the Government departments from 1924 to 1929. Records show that he rendered satisfactory service until early in 1929, when he contracted a disease which produced a disabling condition in both feet and undermined his efficiency as a workman. Records also show that after contracting disease he not only neglected his duties on the job but also neglected to have his condition properly treated. He was forced to resign his job on July 8, 1929. His wife, children, and himself became dependent upon others for support.

As an ex-service man he was entitled to free Government treatment and was directed to the United States Naval Hospital, where he stayed from August 13 to November 12, 1929, and was discharged as cured and in physical condition to return to his former job. The vocational rehabilitation service then made a special appeal to his former employer to reinstate him in the capacity of engineer. This request was refused on the ground that records proved this man unqualified for the responsibilities of this position. However, it was agreed to reemploy him as fireman, in which capacity he had proved himself satisfactory, and thus give him a chance to work himself up again to position of engineer if his services merit. Thus far his work has received the commendation of his employer and the prospects for his promotion are good.

N. S. R. was reported to the vocational rehabilitation service on November 22, 1929, by the United States Employees' Compensation Commission. On May 6, 1927, this man was injured in a dynamite blast while working on a steam shovel for the Department of the Interior. He was under the care and supervision of doctors until November 19, 1929, when he was discharged as having received maximum medical benefits. As a result of the injury he was left with a permanent disability of both forearms. The United States Employees' Compensation Commission granted him permanent compensation of \$14 per week and agreed to allow an additional \$10 per week for living maintenance during a period of training necessary to fit the man for a new job.

The vocational rehabilitation service arranged with the District of Columbia Board of Education to have this man trained in one of the school heating plants as a steam engineer. For this training the Board of Education made no charge. Because of his knowledge of steam engines this trainee made rapid progress, and in less than a month took a job as engineer with a construction company at a wage of \$35 per week. He later transferred to another company to take care of the engine room on a tramp steamer, in which

capacity he is earning \$65 per month and living accommodations. While his present income is not as much as it might be on land, he professes a love for the sea and finds another compensation in the fact that it is easier there to save his earnings.

STATISTICAL AND FINANCIAL ACCOUNTING

The following forms filled out for the period covered by this report will indicate the detail of statistical and financial accounting proposed for this service.

I. Classification of persons rehabilitated by sex, age, disability, and schooling

Sex, age, disability, and schooling	Number of cases receiving specified services						
	Total	Guidance, school training, and placement	Guidance, employment training, and placement	Guidance, other training, and placement	Guidance, physical reconstruction, and placement	Guidance, artificial appliance, and placement	Guidance and placement
Total.....	16	2	2				12
Male.....	14	2	1				11
Female.....	2		1				1
<i>Age</i>							
Under 21.....	1		1				
21-30.....	4	1					3
31-40.....	6	1	1				4
41-50.....							
51 and over.....	5						5
Age unknown.....							
<i>Origin of disability</i>							
Employment accident.....	13	1	1				11
Public accident.....	1	1					
Disease.....	2		1				1
Congenital.....							
<i>Nature of disability</i>							
Hand.....	8						8
Hands.....	1						
Arm.....			1				
Arms.....	1						1
Foot.....	1						1
Feet.....	1						1
Leg.....	3	2					
Legs.....							
Multiple.....	1		1				
Head.....	1						1
Cardiac.....							
Vision, partial.....							
Vision, total.....							
Hearing, partial.....							
Hearing, total.....							
T. B. (pulmonary).....							
Back.....							
Miscellaneous.....							
<i>Schooling</i>							
None.....							
Grades 1-6.....	6		2				4
Grades 7-9.....	7	1					6
Grades 10-12.....	2	1					1
Other.....	1						1

II. Live roll, June 30, 1930

Status of case	Number of cases
Total.....	167
Surveyed, rehabilitation plan not made.....	58
Rehabilitation plan made.....	32
In process of preparation for employment:	
In training status.....	32
In other preparation status.....	41
Awaiting employment.....	73
In employment, being followed up.....	2
	2

III. Disposition of cases closed without rehabilitation

Not accepted for rehabilitation service	Number of cases	Rehabilitation service not completed	Number of cases
Total.....	56	Total.....	4
Not eligible.....	7	Died.....	
Not susceptible.....	5	Left District.....	3
Service declined.....	6	Discontinued.....	
Other reasons.....	10	Lost contact.....	1
Not feasible.....	18	Other reasons.....	
Referred to States.....	10		

IV. Expenditures

Item	Amount
Total.....	\$9,365.71
Administrative, total.....	3,621.03
Salary of supervisor.....	1,405.81
Salary of clerical assistant.....	1,350.00
Travel of supervisor.....	65.77
Communication.....	4.88
Printing.....	321.89
Supplies, administrative.....	472.68
Rent, light, and heat.....	
Direct service on cases, total.....	5,744.68
Salaries of supervisor and assistant supervisor.....	2,651.35
Travel of supervisor and assistant supervisor.....	10.00
Tuition, educational institutions.....	1,604.68
Tuition, commercial, and industrial establishments.....	658.53
Tuition, tutorial.....	80.87
Instructional supplies and equipment.....	315.21
Travel of trainees.....	299.04
Artificial appliances.....	125.00
Physical examinations.....	
Other case production expenditures.....	

PART III

STATISTICAL AND FINANCIAL REPORT

SECTION 1

VOCATIONAL EDUCATION

TABLE 1.—Number of schools or reimbursement units federally aided, by States, for the year ended June 30, 1930 ¹

Year and State	Agricultural						Trade and industrial					Home economics			
	Total ²	Total	Evening	Part time	All day	Day unit	Total	Evening	Trade extension	General continuation	Part time	Total	Evening	Part time	All day
1930 ¹	12,039	6,918	2,116	315	3,905	582	2,352	1,013	335	573	431	2,769	1,184	268	1,317
1929.....	10,836	6,533	1,831	337	3,788	577	2,232	946	281	574	403	2,071	957	103	1,011
<i>1930 ¹</i>															
Alabama.....	369	239	103	3	133	---	74	53	4	7	10	56	42	---	14
Arizona.....	30	19	6	---	13	---	6	2	---	1	3	5	---	3	2
Arkansas.....	344	277	76	37	105	59	17	4	3	4	6	50	38	---	12
California.....	510	152	44	3	105	---	116	20	31	31	34	242	---	213	29
Colorado.....	169	80	23	1	56	---	41	28	5	2	6	48	19	3	26
Connecticut.....	60	20	2	---	13	5	29	11	7	---	11	11	---	---	11
Delaware.....	28	15	5	---	10	---	9	5	1	3	---	4	---	---	4
Florida.....	166	109	22	3	44	40	30	17	1	8	4	27	5	2	20
Georgia.....	529	343	101	49	131	62	65	36	5	11	13	121	81	---	40
Idaho.....	56	25	3	---	22	---	12	8	2	---	2	19	1	---	18
Illinois.....	359	128	21	2	105	---	63	26	9	14	14	168	26	---	142
Indiana.....	298	129	---	---	129	---	47	20	7	2	18	122	22	---	100
Iowa.....	280	171	57	3	111	---	52	23	8	11	10	57	8	---	49
Kansas.....	176	109	---	---	107	2	34	25	1	1	7	33	---	---	33
Kentucky.....	277	171	23	---	113	35	58	50	1	3	4	48	1	3	44
Louisiana.....	226	166	27	1	111	27	8	3	3	---	2	52	21	---	31
Maine.....	50	29	---	---	24	5	10	6	3	---	1	11	7	---	4
Maryland.....	101	43	---	---	37	6	30	11	4	7	8	28	12	---	16
Massachusetts.....	168	17	---	---	17	---	91	18	11	32	30	60	37	---	23
Michigan.....	363	169	13	---	156	---	77	18	20	23	16	117	47	16	54
Minnesota.....	162	90	5	22	63	---	16	7	1	3	5	56	46	---	10
Mississippi.....	481	419	138	15	174	92	48	6	4	35	3	14	1	---	13
Missouri.....	349	202	69	---	133	---	45	20	4	5	16	102	20	---	82
Montana.....	43	25	---	---	25	---	10	6	2	---	2	8	---	---	8
Nebraska.....	277	90	23	2	65	---	40	34	2	1	3	147	85	---	62
Nevada.....	44	13	5	---	8	---	16	10	1	---	5	15	4	---	11
New Hampshire.....	19	14	1	---	13	---	5	---	---	---	5	---	---	---	---
New Jersey.....	173	50	20	4	21	5	84	24	3	42	15	39	28	---	11
New Mexico.....	79	34	5	1	23	5	5	3	1	---	1	40	18	---	22
New York.....	281	154	---	25	112	17	127	38	---	64	25	---	---	---	---
North Carolina.....	485	350	180	1	155	14	113	73	3	35	2	22	16	---	6
North Dakota.....	86	44	---	---	44	---	5	2	2	---	1	37	7	---	30
Ohio.....	680	325	86	45	194	---	200	92	49	34	25	155	73	---	82
Oklahoma.....	281	205	86	7	104	8	40	14	11	9	6	36	29	---	7
Oregon.....	130	61	23	5	33	---	22	11	5	1	5	47	41	1	5
Pennsylvania.....	511	115	---	---	97	18	232	58	22	108	44	164	48	---	116
Rhode Island.....	32	14	7	---	7	---	10	5	2	---	3	8	7	---	1
South Carolina.....	748	648	367	54	179	48	62	45	10	---	7	38	38	---	12
South Dakota.....	64	37	4	5	28	---	7	2	1	---	4	20	2	---	18
Tennessee.....	496	346	106	7	161	72	52	33	6	10	3	98	83	---	15
Texas.....	801	555	254	3	298	---	101	42	26	19	14	145	116	---	29
Utah.....	107	38	6	1	31	---	22	6	16	---	---	47	45	---	2
Vermont.....	32	13	1	---	12	---	6	1	4	---	1	13	4	---	9
Virginia.....	452	384	171	11	143	59	42	24	2	6	10	26	14	---	12
Washington.....	113	64	18	2	44	---	19	6	1	3	9	30	10	2	18
West Virginia.....	115	68	4	---	61	3	19	14	1	3	1	28	4	---	24
Wisconsin.....	271	89	---	---	89	---	100	34	26	34	6	82	52	23	7
Wyoming ¹	90	41	7	4	30	---	22	16	1	4	4	27	8	---	19
Hawaii.....	78	19	3	---	16	---	13	3	3	---	7	46	18	2	26

¹ Figures for 1930 are provisional, subject to final audit of State accounts.

² Where a school is reimbursed out of Federal funds on account of more than one type of education—i. e. agricultural, trade and industrial, home economics—it is included in the total as a separate school or unit for each type.

³ Prevocational schools classified as day unit.

TABLE 2.—Number and sex of teachers of vocational courses in schools feder

Year and State	Number of teachers of vocational courses							
	Total			In agricultural schools				
	Both sexes	Male	Female	Evening	Part time	All day		Day unit course
						Full year (12 months)	School year only	
				Male	Male	Male	Male	Male
1930 ¹	24, 876	² 17, 222	7, 654	1, 878	306	4, 141	205	319
1929	³ 22, 144	15, 299	6, 845	1, 652	194	3, 966	171	367
1928	⁴ 20, 779	13, 667	7, 112	1, 007	274	3, 715	138	300
1927	18, 900	12, 259	6, 641	878	181	3, 472	139	134
1926	18, 717	11, 808	6, 909	920	208	3, 279	172	279
1925	17, 546	11, 068	6, 478	718	113	3, 010	146	239
1924	16, 192	9, 899	6, 293	591	55	2, 524	166	118
1923	14, 458	8, 630	5, 828	400	119	2, 246	189	58
1922	12, 343	7, 447	4, 896	42	103	1, 975	170	
1921	10, 066	6, 530	3, 536	28	86	1, 855	102	
1920	7, 669	4, 992	2, 667			1, 460	110	
1919	6, 252	4, 104	2, 148			941	260	
1918	5, 257	3, 236	2, 021			686	209	
1930: ¹								
Alabama	523	441	82	126	3	136		
Arizona	90	66	24	13		13		
Arkansas	377	338	39	75	37	131		59
California	867	620	247	67	7	126	73	
Colorado	329	202	127	30	4	56	1	
Connecticut	284	260	24			13		
Delaware	73	56	17	4		10		
Florida	241	190	51	21	3	47		27
Georgia	596	456	140	98	33	142		5
Idaho	86	57	29	3		21	2	
Illinois	1, 059	710	349	104	6	206		
Indiana	988	423	265			130		
Iowa	373	268	105	57	4	112		
Kansas	345	307	38			107		2
Kentucky	275	220	55	23		98	14	
Louisiana	358	245	113			111		
Maine	85	46	39			24		1
Maryland	219	136	83			26	1	
Massachusetts	1, 950	1, 030	920			96		
Michigan	934	605	329	13		156		
Minnesota	552	239	313	47	25	73	37	
Mississippi	516	452	64	138	15	175		92
Missouri	625	392	233	69		133		
Montana	70	59	11			25	9	
Nebraska	268	154	114	14	2	65	1	
Nevada	54	39	15	5		8	2	
New Hampshire	37	36	1	1		13		
New Jersey	891	587	304	16	4	25	2	1
New Mexico	104	72	32	5	1	23		1
New York	1, 698	1, 238	460		25	156		4
North Carolina	736	634	102	146	1	157		12
North Dakota	145	105	40			46	4	
Ohio	1, 565	987	578	94	47	185		
Oklahoma	525	372	153	94	7	99		1
Oregon	171	136	35	23	6	33		
Pennsylvania	1, 725	929	796			97	17	18
Rhode Island	142	92	50	8		7		
South Carolina	716	669	47	194	54	179		44
South Dakota	81	53	28	4	5	27	2	
Tennessee	487	395	92	89	7	156		45
Texas	1, 050	831	219	261	3	293		
Utah	159	128	31		1	28	38	
Vermont	58	40	18	1		16		
Virginia	319	243	76			119		1
Washington	221	167	54	18	2	44	1	
West Virginia	148	113	35	4		60		6
Wisconsin	1, 754	1, 215	539			92		
Wyoming	190	132	58	9	4	30	1	
Hawaii	117	37	80	4		16		

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Total for 1930 includes 4 female teachers in agricultural schools: California, 3, and Minnesota, 1.³ Total for 1929 include 13 female teachers in agricultural schools.⁴ Total for 1928 includes 9 female teachers in agricultural schools.

ally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930

Number of teachers of vocational courses													
In trade and industrial schools						In home economics schools							
Evening		Part time				All day		Evening		Part time		All day	
		Trade extension		General continuation									
Male	Fe-male	Male	Fe-male	Male	Fe-male	Male	Fe-male	Male	Fe-male	Male	Fe-male	Male	Fe-male
4,796	236	1,514	301	1,405	1,761	2,613	441	12	2,922	-----	181	37	1,808
4,333	214	1,063	278	1,218	1,527	2,302	426	9	2,768	-----	169	24	1,463
3,941	205	1,037	263	1,241	1,546	1,973	330	10	2,902	-----	229	31	1,637
3,603	210	783	180	1,224	1,490	1,813	250	10	2,679	-----	264	22	1,568
3,023	204	927	210	1,168	1,514	1,811	326	10	2,822	-----	289	31	1,524
3,363	210	646	194	1,217	1,542	1,566	279	17	2,669	-----	190	33	1,394
3,230	156	620	153	1,083	1,343	1,479	264	2	2,799	-----	275	30	1,303
2,685	156	584	153	996	1,487	1,311	242	4	2,272	-----	1	280	38
2,575	99	514	191	851	1,259	1,173	248	3	1,732	-----	2	243	39
2,145	95	480	53	735	1,124	1,087	219	2	1,051	-----	100	10	894
1,711	68	255	95	558	728	884	163	1	785	-----	4	133	11
1,583	69	226	66	209	407	859	199	1	757	-----	1	70	24
1,200	197	367	460	(5)	(5)	762	290	2	686	(5)	(5)	10	388
147	4	5	-----	1	9	23	-----	-----	54	-----	-----	-----	15
22	-----	-----	-----	15	16	3	-----	-----	-----	-----	3	-----	5
17	3	3	2	-----	5	16	1	-----	13	-----	-----	-----	15
30	5	48	18	65	115	207	21	-----	-----	-----	58	-----	27
81	-----	15	4	3	6	11	-----	1	82	-----	8	-----	27
109	-----	10	-----	-----	-----	128	5	-----	-----	-----	-----	-----	19
30	2	2	-----	10	11	-----	-----	-----	-----	-----	-----	-----	4
66	-----	8	-----	6	19	12	-----	-----	10	-----	2	-----	20
146	12	3	7	3	32	26	8	-----	31	-----	-----	-----	50
23	2	6	2	-----	-----	2	-----	-----	6	-----	-----	-----	19
182	1	49	6	47	62	91	3	1	84	-----	-----	24	193
112	2	37	23	4	144	3	-----	-----	116	-----	-----	-----	117
45	10	12	5	16	25	20	1	-----	8	-----	-----	2	56
175	1	2	-----	-----	1	21	1	-----	-----	-----	-----	-----	35
67	-----	1	2	1	-----	16	3	-----	3	-----	4	-----	43
77	9	32	13	-----	-----	25	20	-----	27	-----	-----	-----	44
15	-----	3	-----	-----	-----	2	-----	1	35	-----	-----	-----	4
64	8	3	2	2	6	40	15	-----	36	-----	-----	-----	16
252	-----	73	-----	184	181	425	88	-----	465	-----	-----	-----	186
244	-----	80	1	29	38	68	11	5	169	-----	27	10	83
15	3	3	11	3	11	36	18	-----	250	-----	-----	1	19
18	2	-----	5	11	39	3	-----	-----	1	-----	-----	-----	91
92	16	25	2	8	29	64	15	1	80	-----	-----	-----	10
18	-----	4	1	-----	-----	3	-----	-----	-----	-----	-----	-----	65
60	14	5	-----	-----	2	7	-----	-----	33	-----	-----	-----	11
17	-----	1	-----	-----	-----	6	-----	-----	4	-----	-----	-----	-----
290	2	5	-----	76	118	116	37	2	95	-----	-----	-----	52
40	-----	1	-----	-----	-----	22	1	-----	9	-----	-----	-----	22
315	5	-----	-----	6 391	6 369	347	86	-----	-----	-----	-----	-----	-----
304	33	-----	7	7	31	7	-----	-----	25	-----	-----	-----	6
6	-----	35	-----	-----	-----	14	-----	-----	9	-----	-----	-----	31
327	1	165	29	61	79	108	28	-----	339	-----	-----	-----	102
88	14	32	32	38	12	13	-----	-----	88	-----	-----	-----	7
53	8	13	4	2	2	6	-----	-----	12	-----	2	-----	17
212	26	125	18	141	327	318	44	1	205	-----	-----	-----	176
52	-----	14	6	-----	-----	11	-----	-----	40	-----	-----	-----	4
169	7	11	4	-----	-----	18	-----	-----	36	-----	-----	-----	22
6	-----	5	-----	-----	-----	4	-----	-----	6	-----	-----	-----	15
72	8	4	4	5	22	17	3	-----	40	-----	-----	-----	34
140	20	76	46	12	19	46	3	-----	97	-----	-----	-----	9
10	-----	51	15	-----	-----	-----	-----	-----	13	-----	-----	-----	-----
4	1	17	3	-----	-----	2	-----	-----	5	-----	-----	-----	18
59	15	26	-----	6	8	32	2	-----	33	-----	3	-----	20
69	-----	1	-----	17	14	15	-----	-----	17	-----	-----	-----	25
27	-----	8	-----	1	2	7	-----	-----	8	-----	66	-----	7
357	1	480	11	244	146	42	21	-----	287	-----	-----	-----	19
68	-----	15	14	-----	1	5	-----	-----	24	-----	-----	-----	38
4	1	1	3	-----	-----	12	3	-----	27	-----	8	-----	-----

⁵ Included in part-time trade extension.

⁶ New York reports an additional 337 part-time teachers in general continuation schools: Men, 153, and women, 184.

TABLE 3.—Enrollment in vocational courses in schools federally aided,

Year and State	Number of pupils enrolled in vocational courses										
	Total			In agricultural schools							
	Both sexes	Male	Female	Evening		Part-time		All day		Day unit	
				Male	Female	Male	Female	Male	Female	Male	Female
1930 ¹	981,649	2 603,514	378,135	56,076	4,386	4,139	25	110,951	2,777	9,324	63
1929.....	886,849	3 538,572	348,258	44,369	2,914	5,090	38	102,311	3,800	9,616	306
1928.....	858,456	4 492,458	365,998	32,557	2,635	4,375	83	94,337	2,604	8,090	220
1927.....	784,986	449,669	335,317	23,727	2,500	3,558	64	86,746	2,644	5,130	568
1926.....	753,418	406,690	346,728	16,567	2,672	2,583	133	79,215	3,216	4,570	572
1925.....	676,687	370,966	305,721	14,524	1,311	2,277	53	68,488	2,470	3,721	281
1924.....	652,594	349,224	303,370	13,248	1,979	2,143	---	62,912	2,446	3,063	193
1923.....	536,528	283,103	253,425	8,866	433	2,071	19	55,409	2,569	1,534	377
1922.....	475,828	259,287	216,541	1,333	---	5,632	310	50,313	2,648	---	---
1921.....	324,247	192,306	131,941	1,139	---	1,384	61	38,037	2,726	---	---
1920.....	265,058	163,228	101,830	---	---	---	---	29,351	1,950	---	---
1919.....	194,895	120,351	74,544	---	---	---	---	18,399	1,534	---	---
1918.....	164,186	101,139	63,047	---	---	---	---	14,167	1,283	---	---
1930: ¹											
Alabama.....	11,654	9,591	2,063	2,500	77	38	---	3,860	---	---	---
Arizona.....	2,705	1,442	1,263	646	67	---	---	300	---	---	---
Arkansas.....	10,591	8,666	1,925	3,404	---	424	---	3,279	---	1,047	---
California.....	70,464	39,298	31,166	2,391	89	49	---	4,486	45	---	---
Colorado.....	13,079	9,820	3,259	888	155	61	---	1,474	2	---	---
Connecticut.....	5,986	5,378	608	19	---	---	---	201	---	60	---
Delaware.....	1,927	1,391	536	102	---	---	---	145	---	---	---
Florida.....	6,065	4,092	1,973	381	57	29	---	941	76	404	33
Georgia.....	23,574	12,884	10,690	3,832	46	563	3	3,484	63	1,258	---
Idaho.....	3,422	2,324	1,098	80	16	---	---	1,187	---	---	---
Illinois.....	41,209	25,892	15,317	1,598	---	27	---	5,195	---	---	---
Indiana.....	23,761	15,279	8,482	---	---	---	---	3,382	---	---	---
Iowa.....	12,731	10,071	2,660	3,848	192	50	---	3,379	7	---	---
Kansas.....	8,434	7,149	1,285	---	---	---	---	2,223	---	24	---
Kentucky.....	8,319	6,634	1,685	525	---	---	---	3,009	---	739	---
Louisiana.....	11,268	6,602	4,666	489	28	11	---	2,434	---	348	77
Maine.....	1,783	1,022	761	---	---	---	---	512	---	32	---
Maryland.....	5,989	3,623	2,366	---	---	---	---	897	---	77	---
Massachusetts.....	53,382	25,190	28,192	---	---	---	---	835	---	---	---
Michigan.....	48,661	29,477	19,084	789	---	---	---	6,776	2,193	---	---
Minnesota.....	13,410	8,373	5,037	2,007	269	240	19	2,527	162	---	---
Mississippi.....	11,731	10,085	1,646	5,068	135	97	---	3,280	---	905	---
Missouri.....	24,985	14,602	10,383	2,928	1,441	---	---	3,646	---	---	---
Montana.....	1,328	1,049	279	---	---	---	---	684	---	---	---
Nebraska.....	11,882	4,426	7,456	446	115	44	---	1,931	---	---	---
Nevada.....	912	681	231	98	---	---	---	124	---	---	---
New Hampshire.....	535	535	---	18	---	---	---	235	---	---	---
New Jersey.....	33,817	20,396	13,421	360	---	32	---	534	2	77	---
New Mexico.....	2,401	1,857	544	188	56	14	---	434	---	52	---
New York.....	195,502	115,321	80,181	---	---	595	---	2,418	---	172	---
North Carolina.....	20,105	14,926	5,179	4,745	152	8	---	5,270	---	315	---
North Dakota.....	4,817	1,552	3,265	---	---	---	---	1,143	41	---	---
Ohio.....	40,566	27,525	13,041	2,016	---	954	---	5,236	---	---	---
Oklahoma.....	17,237	9,536	7,701	1,370	382	77	---	2,802	1	97	---
Oregon.....	6,051	3,557	2,494	644	---	51	---	1,196	4	---	---
Pennsylvania.....	78,217	38,194	40,023	---	---	---	---	2,700	---	1,277	311
Rhode Island.....	3,756	2,283	1,473	242	---	---	---	234	---	---	---
South Carolina.....	19,622	17,412	2,210	7,447	119	524	3	3,926	24	798	74
South Dakota.....	1,937	1,138	799	118	---	43	---	625	---	---	---
Tennessee.....	17,446	11,530	5,916	2,927	365	70	---	4,715	---	846	---
Texas.....	21,746	12,390	9,356	(9)	(9)	(9)	(9)	7,045	---	---	---
Utah.....	7,872	3,506	4,366	203	---	14	---	1,865	---	---	---
Vermont.....	763	566	197	27	---	---	---	190	---	---	---
Virginia.....	15,338	11,758	3,580	2,939	519	60	---	3,369	44	755	100
Washington.....	8,418	5,741	2,677	427	96	22	---	1,435	2	---	---
West Virginia.....	4,097	2,995	1,102	74	10	---	---	1,169	27	41	38
Wisconsin.....	44,504	32,108	12,396	---	---	---	---	3,082	84	---	---
Wyoming.....	4,179	3,210	969	214	---	42	---	799	---	---	---
Hawaii.....	3,571	784	2,787	78	---	---	---	338	---	---	---

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Includes male pupils enrolled in home economics courses. In evening schools, 416; Colorado, 24; Nebraska, 159; Pennsylvania, 8; Utah, 207; Wisconsin, 18. In all-day schools, 33; Illinois, 17; Indiana, 1; Texas, 15.³ Includes 558 male pupils enrolled in home economics courses as follows: Evening schools, 541; all-day schools, 17.

by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Number of pupils enrolled in vocational courses—Continued										
In trade and industrial schools								In home economics schools		
Evening		Part-time				All day		Evening	Part-time	All day
		Trade extension		General continuation						
Male	Female	Male	Female	Male	Female	Male	Female	Female	Female	Female
155,485	9,902	37,515	9,834	167,761	166,788	61,814	9,575	² 97,375	21,223	² 56,066
123,522	7,581	28,468	7,595	168,120	163,391	56,537	8,301	93,450	20,351	41,089
106,872	7,757	33,656	8,875	162,798	160,214	49,317	8,122	98,147	28,916	48,881
90,923	6,651	32,591	6,815	163,790	144,743	43,204	6,912	88,576	31,583	44,261
82,863	6,631	30,640	11,194	150,906	139,452	39,346	5,453	101,305	34,278	41,622
80,758	4,795	26,084	5,259	141,581	130,928	33,533	6,133	92,922	21,228	40,341
81,712	3,261	30,128	5,347	128,962	127,171	27,012	6,250	93,074	27,440	36,253
66,598	3,258	29,732	8,199	90,730	93,271	28,132	5,969	78,699	29,706	30,936
63,584	2,893	26,055	7,051	86,111	79,800	26,241	5,149	66,025	23,696	28,987
48,867	2,956	18,476	2,502	63,353	56,304	21,051	3,991	31,956	8,878	22,561
46,930	1,421	11,714	5,445	57,784	40,298	17,444	3,780	24,768	7,733	16,437
42,094	1,391	11,276	5,340	27,324	23,459	15,111	3,553	22,691	4,278	12,445
39,625	6,708	32,605	20,400	(³)	(³)	14,713	3,883	22,360	(³)	8,439
2,670	23	83	-----	82	82	358	-----	1,204	-----	677
302	55	-----	-----	177	782	17	-----	-----	122	237
272	27	33	60	34	175	173	35	1,171	-----	457
9,349	1,363	4,320	2,306	13,170	11,575	5,533	647	-----	14,091	1,050
6,588	-----	469	452	168	280	148	-----	1,699	204	491
1,988	-----	530	-----	-----	-----	2,580	91	-----	-----	517
605	64	38	-----	501	372	-----	-----	-----	-----	100
1,230	1	174	-----	632	644	301	-----	293	38	831
2,553	711	34	291	405	1,588	755	386	5,370	-----	2,232
995	15	36	192	-----	-----	26	-----	237	-----	638
6,135	-----	3,305	7	7,738	6,139	1,877	-----	3,254	-----	5,934
4,724	49	1,039	477	26	178	6,107	58	2,706	-----	5,015
1,300	351	234	296	480	508	780	-----	240	-----	1,066
4,454	290	32	-----	8	37	408	12	-----	-----	946
1,618	-----	43	65	8	-----	692	135	116	43	1,326
2,607	782	295	275	-----	-----	418	423	1,297	-----	1,784
378	30	78	-----	-----	-----	22	-----	597	-----	134
1,551	231	38	16	136	248	924	301	1,027	-----	543
5,635	-----	935	-----	10,900	11,586	6,885	1,273	13,159	-----	2,174
12,485	25	4,593	70	3,360	5,664	1,474	379	4,404	3,857	2,492
214	113	354	318	608	271	2,423	296	3,235	-----	354
288	40	-----	87	338	585	109	-----	64	-----	735
1,959	246	392	246	4,173	3,148	1,504	317	2,448	-----	2,537
235	-----	58	-----	-----	-----	72	-----	-----	-----	279
1,581	1,450	81	-----	31	57	153	-----	4,070	-----	1,923
318	-----	27	-----	-----	-----	114	-----	109	-----	122
7,255	19	451	-----	7,307	9,393	4,380	433	2,623	-----	951
800	4	-----	8	-----	-----	22	2	347	-----	474
15,922	1,580	-----	-----	86,054	75,147	10,160	3,454	-----	-----	-----
4,294	510	4	296	227	493	63	-----	3,501	-----	227
36	-----	258	-----	-----	-----	115	-----	1,876	-----	1,348
10,926	193	3,012	865	3,121	3,082	2,260	221	5,354	-----	3,326
2,752	294	-----	598	2,181	785	257	7	5,322	-----	312
1,162	78	257	162	60	67	187	-----	1,720	15	448
8,556	201	982	25	18,592	26,542	6,079	958	6,925	-----	⁴ 5,069
1,065	-----	571	208	-----	-----	171	-----	1,197	-----	68
3,839	45	396	92	-----	-----	482	-----	1,853	-----	-----
206	-----	89	-----	-----	-----	57	-----	154	-----	645
2,258	259	72	150	385	1,484	257	10	2,699	-----	949
3,566	460	563	935	386	625	815	33	5,318	-----	2,000
237	-----	980	637	-----	-----	-----	-----	3,442	-----	494
149	19	182	-----	-----	-----	18	-----	57	-----	121
1,711	179	1,503	-----	131	112	1,290	46	1,354	-----	1,226
1,500	-----	100	-----	1,960	1,225	297	4	413	625	312
1,522	8	89	-----	6	43	94	-----	150	-----	826
13,632	174	10,703	407	4,376	3,871	297	-----	5,514	2,061	303
2,008	-----	64	219	-----	-----	83	-----	332	-----	418
55	13	18	74	-----	-----	255	54	524	167	1,955

⁴ Includes 456 male pupils enrolled in home economics courses as follows: Evening schools, 256; all-day schools, 200.⁵ Not separately reported in 1918, included in trade-extension schools.⁶ Includes 909 enrolled in day-unit courses.

TABLE 4.—Total enrollment in vocational courses in schools or classes organized including federally and nonfederally aided schools and classes, by

Year and State	Number of pupils enrolled in vocational courses										
	Total			In agricultural schools							
	Both sexes	Male	Female	Evening		Part-time		All day		Day unit	
				Male	Female	Male	Female	Male	Female	Male	Female
1930 ¹	1,064,303	621,020	443,283	59,378	4,574	4,861	25	111,753	2,777	9,324	633
1929.....	1,047,976	591,677	456,299	45,973	2,925	5,764	38	103,044	3,800	9,616	306
1928.....	999,031	556,044	442,987	33,656	2,638	5,176	83	94,730	2,662	8,251	285
1927.....	911,626	505,214	406,412	26,388	2,992	4,238	64	89,986	2,644	5,152	568
1926.....	885,275	464,509	420,766	17,233	2,680	3,235	238	79,641	3,271	4,677	610
1925.....	792,424	420,999	371,425	15,374	1,320	2,325	69	69,123	2,552	3,721	281
1924.....	690,055	363,443	326,612	13,248	1,979	2,143	---	66,475	2,539	3,063	193
1930: ¹											
Alabama.....	12,016	9,811	2,205	2,500	77	38	---	3,899	---	---	---
Arizona.....	6,233	2,871	3,362	646	67	---	---	321	---	---	---
Arkansas.....	14,657	9,200	5,457	3,404	---	424	---	3,813	---	1,047	---
California.....	70,464	39,298	31,166	2,391	89	49	---	4,486	45	---	---
Colorado.....	13,114	9,831	3,283	923	155	61	---	1,474	2	---	---
Connecticut.....	5,986	5,378	608	19	---	---	---	201	---	60	---
Delaware.....	1,927	1,391	536	102	---	---	---	145	---	---	---
Florida.....	6,065	4,092	1,973	381	57	29	---	941	76	404	33
Georgia.....	27,643	12,934	14,709	3,832	46	563	3	3,484	63	1,258	---
Idaho.....	3,451	2,345	1,106	80	16	---	---	1,187	---	---	---
Illinois.....	41,209	25,875	15,334	1,598	---	27	---	5,195	---	---	---
Indiana.....	25,190	16,601	8,589	1,279	---	---	---	3,382	---	---	---
Iowa.....	12,731	10,071	2,660	3,848	192	50	---	3,379	7	---	---
Kansas.....	12,413	7,833	4,580	361	188	---	---	2,223	---	24	---
Kentucky.....	8,319	6,634	1,685	525	---	---	---	3,009	---	739	---
Louisiana.....	11,268	6,602	4,666	489	28	11	---	2,434	---	348	77
Maine.....	1,783	1,022	761	---	---	---	---	512	---	32	---
Maryland.....	5,989	3,623	2,366	---	---	---	---	897	---	77	---
Massachusetts.....	53,382	25,190	28,192	---	---	---	---	835	---	---	---
Michigan.....	48,561	29,477	19,084	789	---	---	---	6,776	2,193	---	---
Minnesota.....	13,410	8,373	5,037	2,007	269	240	19	2,527	162	---	---
Mississippi.....	15,211	10,085	5,126	5,068	135	97	---	3,280	---	905	---
Missouri.....	24,985	14,602	10,383	2,928	1,441	---	---	3,646	---	---	---
Montana.....	1,962	1,049	913	---	---	---	---	684	---	---	---
Nebraska.....	11,970	4,267	7,703	446	115	44	---	1,931	---	---	---
Nevada.....	912	681	231	98	---	---	---	124	---	---	---
New Hampshire.....	535	535	---	18	---	---	---	235	---	---	---
New Jersey.....	36,689	22,184	14,505	360	---	32	---	534	2	77	---
New Mexico.....	2,401	1,510	891	188	56	14	---	434	---	52	---
New York.....	209,624	120,581	89,043	---	---	595	---	2,418	---	172	---
North Carolina.....	30,436	15,268	15,168	---	---	---	---	---	---	---	---
North Dakota.....	4,817	1,552	3,265	4,879	152	8	---	5,478	---	315	---
Ohio.....	40,566	27,525	13,041	---	---	---	---	1,143	41	---	---
Oklahoma.....	18,062	9,536	8,526	2,016	---	954	---	5,236	---	---	---
Oregon.....	6,051	3,536	2,515	1,370	382	77	---	2,802	1	97	---
Pennsylvania.....	78,217	38,186	40,031	---	---	51	---	1,196	4	---	---
Rhode Island.....	3,756	2,283	1,473	---	---	---	---	2,700	---	1,277	311
Rhode Island.....	3,756	2,283	1,473	---	---	---	---	234	---	---	---
South Carolina.....	31,122	17,412	13,710	7,447	119	524	3	3,926	24	798	74
South Dakota.....	3,196	1,138	2,058	118	---	43	---	625	---	---	---
Tennessee.....	17,493	11,533	5,960	2,927	365	70	---	4,715	---	846	---
Texas.....	21,746	12,375	9,371	(^b)	(^b)	(^b)	(^b)	7,045	---	---	---
Utah.....	7,892	3,319	4,573	223	---	14	---	1,865	---	---	---
Vermont.....	763	566	197	27	---	---	---	190	---	---	---
Virginia.....	17,851	11,758	6,093	2,939	519	60	---	3,369	44	755	100
Washington.....	8,418	5,741	2,677	427	96	22	---	1,435	2	---	---
West Virginia.....	4,097	2,995	1,102	74	10	---	---	1,169	27	41	38
Wisconsin.....	61,970	37,887	24,083	1,473	---	722	---	3,082	84	---	---
Wyoming.....	4,179	3,210	969	214	---	42	---	799	---	---	---
Hawaii.....	3,571	784	2,787	78	---	---	---	338	---	---	---

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Includes 449 male pupils enrolled in home economics courses. In evening schools, 416; Colorado, 24; Nebraska, 159; Pennsylvania, 8; Utah, 207; Wisconsin, 18. In all-day schools, 33; Illinois, 17; Indiana, 1; Texas, 15.

under State plans approved by the Federal Board for Vocational Education, years, 1924 to 1930, and by States for the year ended June 30, 1930 ¹

Number of pupils enrolled in vocational courses—Continued

In trade and industrial schools						In home economics schools				
Evening		Part-time				All day		Evening (Female)	Part-time (Female)	All day (Fe- male)
Male	Female	Tradeextension		General continuation		Male	Female			
		Male	Female	Male	Female					
161,432	10,343	37,650	9,943	167,855	166,892	68,318	10,790	2105,838	31,039	2100,878
150,640	16,293	38,691	8,027	173,989	167,876	63,402	8,475	3119,762	29,873	3099,478
141,936	17,087	40,617	9,136	176,590	171,428	54,632	8,122	4121,472	30,908	479,622
122,145	14,826	41,538	6,938	170,941	153,062	47,826	6,912	117,196	31,833	69,377
116,864	18,253	40,580	11,806	157,292	141,550	44,987	6,406	132,915	34,686	68,351
112,762	11,372	33,386	5,782	146,981	137,076	37,285	6,147	126,175	30,729	49,964
84,801	4,165	31,289	5,347	133,014	134,185	29,410	6,262	96,663	27,910	47,369
2,851	165	83	---	82	82	358	---	1,204	---	677
1,604	60	60	3	177	782	63	---	1,255	122	1,073
272	27	33	60	34	175	173	35	1,189	---	3,971
9,349	1,363	4,320	2,306	13,170	11,575	5,533	647	---	14,091	1,050
6,588	---	469	452	168	280	148	---	1,699	204	491
1,988	---	530	---	---	---	2,580	91	---	---	517
605	64	38	---	501	372	---	---	---	---	100
1,230	1	174	---	632	644	301	---	293	38	831
2,603	731	34	291	405	1,588	755	386	6,362	---	5,239
1,016	23	36	192	---	---	26	---	237	---	638
6,135	---	3,305	7	7,738	6,139	1,877	---	3,254	---	5,934
4,737	49	1,039	583	26	178	6,138	58	2,706	---	5,015
1,300	351	234	296	480	508	780	---	240	---	1,066
4,777	290	32	---	8	37	408	12	3,107	---	1,946
1,618	---	43	65	8	---	692	135	116	43	1,326
2,607	782	295	275	---	---	418	423	1,297	---	1,784
3,378	30	78	---	---	---	22	---	597	---	134
1,551	231	38	16	136	248	924	301	1,027	---	543
5,635	---	935	---	10,900	11,586	6,885	1,273	13,159	---	2,174
12,485	25	4,593	70	3,360	5,664	1,474	379	4,404	3,857	2,492
214	113	354	318	608	271	2,423	296	3,235	---	354
288	40	---	87	338	585	109	---	457	---	3,822
1,959	246	392	246	4,173	3,148	1,504	317	2,448	---	2,537
235	---	58	---	---	---	72	---	634	---	279
1,581	1,450	81	---	31	57	153	---	4,070	---	2,011
318	---	27	---	---	---	114	---	109	---	122
8,556	75	464	---	7,401	9,497	4,760	433	3,547	---	951
800	4	---	8	---	---	22	2	347	---	474
15,922	1,580	---	---	86,054	75,147	15,420	3,454	---	---	8,862
4,294	510	4	296	227	493	63	---	3,501	---	10,216
36	---	258	---	---	---	115	---	1,876	---	1,348
10,926	193	3,012	865	3,121	3,082	2,260	221	5,354	---	3,326
2,752	294	---	598	2,181	785	257	7	6,085	---	374
1,162	78	257	162	60	67	187	---	1,720	15	448
8,556	201	982	25	18,592	26,542	6,079	958	6,925	---	5,069
1,065	---	571	208	---	---	171	---	1,197	---	68
3,839	45	396	92	---	---	482	---	1,853	---	11,500
206	---	89	---	---	---	57	---	154	---	1,904
2,261	303	72	150	385	1,484	257	10	2,699	---	949
3,566	460	563	935	386	625	815	33	5,318	---	2,000
237	---	980	637	---	---	---	---	3,442	---	494
149	19	182	---	---	---	18	---	57	---	121
1,711	179	1,503	---	131	112	1,290	46	1,354	---	3,739
1,500	---	100	---	1,960	1,225	297	4	413	625	312
1,522	8	89	---	6	43	94	---	150	---	826
16,385	340	10,765	407	4,376	3,871	1,084	1,215	5,891	11,877	398
2,008	---	64	219	---	---	83	---	332	---	418
55	13	18	74	---	---	295	54	524	167	1,955

³ Includes 558 male pupils enrolled in home economics courses as follows: Evening schools, 541; all-day schools, 17.

⁴ Includes 456 male pupils enrolled in home economics courses, as follows: Evening schools, 256; all-day schools, 200.

⁵ Includes 909 enrolled in day-unit courses.

⁶ No report.

TABLE 5.—Number of pupils enrolled in federally aided schools and classes, by States, year ended June 30, 1930 ¹

State	Number of pupils ¹			
	Total	In agricultural schools and classes	In trade and industrial schools and classes	In home economics schools and classes
Total.....	981,757	188,311	618,782	174,664
Alabama.....	11,654	6,475	3,298	1,881
Arizona.....	2,705	1,013	1,333	359
Arkansas.....	10,591	8,154	809	1,628
California.....	70,464	7,060	48,263	15,141
Colorado.....	13,079	2,580	8,105	2,394
Connecticut.....	5,986	280	5,189	517
Delaware.....	1,927	247	1,580	100
Florida.....	6,065	1,921	2,982	1,162
Georgia.....	23,574	9,249	6,723	7,602
Idaho.....	3,422	1,283	1,264	875
Illinois.....	41,209	6,820	25,201	9,188
Indiana.....	23,761	3,382	12,658	7,721
Iowa.....	12,731	7,476	3,949	1,306
Kansas.....	8,434	2,247	5,241	946
Kentucky.....	8,319	4,273	2,561	1,485
Louisiana.....	11,268	3,387	4,800	3,081
Maine.....	1,783	544	508	731
Maryland.....	5,989	974	3,445	1,570
Massachusetts.....	53,382	835	37,214	15,333
Michigan.....	48,561	9,758	28,050	10,753
Minnesota.....	13,410	5,224	4,597	3,589
Mississippi.....	11,731	9,485	1,447	799
Missouri.....	24,985	8,015	11,985	4,985
Montana.....	1,328	684	365	279
Nebraska.....	11,882	2,536	3,353	5,993
Nevada.....	912	222	459	231
New Hampshire.....	535	253	282	-----
New Jersey.....	33,817	1,005	29,238	3,574
New Mexico.....	2,401	744	836	821
New York.....	195,502	3,185	192,317	-----
North Carolina.....	20,105	10,490	5,887	3,728
North Dakota.....	4,817	1,184	409	3,224
Ohio.....	40,674	8,206	23,788	8,680
Oklahoma.....	17,237	4,729	6,874	5,634
Oregon.....	6,051	1,895	1,973	2,183
Pennsylvania.....	78,217	4,288	61,935	11,994
Rhode Island.....	3,756	476	2,015	1,265
South Carolina.....	19,622	12,915	4,854	1,853
South Dakota.....	1,937	786	352	799
Tennessee.....	17,446	8,923	4,875	3,648
Texas.....	21,746	7,045	7,383	7,318
Utah.....	7,872	2,082	1,854	3,936
Vermont.....	763	217	368	178
Virginia.....	15,338	7,786	4,972	2,580
Washington.....	8,418	1,982	5,086	1,350
West Virginia.....	4,097	1,359	1,762	976
Wisconsin.....	44,504	3,166	33,460	7,878
Wyoming.....	4,179	1,055	2,374	750
Hawaii.....	3,571	416	509	2,646

¹ Provisional figures, subject to final audit of State accounts.

TABLE 6.—Enrollment in state-aided vocational schools and classes, organized under State plans approved by the Federal Board for Vocational Education but not reimbursed from Federal funds, by years, 1924 to 1930,¹ and by States for the year ended June 30, 1930²

Year and State	Enrollment in nonfederally aided vocational schools and classes										
	Total	Agricultural schools			Trade and industrial schools			Home economics schools			
		Evening	Part-time	All day	Evening	Part-time		All day	Evening	Part-time	All day
						Trade extension	General continuation				
1930 ²	82,654	3,490	722	802	6,388	244	198	7,719	8,463	9,816	44,812
1929	161,127	1,615	674	733	35,830	10,659	10,354	7,039	26,312	9,522	58,389
1928	140,575	1,102	801	867	44,394	7,222	25,006	5,315	23,325	1,992	30,741
1927	126,640	3,153	680	262	39,307	9,070	15,470	4,622	28,620	250	25,116
1926	131,857	717	757	583	45,422	10,553	8,484	6,594	31,610	408	26,729
1925	115,737	859	64	717	38,581	7,825	11,548	3,766	33,253	9,501	9,623
1924	37,461			3,656	3,993	1,161	11,066	2,410	3,589	470	11,116
1930: ²											
Alabama	362			39	323						
Arizona	3,528			21	1,307	63		46	1,255		836
Arkansas	4,066			534					18		3,514
Colorado	35	35									
Georgia	4,069				70				992		3,007
Idaho	29				29						
Indiana	1,429	1,279			13	106		31			
Kansas	3,979	549			323				3,107		
Mississippi	3,480								393		3,087
Montana	634								634		
Nebraska	88										88
New Jersey	2,872				1,357	13	198	380	924		
New York	14,122							5,260			8,862
North Carolina	10,331	134		208							9,989
Oklahoma	825								763		62
South Carolina	11,500										11,500
South Dakota	1,259										1,259
Texas	47				47						
Utah	20	20									
Virginia	2,513										2,513
Wisconsin	17,466	1,473	722		2,919	62		2,002	377	9,816	95

¹ Not reported prior to 1924.

² Figures for 1930 are provisional, subject to final audit of State accounts.

³ Includes 226 pupils enrolled in day-unit courses.

TABLE 7.—Number of vocational teacher-training institutions or other agencies federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930 ¹

Year and State	Number of institutions or agencies training vocational teachers			
	Total ²	Of agriculture	Of trade and industry	Of home economics
Total:				
1930 ¹	163	77	103	102
1929	152	65	65	88
1928	146	71	83	93
1927	140	64	80	93
1926	149	67	91	95
1925	143	70	85	95
1924	140	68	85	89
1923	166	78	106	102
1922	181	69	83	111
1921	151	69	91	88
1920	135	64	70	85
1919	144	60	68	78
1918	94	40	45	60
<i>1930: ¹</i>				
Alabama	4	2	1	2
Arizona	3 2	3 2	3 1	3 2
Arkansas	3 3	3 3	3 1	3 3
California	3 6	3 2	2	4
Colorado	3 5	3 2	3 5	3 2
Connecticut	2	1	3 1	1
Delaware	3 2	3 2	3 1	3 2
Florida	3 8	2	3 6	3 3
Georgia	3 5	1	3 3	2
Idaho	3 2	3 2	3 2	3 2
Illinois	3	1	1	3
Indiana	3	1	2	3
Iowa	4 7	1	4 7	1
Kansas	3	1	1	3
Kentucky	4	2	3	2
Louisiana	5	2	3	2
Maine	2	1	1	2
Maryland	1	1	1	1
Massachusetts	3 1	3 1	3 1	1
Michigan	3	1	1	2
Minnesota	1	1	1	1
Mississippi	3 5	2	3 1	3
Missouri	3 2	1	3 2	1
Montana	2	1	1	1
Nebraska	4	1	3	3
Nevada	3 3	3 1	3 2	3 2
New Hampshire	3 3	3 2	3 2	1
New Jersey	3 1	3 1	3 1	1
New Mexico	3 2	3 2	3 1	3 2
New York	3 5	1	3 5	3
North Carolina	4	2	2	2
North Dakota	2	1	1	1
Ohio	3 4	(⁵)	3 4	(⁵)
Oklahoma	3 5	3 3	3 2	5
Oregon	3 3	3 2	3	3 2
Pennsylvania	3	1	3	3
Rhode Island	3 2	3 2	3 2	2
South Carolina	3	2	1	2
South Dakota	2	1	1	2
Tennessee	2	2	1	2
Texas	6	3	3	4
Utah	3 3	3 2	3 1	3 3
Vermont	3 2	1	3 1	1
Virginia	3 12	2	3 9	3 3
Washington	3 3	3 2	3 2	3
West Virginia	1	1	1	1
Wisconsin	3 3	3 2	3 2	2
Wyoming	3 2	3 2	3 1	3 2
Hawaii	3 2	3 2	3 1	3 1

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Different institutions, some of which conduct teacher-training work in two or more fields. Totals include institutions training teachers of "other and not specified subjects," as follows: 9 for 1922, 2 for 1921, 5 for 1920, and 11 for 1919.³ Includes the State board for vocational education as a teacher-training agency.⁴ Includes training in service by local supervisors.⁵ No report.

TABLE 8.—Teachers of teacher-training courses federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Year and State	Number of teachers of teacher-training courses ²								
	Total ³			Agricultural		Trade and industrial		Home eco- nomics	
	Both sexes	Male	Female	Male	Female	Male	Female	Male	Female
1930 ¹	843	518	325	193	2	312	22	15	301
1929.....	728	419	309	170	3	236	23	15	233
1928.....	773	466	307	160	2	274	15	34	290
1927.....	930	590	340	208	1	332	16	55	323
1926.....	853	528	325	199	2	293	23	38	301
1925.....	961	571	389	226	10	315	48	41	331
1924.....	1,021	602	419	240	1	331	57	31	361
1923.....	1,033	605	428	256	9	316	29	33	390
1922.....	1,196	768	428	248	4	411	40	81	371
1921.....	1,143	712	712	282	3	347	52	83	376
1920.....	1,082	657	425	279	14	320	39	42	372
1919.....	829	494	335	220	2	206	13	48	318
1918.....	524								
1930-1									
Alabama.....	23	14	9	7		7			9
Arizona.....	5	3	2	2		1			2
Arkansas.....	9	5	4	3		2			4
California.....	29	11	18	4		7			18
Colorado.....	42	33	9	11	1	20		2	8
Connecticut.....	20	20				20			
Delaware.....	3	2	1	1		1			1
Florida.....	10	7	3	2		5			3
Georgia.....	14	3	11			3	6		5
Idaho.....	10	5	5	4		1			5
Illinois.....	19	8	11	4		2		2	11
Indiana.....	23	16	7	10		6			7
Iowa.....	32	18	14	10		8			14
Kansas.....	7	3	4	3					4
Kentucky.....	6	4	2	3		1			2
Louisiana.....	12	3	9	3			4		5
Maine.....	7	1	6	1					6
Maryland.....	8	6	2	3		3			2
Massachusetts.....	100	62	38	18		44			38
Michigan.....	18	8	10	4		4	2		8
Minnesota.....	20	10	10	3		7			10
Mississippi.....	15	6	9	5		1			9
Missouri.....	13	9	4	5		4			4
Montana.....	12	6	6	5	1	1			5
Nebraska.....	8	4	4	2		2			4
Nevada.....	5	3	2	1		2			2
New Hampshire.....	10	7	3	1		6			3
New Jersey.....	25	16	9	6		9	1	1	8
New Mexico.....	3	2	1	2		(⁴)	(⁴)		1
New York.....	85	71	14	11		58	6	2	8
North Carolina.....	9	4	5	3		1			5
North Dakota.....	10	5	5	3		2			5
Ohio.....	14	14	(⁴)	(⁴)	(⁴)	14		(⁴)	(⁴)
Oklahoma.....	15	5	10	3		2			10
Oregon.....	7	4	3	3		1			3
Pennsylvania.....	63	48	15	7		38	2	3	13
Rhode Island.....	11	5	5	2		2		1	8
South Carolina.....	10	5	5	4		1			5
South Dakota.....	9	4	5	2		1		1	5
Tennessee.....	19	15	4	4		11			4
Texas.....	20	12	8	7		5	1		7
Utah.....	12	5	7	5		(⁴)	(⁴)		7
Vermont.....	2	2		2				(⁴)	(⁴)
Virginia.....	15			4					11
Washington.....	6	2	4	1		1			4
West Virginia.....	6	4	2	4					2
Wisconsin.....	11	8	3	1		4		3	3
Wyoming.....	7	5	2	2		3			2
Hawaii.....	4	3	1	2		1			1

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Itinerant teachers, supervisors conducting teacher-training classes, and foreman conference leaders are included as teacher trainers. Separation not possible in most cases.³ Total includes teachers of courses in "other and not-specified courses," as follows: 28 male and 3 female for 1922, 16 male for 1920, and 20 male and 2 female for 1919.⁴ No report.⁵ Excluding duplicates.

TABLE 9.—Pupils enrolled in vocational teacher-training courses federally aided, by years, 1918 to 1930, and by States for the year ended June 30, 1930 ¹

Year and State	Pupils enrolled in teacher-training courses ²								
	Total ²			Agricultural		Trade and industrial		Home economics	
	Both sexes	Male	Female	Male	Female	Male	Female	Male	Female
1930 ¹	20,786	12,531	8,205	3,290	35	9,241	1,964	-----	6,206
1929	15,890	8,891	6,997	2,766	72	6,125	1,860	-----	5,067
1928	17,572	9,498	8,074	2,301	93	7,194	2,136	3	5,845
1927	18,199	10,565	7,634	3,131	56	7,434	1,616	-----	5,962
1926	19,806	11,596	8,210	3,765	162	7,829	1,822	2	6,226
1925	20,194	11,716	8,478	3,731	77	7,976	1,909	9	6,492
1924	18,686	11,424	7,262	4,692	55	6,700	1,620	32	5,587
1923	20,738	13,514	7,224	5,061	26	8,453	1,201	-----	5,997
1922	18,771	11,626	7,145	3,966	83	7,137	1,600	204	5,172
1921	16,824	9,707	7,117	3,308	162	6,307	1,695	85	5,214
1920	12,456	6,985	5,471	2,150	160	4,560	1,590	76	3,576
1919	7,364	3,998	3,366	1,289	45	2,384	290	114	2,984
1918	6,589	(³)	(³)	(³)	(³)	(³)	(³)	(³)	(³)
1930: ¹									
Alabama	1,048	791	257	209	-----	582	35	-----	222
Arizona	21	3	18	3	-----	(⁵)	(⁵)	-----	18
Arkansas	93	37	56	37	-----	-----	-----	-----	56
California	601	410	191	110	-----	300	79	-----	4 112
Colorado	964	623	341	222	-----	401	31	-----	310
Connecticut	351	338	13	(³)	(³)	338	13	(³)	(³)
Delaware	74	53	21	17	-----	36	6	-----	15
Florida	177	83	94	22	-----	61	19	-----	75
Georgia	274	99	175	-----	-----	99	73	-----	102
Idaho	118	73	45	50	-----	23	6	-----	39
Illinois	741	297	444	70	-----	227	384	-----	60
Indiana	349	117	232	46	-----	71	-----	-----	232
Iowa	533	291	242	41	-----	250	79	-----	163
Kansas	250	45	205	45	-----	-----	-----	-----	205
Kentucky	60	29	31	20	-----	9	-----	-----	31
Louisiana	167	71	96	67	-----	4	45	-----	51
Maine	59	8	51	8	-----	-----	-----	-----	51
Maryland	243	243	-----	27	-----	216	-----	-----	-----
Massachusetts	809	509	300	102	1	407	73	-----	226
Michigan	701	550	151	30	-----	520	-----	-----	151
Minnesota	384	152	232	22	31	130	96	-----	105
Mississippi	421	160	261	121	-----	39	68	-----	193
Missouri	242	167	75	67	-----	100	8	-----	67
Montana	76	43	33	29	-----	14	-----	-----	33
Nebraska	188	92	96	55	-----	37	4	-----	92
Nevada	44	29	15	8	-----	21	-----	-----	15
New Hampshire	87	21	66	7	-----	14	-----	-----	66
New Jersey	1,173	711	462	101	-----	610	108	-----	354
New Mexico	24	19	5	19	-----	(³)	(³)	-----	5
New York	2,486	1,818	668	386	-----	1,432	420	-----	248
North Carolina	288	205	83	205	-----	-----	-----	-----	83
North Dakota	117	41	76	41	-----	-----	-----	-----	76
Ohio	689	689	-----	(³)	(³)	689	-----	-----	-----
Oklahoma	1,125	297	828	142	-----	155	3	-----	825
Oregon	293	166	127	49	-----	117	12	-----	115
Pennsylvania	1,987	1,445	542	164	-----	1,281	184	-----	358
Rhode Island	369	204	165	38	-----	166	-----	-----	165
South Carolina	169	36	133	36	-----	(³)	(³)	-----	133
South Dakota	171	31	140	25	-----	6	-----	-----	140
Tennessee	397	169	228	60	-----	109	111	-----	117
Texas	889	538	351	238	-----	6 300	6 61	-----	290
Utah	244	63	181	63	3	(³)	(³)	-----	178
Vermont	20	20	-----	5	-----	15	-----	(³)	(³)
Virginia	568	314	254	133	-----	181	5	-----	24
Washington ³	-----	-----	-----	-----	-----	-----	-----	-----	-----
West Virginia	7 285	213	72	36	-----	177	29	-----	43
Wisconsin	152	68	84	18	-----	50	12	-----	72
Wyoming	122	95	27	55	-----	40	-----	-----	27
Hawaii	93	55	38	41	-----	14	-----	-----	38

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Enrollment includes teachers in service attending conferences, classes in foremanship conference training, itinerant training classes, and training of teachers in service.³ No report.⁴ Includes 50 experienced home makers.⁵ Itinerant improvement teachers in service.⁶ Includes 185 in foremen conference training—166 men, 19 women.⁷ Includes 186 teachers attending conferences.

TABLE 10.—Expenditure of Federal, State, and local money for vocational education, by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Year and State	Amount of expenditure			
	Total	Federal money	State money	Local money
1930 ¹	\$29,909,295.87	\$7,404,223.18	\$8,233,148.77	\$14,271,923.92
1929.....	27,474,305.86	6,878,529.71	7,471,858.30	13,123,917.85
1928.....	25,715,760.46	6,281,451.75	7,028,986.81	11,865,321.90
1927.....	24,553,331.86	6,730,305.25	6,505,817.23	11,317,209.38
1926.....	23,181,700.46	6,548,657.46	6,149,081.99	10,483,961.01
1925.....	20,919,855.76	5,614,550.14	5,771,975.23	9,533,330.39
1924.....	18,845,350.92	4,832,880.34	5,174,831.06	8,837,639.52
1923.....	17,132,446.09	4,308,885.68	4,874,532.11	7,949,028.30
1922.....	14,812,988.70	3,850,118.78	4,523,939.39	6,438,930.53
1921.....	12,618,262.55	3,357,494.23	4,074,500.73	5,186,267.59
1920.....	8,535,163.84	2,476,502.83	2,670,284.76	3,388,376.25
1919.....	4,951,776.75	1,560,008.61	1,666,627.05	1,825,141.09
1918.....	3,039,061.15	832,426.82	1,024,930.48	1,181,703.85
1930: 1				
Alabama.....	662,813.30	170,491.35	310,512.57	181,809.38
Arizona.....	146,467.61	34,310.11	43,619.07	68,538.43
Arkansas.....	309,405.24	133,792.73	69,787.16	105,825.35
California.....	1,488,212.49	236,128.81	236,128.82	1,015,954.86
Colorado.....	269,461.48	68,037.49	65,880.60	135,543.39
Connecticut.....	527,747.22	78,486.51	399,260.71	50,000.00
Delaware.....	76,564.70	27,376.77	10,833.36	38,354.57
Florida.....	227,389.59	67,611.44	63,595.32	96,182.83
Georgia.....	482,361.80	216,311.48	141,395.88	124,654.44
Idaho.....	96,694.94	38,975.29	10,667.79	47,051.86
Illinois.....	1,748,383.90	424,459.33	271,480.80	1,052,443.77
Indiana.....	957,938.93	208,759.79	107,101.10	642,078.04
Iowa.....	379,735.66	173,097.57	9,838.02	196,800.07
Kansas.....	443,483.36	108,912.01	118,385.77	216,185.58
Kentucky.....	363,813.14	165,889.54	24,831.62	173,091.98
Louisiana.....	256,912.54	128,456.27	128,456.27	-----
Maine.....	89,219.98	44,469.93	21,143.25	23,606.80
Maryland.....	262,812.74	85,393.88	18,470.29	158,948.57
Massachusetts.....	2,397,336.34	241,465.51	1,113,760.83	1,042,110.00
Michigan.....	980,524.21	254,334.87	144,398.22	581,791.12
Minnesota.....	451,103.37	173,165.97	80,965.36	196,972.04
Mississippi.....	477,335.29	138,073.90	160,362.04	178,899.35
Missouri.....	745,148.92	240,647.64	238,541.22	265,960.06
Montana.....	93,310.52	39,998.59	14,268.88	39,043.05
Nebraska.....	311,382.24	88,866.47	65,311.72	157,204.05
Nevada.....	² 60,429.62	24,993.29	15,419.57	20,016.76
New Hampshire.....	68,926.07	28,106.81	8,693.94	32,125.32
New Jersey.....	780,332.42	206,848.14	287,200.56	286,283.72
New Mexico.....	88,358.80	35,338.75	13,069.75	39,950.30
New York.....	4,191,656.95	680,030.89	1,448,245.94	2,063,380.12
North Carolina.....	² 660,075.01	192,200.65	132,509.03	335,365.33
North Dakota.....	142,621.43	57,604.50	32,436.73	52,580.20
Ohio.....	1,453,271.94	399,614.66	280,543.45	773,113.83
Oklahoma.....	389,767.42	150,828.74	64,132.86	174,805.82
Oregon.....	119,027.18	58,380.89	5,087.36	55,558.93
Pennsylvania.....	2,550,628.19	567,657.73	945,601.24	1,037,369.22
Rhode Island.....	136,472.40	50,209.74	13,901.58	72,361.08
South Carolina.....	537,323.14	126,656.24	247,394.90	163,272.00
South Dakota.....	115,812.80	44,211.64	19,310.71	52,290.45
Tennessee.....	484,670.21	175,453.14	150,903.66	158,313.41
Texas.....	1,197,815.77	339,278.89	306,449.67	552,087.21
Utah.....	141,783.25	37,718.47	11,760.60	92,304.18
Vermont.....	86,584.45	35,827.27	10,562.98	40,194.20
Virginia.....	543,492.50	171,236.85	155,521.41	216,734.24
Washington.....	198,199.93	95,873.97	9,873.35	92,452.61
West Virginia.....	217,551.06	91,179.99	19,576.54	106,794.53
Wisconsin.....	² 1,224,451.80	188,283.01	50,813.90	985,354.89
Wyoming.....	142,453.43	28,486.80	33,800.65	80,165.98
Hawaii.....	132,030.59	30,688.87	101,341.72	-----

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Nevada reports an additional expenditure of \$1,869.78 from State funds; North Carolina an additional expenditure of \$3,981.64 from State funds; Wisconsin reports State aid to vocational schools of \$255,000, a portion of which is granted to schools and classes not receiving Federal aid.

TABLE 11.—Expenditure of Federal, State, and local money for vocational agricultural education, by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Year and State	Amount of expenditure				
	Total	From Federal money	From State and local money		
			Total	State	Local
1930 ¹ -----	\$8,749,072.31	\$3,173,623.52	\$5,575,448.79	\$1,792,937.06	\$3,782,511.73
1929-----	8,418,981.20	2,903,959.92	5,515,021.28	1,703,948.63	3,811,072.65
1928-----	7,608,913.76	2,844,464.24	4,764,449.52	1,539,661.36	3,224,788.16
1927-----	7,469,295.39	2,801,591.57	4,667,703.82	1,509,065.78	3,158,638.04
1926-----	7,164,460.46	2,656,886.13	4,507,574.33	1,571,426.97	2,936,147.36
1925-----	6,146,124.01	2,262,542.88	3,883,581.13	1,370,964.90	2,512,616.23
1924-----	5,253,912.86	1,897,807.50	3,356,105.36	1,203,486.62	2,152,618.74
1923-----	4,647,042.04	1,669,698.75	2,977,343.29	1,108,461.22	1,868,882.07
1922-----	4,058,440.36	1,435,475.22	2,622,965.14	1,039,487.89	1,583,477.25
1921-----	3,393,088.21	1,192,131.17	2,200,957.04	968,674.16	1,232,282.88
1920-----	2,437,286.06	889,886.29	1,547,399.77	678,824.43	868,575.34
1919-----	1,413,938.49	528,679.13	885,259.36	399,982.80	485,276.56
1918-----	739,933.27	273,282.08	466,651.19	220,713.98	245,937.21
1930:1					
Alabama-----	337,985.36	117,332.74	220,652.62	123,567.80	97,084.82
Arizona-----	33,423.04	13,260.93	20,162.11	4,817.29	15,344.82
Arkansas-----	208,338.06	93,891.41	114,446.65	34,720.06	79,726.59
California-----	373,362.96	68,472.54	304,890.42	68,472.54	236,417.88
Colorado-----	99,225.72	30,510.89	68,714.83	22,887.33	45,827.50
Connecticut-----	41,783.29	20,891.64	20,891.65	20,891.65	-----
Delaware-----	15,847.26	7,809.63	8,037.63	928.00	7,109.63
Florida-----	123,492.59	35,754.55	87,738.04	32,084.46	55,653.58
Georgia-----	276,038.98	137,769.49	138,269.49	45,236.34	93,033.15
Idaho-----	38,383.72	18,947.01	19,436.71	324.85	19,111.86
Illinois-----	430,670.48	129,923.06	300,747.42	85,412.18	215,335.24
Indiana-----	299,770.00	91,332.87	208,437.13	695.13	207,742.00
Iowa-----	188,204.74	94,102.37	94,102.37	1,834.68	92,267.69
Kansas-----	254,782.46	61,816.00	192,966.46	50,701.00	142,265.46
Kentucky-----	221,793.34	110,896.67	110,896.67	-----	110,896.67
Louisiana-----	148,560.06	74,280.03	74,280.03	74,280.03	-----
Maine-----	43,180.91	21,590.44	21,590.47	8,196.85	13,393.62
Maryland-----	59,185.26	29,592.64	29,592.62	7,801.89	21,790.73
Massachusetts-----	169,105.73	13,076.59	156,029.14	85,218.17	70,810.97
Michigan-----	370,313.00	89,535.32	280,777.68	45,467.66	235,310.02
Minnesota-----	237,895.53	85,459.04	152,436.49	37,119.00	115,317.49
Mississippi-----	295,887.39	100,183.10	195,704.29	66,620.40	129,083.89
Missouri-----	332,814.78	115,444.49	217,370.29	107,932.03	109,438.26
Montana-----	57,917.37	23,565.33	34,352.04	5,879.33	28,472.71
Nebraska-----	146,990.44	56,868.95	90,121.49	2,716.95	87,404.54
Nevada-----	15,853.52	7,926.76	7,926.76	37.50	7,889.26
New Hampshire-----	18,052.52	9,026.26	9,026.26	-----	9,026.26
New Jersey-----	89,571.10	40,937.77	48,633.33	24,775.07	23,858.26
New Mexico-----	37,011.22	18,505.61	18,505.61	808.46	17,697.15
New York-----	324,360.52	111,370.71	212,989.81	134,163.09	78,826.72
North Carolina-----	352,723.87	131,988.01	220,735.86	58,050.08	162,685.78
North Dakota-----	69,807.32	34,903.66	34,903.66	2,370.83	32,532.83
Ohio-----	411,325.07	130,307.90	281,017.17	75,948.00	205,069.17
Oklahoma-----	200,540.80	94,466.58	106,074.22	12,103.82	93,970.40
Oregon-----	50,075.46	24,704.73	25,370.73	333.00	25,037.73
Pennsylvania-----	331,864.90	157,564.18	174,300.72	116,592.48	57,708.24
Rhode Island-----	16,609.14	8,204.57	8,404.57	3,927.58	4,476.99
South Carolina-----	246,680.71	88,935.92	157,744.79	86,594.79	71,150.00
South Dakota-----	52,324.18	26,162.11	26,162.07	541.66	25,620.41
Tennessee-----	317,672.12	110,843.76	206,828.36	96,813.36	110,015.00
Texas-----	530,500.76	200,836.75	329,664.01	75,533.97	254,130.04
Utah-----	61,771.00	14,580.21	47,190.79	2,625.00	44,565.79
Vermont-----	31,438.33	13,819.17	17,619.16	8,800.00	8,819.16
Virginia-----	303,476.22	103,848.01	199,628.21	106,347.59	93,280.62
Washington-----	77,182.35	38,352.64	38,829.71	-----	38,829.71
West Virginia-----	108,400.70	53,732.73	54,667.97	6,708.33	47,959.64
Wisconsin-----	209,236.51	88,646.30	120,590.21	23,758.10	96,832.11
Wyoming-----	62,936.34	10,475.24	52,461.10	8,769.76	43,691.34
Hawaii-----	24,705.18	11,176.21	13,528.97	13,528.97	-----

¹ Figures for 1930 are provisional, subject to final audit of State accounts.

TABLE 12.—Expenditure of Federal, State, and local money for vocational trade and industrial education, not including part-time general continuation schools,¹ by years, 1918 to 1930, and by States for the year ended June 30, 1930²

Year and State	Amount of expenditure ³				
	Total	From Federal money	From State and local money		
			Total	State	Local
1930 ²	\$8,808,282.33	\$1,719,273.62	\$7,089,008.71	\$2,538,824.88	\$4,550,183.83
1929.....	7,578,751.05	1,607,679.58	5,971,071.47	2,024,440.14	3,946,631.33
1928.....	7,193,997.62	1,599,063.32	5,594,934.30	2,009,177.95	3,585,756.35
1927.....	6,463,108.66	1,533,914.86	4,929,193.80	1,758,781.14	3,170,412.66
1926.....	6,194,108.39	1,512,544.70	4,681,563.69	1,580,116.95	3,101,446.74
1925.....	5,604,126.74	1,227,128.33	4,376,998.41	1,467,008.90	2,909,989.51
1924.....	5,059,789.28	1,039,764.22	4,020,025.26	1,359,943.80	2,660,081.26
1923.....	4,374,993.19	902,158.42	3,472,834.77	1,282,508.42	2,189,326.35
1922.....	3,843,561.45	782,500.47	3,061,060.98	1,124,808.14	1,936,252.84
1921.....	3,336,218.30	685,821.79	2,650,396.51	1,074,160.48	1,576,236.03
1920.....	2,408,919.48	509,385.27	1,899,534.21	786,567.92	1,112,966.29
1919.....	1,628,327.31	426,192.84	1,202,134.47	536,718.56	665,415.91
1918 ³	1,536,438.95	307,374.57	1,229,064.38	497,988.39	731,075.99
1930: ²					
Alabama.....	85,511.37	20,492.00	65,019.37	33,698.70	31,320.67
Arizona.....	32,221.00	4,293.00	27,928.00	11,817.50	16,110.50
Arkansas.....	24,696.54	9,264.05	15,432.49	4,606.83	10,825.66
California.....	740,548.37	91,163.35	649,386.02	91,163.35	558,222.67
Colorado.....	75,986.27	19,826.25	56,170.02	16,254.38	39,915.64
Connecticut.....	382,406.97	32,973.16	349,433.81	349,433.81	-----
Delaware.....	7,351.50	1,874.50	5,477.00	262.00	5,215.00
Florida.....	28,730.60	7,937.06	20,793.54	7,937.06	12,856.48
Georgia.....	47,625.42	23,812.71	23,812.71	9,636.65	14,176.06
Idaho.....	13,239.97	6,514.73	6,725.24	1,092.16	5,633.08
Illinois.....	389,369.44	97,342.30	292,027.14	97,342.42	194,684.72
Indiana.....	386,176.04	64,847.98	321,328.06	60,685.96	260,642.10
Iowa.....	44,459.64	22,229.82	22,229.82	-----	22,229.82
Kansas.....	66,016.84	20,962.14	45,054.70	13,635.70	31,419.00
Kentucky.....	47,332.22	19,045.36	28,276.86	-----	28,276.86
Louisiana.....	53,327.28	26,663.64	26,663.64	26,663.64	-----
Maine.....	15,685.83	7,842.91	7,842.92	2,614.31	5,228.61
Maryland.....	133,534.10	26,803.48	108,730.62	1,643.58	107,087.04
Massachusetts.....	1,147,956.29	96,447.21	1,051,509.08	525,754.54	525,754.54
Michigan.....	314,369.47	75,404.67	238,964.80	37,702.33	201,262.47
Minnesota.....	117,821.00	44,464.67	73,356.33	8,992.61	64,363.72
Mississippi.....	6,082.54	2,375.12	3,707.42	1,001.99	2,705.43
Missouri.....	159,807.02	45,894.10	113,912.92	46,336.66	67,576.26
Montana.....	5,564.00	2,757.00	2,807.00	272.00	2,535.00
Nebraska.....	27,843.07	13,728.74	14,114.33	8,459.90	5,654.43
Nevada.....	15,530.00	5,096.24	10,433.76	3,882.51	6,551.25
New Hampshire.....	33,485.63	10,386.61	23,099.07	-----	23,099.07
New Jersey.....	448,216.60	68,279.01	379,937.59	189,968.80	189,968.79
New Mexico.....	9,007.00	4,503.00	4,504.00	600.50	3,903.50
New York.....	1,276,036.68	259,632.30	1,016,404.38	391,836.40	624,567.98
North Carolina.....	31,762.98	15,881.49	15,881.49	6,287.59	9,593.90
North Dakota.....	22,153.11	8,000.00	14,153.11	14,060.61	92.50
Ohio.....	536,664.70	119,536.89	417,127.81	84,311.40	332,816.41
Oklahoma.....	45,717.46	14,246.84	31,470.62	8,611.89	22,858.73
Oregon.....	33,742.82	16,515.71	17,227.11	405.70	16,821.41
Pennsylvania.....	978,440.62	172,314.27	806,126.35	340,933.35	465,193.00
Rhode Island.....	94,849.97	29,498.53	65,351.44	854.00	64,497.44
South Carolina.....	28,177.16	10,889.16	17,288.00	13,038.00	4,250.00
South Dakota.....	7,778.18	3,889.09	3,889.09	-----	3,889.09
Tennessee.....	48,831.04	17,025.90	31,805.14	17,001.89	14,803.25
Texas.....	168,572.31	55,490.52	113,081.79	57,948.61	55,133.18
Utah.....	2,337.50	1,020.75	1,316.75	69.00	1,247.75
Vermont.....	26,858.62	8,650.00	18,208.62	-----	18,208.62
Virginia.....	124,602.37	26,389.62	98,212.75	13,787.40	84,425.35
Washington.....	34,138.23	17,069.10	17,069.13	-----	17,069.13
West Virginia.....	24,732.67	14,866.33	9,866.34	582.00	9,284.34
Wisconsin.....	399,650.12	43,014.56	356,635.56	-----	356,635.56
Wyoming.....	22,960.72	5,390.41	17,570.31	5,992.49	11,577.82
Hawaii.....	38,372.00	6,727.34	31,644.66	31,644.66	-----

¹ The total moneys expended for trade and industrial education may be found by combining Tables 12 and 13.² Figures for 1930 are provisional, subject to final audit of State accounts.³ Includes expenditures for part-time general continuation schools.⁴ In addition, Wisconsin reports State aid to vocational schools of \$255,000, a portion of which is granted to schools and classes not receiving Federal funds.

TABLE 13.—Expenditure of Federal, State, and local money for trade and industrial part-time general continuation education, by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Year and State	Amount of expenditure				
	Total	From Federal money	From State and local money		
			Total	State	Local
1930 ¹	\$5,464,431.42	\$790,257.06	\$4,674,174.36	\$1,554,208.95	\$3,119,965.41
1929.....	5,167,959.57	859,537.53	4,308,422.04	1,543,626.06	2,764,795.98
1928.....	4,826,658.19	855,381.73	3,971,276.46	1,369,390.24	2,601,886.22
1927.....	4,875,954.76	892,661.91	3,983,292.85	1,303,974.98	2,679,317.87
1926.....	4,456,729.40	891,229.01	3,565,500.39	1,211,592.02	2,353,908.37
1925.....	3,973,766.61	746,505.79	3,227,260.82	1,084,108.84	2,143,151.98
1924.....	3,495,695.27	549,760.22	2,945,935.05	921,762.84	2,024,172.21
1923.....	3,138,136.32	443,753.30	2,694,383.02	894,844.32	1,799,538.70
1922.....	2,574,215.87	388,406.58	2,185,809.29	763,365.50	1,422,443.79
1921.....	1,955,543.42	320,748.77	1,634,794.65	484,668.24	1,150,126.41
1920.....	987,807.17	190,259.48	797,547.69	213,279.56	584,268.13
1919.....	374,146.19	64,999.81	309,146.38	74,167.07	234,979.31
1918 ².....	.....	.....	.....	.....	.....
1930: 1	.....	.....	.....	.....	.....
Alabama.....	4,127.10	2,063.55	2,063.55	243.90	1,819.65
Arizona.....	7,779.00	3,707.00	4,072.00	182.50	3,889.50
Arkansas.....	7,484.84	3,678.19	3,806.65	3,608.48	198.17
California.....	³ 118,755.93	12,720.00	106,035.93	12,720.00	93,315.93
Colorado.....	13,134.76	367.37	12,767.39	.....	12,767.39
Connecticut.....	.....	.....	.....	.....	.....
Delaware.....	34,231.66	8,125.50	26,106.16	233.14	25,873.02
Florida.....	31,666.39	7,912.60	23,753.79	7,912.59	15,841.20
Georgia.....	25,229.82	12,614.91	12,614.91	6,966.81	5,648.10
Idaho.....	.....	.....	.....	.....	.....
Illinois.....	424,105.52	98,939.76	325,165.76	40,796.72	284,369.04
Indiana.....	5,776.66	1,216.28	4,560.38	709.24	3,851.14
Iowa.....	33,550.58	16,775.29	16,775.29	.....	16,775.29
Kansas.....	300.00	250.00	50.00	.....	50.00
Kentucky.....	1,388.00	694.00	694.00	.....	694.00
Louisiana.....	.....	.....	.....	.....	.....
Maine.....	.....	.....	.....	.....	.....
Maryland.....	5,970.50	2,985.25	2,985.25	74.05	2,911.20
Massachusetts.....	652,617.76	58,493.88	594,123.88	297,061.94	297,061.94
Michigan.....	102,543.63	24,605.33	77,938.30	12,302.67	65,635.63
Minnesota.....	23,819.00	11,909.50	11,909.50	5,954.74	5,954.76
Mississippi.....	30,017.45	10,997.24	19,020.21	4,536.54	14,483.67
Missouri.....	44,043.64	22,021.80	22,021.84	22,021.84	.....
Montana.....	.....	.....	.....	.....	.....
Nebraska.....	2,516.70	1,258.35	1,258.35	629.18	629.17
Nevada.....	.....	.....	.....	.....	.....
New Hampshire.....	.....	.....	.....	.....	.....
New Jersey.....	103,990.00	41,984.50	62,005.50	31,002.75	31,002.75
New Mexico.....	.....	.....	.....	.....	.....
New York.....	2,410,677.61	218,736.81	2,191,940.80	831,955.38	1,359,985.42
North Carolina.....	18,229.50	9,114.75	9,114.75	3,038.23	6,076.52
North Dakota.....	.....	.....	.....	.....	.....
Ohio.....	210,374.96	44,287.10	166,087.86	39,075.78	127,012.08
Oklahoma.....	26,859.70	12,760.98	14,098.72	668.87	13,429.85
Oregon.....	1,810.00	905.00	905.00	123.00	782.00
Pennsylvania.....	703,390.57	94,471.83	608,918.74	206,540.92	402,377.82
Rhode Island.....	.....	.....	.....	.....	.....
South Carolina.....	13,105.00	5,483.00	7,622.00	5,942.00	1,680.00
South Dakota.....	.....	.....	.....	.....	.....
Tennessee.....	30,966.77	10,882.93	20,083.84	9,133.94	10,949.90
Texas.....	20,667.45	7,442.01	13,225.44	8,115.77	5,109.67
Utah.....	44,806.90	8,583.97	36,222.93	931.00	35,291.93
Vermont.....	.....	.....	.....	.....	.....
Virginia.....	7,364.24	3,637.76	3,726.48	1,333.22	2,393.26
Washington.....	35,258.74	17,462.85	17,795.89	.....	17,795.89
West Virginia.....	1,468.50	734.25	734.25	393.75	340.50
Wisconsin.....	⁴ 266,402.54	12,433.52	253,969.02	.....	253,969.02
Wyoming.....	.....	.....	.....	.....	.....
Hawaii.....	.....	.....	.....	.....	.....

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² In 1918 all types of part-time schools were included under part-time trade extensions schools. See Table 12.³ In addition, instruction cost the State \$490,220.86, not reimbursed.⁴ These amounts include \$25,296.30 for coordination—\$11,669.72 Federal funds, \$13,626.58 local funds.

TABLE 14.—Expenditure of Federal, State, and local money for vocational home economics education, by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Year and State	Amount of expenditure				
	Total	Federal money	State and local money		
			Total	State	Local
1930 ¹	\$4,390,349.85	\$678,225.71	\$3,712,124.14	\$1,286,530.07	\$2,425,594.07
1929.....	3,903,118.66	481,192.67	3,421,925.99	1,125,456.08	2,296,469.91
1928.....	3,721,132.23	492,158.26	3,228,973.97	1,073,784.28	2,155,189.69
1927.....	3,337,827.72	485,033.01	2,852,794.71	908,382.62	1,944,412.09
1926.....	3,137,391.82	499,631.33	2,637,760.49	810,624.49	1,827,136.00
1925.....	2,943,524.30	400,120.15	2,543,404.15	816,222.02	1,727,182.13
1924.....	2,744,635.63	331,860.81	2,412,774.82	740,318.18	1,672,456.64
1923.....	2,748,947.42	285,968.57	2,462,978.85	649,531.92	1,813,446.93
1922.....	2,118,562.96	245,885.87	1,872,677.09	671,382.76	1,201,294.33
1921.....	1,822,347.97	192,387.21	1,629,960.76	595,326.04	1,034,634.72
1920.....	1,054,489.05	155,768.24	898,720.81	329,633.53	569,087.28
1919.....	554,195.42	115,952.01	438,243.41	155,536.88	282,706.53
1918.....	334,548.49	57,773.82	276,774.67	114,790.69	161,983.98
1930: ¹					
Alabama.....	160,615.62	8,297.50	152,318.12	102,608.86	49,709.26
Arizona.....	49,447.11	3,049.18	46,397.93	16,801.82	29,596.11
Arkansas.....	22,011.30	10,314.71	11,696.59	1,907.83	9,788.76
California.....	190,547.64	31,274.63	159,273.01	31,274.63	127,998.38
Colorado.....	40,010.62	7,403.93	32,606.69	9,111.97	23,494.72
Connecticut.....	28,941.45	12,313.96	16,627.49	16,627.49	-----
Delaware.....	990.28	495.14	495.14	338.22	156.92
Florida.....	23,500.19	6,007.32	17,492.87	5,661.30	11,831.57
Georgia.....	62,386.60	14,606.55	47,780.05	37,280.41	10,499.64
Idaho.....	25,074.25	3,515.05	21,559.20	2,498.95	19,060.25
Illinois.....	405,257.02	59,154.40	346,102.62	27,987.46	318,115.16
Indiana.....	208,471.48	23,526.57	184,944.91	39,293.43	145,651.48
Iowa.....	45,429.63	17,154.04	28,275.59	-----	28,275.59
Kansas.....	61,540.50	9,267.00	52,273.50	16,391.00	35,882.50
Kentucky.....	47,960.05	14,735.60	33,224.45	-----	33,224.45
Louisiana.....	23,807.54	11,903.77	11,903.77	11,903.77	-----
Maine.....	10,524.45	5,122.22	5,402.23	1,894.07	3,508.16
Maryland.....	32,264.62	12,493.78	20,770.84	2,972.28	17,798.56
Massachusetts.....	336,600.44	39,635.34	296,965.10	148,482.55	148,482.55
Michigan.....	127,175.00	31,728.00	95,447.00	15,864.00	79,583.00
Minnesota.....	25,510.40	8,657.20	16,853.20	6,517.13	10,336.07
Mississippi.....	101,434.60	7,509.17	93,925.43	78,250.00	15,675.43
Missouri.....	136,806.00	26,475.54	110,330.46	21,384.92	88,945.54
Montana.....	10,082.00	3,825.25	6,256.75	1,717.75	4,539.00
Nebraska.....	100,157.76	4,655.50	95,502.26	36,603.40	58,898.86
Nevada.....	9,707.50	2,301.01	7,406.49	2,582.74	4,823.75
New Hampshire.....	-----	-----	-----	-----	-----
New Jersey.....	82,347.93	30,863.84	51,484.09	25,742.05	25,742.04
New Mexico.....	24,322.21	3,430.59	20,891.62	3,723.62	17,168.00
New York.....	-----	-----	-----	-----	-----
North Carolina.....	209,904.09	11,489.42	198,414.67	46,914.47	151,500.20
North Dakota.....	30,654.76	4,705.50	25,949.26	6,800.00	19,149.26
Ohio.....	179,890.64	50,775.99	129,114.65	26,676.48	102,438.17
Oklahoma.....	45,480.22	10,246.24	35,233.98	14,191.86	21,042.12
Oregon.....	13,398.90	6,255.45	7,143.45	480.00	6,663.45
Pennsylvania.....	353,967.14	60,475.07	293,492.07	182,305.57	111,186.50
Rhode Island.....	6,773.30	3,386.65	3,386.65	-----	3,386.65
South Carolina.....	203,670.00	5,411.00	198,259.00	112,067.00	86,192.00
South Dakota.....	31,177.34	4,589.47	26,587.87	11,466.18	15,121.69
Tennessee.....	36,946.60	14,492.73	22,453.87	9,393.81	13,060.06
Texas.....	383,842.38	32,106.65	351,735.73	145,704.69	206,031.04
Utah.....	11,988.84	3,533.54	8,455.30	2,025.00	6,430.30
Vermont.....	6,156.25	2,605.80	3,550.45	562.95	2,987.50
Virginia.....	42,523.69	15,426.24	27,097.45	4,744.31	22,353.14
Washington.....	23,967.71	10,108.08	13,859.63	1,200.00	12,659.63
West Virginia.....	49,777.45	8,000.88	41,776.57	6,296.00	35,480.57
Wisconsin.....	286,180.35	19,451.13	266,729.22	-----	266,729.22
Wyoming.....	31,735.46	2,663.76	29,071.70	4,674.88	24,396.82
Hawaii.....	48,390.54	2,785.32	45,605.22	45,602.22	-----

¹ Figures for 1930 are provisional, subject to final audit of State accounts.

TABLE 15.—Expenditure of Federal, State, and local money for vocational teacher

Year and State	Amount of expenditure				
	Total	For training agricultural teachers			
		Total	Federal money	State money	Local money
1930 ¹	\$2,447,160.17	\$820,753.29	\$352,635.67	\$359,202.89	\$108,914.73
1929	2,396,571.74	802,611.24	343,509.50	366,177.76	92,923.98
1928	2,359,044.94	811,764.87	352,215.59	359,091.13	100,458.15
1927	2,370,437.64	811,886.58	348,006.87	360,314.15	103,565.56
1926	2,229,010.39	797,143.19	346,111.73	354,833.06	96,198.70
1925	2,252,814.10	759,355.73	342,788.34	338,141.26	78,426.13
1924	2,291,817.88	755,938.16	341,933.29	313,887.91	100,116.96
1923	2,223,327.12	745,534.70	345,012.88	314,850.86	85,671.02
1922	2,218,208.06	740,051.06	337,590.20	309,105.27	93,355.59
1921	2,111,064.65	703,855.12	329,293.08	324,950.48	49,611.56
1920	1,646,662.08	556,580.32	250,835.31	232,013.23	73,731.78
1919	981,169.34	306,895.47	131,884.59	126,227.34	48,783.54
1918	² 428,140.44	121,244.10	56,642.57	53,023.21	11,578.32
1930: ¹					
Alabama	74,573.85	23,426.35	8,407.36	15,018.99	
Arizona	23,597.46	8,894.16	3,333.36	3,333.30	2,222.50
Arkansas	46,874.50	23,372.72	8,322.18	11,977.69	3,072.85
California	64,996.59	15,879.09	7,939.54	7,939.55	
Colorado	41,094.11	14,186.31	3,443.05	6,524.84	4,218.42
Connecticut	24,615.51	6,580.28	3,290.14	3,290.14	
Delaware	18,144.00	7,399.00	3,699.50	3,699.50	
Florida	19,999.82	6,666.66	3,333.33	3,333.33	
Georgia	71,080.98	29,772.77	11,985.32	17,787.45	
Idaho	19,997.00	11,614.32	5,807.16	3,924.79	1,882.37
Illinois	98,981.44	25,426.48	12,629.65	6,241.75	6,555.08
Indiana	57,744.95	25,135.58	11,780.08	5,120.02	8,235.48
Iowa	68,091.07	23,333.92	9,134.42	3,003.96	11,195.54
Kansas	60,843.56	23,896.12	6,178.33	12,834.99	4,882.80
Kentucky	45,349.53	21,231.49	8,581.98	12,649.51	
Louisiana	31,217.66	11,760.76	5,880.38	5,880.38	
Maine	19,828.79	5,696.51	2,848.23	2,089.28	750.00
Maryland	28,858.26	9,985.88	4,564.56	2,175.62	3,245.70
Massachusetts	91,056.12	23,893.96	8,189.97	15,703.99	
Michigan	66,123.11	20,469.23	10,234.61	10,234.62	
Minnesota	46,057.44	15,927.84	7,727.69	8,200.15	
Mississippi	43,913.31	13,389.79	7,258.99	491.71	5,639.09
Missouri	71,677.48	30,209.14	12,750.79	17,458.35	
Montana	19,747.15	8,303.83	4,124.83	2,851.00	1,328.00
Nebraska	33,874.27	12,270.27	4,553.93	5,599.65	2,116.69
Nevada	19,338.60	6,000.15	3,000.07	3,000.08	
New Hampshire	17,387.88	4,585.39	2,292.69	2,292.70	
New Jersey	56,206.79	12,277.67	5,413.54	3,432.07	3,432.06
New Mexico	18,018.37	7,433.20	3,716.50	3,161.18	555.52
New York	180,582.14	43,158.48	21,579.24	21,579.24	
North Carolina	47,454.57	19,629.55	9,814.55	5,056.07	4,758.93
North Dakota	20,006.24	8,259.02	4,129.51	3,323.90	805.61
Ohio	115,016.57	38,871.60	17,935.80	17,935.80	3,000.00
Oklahoma	71,169.24	16,176.69	6,391.50	5,216.99	4,568.29
Oregon	20,000.00	9,486.26	4,743.13	1,743.13	3,200.00
Pennsylvania	182,964.96	59,257.43	24,086.29	34,626.15	544.99
Rhode Island	18,239.99	4,649.84	2,324.92	2,324.92	
South Carolina	45,690.27	22,198.17	7,765.39	14,432.78	
South Dakota	24,533.10	9,441.88	3,553.04	3,712.68	2,176.16
Tennessee	50,253.68	18,931.88	8,837.88	7,301.08	2,792.92
Texas	94,232.87	34,948.94	15,096.24	6,993.82	12,858.88
Utah	20,879.01	6,603.94	3,045.39	1,589.34	1,969.21
Vermont	22,131.25	4,212.70	2,089.69	87.70	2,035.31
Virginia	65,525.98	23,740.90	7,311.74	13,107.69	3,321.47
Washington	27,652.90	9,832.16	4,396.49	3,569.00	1,866.67
West Virginia	33,171.74	10,458.98	5,206.85	751.85	4,500.28
Wisconsin	62,982.28	11,621.68	5,473.33	5,473.35	675.00
Wyoming	24,820.91	10,125.00	3,644.24	5,980.76	500.00
Hawaii	20,562.87	10,129.32	4,783.27	5,346.05	

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Includes \$19,310.88 expenditures for Oklahoma not reported by the type of school in 1918—State funds \$10,269.35; Federal funds, \$9,041.53.

training, by years, 1918 to 1930, and by States for the year ended June 30, 1930¹

Amount of expenditure							
For training trade and industrial teachers				For training home economics teachers			
Total	Federal money	State money	Local money	Total	Federal money	State money	Local money
\$770,251.90	\$342,345.01	\$348,342.64	\$79,564.25	\$856,154.98	\$347,862.56	\$353,102.28	\$155,190.14
748,290.72	337,145.64	348,687.30	62,457.78	845,669.78	345,504.87	350,598.69	149,566.22
743,108.37	337,890.56	349,499.12	55,718.69	804,171.70	340,278.04	322,363.02	141,530.64
740,987.67	335,895.36	337,053.69	68,038.62	817,563.39	332,108.41	316,295.75	169,159.23
706,216.15	326,254.61	322,664.00	57,298.34	725,649.95	315,999.95	297,824.50	111,825.50
714,381.79	326,201.58	324,269.44	63,910.77	778,576.58	309,263.07	371,259.87	98,053.64
716,912.58	323,101.77	320,624.53	73,186.28	818,467.14	348,652.53	314,807.18	155,007.43
696,617.92	321,129.02	317,784.62	57,704.28	781,174.50	341,164.74	305,550.81	134,458.95
699,720.69	323,514.14	316,548.37	59,658.18	778,436.31	336,746.30	299,241.46	142,448.55
657,112.76	304,168.10	315,328.83	37,615.83	750,096.77	332,944.11	311,392.50	105,760.16
490,654.69	226,764.66	210,199.28	53,690.75	599,427.07	253,603.58	219,766.81	126,056.68
202,007.47	116,281.43	111,261.57	34,464.47	412,266.40	176,018.80	162,732.83	73,514.77
81,735.30	38,998.81	36,253.67	6,532.82	205,800.16	89,313.44	91,891.19	24,595.53
27,813.93	6,948.97	18,989.98	1,874.98	23,333.57	6,949.23	16,384.34	-----
6,472.25	3,226.13	3,236.12	-----	8,231.05	3,425.51	3,430.54	1,375.00
7,799.96	3,422.19	4,178.60	199.17	15,701.82	4,900.00	8,787.67	2,014.15
33,716.84	16,858.42	16,858.42	-----	15,400.66	7,700.33	7,700.33	-----
14,534.02	4,416.68	5,843.56	5,273.78	12,373.78	3,069.32	5,258.52	4,045.94
8,852.56	4,426.28	4,426.28	-----	9,182.67	4,591.33	4,591.34	-----
4,030.00	2,015.00	2,015.00	-----	6,715.00	3,357.50	3,357.50	-----
6,666.50	3,333.25	3,333.25	-----	6,666.66	3,333.33	3,333.33	-----
21,312.22	8,085.00	13,227.22	-----	19,995.99	7,437.50	11,261.00	1,297.49
4,089.14	2,044.57	1,039.43	345.14	4,293.54	2,146.77	1,127.61	1,019.16
26,798.16	13,282.54	7,541.18	5,974.44	46,756.80	13,187.62	6,159.09	27,410.09
20,964.02	10,482.00	-----	10,482.02	11,645.35	5,574.01	597.32	5,474.02
11,762.38	5,876.50	2,651.56	3,234.32	32,994.77	7,825.13	2,347.82	22,821.82
17,865.37	5,327.23	12,538.14	-----	19,082.07	5,111.31	12,284.94	1,685.82
7,209.22	3,521.09	3,688.13	-----	16,098.82	8,414.84	8,493.98	-----
6,746.66	3,373.33	3,373.33	-----	12,710.24	6,355.12	6,355.12	-----
4,162.02	2,081.01	2,081.01	-----	9,970.26	4,985.12	4,267.73	717.41
10,861.82	4,961.60	2,023.04	3,877.18	8,010.56	3,992.57	1,779.83	2,238.16
35,994.81	13,678.33	22,316.48	-----	31,167.35	11,944.19	19,223.16	-----
28,493.36	14,246.68	14,246.68	-----	17,160.52	8,580.26	8,580.26	-----
13,909.94	6,913.04	5,996.90	1,000.00	16,219.66	8,034.83	8,184.83	-----
8,505.53	3,977.76	3,977.77	550.00	22,017.99	5,772.52	5,483.63	10,761.84
20,324.79	8,834.11	11,490.68	-----	21,143.55	9,226.81	11,916.74	-----
4,877.44	2,439.30	2,388.14	50.00	6,565.88	3,286.88	1,160.66	2,118.34
5,319.28	2,619.07	2,700.21	-----	16,284.72	5,181.93	8,602.43	2,500.36
7,761.17	3,880.57	3,228.10	652.50	5,577.28	2,788.64	2,688.64	100.00
9,402.91	4,701.46	4,701.45	-----	3,399.58	1,699.79	1,699.79	-----
17,746.46	7,824.86	4,960.80	4,960.80	26,182.66	11,544.62	7,319.02	7,319.02
4,178.69	1,979.89	1,923.80	275.00	6,406.48	3,203.16	2,852.19	351.13
71,321.94	35,660.97	35,660.97	-----	66,101.72	33,050.86	33,050.86	-----
11,727.18	5,863.57	5,113.61	750.00	16,097.84	8,048.86	8,048.98	-----
4,442.04	2,213.24	2,228.80	-----	7,305.18	3,652.59	3,652.59	-----
40,366.96	19,778.98	19,606.98	978.00	35,778.01	16,989.00	16,989.01	1,800.00
29,839.76	6,294.31	12,869.82	10,675.63	25,152.79	6,422.29	10,469.61	8,260.89
4,909.80	2,454.90	1,500.66	954.34	5,603.94	2,801.97	701.97	2,100.00
59,846.82	29,651.88	29,974.41	220.53	63,860.71	29,094.21	34,628.36	138.14
5,614.68	2,807.34	2,807.34	-----	7,975.47	3,987.73	3,987.74	-----
8,873.97	4,032.56	4,841.41	-----	14,618.13	4,139.21	10,478.92	-----
4,048.26	2,000.00	-----	2,048.26	11,042.96	4,017.93	3,590.19	3,434.84
11,922.33	5,890.21	4,611.29	1,420.83	19,399.47	7,479.73	6,648.29	5,271.45
26,759.01	12,526.69	5,518.68	8,713.64	32,524.92	15,780.03	6,634.13	10,110.76
4,499.91	2,249.96	2,249.95	-----	9,775.16	4,704.65	2,271.31	2,799.20
9,403.54	4,701.77	1,031.77	3,670.00	8,515.01	3,960.84	80.56	4,473.61
20,206.32	7,311.74	9,369.88	3,524.70	21,578.76	7,311.74	6,831.32	7,435.70
6,762.61	3,136.33	3,155.23	421.05	11,058.13	5,298.48	1,949.12	3,810.53
10,250.12	3,868.35	2,031.04	4,359.73	12,453.64	4,770.57	2,813.57	4,869.50
30,758.99	12,989.59	14,691.19	3,078.21	20,601.61	6,274.58	6,891.26	7,435.77
6,063.55	2,845.95	3,217.60	-----	8,632.36	3,467.20	5,165.16	-----
4,453.66	2,226.81	2,226.85	-----	5,979.89	2,989.92	2,989.97	-----

TABLE 16.—Reimbursement of agricultural, trade and industrial, and home expended for each type of school, by years, 1918 to

Year and State	Amount of Federal money expended					
	For agricultural schools ²					For trade and industrial schools
	Total	Evening	Part time	All day	Day unit	Total
1930 ¹	\$3, 079, 020. 20	\$69, 965. 04	\$5, 012. 19	\$2, 966, 428. 05	\$37, 614. 92	\$2, 509, 530. 68
1929	2, 833, 538. 07	63, 301. 03	6, 328. 63	2, 718, 071. 48	45, 836. 93	2, 467, 217. 11
1928	2, 779, 857. 94	140, 552. 58	20, 188. 94	2, 521, 722. 52	97, 393. 90	2, 454, 445. 05
1927	2, 734, 274. 64	110, 633. 16	27, 860. 35	2, 528, 923. 16	66, 857. 97	2, 426, 576. 77
1926	2, 604, 902. 69	67, 491. 39	15, 362. 12	2, 481, 342. 62	40, 706. 56	2, 403, 773. 71
1925	2, 214, 575. 97	70, 732. 24	9, 777. 23	2, 092, 120. 20	41, 946. 80	1, 973, 634. 12
1924	1, 855, 091. 04	57, 237. 31	4, 108. 52	1, 761, 154. 44	32, 590. 77	1, 586, 153. 46
1923	1, 638, 086. 08	38, 504. 07	22, 753. 08	1, 554, 919. 58	21, 909. 35	1, 345, 911. 72
1922	1, 485, 475. 22	(3)	(3)	(3)	(3)	1, 170, 907. 05
1921	1, 192, 131. 17	(3)	(3)	(3)	(3)	1, 006, 570. 56
1920	889, 886. 29	(3)	(3)	(3)	(3)	699, 644. 65
1919	528, 679. 13	(3)	(3)	(3)	(3)	491, 192. 75
1918	273, 282. 08	(3)	(3)	(3)	(3)	307, 374. 57
<i>1930: ¹</i>						
Alabama	111, 574. 83	5, 770. 00	-----	105, 804. 83	-----	2, 555. 55
Arizona	11, 894. 23	205. 76	-----	11, 688. 47	-----	8, 000. 00
Arkansas	92, 991. 41	-----	-----	91, 616. 41	1, 375. 00	12, 942. 24
California	63, 520. 07	-----	-----	63, 520. 07	-----	103, 883. 35
Colorado	27, 407. 25	807. 50	42. 50	26, 557. 25	-----	20, 193. 62
Connecticut	19, 641. 64	-----	-----	19, 641. 64	-----	32, 973. 16
Delaware	7, 809. 63	228. 00	-----	7, 581. 63	-----	10, 000. 00
Florida	32, 637. 88	825. 00	112. 50	30, 687. 88	1, 012. 50	15, 849. 66
Georgia	132, 069. 53	537. 50	1, 025. 00	130, 507. 03	-----	36, 427. 62
Idaho	18, 947. 01	80. 00	-----	18, 867. 01	-----	6, 514. 73
Illinois	129, 923. 06	-----	-----	129, 923. 06	-----	196, 282. 06
Indiana	91, 332. 87	-----	-----	91, 332. 87	-----	66, 064. 26
Iowa	92, 267. 69	16, 037. 65	503. 95	75, 726. 09	-----	39, 005. 11
Kansas	60, 116. 00	-----	-----	59, 828. 00	288. 00	21, 212. 14
Kentucky	110, 896. 67	-----	-----	110, 896. 67	-----	19, 739. 36
Louisiana	68, 123. 54	-----	-----	68, 123. 54	-----	26, 663. 64
Maine	21, 590. 44	-----	-----	20, 090. 44	1, 500. 00	7, 842. 91
Maryland	27, 238. 44	-----	-----	27, 238. 44	-----	29, 788. 73
Massachusetts	13, 076. 59	-----	-----	13, 076. 59	-----	154, 941. 09
Michigan	88, 135. 32	-----	-----	88, 135. 32	-----	100, 010. 00
Minnesota	85, 459. 04	1, 886. 00	909. 00	82, 664. 04	-----	56, 374. 17
Mississippi	94, 703. 10	-----	-----	94, 703. 10	-----	13, 372. 36
Missouri	115, 444. 49	-----	-----	115, 444. 49	-----	67, 915. 90
Montana	23, 565. 33	-----	-----	23, 565. 33	-----	2, 757. 00
Nebraska	56, 868. 95	725. 00	200. 00	55, 943. 95	-----	4, 987. 09
Nevada	7, 926. 76	18. 75	-----	7, 908. 01	-----	5, 096. 24
New Hampshire	3, 026. 26	100. 00	-----	8, 926. 26	-----	10, 386. 61
New Jersey	40, 937. 77	4, 990. 85	-----	34, 578. 49	1, 368. 43	110, 263. 51
New Mexico	18, 505. 61	125. 00	25. 00	17, 105. 61	1, 250. 00	4, 503. 00
New York	111, 370. 71	-----	142. 50	111, 228. 21	-----	478, 369. 11
North Carolina	124, 367. 63	20, 997. 80	49. 24	101, 835. 26	1, 485. 39	24, 996. 24
North Dakota	32, 532. 83	-----	-----	32, 532. 83	-----	8, 000. 00
Ohio	130, 307. 90	111. 25	262. 50	129, 934. 15	-----	163, 823. 99
Oklahoma	88, 166. 58	300. 00	-----	87, 214. 11	652. 47	27, 007. 82
Oregon	24, 704. 73	-----	-----	24, 704. 73	-----	17, 420. 71
Pennsylvania	149, 794. 63	-----	-----	125, 378. 70	24, 415. 93	266, 786. 10
Rhode Island	8, 204. 57	1, 215. 00	-----	6, 989. 57	-----	29, 498. 53
South Carolina	85, 285. 94	14, 255. 48	-----	69, 032. 46	1, 998. 00	6, 372. 16
South Dakota	25, 620. 41	-----	-----	25, 620. 41	-----	3, 889. 09
Tennessee	104, 998. 76	-----	-----	104, 413. 76	585. 00	27, 908. 83
Texas	197, 099. 33	-----	1, 500. 00	195, 599. 33	-----	62, 932. 53
Utah	14, 580. 21	150. 00	100. 00	14, 330. 21	-----	9, 604. 72
Vermont	13, 819. 17	125. 00	-----	13, 694. 17	-----	3, 650. 00
Virginia	96, 393. 80	168. 00	-----	94, 541. 60	1, 684. 20	30, 027. 38
Washington	38, 352. 64	-----	-----	38, 352. 64	-----	34, 531. 95
West Virginia	49, 491. 20	100. 00	-----	49, 391. 20	-----	15, 600. 58
Wisconsin	88, 646. 30	-----	-----	88, 646. 30	-----	55, 448. 08
Wyoming	10, 475. 24	157. 50	140. 00	10, 177. 74	-----	5, 390. 41
Hawaii	11, 176. 21	48. 00	-----	11, 128. 21	-----	6, 727. 34

¹ Figures for 1930 are provisional, subject to final audit of State accounts.² Salaries of teachers only.³ Prior to 1923 agricultural reimbursements were not reported by type of school.

economics evening, part-time, and all-day schools: Amount of Federal money 1930, and by States for the year ended June 30, 1930¹

Amount of Federal money expended—Continued									
For trade and industrial schools—Continued					For home-economics schools ²				
Evening	Part time		All day	Total	Evening	Part time	All day		
	Trade extension	General continuation							
\$383,957.49	\$391,062.45	\$790,257.06	\$944,253.68	\$665,274.19	\$168,027.04	\$34,581.63	\$462,665.52		
329,829.49	385,038.50	859,537.63	892,811.59	481,192.67	144,253.03	27,114.13	309,825.51		
278,740.91	379,126.99	855,381.73	941,195.42	492,158.26	136,816.59	30,980.22	324,361.45		
257,953.30	337,212.85	892,661.91	938,748.71	485,033.01	124,203.69	42,265.48	318,563.84		
244,650.93	350,369.35	891,229.01	917,524.42	499,631.33	124,954.20	47,523.72	327,153.41		
224,283.86	256,122.39	746,505.79	746,722.08	400,120.15	92,449.08	40,145.30	267,525.77		
191,150.99	202,248.45	544,707.22	648,046.78	335,271.81	215,450.56	38,778.06	81,043.19		
172,530.35	167,140.91	443,753.30	562,487.16	285,968.57	65,283.57	27,714.64	192,970.44		
151,940.25	145,345.81	388,406.58	485,214.41	245,885.87	53,124.43	28,745.75	164,015.69		
129,297.52	141,075.92	320,748.77	415,448.35	192,387.21	28,414.45	11,356.07	152,616.69		
103,737.16	190,574.67	190,259.48	296,073.44	155,768.24	25,243.09	6,084.84	124,440.31		
83,063.91	86,027.72	64,999.81	257,101.21	115,952.01	23,175.93	6,516.44	86,259.64		
78,982.67	92,577.30	(4)	136,606.17	57,773.82	542.28	(4)	50,439.97		
11,647.29	1,582.74	2,063.55	7,261.97	8,297.50	2,426.00		5,871.50		
1,648.50		3,707.00	2,644.50	3,049.18		1,250.00	1,799.18		
967.75			5,868.55	10,151.82	2,024.26		8,127.56		
7,963.98	23,292.71	12,720.00	59,906.66	31,274.63		17,836.23	13,438.40		
7,253.75	11,413.34	367.37	1,159.16	7,403.93	856.69	1,626.90	4,920.34		
5,214.48	8,638.92		19,119.76	12,313.96			12,313.96		
1,777.50	97.00	8,125.50		495.14			495.14		
3,353.80	658.05	7,012.60	3,925.21	5,791.50	604.00	637.50	4,550.00		
12,310.49	3,998.50	12,614.91	7,503.72	14,606.55	7,502.91		7,103.64		
2,481.50	2,059.65		1,973.88	3,515.05	115.05		3,400.00		
12,463.86	38,062.28	98,939.76	46,816.16	59,154.40	11,077.25		48,077.15		
5,413.34	24,730.16	1,216.28	34,704.48	23,526.57	7,010.51		10,516.06		
3,487.45	6,665.27	16,775.29	12,077.10	17,154.04	197.50		16,956.54		
8,112.14	1,400.00	250.00	11,450.00	7,867.00			7,867.00		
3,101.48			14,283.48	14,735.60	378.00	507.60	13,850.00		
5,274.32	10,338.49		11,050.83	10,887.27	645.20		10,242.07		
2,593.00	3,483.22		1,766.59	5,122.22	2,401.50		2,720.72		
10,134.50	4,208.33	2,985.25	12,460.65	11,602.14	1,198.97		10,403.17		
5,206.02	6,248.65	58,493.88	84,992.54	39,635.34	13,451.93		26,183.41		
14,768.00	31,012.67	24,605.33	29,624.00	31,728.00	4,396.00	7,744.00	19,588.00		
513.25	12,458.75	11,909.50	31,492.67	8,657.20	2,189.13		6,468.07		
1,277.78	222.34	10,997.24	875.00	6,009.17	560.66		5,448.51		
7,928.77	4,656.38	22,021.80	33,308.95	26,475.54	6,779.10		19,696.44		
684.00	448.00		1,825.00	3,825.25			3,825.25		
8,074.60	890.50	1,258.35	4,763.64	4,655.50	3,475.50		1,180.00		
1,797.50	630.00		2,668.74	2,301.01	19.00		2,282.01		
			10,386.61						
36,259.50	3,958.63	41,984.50	27,790.88	30,863.84	4,130.53		26,733.31		
1,947.00	250.00		2,306.00	3,430.59	789.60		2,640.99		
58,737.67		218,736.81	200,894.63						
11,197.49	3,459.00	9,114.75	1,225.00	11,489.42	7,401.98		4,087.44		
145.00	4,243.60		3,611.40	3,205.50	864.40		2,341.10		
17,104.93	50,612.39	44,287.10	51,819.57	50,775.98	12,054.50		38,721.48		
4,375.75	9,210.37	12,760.98	25,060.72	8,946.24	5,135.86		3,810.38		
1,613.85	9,211.86	905.00	5,690.00	6,255.45	2,679.29	36.00	3,540.16		
33,861.84	18,939.82	94,471.83	119,512.61	60,475.07	16,908.72		43,566.35		
3,991.12	17,956.42		7,559.99	3,386.65	1,936.65		1,450.00		
7,948.16		5,483.00	2,941.00	5,411.00	5,411.00				
369.00	1,488.84		2,031.25	4,122.77	212.00		3,910.77		
7,902.75	2,977.50	10,882.93	6,145.65	13,485.78	7,926.78		5,559.00		
12,442.50	24,525.97	7,442.01	18,522.05	32,106.65	12,995.67		19,110.98		
1,020.75		8,583.97		3,533.54	2,748.54		785.00		
1,300.00	5,550.00		1,800.00	2,424.55	137.50		2,287.05		
5,793.63	8,873.65	3,637.76	11,722.34	14,041.48	5,006.84		9,034.64		
5,883.00	1,140.00	17,462.85	10,046.10	8,908.08	1,109.25	1,885.41	5,913.42		
4,374.59	5,491.74	734.25	5,000.00	7,275.88	389.25		6,886.63		
18,843.75	24,170.81	\$ 12,433.52	19,451.13	19,451.13	11,602.02	2,259.99	5,589.12		
2,716.66	723.75	168.00	1,950.00	2,663.76	250.00		2,413.76		
462.00	1,394.00		4,871.34	2,785.32	1,027.50	798.00	959.82		

¹ Included in expenditures for trade extension schools.

² Includes \$11,669.72 for coordination.

TABLE 17.—Federal funds available and expended for home economics and for all-day and evening schools, by States: Amount expended for home economics compared with 20 per cent of the total allotment for trade, industry, and home economics; and amount expended for all-day and evening schools compared with 66⅔ per cent of the total allotment for the year ended June 30, 1930

State	Total allotment for trade, industry, and home economics (A)	Home economics schools		All-day and evening schools	
		Maximum amount available (20 per cent of A)	Amount expended ¹	Maximum amount available (66⅔ per cent of A)	Amount expended ¹
Total.....	\$3,056, 148. 19	\$611, 229. 64	\$444, 525. 55	\$2, 037, 432. 13	\$1, 740, 702. 00
Alabama.....	28, 363. 90	5, 672. 78	-----	18, 909. 27	18, 909. 26
Arizona.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	5, 043. 00
Arkansas.....	16, 177. 80	3, 235. 56	3, 235. 56	10, 785. 20	10, 071. 86
California.....	129, 854. 18	25, 970. 84	25, 970. 83	86, 569. 45	78, 486. 10
Colorado.....	25, 242. 03	5, 048. 41	5, 048. 41	16, 828. 02	11, 834. 42
Connecticut.....	52, 144. 79	10, 428. 96	10, 428. 96	34, 763. 19	34, 763. 20
Delaware.....	10, 000. 00	2, 000. 00	-----	6, 666. 67	1, 777. 50
Florida.....	19, 815. 92	3, 963. 18	3, 041. 50	13, 210. 61	9, 683. 01
Georgia.....	40, 534. 53	8, 106. 91	4, 106. 91	27, 023. 02	23, 921. 12
Idaho.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	6, 455. 08
Illinois.....	245, 352. 57	49, 070. 51	49, 070. 51	163, 568. 38	108, 350. 53
Indiana.....	82, 580. 32	16, 516. 06	16, 516. 06	55, 053. 55	56, 633. 88
Iowa.....	48, 756. 39	9, 751. 28	9, 751. 28	32, 504. 26	25, 315. 83
Kansas.....	34, 414. 47	6, 882. 89	5, 056. 00	22, 942. 98	24, 618. 14
Kentucky.....	35, 282. 06	7, 056. 41	6, 785. 60	23, 521. 27	23, 662. 96
Louisiana.....	34, 982. 45	6, 996. 49	6, 415. 20	23, 321. 63	22, 740. 35
Maine.....	16, 683. 02	3, 336. 60	3, 476. 50	11, 122. 01	7, 836. 19
Maryland.....	48, 418. 18	9, 683. 64	9, 683. 64	32, 278. 79	32, 278. 79
Massachusetts.....	203, 282. 61	40, 656. 52	38, 656. 52	135, 521. 74	128, 885. 08
Michigan.....	124, 832. 66	24, 966. 53	24, 818. 00	83, 221. 77	61, 466. 00
Minnesota.....	58, 563. 30	11, 712. 66	2, 189. 13	39, 042. 20	34, 195. 05
Mississippi.....	13, 372. 36	2, 674. 47	-----	8, 914. 91	2, 152. 78
Missouri.....	88, 374. 76	17, 674. 95	17, 674. 95	58, 916. 51	58, 912. 67
Montana.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	4, 309. 00
Nebraska.....	22, 571. 52	4, 514. 30	340. 00	15, 047. 68	13, 178. 24
Nevada.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	6, 466. 24
New Hampshire.....	15, 579. 91	3, 115. 98	-----	10, 386. 61	10, 386. 61
New Jersey.....	137, 829. 39	27, 565. 88	27, 565. 88	91, 886. 26	91, 886. 26
New Mexico.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	6, 253. 00
New York.....	478, 369. 11	95, 673. 82	-----	318, 912. 74	259, 632. 30
North Carolina.....	27, 308. 75	5, 461. 75	1, 510. 00	18, 205. 83	13, 932. 49
North Dakota.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	5, 756. 40
Ohio.....	204, 780. 00	40, 956. 00	40, 772. 58	136, 520. 00	109, 697. 09
Oklahoma.....	30, 043. 68	6, 008. 74	3, 035. 86	20, 029. 12	12, 472. 33
Oregon.....	21, 775. 88	4, 355. 18	4, 355. 17	14, 517. 25	11, 659. 02
Pennsylvania.....	312, 299. 67	62, 459. 93	45, 513. 57	208, 199. 78	198, 888. 02
Rhode Island.....	32, 811. 48	6, 562. 30	3, 312. 95	21, 874. 32	14, 855. 06
South Carolina.....	16, 372. 16	3, 274. 43	-----	10, 914. 77	10, 889. 16
South Dakota.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	4, 400. 25
Tennessee.....	34, 039. 23	6, 807. 85	6, 130. 40	22, 692. 82	20, 178. 80
Texas.....	84, 241. 77	16, 848. 35	16, 848. 35	56, 161. 18	47, 812. 90
Utah.....	12, 005. 89	2, 401. 18	2, 401. 17	8, 004. 93	3, 421. 92
Vermont.....	10, 000. 00	2, 000. 00	1, 580. 80	6, 666. 67	4, 680. 80
Virginia.....	37, 534. 22	7, 506. 84	7, 506. 84	25, 022. 81	25, 022. 81
Washington.....	41, 697. 11	8, 339. 42	7, 165. 16	27, 798. 07	21, 208. 85
West Virginia.....	20, 550. 03	4, 110. 00	2, 699. 25	13, 700. 02	12, 073. 84
Wisconsin.....	69, 310. 09	13, 862. 02	13, 862. 01	46, 206. 73	30, 445. 77
Wyoming.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	6, 666. 66
Hawaii.....	10, 000. 00	2, 000. 00	2, 000. 00	6, 666. 67	6, 535. 38

¹ Provisional figures, subject to final audit of State accounts.

TABLE 18.—Federal fund available and expended for each class of teacher training, by States: Amount expended for training teachers of agriculture, of trade and industry, and of home economics compared with 60 per cent of the total allotment for maintenance of teacher training for the year ended June 30, 1930

State	Total allotment (A)	Maximum amount available for any one class of training (60 per cent of A)	Amount ¹ expended for training teachers—		
			Of agriculture	Of trade and industry	Of home economics
Total.....	\$1,096,765.93	\$658,059.55	\$352,635.67	\$342,345.01	\$347,862.56
Alabama.....	22,305.56	13,383.34	8,407.36	6,948.97	6,949.23
Arizona.....	10,000.00	6,000.00	3,338.36	3,236.13	3,425.51
Arkansas.....	16,644.37	9,986.62	8,322.18	3,422.19	4,900.00
California.....	32,552.12	19,531.27	7,939.54	16,858.42	7,700.33
Colorado.....	10,000.00	6,000.00	3,443.05	3,416.68	3,069.32
Connecticut.....	13,114.76	7,868.86	3,290.14	4,426.28	4,591.33
Delaware.....	10,000.00	6,000.00	3,699.50	2,015.00	3,357.50
Florida.....	10,000.00	6,000.00	3,343.33	3,333.25	3,333.33
Georgia.....	27,507.82	16,504.69	11,985.32	8,085.00	7,437.50
Idaho.....	10,000.00	6,000.00	5,807.16	2,044.57	2,146.77
Illinois.....	61,604.37	36,962.62	12,629.65	13,282.54	13,187.62
Indiana.....	27,836.09	16,701.65	11,780.08	10,482.00	5,574.01
Iowa.....	22,836.05	13,701.63	9,134.42	5,876.50	7,825.13
Kansas.....	16,806.36	10,083.82	6,178.33	5,327.23	5,111.31
Kentucky.....	22,955.83	13,773.50	8,581.98	3,521.09	8,414.84
Louisiana.....	17,084.23	10,250.65	5,880.38	3,373.33	6,355.12
Maine.....	10,000.00	6,000.00	2,848.23	2,081.01	4,985.12
Maryland.....	13,770.49	8,262.29	4,564.56	4,961.60	3,992.57
Massachusetts.....	36,593.94	21,956.36	8,189.97	13,678.33	11,944.19
Michigan.....	34,546.64	20,907.98	10,234.61	14,246.68	8,580.26
Minnesota.....	22,675.56	13,605.34	7,727.69	6,913.04	8,034.83
Mississippi.....	17,009.27	10,205.56	7,258.99	3,977.76	5,772.52
Missouri.....	32,335.48	19,401.29	12,750.79	8,834.11	9,226.81
Montana.....	10,000.00	6,000.00	4,124.83	2,439.30	3,286.88
Nebraska.....	12,314.38	7,388.63	4,553.93	2,619.07	5,181.93
Nevada.....	10,000.00	6,000.00	3,000.07	3,880.57	2,788.64
New Hampshire.....	10,000.00	6,000.00	2,292.69	4,701.46	1,699.79
New Jersey.....	29,978.23	17,986.94	5,413.54	7,824.86	11,544.62
New Mexico.....	10,000.00	6,000.00	3,716.50	1,979.89	3,203.16
New York.....	98,650.39	59,190.23	21,579.24	35,660.97	33,050.86
North Carolina.....	24,309.38	14,585.63	9,814.55	5,863.57	8,048.86
North Dakota.....	10,000.00	6,000.00	4,129.51	2,215.24	3,652.59
Ohio.....	54,709.10	32,825.46	17,935.80	19,781.98	16,989.00
Oklahoma.....	19,266.88	11,560.13	6,391.50	6,294.31	6,422.29
Oregon.....	10,000.00	6,000.00	4,743.13	2,454.90	2,801.97
Pennsylvania.....	82,832.38	49,699.43	24,086.29	29,651.88	29,094.21
Rhode Island.....	10,000.00	6,000.00	2,324.92	2,807.34	3,987.73
South Carolina.....	15,993.88	9,596.33	7,765.39	4,032.56	4,139.21
South Dakota.....	10,000.00	6,000.00	3,553.04	2,000.00	4,017.93
Tennessee.....	22,207.82	13,324.69	8,837.88	5,890.21	7,479.73
Texas.....	44,296.50	26,577.90	15,096.24	12,526.69	15,780.03
Utah.....	10,000.00	6,000.00	3,045.39	2,249.96	4,704.65
Vermont.....	10,000.00	6,000.00	2,089.69	4,701.77	3,960.84
Virginia.....	21,935.22	13,161.13	7,311.74	7,311.74	7,311.74
Washington.....	12,886.69	7,732.01	4,396.49	3,186.33	6,298.48
West Virginia.....	13,903.85	8,342.51	5,206.85	3,868.35	4,770.57
Wisconsin.....	25,002.29	15,001.37	5,473.33	12,989.59	6,274.58
Wyoming.....	10,000.00	6,000.00	3,644.24	2,845.95	3,467.20
Hawaii.....	10,000.00	6,000.00	4,783.27	2,226.81	2,989.92

¹ Provisional figures, subject to final audit of State accounts.

TABLE 19.—Unexpended balance and amount to be sent to the States for vocational agriculture, Smith-Hughes fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931

State	1930			1931	
	Fund available ¹	Expended ²	Unexpended balance in State treasury June 30 (a-b) ²	Allotment	Amount to be sent to State (d-c) ³
	a	b	c	d	e
Total.....	\$3,032,112.39	\$2,945,837.69	\$86,274.70	\$3,031,987.39	\$2,945,712.69
Alabama.....	107,318.99	107,318.99	-----	107,318.99	107,318.99
Arizona.....	12,643.21	12,643.21	-----	12,643.21	12,643.21
Arkansas.....	85,307.84	85,307.84	-----	85,307.84	85,307.84
California.....	63,913.87	63,913.87	-----	63,913.87	63,913.87
Colorado.....	28,360.43	28,360.43	-----	28,385.43	28,385.43
Connecticut.....	25,929.68	20,891.64	5,038.04	25,929.68	20,891.64
Delaware.....	10,000.00	7,809.63	2,190.37	10,000.00	7,809.63
Florida.....	35,755.06	35,754.55	.51	35,755.06	35,754.55
Georgia.....	126,526.79	126,526.79	-----	126,526.79	126,526.79
Idaho.....	18,257.26	17,747.01	510.25	18,257.26	17,747.01
Illinois.....	121,369.30	121,369.30	-----	121,369.30	121,369.30
Indiana.....	84,480.74	84,480.74	-----	84,480.74	84,480.74
Iowa.....	89,207.52	89,207.52	-----	89,207.52	89,207.52
Kansas.....	67,191.52	60,116.00	7,075.52	67,191.52	60,116.00
Kentucky.....	104,114.16	102,912.86	1,201.30	104,064.16	102,862.86
Louisiana.....	68,303.49	68,303.49	-----	68,303.49	68,303.49
Maine.....	27,339.29	21,590.44	5,748.85	27,339.29	21,590.44
Maryland.....	33,863.79	29,592.64	4,271.15	33,863.79	29,592.64
Massachusetts.....	11,795.39	11,795.39	-----	11,795.39	11,795.39
Michigan.....	83,273.64	82,811.00	462.64	83,273.64	82,811.00
Minnesota.....	77,944.04	77,944.04	-----	77,944.04	77,944.04
Mississippi.....	90,489.79	90,489.79	-----	90,489.79	90,489.79
Missouri.....	106,052.25	106,052.25	-----	106,052.25	106,052.25
Montana.....	21,995.28	21,995.28	-----	21,995.28	21,995.28
Nebraska.....	52,004.21	52,004.21	-----	52,004.21	52,004.21
Nevada.....	10,000.00	7,926.76	2,073.24	10,000.00	7,926.76
New Hampshire.....	10,000.00	9,026.26	973.74	10,000.00	9,026.26
New Jersey.....	39,742.28	39,742.28	-----	39,742.28	39,742.28
New Mexico.....	17,239.49	17,239.49	-----	17,239.49	17,239.49
New York.....	104,781.77	104,781.77	-----	104,781.77	104,781.77
North Carolina.....	120,736.14	119,889.99	846.15	120,736.14	119,889.99
North Dakota.....	32,602.82	32,532.83	69.99	32,602.82	32,532.83
Ohio.....	121,524.31	121,451.65	72.66	121,524.31	121,451.65
Oklahoma.....	86,889.21	86,887.90	1.31	86,889.21	86,887.90
Oregon.....	22,899.42	22,899.42	-----	22,899.42	22,899.42
Pennsylvania.....	181,633.69	149,744.61	31,889.08	181,633.69	149,744.61
Rhode Island.....	10,000.00	8,044.35	1,955.65	10,000.00	8,044.35
South Carolina.....	81,107.54	81,107.44	.10	81,107.54	81,107.44
South Dakota.....	30,754.59	25,620.41	5,134.18	31,204.59	26,070.41
Tennessee.....	100,770.92	100,770.92	-----	100,770.92	100,770.92
Texas.....	183,871.11	182,683.61	1,187.50	183,871.11	182,683.61
Utah.....	13,645.69	13,645.69	-----	13,645.69	13,645.69
Vermont.....	14,149.93	12,840.61	1,309.32	14,149.93	12,840.61
Virginia.....	95,433.38	95,433.38	-----	95,433.38	95,433.38
Washington.....	³ 36,077.32	35,877.64	199.68	35,477.32	35,277.64
West Virginia.....	63,888.31	49,824.84	14,063.47	63,888.31	49,824.84
Wisconsin.....	80,976.93	80,976.93	-----	80,976.93	80,976.93
Wyoming.....	9,950.00	9,950.00	-----	10,000.00	10,000.00
Hawaii.....	10,000.00	10,000.00	-----	10,000.00	10,000.00

¹ Includes amount sent to States during 1930 and the unexpended balance in the State treasury June 30, 1929. This amount is less than the allotment in some instances because of amounts withheld in accordance with sec. 15 of the national vocational education act.

² Provisional figures, subject to final audit of State accounts.

³ Includes an outstanding warrant of \$600 that was canceled by the statute of limitations.

TABLE 20.—Unexpended balance and amount to be sent to the States for vocational agriculture, George-Reed fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931

State	1930			1931	
	Fund avail- able	Expended ¹	Unexpended balance in State treasury June 30 (a-b) ¹	Allotment	Amount to be sent to State (d-c) ¹
	a	b	c	d	e
Total.....	² \$249,311.29	\$227,785.94	\$21,525.35	² \$498,622.58	\$477,097.23
Alabama.....	10,013.75	10,013.75	-----	20,027.50	20,027.50
Arizona.....	617.72	617.72	-----	1,235.44	1,235.44
Arkansas.....	8,583.57	8,583.57	-----	17,167.14	8,583.57
California.....	4,558.67	4,558.67	-----	9,117.34	9,117.34
Colorado.....	2,150.46	2,150.46	-----	4,300.92	4,300.92
Connecticut.....	919.91	-----	919.91	1,839.82	919.91
Delaware.....	383.42	-----	383.42	766.84	383.42
Florida.....	2,250.81	-----	2,250.81	4,501.62	2,250.81
Georgia.....	11,242.70	11,242.70	-----	22,485.40	22,485.40
Idaho.....	1,478.46	1,200.00	278.46	2,956.92	2,678.46
Illinois.....	8,553.76	8,553.76	-----	17,107.52	17,107.52
Indiana.....	6,852.13	6,852.13	-----	13,704.26	13,704.26
Iowa.....	8,169.07	4,894.85	3,274.22	16,338.14	13,063.92
Kansas.....	6,024.64	1,700.00	4,324.64	12,049.28	7,724.64
Kentucky.....	9,984.29	7,983.81	2,000.48	19,968.58	17,968.10
Louisiana.....	5,976.65	5,976.65	-----	11,953.30	11,953.30
Maine.....	1,640.26	-----	1,640.26	3,280.52	1,640.26
Maryland.....	2,140.39	-----	2,140.39	4,280.78	2,140.39
Massachusetts.....	1,281.20	1,281.20	-----	2,562.40	2,562.40
Michigan.....	6,795.43	6,724.32	71.11	13,590.86	13,519.75
Minnesota.....	7,518.25	7,515.00	3.25	15,036.60	15,033.25
Mississippi.....	9,693.31	9,693.31	-----	19,386.62	19,386.62
Missouri.....	9,392.24	9,392.24	-----	18,784.48	18,784.48
Montana.....	1,570.05	1,570.05	-----	3,140.10	3,140.10
Nebraska.....	4,864.74	4,864.74	-----	9,729.48	9,729.48
Nevada.....	146.24	-----	146.24	292.48	146.24
New Hampshire ²	-----	-----	-----	-----	-----
New Jersey.....	1,195.49	1,195.49	-----	2,390.98	2,390.98
New Mexico.....	1,266.12	1,266.12	-----	2,532.24	2,532.24
New York.....	6,588.94	6,588.94	-----	13,177.88	13,177.88
North Carolina.....	12,421.38	12,098.02	323.36	24,842.76	24,519.40
North Dakota.....	3,201.20	2,370.83	830.37	6,402.40	5,572.03
Ohio.....	8,857.24	8,856.25	.99	17,714.48	17,713.49
Oklahoma.....	7,946.99	7,578.68	368.31	15,893.98	15,525.67
Oregon.....	1,805.31	1,805.31	-----	3,610.62	3,610.62
Pennsylvania.....	7,819.57	7,819.57	-----	15,639.14	15,639.14
Rhode Island.....	160.22	160.22	-----	320.44	320.44
South Carolina.....	7,828.48	7,828.48	-----	15,656.96	15,656.96
South Dakota.....	3,105.85	541.70	2,564.15	6,211.70	3,647.55
Tennessee.....	10,072.84	10,072.84	-----	20,145.68	20,145.68
Texas.....	18,153.14	18,153.14	-----	36,306.28	36,306.28
Utah.....	934.52	934.52	-----	1,869.04	1,869.04
Vermont.....	980.30	978.56	1.74	1,960.60	1,958.86
Virginia.....	8,414.63	8,414.63	-----	16,829.26	16,829.26
Washington.....	2,478.24	2,475.00	3.24	4,956.48	4,953.24
West Virginia.....	3,907.89	3,907.89	-----	7,815.78	7,815.78
Wisconsin.....	7,669.37	7,669.37	-----	15,338.74	15,338.74
Wyoming.....	525.24	525.24	-----	1,050.48	1,050.48
Alaska ²	-----	-----	-----	-----	-----
Hawaii.....	1,176.21	1,176.21	-----	2,352.42	2,352.42

¹ Provisional figures, subject to final audit of State accounts.² Does not include the allotments to New Hampshire and to Alaska, which have not accepted the provisions of the George-Reed Act.

TABLE 21.—Unexpended balance and amount to be sent to the States for vocational trade, industry, and home economics, Smith-Hughes fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931

State	1930			1931	
	Fund available ¹	Expended ²	Unexpended balance in State treasury June 30 (a-b) ²	Allotment	Amount to be sent to State (d-c) ²
	a	b	c	d	e
Total.....	\$3,056,145.84	\$2,951,987.06	\$104,158.78	\$3,056,148.19	\$2,951,989.41
Alabama.....	28,363.90	22,555.55	5,808.35	28,363.90	22,555.55
Arizona.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Arkansas.....	16,177.80	16,177.80	-----	16,177.80	16,177.80
California.....	129,854.18	129,854.18	-----	129,854.18	129,854.18
Colorado.....	25,242.03	25,242.03	-----	25,242.03	25,242.03
Connecticut.....	52,144.79	43,402.12	8,742.67	52,144.79	43,402.12
Delaware.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Florida.....	19,815.92	18,891.16	924.76	19,815.92	18,891.16
Georgia.....	40,534.53	40,534.53	-----	40,534.53	40,534.53
Idaho.....	10,000.00	8,514.73	1,485.27	10,000.00	8,514.73
Illinois.....	245,352.57	245,352.57	-----	245,352.57	245,352.57
Indiana.....	82,580.32	82,580.32	-----	82,580.32	82,580.32
Iowa.....	48,756.39	48,756.39	-----	48,756.39	48,756.39
Kansas.....	34,414.47	26,268.14	8,146.33	34,414.47	26,268.14
Kentucky.....	35,282.06	26,524.96	8,757.10	35,282.06	26,524.96
Louisiana.....	34,982.45	33,078.84	1,903.61	34,982.45	33,078.84
Maine.....	16,683.02	11,179.41	5,503.61	16,683.02	11,179.41
Maryland.....	48,418.18	39,472.37	8,945.81	48,418.18	39,472.37
Massachusetts.....	203,282.61	193,597.61	9,685.00	203,282.61	193,597.61
Michigan.....	124,832.66	124,828.00	4.66	124,832.66	124,828.00
Minnesota.....	58,563.30	58,563.30	-----	58,563.30	58,563.30
Mississippi.....	13,372.36	13,372.36	-----	13,372.36	13,372.36
Missouri.....	88,374.76	85,590.85	2,783.91	88,374.76	85,590.85
Montana.....	10,000.00	4,757.00	5,243.00	10,000.00	4,757.00
Nebraska.....	22,571.52	15,327.09	7,244.43	22,571.52	15,327.09
Nevada.....	10,000.00	7,096.24	2,903.76	10,000.00	7,096.24
New Hampshire.....	15,579.91	10,386.61	5,193.30	15,579.91	10,386.61
New Jersey.....	137,829.39	137,829.39	-----	137,829.39	137,829.39
New Mexico.....	10,000.00	6,503.00	3,497.00	10,000.00	6,503.00
New York.....	478,369.11	478,369.11	-----	478,369.11	478,369.11
North Carolina.....	27,308.75	26,506.24	802.51	27,308.75	26,506.24
North Dakota.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Ohio.....	204,780.00	204,596.58	183.42	204,780.00	204,596.58
Oklahoma.....	30,043.68	30,043.68	-----	30,043.68	30,043.68
Oregon.....	21,775.88	21,775.88	-----	21,775.88	21,775.88
Pennsylvania.....	312,299.67	312,299.67	-----	312,299.67	312,299.67
Rhode Island.....	32,811.48	32,811.48	-----	32,811.48	32,811.48
South Carolina.....	16,372.16	16,372.16	-----	16,372.16	16,372.16
South Dakota.....	10,000.00	5,889.09	4,110.91	10,000.00	5,889.09
Tennessee.....	34,039.23	34,039.23	-----	34,039.23	34,039.23
Texas.....	84,239.42	79,780.88	4,458.54	84,241.77	79,783.23
Utah.....	12,005.89	12,005.89	-----	12,005.89	12,005.89
Vermont.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Virginia.....	37,534.22	37,534.22	-----	37,534.22	37,534.22
Washington.....	41,697.11	41,697.11	-----	41,697.11	41,697.11
West Virginia.....	20,550.03	16,601.45	3,948.58	20,550.03	16,601.45
Wisconsin.....	69,310.09	69,310.09	-----	69,310.09	69,310.09
Wyoming.....	10,000.00	7,390.41	2,609.59	10,000.00	7,390.41
Hawaii.....	10,000.00	8,727.34	1,272.66	10,000.00	8,727.34

¹ Includes amount sent to States during 1930 and the unexpended balance in the State treasury June 30, 1929. This amount is less than the allotment in some instances because of amounts withheld in accordance with sec. 15 of the national vocational education act.

Provisional figures, subject to final audit of State accounts.

TABLE 22.—Unexpended balance and amount to be sent to the States for vocational home economics, George-Reed fund, during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931

State	1930			1931	
	Fund avail- able	Expended ¹	Unexpended balance in State treasury June 30 (a-b) ¹	Allotment	Amount to be sent to State (d-c) ¹
	a	b	c	d	e
Total.....	² \$248,957.29	\$233,840.15	\$15,117.14	² \$497,914.58	\$482,797.44
Alabama.....	8,905.71	8,297.50	608.21	17,811.42	17,203.21
Arizona.....	1,049.18	1,049.18	-----	2,098.36	2,098.36
Arkansas.....	7,079.15	7,079.15	-----	14,158.30	14,158.30
California.....	5,303.80	5,303.80	-----	10,607.60	10,607.60
Colorado.....	2,355.52	2,355.52	-----	4,711.04	4,711.04
Connecticut.....	2,151.74	1,885.00	266.74	4,303.48	4,036.74
Delaware.....	495.14	495.14	-----	990.28	990.28
Florida.....	2,967.08	2,965.82	1.26	5,934.16	5,932.90
Georgia.....	10,499.64	10,499.64	-----	20,999.28	20,999.28
Idaho.....	1,515.05	1,515.05	-----	3,030.10	3,030.10
Illinois.....	10,083.89	10,083.89	-----	20,167.78	20,167.78
Indiana.....	7,010.51	7,010.51	-----	14,021.02	14,021.02
Iowa.....	7,402.76	7,402.76	-----	14,805.52	14,805.52
Kansas.....	5,575.79	4,211.00	1,364.79	11,151.58	9,786.79
Kentucky.....	8,635.62	7,950.00	685.62	17,271.24	16,585.62
Louisiana.....	5,668.07	5,488.57	179.50	11,336.14	11,156.64
Maine.....	2,268.71	1,785.72	482.99	4,537.42	4,054.43
Maryland.....	2,810.14	2,810.14	-----	5,620.28	5,620.28
Massachusetts.....	978.82	978.82	-----	1,957.64	1,957.64
Michigan.....	6,910.34	6,910.00	.34	13,820.68	13,820.34
Minnesota.....	6,468.07	6,468.07	-----	12,936.14	12,936.14
Mississippi.....	7,509.17	7,509.17	-----	15,018.34	15,018.34
Missouri.....	8,800.59	8,800.59	-----	17,601.18	17,601.18
Montana.....	1,825.25	1,825.25	-----	3,650.50	3,650.50
Nebraska.....	4,315.50	4,315.50	-----	8,631.00	8,631.00
Nevada.....	301.01	301.01	-----	602.02	602.02
New Hampshire ²	-----	-----	-----	-----	-----
New Jersey.....	3,297.96	3,297.96	-----	6,595.92	6,595.92
New Mexico.....	1,430.59	1,430.59	-----	2,861.18	2,861.18
New York.....	8,695.17	-----	8,695.17	17,390.34	8,695.17
North Carolina.....	10,019.12	9,979.42	39.70	20,038.24	19,998.54
North Dakota.....	2,705.50	2,705.50	-----	5,411.00	5,411.00
Ohio.....	10,084.52	10,003.40	81.12	20,169.04	20,087.92
Oklahoma.....	7,210.38	7,210.38	-----	14,420.76	14,420.76
Oregon.....	1,900.28	1,900.28	-----	3,800.56	3,800.56
Pennsylvania.....	15,072.61	14,961.50	111.11	30,145.22	30,034.11
Rhode Island.....	73.70	73.70	-----	147.40	147.40
South Carolina.....	6,730.59	5,411.00	1,319.59	13,461.18	12,141.59
South Dakota.....	2,589.47	2,589.47	-----	5,178.94	5,178.94
Tennessee.....	8,362.33	8,362.33	-----	16,724.66	16,724.66
Texas.....	15,258.30	15,258.30	-----	30,516.60	30,516.60
Utah.....	1,132.37	1,132.37	-----	2,264.74	2,264.74
Vermont.....	1,174.21	1,025.00	149.21	2,348.42	2,199.21
Virginia.....	7,919.40	7,919.40	-----	15,838.80	15,838.80
Washington.....	2,944.03	2,942.92	1.11	5,886.06	5,886.95
West Virginia.....	5,301.68	5,301.63	.05	10,603.36	10,603.31
Wisconsin.....	6,719.75	5,589.12	1,130.63	13,439.50	12,308.87
Wyoming.....	663.76	663.76	-----	1,327.52	1,327.52
Alaska ²	-----	-----	-----	-----	-----
Hawaii.....	785.32	785.32	-----	1,570.64	1,570.64

¹ Provisional figures, subject to final audit of State accounts.² Does not include allotments to New Hampshire and to Alaska, which have not accepted the provisions of the George-Reed Act. See Table 27, p. 114.

TABLE 23.—Unexpended balance and amount to be sent to the States for vocational teacher training during the year ending June 30, 1931, by States: Fund available, expenditure, and unexpended balance for 1930, and allotment and amount to be sent to the States for 1931

State	1930			1931	
	Fund available ¹	Expended ²	Unexpended balance in State treasury June 30 (a-b) ²	Allotment	Amount to be sent to State (d-c) ²
	a	b	c	d	e
Total.....	\$1,095,796.51	\$1,042,107.11	\$53,689.40	\$1,096,765.93	\$1,043,076.53
Alabama.....	22,305.56	22,305.56	-----	22,305.56	22,305.56
Arizona.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Arkansas.....	16,644.37	16,644.37	-----	16,644.37	16,644.37
California.....	32,552.73	32,498.29	54.44	32,552.12	32,497.68
Colorado.....	9,929.05	9,929.05	-----	10,000.00	10,000.00
Connecticut.....	13,096.53	12,307.75	788.78	13,114.76	12,325.98
Delaware.....	10,000.00	9,072.00	928.00	10,000.00	9,072.00
Florida.....	10,000.00	9,999.91	.09	10,000.00	9,999.91
Georgia.....	27,507.82	27,507.82	-----	27,507.82	27,507.82
Idaho.....	9,998.50	9,998.50	-----	10,000.00	10,000.00
Illinois.....	61,604.37	39,099.81	22,504.56	61,604.37	39,099.81
Indiana.....	27,836.09	27,836.09	-----	27,836.09	27,836.09
Iowa.....	22,836.05	22,836.05	-----	22,836.05	22,836.05
Kansas.....	16,806.36	16,616.87	189.49	16,806.36	16,616.87
Kentucky.....	22,955.83	20,517.91	2,437.92	22,955.83	20,517.91
Louisiana.....	17,084.23	15,608.83	1,475.40	17,084.23	15,608.83
Maine.....	10,000.00	9,914.36	85.64	10,000.00	9,914.36
Maryland.....	13,581.22	13,518.73	62.49	13,770.49	13,708.00
Massachusetts.....	36,593.94	33,812.49	2,781.45	36,593.94	33,812.49
Michigan.....	34,846.64	33,061.55	1,785.09	34,846.64	33,061.55
Minnesota.....	22,675.56	22,675.56	-----	22,675.56	22,675.56
Mississippi.....	17,009.27	17,009.27	-----	17,009.27	17,009.27
Missouri.....	32,335.48	30,811.71	1,523.77	32,335.48	30,811.71
Montana.....	9,960.75	9,851.01	109.74	10,000.00	9,890.26
Nebraska.....	12,314.38	12,314.38	-----	12,314.38	12,314.38
Nevada.....	10,000.00	9,669.28	330.72	10,000.00	9,669.28
New Hampshire.....	10,000.00	8,693.94	1,306.06	10,000.00	8,693.94
New Jersey.....	29,978.23	24,783.02	5,195.21	29,978.23	24,783.02
New Mexico.....	9,772.00	8,899.55	872.45	10,000.00	9,127.55
New York.....	98,650.39	90,291.07	8,359.32	98,650.39	90,291.07
North Carolina.....	24,309.38	23,726.98	582.40	24,309.38	23,726.98
North Dakota.....	9,995.34	9,995.34	-----	10,000.00	10,000.00
Ohio.....	54,709.10	54,706.78	2.32	54,709.10	54,706.78
Oklahoma.....	19,266.88	19,108.10	158.78	19,266.88	19,108.10
Oregon.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Pennsylvania.....	82,832.38	82,832.38	-----	82,832.38	82,832.38
Rhode Island.....	10,000.00	9,119.99	880.01	10,000.00	9,119.99
South Carolina.....	15,993.88	15,993.88	-----	15,993.88	15,993.88
South Dakota.....	9,619.33	9,570.97	48.36	10,000.00	9,951.64
Tennessee.....	22,207.82	22,207.82	-----	22,207.82	22,207.82
Texas.....	44,296.50	43,402.96	893.54	44,296.50	43,402.96
Utah.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Vermont.....	10,000.00	10,000.00	-----	10,000.00	10,000.00
Virginia.....	21,935.22	21,935.22	-----	21,935.22	21,935.22
Washington.....	12,886.69	12,881.30	5.39	12,886.69	12,881.30
West Virginia.....	13,903.85	13,845.77	58.08	13,903.85	13,845.77
Wisconsin.....	25,002.29	24,737.50	264.79	25,002.29	24,737.50
Wyoming.....	9,962.50	9,957.39	5.11	10,000.00	9,994.89
Hawaii.....	10,000.00	10,000.00	-----	10,000.00	10,000.00

¹ Includes amount sent to States during 1930 and the unexpended balance in the State treasury June 30, 1929. This amount is less than the allotment in some instances because of amounts withheld in accordance with sec. 15 of the national vocational education act.

² Provisional figures, subject to final audit of State accounts.

TABLE 24.—Interest earned on Federal vocational education funds deposited with State treasurers for the year ended June 30, 1930

Total.....	\$61,853.04	Minnesota.....	\$2,548.50	Rhode Island.....	\$212.31
Connecticut.....	438.23	Mississippi.....	362.16	South Carolina.....	814.93
Florida.....	496.01	Missouri.....	1,186.78	South Dakota.....	412.57
Georgia.....	318.06	Montana.....	448.83	Tennessee.....	165.82
Idaho.....	173.67	Nebraska.....	365.99	Texas.....	2,072.28
Illinois.....	4,839.43	New Hampshire.....	393.51	Utah.....	232.30
Indiana.....	1,574.78	New Jersey.....	4,246.05	Virginia.....	43.01
Iowa.....	1,554.40	New York.....	16,000.83	Washington.....	1,950.00
Kansas.....	910.44	North Carolina.....	920.24	West Virginia.....	1,121.61
Kentucky.....	573.76	Ohio.....	1,991.47	Wisconsin.....	2,387.78
Maine.....	711.29	Oklahoma.....	527.14	Wyoming.....	155.86
Maryland.....	1,048.40	Pennsylvania.....	8,074.00	Hawaii.....	315.47
Massachusetts.....	3,265.13				

¹ Approximate.

TABLE 25.—Allotment of Federal vocational education funds, Smith-Hughes, to States, for the year ending June 30, 1931¹

State	Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade industry, and home economics: For salaries of teachers	Teacher training; For salaries of teachers and main- tenance of teacher training	Allotment on basis of population				Special allotment to guarantee minimum of \$10,000			
					Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade- industry, and home economics: For salaries of teachers	Teacher training: For salaries of teachers and main- tenance of teacher training	Total	Agriculture: For salaries of teachers, supervisors, and directors	Trade industry, and home economics: For salar- ies of teachers	Teacher training: For salaries of teachers and main- tenance of teacher training
Total.....	\$7,184,901.51	\$3,031,987.39	\$3,056,148.19	\$1,096,765.93	\$7,000,000.00	\$3,000,000.00	\$3,000,000.00	\$1,000,000.00	\$184,901.51	\$31,987.39	\$56,148.19	\$96,765.93
Alabama.....	157,988.45	107,318.99	28,363.90	22,305.56	157,988.45	107,318.99	28,363.90	22,305.56	-----	-----	-----	-----
Arizona.....	32,643.21	12,643.21	10,000.00	22,362.54	32,643.21	12,643.21	6,545.09	3,174.24	10,280.67	-----	3,454.91	6,825.76
Arkansas.....	118,130.01	85,307.84	16,177.80	16,644.37	118,130.01	85,307.84	16,177.80	16,644.37	-----	-----	-----	-----
California.....	226,320.17	63,913.87	129,854.18	32,552.12	226,320.17	63,913.87	129,854.18	32,552.12	-----	-----	-----	-----
Colorado.....	63,627.46	28,385.43	25,242.03	10,000.00	62,553.10	28,385.43	25,242.03	8,925.64	1,074.36	-----	-----	1,074.36
Connecticut.....	91,189.23	25,929.68	52,144.79	13,114.76	91,189.23	25,929.68	52,144.79	13,114.76	-----	-----	-----	-----
Delaware.....	30,000.00	10,000.00	10,000.00	10,000.00	14,810.53	5,966.68	6,725.52	2,118.33	15,189.47	4,033.32	3,274.48	7,881.67
Florida.....	65,570.98	35,755.06	19,815.92	10,000.00	64,770.58	35,755.06	19,815.92	9,199.60	800.40	-----	-----	800.40
Georgia.....	194,569.14	126,526.79	40,534.53	27,507.82	194,569.14	126,526.79	40,534.53	27,507.82	-----	-----	-----	-----
Idaho.....	38,257.26	18,257.26	10,000.00	10,000.00	28,988.78	18,257.26	6,629.18	4,102.34	9,268.48	-----	3,370.82	5,897.66
Illinois.....	428,326.24	121,369.30	245,352.57	61,604.37	428,326.24	121,369.30	245,352.57	61,604.37	-----	-----	-----	-----
Indiana.....	194,897.15	84,480.74	82,580.32	27,836.09	194,897.15	84,480.74	82,580.32	27,836.09	-----	-----	-----	-----
Iowa.....	160,799.96	89,207.52	48,756.39	22,836.05	160,799.96	89,207.52	48,756.39	22,836.05	-----	-----	-----	-----
Kansas.....	118,412.35	67,191.52	34,414.47	16,806.36	118,412.35	67,191.52	34,414.47	16,806.36	-----	-----	-----	-----
Kentucky.....	162,302.05	104,064.16	35,282.06	22,955.83	162,302.05	104,064.16	35,282.06	22,955.83	-----	-----	-----	-----
Louisiana.....	120,370.17	68,303.49	34,982.45	17,084.23	120,370.17	68,303.49	34,982.45	17,084.23	-----	-----	-----	-----
Maine.....	54,022.31	27,339.29	16,683.02	10,000.00	51,317.76	27,339.29	16,683.02	7,295.45	2,704.55	-----	-----	2,704.55
Maryland.....	96,052.46	33,863.79	48,418.18	13,770.49	96,052.46	33,863.79	48,418.18	13,770.49	-----	-----	-----	-----
Massachusetts.....	251,671.94	11,795.39	203,282.61	36,593.94	251,671.94	11,795.39	203,282.61	36,593.94	-----	-----	-----	-----
Michigan.....	242,952.94	83,273.64	124,832.66	34,846.64	242,952.94	83,273.64	124,832.66	34,846.64	-----	-----	-----	-----
Minnesota.....	159,182.90	77,944.04	58,563.30	22,675.56	159,182.90	77,944.04	58,563.30	22,675.56	-----	-----	-----	-----
Mississippi.....	120,871.42	90,489.79	13,372.36	17,009.27	120,871.42	90,489.79	13,372.36	17,009.27	-----	-----	-----	-----
Missouri.....	226,762.49	106,052.25	88,374.76	32,335.48	226,762.49	106,052.25	88,374.76	32,335.48	-----	-----	-----	-----
Montana.....	41,995.28	21,995.28	10,000.00	10,000.00	36,788.55	21,995.28	9,579.31	5,213.96	5,206.73	-----	420.69	4,786.04
Nebraska.....	86,890.11	52,004.21	22,571.52	12,314.38	86,890.11	52,004.21	22,571.52	12,314.38	-----	-----	-----	-----
Nevada.....	30,000.00	10,000.00	10,000.00	10,000.00	5,212.16	3,627.36	849.50	735.30	24,787.84	6,372.64	9,150.50	9,264.70
New Hampshire.....	35,579.91	10,000.00	15,579.91	10,000.00	29,320.56	9,531.76	15,579.91	4,208.89	6,259.35	468.24	-----	5,791.11
New Jersey.....	207,549.90	39,742.28	137,829.39	29,978.23	207,549.90	39,742.28	137,829.39	29,978.23	-----	-----	-----	-----

New Mexico.....	37,239.49	17,239.49	10,000.00	10,000.00	24,280.12	17,239.49	3,617.63	3,423.00	12,959.37	-----	6,382.37	6,577.00
New York.....	681,801.27	104,781.77	478,369.11	98,650.39	681,801.27	104,781.77	478,369.11	98,650.39	-----	-----	-----	-----
North Carolina.....	172,351.27	121,733.14	27,303.75	24,309.38	172,351.27	120,736.14	27,303.75	24,309.38	-----	-----	-----	-----
North Dakota.....	52,612.82	32,602.82	10,000.00	10,000.00	43,661.57	32,602.82	4,914.04	6,144.71	8,941.25	-----	5,085.96	3,855.29
Ohio.....	331,013.41	121,524.31	274,780.00	54,709.10	381,013.41	121,524.31	204,780.00	54,709.10	-----	-----	-----	-----
Oklahoma.....	133,193.77	83,839.21	31,043.63	19,266.88	136,199.77	86,889.21	30,043.68	19,266.88	-----	-----	-----	-----
Oregon.....	54,675.31	22,899.42	21,775.88	10,000.00	52,116.80	22,899.42	21,775.88	7,441.50	2,558.50	-----	-----	2,558.50
Pennsylvania.....	576,765.74	181,633.69	312,299.67	82,832.38	576,765.74	181,633.69	312,299.67	82,832.38	-----	-----	-----	-----
Rhode Island.....	52,811.43	10,000.00	32,811.48	10,000.00	39,440.80	888.09	32,811.48	5,741.23	13,370.68	9,111.91	-----	4,258.77
South Carolina.....	113,473.53	81,107.54	16,372.16	15,993.88	113,473.53	81,107.54	16,372.16	15,993.88	-----	-----	-----	-----
South Dakota.....	51,204.59	31,204.59	10,000.00	10,000.00	42,924.48	31,204.59	5,673.26	6,046.63	8,280.11	-----	4,326.74	3,953.37
Tennessee.....	157,017.97	100,770.92	34,039.23	22,207.82	157,017.97	100,770.92	34,039.23	22,207.82	-----	-----	-----	-----
Texas.....	312,499.38	183,871.11	84,241.77	44,206.50	312,499.38	183,871.11	84,241.77	44,296.50	-----	-----	-----	-----
Utah.....	35,651.58	13,645.69	12,005.89	10,000.00	29,920.44	13,645.69	12,005.89	4,268.86	5,731.14	-----	-----	5,731.14
Vermont.....	34,149.93	14,149.93	10,000.00	10,000.00	23,622.25	14,149.93	6,124.57	3,347.75	10,527.68	-----	3,875.43	6,652.25
Virginia.....	154,902.82	95,433.38	37,534.22	21,935.22	154,902.82	95,433.38	37,534.22	21,935.22	-----	-----	-----	-----
Washington.....	91,061.12	35,477.32	41,697.11	12,886.69	90,061.12	35,477.32	41,697.11	12,886.69	-----	-----	-----	-----
West Virginia.....	93,342.19	63,883.31	20,550.03	13,903.85	93,342.19	63,883.31	20,550.03	13,903.85	-----	-----	-----	-----
Wisconsin.....	175,239.31	81,976.93	69,310.09	25,002.29	175,239.31	80,976.93	69,310.09	25,002.29	-----	-----	-----	-----
Wyoming.....	31,000.00	10,000.00	10,000.00	10,000.00	13,039.07	7,998.72	3,193.71	1,846.64	16,990.93	2,001.28	6,806.29	8,153.36
Hawaii.....	31,000.00	10,000.00	10,000.00	10,000.00	-----	-----	-----	-----	30,000.00	10,000.00	10,000.00	10,000.00

¹ For years 1932 to 1941 allocations will be based upon returns of population at the Federal census of 1930.

TABLE 26.—Allocation of State appropriations for vocational education to Federal fiscal years 1929, 1930, and 1931

	Amount of State appropriation allocated to Federal fiscal year ¹														
State	Ended June 30, 1929					Ending June 30, 1930					Ending June 30, 1931				
	Total A, B, and C	A For agri- cultural education	B For trade, industrial, and home economics education	C For teacher training	For ad- minis- tration	Total A, B, and C	A For agri- cultural education	B For trade, industrial, and home economics education	C For teacher training	For ad- minis- tration	Total A, B, and C	A For agri- cultural education	B For trade, industrial, and home economics education	C For teacher training	For ad- minis- tration
Ala. ²	\$275,948.55	\$82,109.53	\$158,084.74	\$35,754.28	\$6,722.15	\$300,948.56	\$95,384.53	\$169,809.75	\$35,754.28	\$6,722.15	\$325,948.56	\$108,659.53	\$181,534.75	\$35,754.28	\$6,722.15
Ariz.-----	32,643.21	12,643.21	10,000.00	10,000.00	35,356.79	34,310.11	13,260.93	11,049.18	10,000.00	28,689.89	110,500.00	66,750.00	18,750.00	25,000.00	5,000.00
Ark. ³ -----	109,500.00	66,250.00	18,250.00	25,000.00	5,000.00	110,000.00	66,750.00	18,250.00	25,000.00	5,000.00	110,500.00	66,750.00	18,750.00	25,000.00	5,000.00
Calif.-----	266,320.17	63,913.87	129,854.18	32,552.12	7,270.00	226,320.17	63,913.87	129,854.18	32,552.12	7,420.00	226,320.17	63,913.87	129,854.18	32,552.12	7,420.00
Colo.-----	62,680.00	28,385.43	24,294.57	10,000.00	10,000.00	62,680.00	28,385.43	24,294.57	10,000.00	10,000.00	62,680.00	28,385.43	24,294.57	10,000.00	10,000.00
Conn. ⁴ -----															
Del. ⁵ -----	20,000.00		10,000.00	10,000.00	150.00	20,000.00		10,000.00	10,000.00	150.00					
Fla.-----	65,570.98	35,755.06	19,815.92	10,000.00	2,000.00	65,570.98	35,755.06	19,815.92	10,000.00	1,500.00	65,570.98	35,755.06	19,815.92	10,000.00	1,500.00
Ga. ⁶ -----	150,000.00	68,500.00	77,000.00		4,500.00	150,000.00	68,500.00	77,000.00		4,500.00	150,000.00	68,500.00	77,000.00		4,500.00
Idaho ⁷ -----	12,669.92	1,306.98	4,606.00	6,756.94	125.00	12,550.00	750.00	4,800.00	7,000.00	150.00					
Ill.-----	252,330.28	76,902.47	175,427.81		25,910.00	258,204.00	86,068.00	172,136.00		24,710.00	258,204.00	86,068.00	172,136.00		24,710.00
Ind.-----	240,000.00	121,354.38	109,924.48	8,721.14		240,000.00	121,354.38	109,924.48	8,721.14		245,000.00	123,175.62	111,924.38	10,000.00	
Iowa-----					9,360.00					12,910.00					12,910.00
Kans.-----	118,412.35	67,191.52	34,414.47	16,806.36		118,412.35	67,191.52	34,414.47	16,866.36						
Ky. ⁸ -----	24,987.00		24,987.00	25,000.00											
La. ⁹ -----															
Me.-----	18,730.92	7,953.79	3,310.06	7,467.07		22,500.00					22,500.00				
Md.-----	19,000.00	8,000.00	5,000.00	6,000.00	2,000.00	18,000.00	8,000.00	5,000.00	5,000.00	2,000.00	18,000.00	8,000.00	5,000.00	5,000.00	2,000.00
Mass. ⁴ -----															
Mich.-----	138,899.79	41,636.82	62,416.33	34,846.64		138,899.79	41,636.82	62,416.33	34,846.64		138,899.79	41,636.82	62,416.33	34,846.64	
Minn. ¹⁰ -----	159,182.90	77,944.04	58,563.30	22,675.56	1,400.00										
Miss. ¹¹ -----	101,503.00				52,957.53										
Mo.-----	196,100.00	100,000.00	80,000.00	16,100.00	29,900.00	196,100.00	100,000.00	80,000.00	16,100.00	29,900.00					
Mont.-----	11,010.01	5,849.84	1,750.00	3,410.17	3,389.99	13,110.01	7,949.84	1,750.00	3,410.17	3,889.99	13,110.01	7,949.84	1,750.00	3,410.17	3,889.99

¹ The following States report appropriations for 1932:

State	Total A, B, and C	A. Agricul- ture	B. Trade, industry, and home eco- nomics	C. Teacher training	For adminis- tration
Alabama.....	\$325,948.56	\$108,659.53	\$181,534.75	\$35,754.28	\$6,772.15
Colorado.....	62,680.00	28,385.43	24,294.57	10,000.00	10,000.00
Indiana.....	245,100.00	123,175.62	111,924.38	10,000.00	-----
Maryland.....	18,000.00	8,000.00	5,000.00	5,000.00	2,000.00
Michigan.....	138,899.79	41,636.82	62,416.33	34,846.64	-----
Nevada.....	17,500.00	-----	-----	-----	-----
New York.....	2,270,000.00	160,000.00	2,000,000.00	110,000.00	-----
Vermont.....	50,000.00	18,000.00	20,000.00	12,000.00	6,000.00
Virginia.....	203,904.53	120,676.89	61,292.42	21,935.22	-----

² Alabama: The executive officer reports: "All appropriations are annual and continual. The last legislature appropriated an additional fund of \$200,000 for vocational education, the amount including \$15,000 for physical restoration of crippled persons, and an appropriation of \$7,500 for work with the blind." The amounts prorated to the several types of work are estimates subject to minor changes. The totals are correct.

³ Arkansas: The executive officer reports: "The total State appropriation for vocational education for each year, 1929, 1930, and 1931, is \$125,000; \$8,000 of this is allotted to civilian rehabilitation; \$2,500 was expended in 1929 for normal training; this amount will be decreased in 1930 and 1931 and the money will be applied to the other fields."

⁴ No report.

⁵ Delaware: The executive officer reports that it is understood that for work in agriculture the State pays from its fund an amount sufficient to justify the additional appropriation of the Federal Government for this activity.

⁶ Georgia: The lump-sum appropriation of \$150,000 for vocational education is budgeted \$68,500 to agriculture, \$50,000 to home economics, \$27,000 to trade and industry, and \$4,500 to general. All teacher-training funds are matched.

⁷ Idaho: The amount of money available for 1931 is not known yet, as the legislature will make a new appropriation for last 6 months of this year.

⁸ Kentucky: Amounts for 1930 and 1931 to be appropriated by 1930 legislature.

⁹ Louisiana: Federal money for agriculture, trade and industry, and home economics matched by parish funds. Federal money for teacher training matched by college funds.

¹⁰ Minnesota: There is no specific appropriation made periodically for vocational education in Minnesota. As provided in the State act, there is available sufficient money from State funds to match Federal funds for vocational education even though no local community should come forth with the necessary funds. The amount available in Minnesota for any division of vocational education for any given year may be stated then as equal to the Federal appropriation for the same period.

¹¹ Mississippi: State appropriations are made for 2 calendar years to match the Federal dollar and for administration.

TABLE 26.—Allocation of State appropriations for vocational education to Federal fiscal years, 1929, 1930, and 1931—Continued

State	Amount of State appropriation allocated to Federal fiscal year														
	Ended June 30, 1929					Ending June 30, 1930					Ending June 30, 1931				
	Total A, B, and C	A For agri- cultural education	B For trade, industrial, and home economics education	C For teacher training	For ad- minis- tration	Total A, B, and C	A For agri- cultural education	B For trade, industrial, and home economics education	C For teacher training	For ad- minis- tration	Total A, B, and C	A For agri- cultural education	B For trade, industrial, and home economics education	C For teacher training	For ad- minis- tration
Nebr.	\$60,915.83	\$2,057.40	\$48,232.88	\$10,625.55	\$18,500.00	\$69,500.00	\$4,500.00	\$53,000.00	\$12,000.00	\$18,500.00	\$69,500.00	\$4,500.00	\$53,000.00	\$12,000.00	\$18,500.00
Nev. ¹²	17,500.00	-----	-----	-----	-----	17,500.00	-----	-----	-----	-----	17,500.00	-----	-----	-----	-----
N. H. ¹³	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
N. J. ¹⁴	366,415.73	40,000.00	292,437.50	33,978.23	17,000.00	364,080.23	40,000.00	290,102.00	33,978.23	17,000.00	364,080.23	40,000.00	290,102.00	33,978.23	17,000.00
N. Mex.	8,000.00	1,500.00	5,000.00	1,500.00	5,500.00	9,300.00	1,800.00	6,000.00	1,500.00	6,500.00	10,000.00	2,000.00	6,500.00	1,500.00	7,000.00
N. Y. ¹⁵	1,970,000.00	130,000.00	1,750,000.00	9,000.00	-----	2,140,000.00	140,000.00	1,900,000.00	100,000.00	-----	2,250,000.00	150,000.00	2,000,000.00	100,000.00	-----
N. C.	101,627.75	61,710.00	17,307.75	22,610.00	3,500.00	101,627.75	61,710.00	17,307.75	22,610.00	4,000.00	101,627.75	61,710.00	17,307.75	22,610.00	4,000.00
N. Dak. ¹⁶	15,889.90	1,889.90	4,000.00	10,000.00	-----	15,000.00	-----	5,000.00	10,000.00	-----	15,000.00	-----	5,000.00	10,000.00	-----
Ohio	300,000.00	91,352.70	153,938.20	54,709.10	3,900.00	300,000.00	91,352.70	153,938.20	54,709.10	3,900.00	300,000.00	91,352.70	153,938.20	54,709.10	3,900.00
Okla.	47,880.28	9,427.45	12,592.93	25,859.90	10,500.00	65,000.00	15,244.37	30,488.75	19,266.88	-----	65,000.00	15,244.37	30,488.75	19,266.88	10,500.00
Oreg. ¹⁷	9,835.05	5,606.38	1,785.13	2,443.54	9,414.95	8,888.15	2,900.17	2,647.98	3,340.00	9,611.85	-----	-----	-----	-----	-----
Pa.	854,351.37	104,411.09	655,734.47	97,205.81	-----	623,000.00	-----	511,000.00	112,000.00	-----	-----	-----	-----	-----	-----
R. I. ¹⁸	18,000.00	-----	-----	-----	-----	18,000.00	-----	-----	-----	-----	18,000.00	-----	-----	-----	-----
S. C. ⁴	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
S. Dak.	41,625.00	1,625.00	40,000.00	-----	8,375.00	41,625.00	1,625.00	40,000.00	-----	8,375.00	-----	-----	-----	-----	-----
Tenn.	99,257.82	63,751.89	21,439.69	14,066.24	-----	184,670.23	115,703.14	46,759.27	22,207.82	-----	184,670.23	115,703.14	46,759.27	22,207.82	-----
Tex.	312,409.38	183,871.11	84,241.77	44,296.50	21,000.00	312,409.38	183,871.11	84,241.77	44,296.50	21,000.00	312,409.38	183,871.11	84,241.77	44,296.50	21,000.00
Utah	13,000.00	3,500.00	3,000.00	6,500.00	-----	13,000.00	3,500.00	3,000.00	6,500.00	-----	13,000.00	3,500.00	3,000.00	6,500.00	-----
Vt. ¹⁹	46,000.00	16,000.00	20,000.00	10,000.00	5,000.00	48,000.00	16,000.00	20,000.00	12,000.00	6,000.00	49,000.00	17,000.00	20,000.00	12,000.00	6,000.00
Va.	154,902.44	95,433.00	37,534.22	21,935.22	-----	171,236.47	103,847.63	45,453.62	21,935.22	-----	187,570.60	112,262.26	53,373.12	21,935.22	-----
Wash. ²⁰	35,000.00	-----	-----	-----	35,000.00	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
W. Va.	30,000.00	-----	-----	-----	-----	30,000.00	-----	-----	-----	-----	30,000.00	-----	-----	-----	-----
Wis.	298,000.00	25,000.00	255,000.00	18,000.00	28,300.00	298,000.00	25,000.00	255,000.00	18,000.00	29,000.00	298,000.00	25,000.00	255,000.00	18,000.00	29,000.00
Wyo. ²¹	25,000.00	8,333.33	8,333.33	8,333.34	-----	25,000.00	8,333.33	8,333.33	8,333.34	-----	25,000.00	8,333.33	8,333.33	8,333.34	-----
Hawaii	112,000.00	40,000.00	60,000.00	12,000.00	3,000.00	112,000.00	40,000.00	60,000.00	12,000.00	3,000.00	-----	-----	-----	-----	-----

⁴ No report.

¹² Nevada: The State director reports that more funds than indicated are not available for any purpose in connection with the work.

¹³ New Hampshire: There is no specific appropriation by the State legislature for the different branches of Smith-Hughes work. Out of a lump-sum appropriation for varied educational purposes the State board itself uses the portion for teaching training. The other two funds are matched with local money.

¹⁴ New Jersey: The State director reports that the appropriations by legislature for vocational education are made in 2 items, one for payment to the district and the other for teacher training. The first item has been separated to indicate the approximate amount allotted to agriculture under "A" and "B." The amounts given for administration are only estimates, as they are not made specifically for vocational education, but are included in appropriations to the commissioner's office for advisory and supervisory purposes.

¹⁵ New York: The State director reports that the New York State Legislature appropriates money each year for the purpose of reimbursing the communities in the amounts provided by law. The amounts given are estimates of the State aid which will be necessary to reimburse the vocational schools of the State during the next two or three years.

¹⁶ North Dakota: The amounts given under "B" are appropriations for department of vocational education to be used for aid for home economics; aid for trade and industry is included in agricultural college and State school of science budgets. For 1929 these institutions paid \$12,962.18 for Smith-Hughes trade courses.

¹⁷ Oregon: For the years 1930 and 1931 there is a biennial appropriation of \$37,000 to be used for administration of department and salaries of teachers.

¹⁸ Rhode Island: The general assembly appropriates \$18,000 annually. The fiscal year is Dec. 1 to Nov. 30 until 1930. After July 1, 1930, the fiscal year will correspond with the Federal fiscal year.

¹⁹ Vermont: Amounts given are estimates.

²⁰ Washington: The legislature of the State of Washington appropriated \$35,000 for the administration of vocational education for the biennium beginning Apr. 1, 1929, and ending Mar. 31, 1931. All Federal funds used for reimbursement to school districts will be matched locally. Federal funds used for teacher training will be matched by the institutions and funds used for supervision and teacher training by the State board will be matched from the State appropriation.

²¹ Wyoming: The State legislature appropriated, at the last regular meeting, January and February, 1929, \$50,000 for the biennium, or \$25,000 for the year—viz, from Apr. 1, 1929, to Mar. 30, 1930, and from April, 1930, to Mar. 30, 1931. This yearly appropriation of \$25,000 is budgeted equally between the three divisions, "A," "B," and "C." There can be no increase until our next legislature meets in January, 1931.

TABLE 27.—Allotment of Federal vocational education fund, George-Reed, to States for the years ending June 30, 1930 and 1931 ¹

State	Allotted for agriculture: On the basis of farm population		Allotted for home eco- nomics: On the basis of rural population	
	1930	1931	1930	1931
Total-----	\$250,000.00	\$500,000.00	\$250,000.00	\$500,000.00
Alabama-----	10,013.75	20,027.50	8,905.71	17,811.42
Arizona-----	617.72	1,235.44	1,049.18	2,098.36
Arkansas-----	8,583.57	17,167.14	7,079.15	14,158.30
California-----	4,558.67	9,117.34	5,303.80	10,607.60
Colorado-----	2,150.46	4,300.92	2,355.52	4,711.04
Connecticut-----	919.91	1,839.82	2,151.74	4,303.48
Delaware-----	383.42	766.84	495.14	990.28
Florida-----	2,250.81	4,501.62	2,967.08	5,934.16
Georgia-----	11,242.70	22,485.40	10,499.64	20,999.28
Idaho-----	1,478.46	2,956.92	1,515.05	3,030.10
Illinois-----	8,553.76	17,107.52	10,083.89	20,167.78
Indiana-----	6,852.13	13,704.26	7,010.51	14,021.02
Iowa-----	8,169.07	16,338.14	7,402.76	14,805.52
Kansas-----	6,024.64	12,049.28	5,575.79	11,151.58
Kentucky-----	9,984.29	19,968.58	8,635.62	17,271.24
Louisiana-----	5,976.65	11,953.30	5,668.07	11,336.14
Maine-----	1,640.26	3,280.52	2,268.71	4,537.42
Maryland-----	2,140.39	4,280.78	2,810.14	5,620.28
Massachusetts-----	1,281.20	2,562.40	978.82	1,957.64
Michigan-----	6,795.43	13,590.86	6,910.34	13,820.68
Minnesota-----	7,518.25	15,036.50	6,468.07	12,936.14
Mississippi-----	9,693.31	19,386.62	7,509.17	15,018.34
Missouri-----	9,392.24	18,784.48	8,800.59	17,601.18
Montana-----	1,570.05	3,140.10	1,825.25	3,650.50
Nebraska-----	4,864.74	9,729.48	4,315.50	8,631.00
Nevada-----	146.24	292.48	301.01	602.02
New Hampshire-----	664.90	1,329.80	790.98	1,581.96
New Jersey-----	1,195.49	2,390.98	3,297.96	6,595.92
New Mexico-----	1,266.12	2,532.24	1,430.59	2,861.18
New York-----	6,588.94	13,177.88	8,695.17	17,390.34
North Carolina-----	12,421.38	24,842.76	10,019.12	20,038.24
North Dakota-----	3,201.20	6,402.40	2,705.50	5,411.00
Ohio-----	8,857.24	17,714.48	10,084.52	20,169.04
Oklahoma-----	7,946.99	15,893.98	7,210.38	14,420.76
Oregon-----	1,805.31	3,610.62	1,900.28	3,800.56
Pennsylvania-----	7,819.57	15,639.14	15,072.61	30,145.22
Rhode Island-----	160.22	320.44	73.70	147.40
South Carolina-----	7,828.48	15,656.96	6,730.59	13,461.18
South Dakota-----	3,105.85	6,211.70	2,589.47	5,178.94
Tennessee-----	10,072.84	20,145.68	8,362.33	16,724.66
Texas-----	18,153.14	36,306.28	15,258.30	30,516.60
Utah-----	934.52	1,869.04	1,132.37	2,264.74
Vermont-----	980.30	1,960.60	1,174.21	2,348.42
Virginia-----	8,414.63	16,829.26	7,919.40	15,838.80
Washington-----	2,478.24	4,956.48	2,944.03	5,888.06
West Virginia-----	3,907.89	7,815.78	5,301.68	10,603.36
Wisconsin-----	7,669.37	15,338.74	6,719.75	13,439.50
Wyoming-----	525.24	1,050.48	663.76	1,327.52
Alaska-----	23.81	47.62	251.73	503.46
Hawaii-----	1,176.21	2,352.42	785.32	1,570.64

¹ For years 1932 to 1941 allotments will be based upon returns of population at the Federal census of 1930.

SECTION 2

VOCATIONAL REHABILITATION

TABLE 28.—Federal and State funds available for vocational rehabilitation, by States, for the year ended June 30, 1930

State	Amount available		
	Total	From Federal funds	From State and local funds
Total.....	\$2,991,266.16	\$936,527.07	\$2,054,739.09
Alabama.....	51,123.79	22,305.56	28,818.23
Arizona.....	10,000.00	5,000.00	5,000.00
Arkansas.....	27,256.53	16,644.37	10,612.16
California.....	77,581.39	32,552.12	45,029.27
Colorado.....	13,000.53	8,112.29	4,888.24
Connecticut.....	15,614.76	13,114.76	2,500.00
Florida.....	18,324.60	9,199.60	9,125.00
Georgia.....	55,015.64	27,507.82	27,507.82
Idaho.....	14,386.85	5,000.00	9,386.85
Illinois.....	155,601.88	61,601.67	94,000.21
Indiana.....	51,633.09	25,775.68	25,857.41
Iowa.....	37,668.03	17,554.84	20,113.19
Kentucky.....	45,910.83	22,955.83	22,955.00
Louisiana.....	27,384.87	17,084.23	10,300.64
Maine.....	12,755.70	6,377.85	6,377.85
Maryland.....	17,520.49	13,770.49	3,750.00
Massachusetts.....	63,762.78	36,593.94	27,168.84
Michigan.....	69,689.02	34,844.51	34,844.51
Minnesota.....	49,558.57	22,675.56	26,883.01
Mississippi.....	39,183.27	17,009.27	22,174.00
Montana.....	18,713.96	5,213.96	13,500.00
Nebraska.....	25,007.96	12,314.38	12,693.58
Nevada.....	13,627.57	5,000.00	8,627.57
New Hampshire.....	5,000.00	5,000.00	-----
New Jersey.....	145,616.58	29,836.58	115,810.00
New Mexico.....	10,152.49	5,000.00	5,152.49
New York.....	1,096,824.15	98,650.39	998,173.76
North Carolina.....	60,805.28	24,309.38	36,495.90
North Dakota.....	16,431.93	6,144.71	10,287.22
Ohio.....	134,605.00	54,709.10	79,895.90
Oklahoma.....	44,751.73	19,266.88	25,484.85
Oregon.....	115,650.77	7,441.50	108,209.27
Pennsylvania.....	130,121.79	82,832.38	47,289.41
Rhode Island.....	12,352.83	5,741.23	6,611.60
South Carolina.....	20,993.88	15,993.88	5,000.00
South Dakota.....	12,093.26	6,046.63	6,046.63
Tennessee.....	50,894.29	22,207.82	28,686.47
Texas.....	56,796.50	44,296.50	12,500.00
Utah.....	9,063.19	5,000.00	4,063.19
Virginia.....	42,708.38	21,935.22	20,773.16
West Virginia.....	31,583.04	13,903.85	17,679.19
Wisconsin.....	74,468.96	25,002.29	49,466.67
Wyoming.....	10,000.00	5,000.00	5,000.00

TABLE 29.—Amount expended from Federal and from State and local funds for vocational rehabilitation, by years 1922 to 1930, and by States for the year ended June 30, 1930

Year and State	Amount expended ¹		
	Total	From Federal funds	From State and local funds
1930.....	\$1,691,921.56	\$735,361.77	\$956,559.79
1929.....	1,490,180.27	664,739.48	825,440.79
1928.....	1,541,121.27	659,857.88	887,263.39
1927.....	1,406,757.10	631,375.82	775,381.28
1926.....	1,273,571.59	578,940.42	694,631.17
1925.....	1,187,218.81	519,553.31	667,665.50
1924.....	1,242,558.47	551,005.56	691,462.91
1923.....	1,188,081.30	525,281.14	662,800.16
1922.....	736,267.88	312,463.41	423,804.47
<i>1930:</i>			
Alabama.....	39,699.87	19,126.72	20,573.15
Arizona.....	10,000.00	5,000.00	5,000.00
Arkansas.....	19,745.32	9,517.81	10,227.51
California.....	77,581.39	32,552.12	45,029.27
Colorado.....	8,410.66	4,205.33	4,205.33
Florida.....	14,543.84	7,208.51	7,335.33
Georgia.....	40,894.32	20,378.42	20,515.90
Idaho.....	11,246.87	5,000.00	6,246.87
Illinois.....	155,376.08	61,601.67	93,774.41
Indiana.....	51,633.09	25,775.68	25,857.41
Iowa.....	37,668.03	17,554.84	20,113.19
Kentucky.....	38,225.13	18,997.49	19,227.64
Louisiana.....	20,010.57	10,005.22	10,005.35
Maine.....	12,755.70	6,377.85	6,377.85
Maryland.....	6,410.19	3,034.62	3,375.57
Massachusetts.....	31,868.24	14,337.80	17,530.44
Michigan.....	63,166.69	31,583.34	31,583.35
Minnesota.....	47,612.75	22,675.56	24,937.19
Mississippi.....	38,530.20	17,009.27	21,520.93
Montana.....	16,529.82	5,047.59	11,482.23
Nebraska.....	25,007.71	12,314.13	12,693.58
Nevada.....	5,693.13	2,809.91	2,883.22
New Jersey.....	61,809.06	29,836.58	31,972.48
New Mexico.....	10,150.57	4,998.08	5,152.49
New York.....	255,987.95	95,646.38	160,341.57
North Carolina.....	54,941.14	19,971.28	34,969.86
North Dakota.....	16,431.93	6,144.71	10,287.22
Ohio.....	114,270.90	54,709.10	59,561.80
Oklahoma.....	42,959.28	19,266.88	23,692.40
Oregon.....	37,739.98	7,441.50	30,298.48
Pennsylvania.....	91,702.34	44,412.93	47,289.41
Rhode Island.....	7,518.80	3,551.54	3,967.26
South Carolina.....	9,133.35	4,435.98	4,697.37
South Dakota.....	7,337.68	3,071.15	4,266.53
Tennessee.....	44,871.65	22,207.82	22,663.83
Texas.....	13,780.52	6,142.46	7,638.06
Utah.....	8,126.38	4,063.19	4,063.19
Virginia.....	29,621.88	14,142.01	15,479.87
West Virginia.....	29,769.40	13,903.85	15,865.55
Wisconsin.....	74,450.31	25,002.29	49,448.02
Wyoming.....	8,708.84	4,300.16	4,408.68

¹ Figures for 1930 are provisional, subject to the final audit of State accounts. Figures for 1929 and preceding years have been revised in accordance with the final audit of State accounts for those years.

TABLE 30.—Distribution of expenditures for vocational rehabilitation from all funds: Expenditures covered by the national vocational rehabilitation act and expenditures not covered by the act, by years 1922 to 1930, and by States for the year ended June 30, 1930¹

Year and State	Total	Expenditures covered by the national vocational rehabilitation act								
		Total	Administration							
			Total	Salaries of supervisors, directors, and agents	Salaries of other employees	Travel	Communica- tion	Printing	Supplies	Other
1930 ¹	\$1,691,921.56	\$1,549,939.51	\$699,039.71	\$422,322.51	\$107,361.79	\$133,468.25	\$11,468.07	\$3,609.92	\$6,519.32	\$14,289.85
1929	1,490,180.27	1,370,727.93	648,950.44	389,934.29	105,557.66	120,178.71	12,228.86	3,712.23	5,187.35	12,151.34
1928	1,541,121.27	1,393,424.95	630,188.95	381,068.51	99,911.73	114,403.34	11,164.12	4,185.43	4,480.74	14,975.08
1927	1,406,757.10	1,301,554.90	629,769.77	383,378.63	98,611.61	109,354.31	10,290.81	4,367.91	4,042.66	19,723.84
1926	1,273,571.59	1,185,391.59	575,621.91	351,978.24	84,022.54	98,436.72	9,095.09	5,825.26	5,499.24	20,764.82
1925	1,187,218.81	1,053,126.48	506,091.41	309,844.29	76,803.90	81,822.34	8,545.36	3,778.57	4,443.00	20,853.95
1924	1,242,558.47	1,124,500.73	519,579.75	322,913.91	79,621.46	83,398.95	9,019.36	3,876.07	4,320.58	16,429.42
1923	1,188,081.30	1,091,106.69	530,752.59	330,189.80	81,022.67	76,908.17	8,858.23	7,668.90	11,341.24	14,763.58
1922	736,267.88	635,370.96	389,174.11	236,136.53	59,851.86	57,690.79	10,804.68	6,513.49	6,040.17	12,136.59
1930: ¹										
Alabama	39,699.87	39,420.14	20,482.78	9,750.00	3,789.96	6,102.04	600.00	89.27	137.01	14.50
Arizona	10,000.00	10,000.00	7,859.51	3,416.66	1,069.07	2,102.45			581.33	690.00
Arkansas	19,745.32	19,058.90	6,935.22	4,330.00	1,095.00	1,332.16	100.00	11.50	66.56	
California	77,581.39	76,547.32	32,078.16	21,959.67	4,796.43	4,294.23	470.16	131.55	275.52	150.60
Colorado	8,410.66	8,410.66	3,790.17	2,725.00		964.50	18.20		82.47	
Connecticut										
Florida	14,543.84	14,417.02	6,069.91	3,187.50	877.50	1,879.05	14.96	31.67	79.23	
Georgia	40,894.32	40,756.86	20,720.59	12,300.00	2,177.50	5,373.53	284.61	288.00	47.22	249.73
Idaho	11,246.87	11,211.52	5,356.38	3,089.82	720.00	1,447.39	38.12	54.50	4.55	2.00
Illinois	155,376.08	154,579.12	55,803.37	36,189.32	6,166.40	9,908.97	1,419.97	154.69	226.50	1,737.52
Indiana	51,633.09	51,582.78	17,108.65	12,249.99	1,222.58	3,348.53	221.78	33.88	31.89	
Iowa	37,668.03	36,065.55	18,120.44	10,309.68	1,800.00	5,236.59	348.08	160.91	265.18	
Kentucky	38,225.13	37,994.98	14,661.89	8,500.00	1,335.00	4,118.12	138.21	106.94	453.69	9.93
Louisiana	20,010.57	20,010.57	2,339.39	2,020.00		150.90	113.15	21.45	33.89	
Maine	12,755.70	12,755.70	4,710.43	2,929.17	679.16	1,014.58		23.77	63.75	
Maryland	6,410.19	6,069.26	4,363.28	2,700.00	675.00	758.79	59.61	80.69	89.19	
Massachusetts	31,868.24	28,675.62	19,826.54	12,808.34	3,534.00	3,088.85	222.55	152.09	18.41	2.30
Michigan	63,166.69	63,166.69	31,267.83	19,010.25	5,551.19	6,091.38	419.31	31.69	150.86	13.15

¹ Figures for 1930 are provisional, subject to final audit of State accounts.

TABLE 30.—Distribution of expenditures for vocational rehabilitation from all funds: Expenditures covered by the national vocational rehabilitation act and expenditures not covered by the act, by years 1922 to 1930, and by States for the year ended June 30, 1930—Continued.

Year and State	Total	Expenditures covered by the national vocational rehabilitation act								
		Total	Administration							
			Total	Salaries of supervisors, directors, and agents	Salaries of other employees	Travel	Communica- tion	Printing	Supplies	Other
Minnesota.....	\$47,612.75	\$47,387.89	\$19,711.76	\$11,212.50	\$2,223.00	\$5,103.93	\$293.77	\$117.21	\$156.63	\$604.72
Mississippi.....	38,530.20	34,395.72	10,831.44	6,020.83	1,500.00	2,665.19	—	645.42	—	—
Montana.....	16,529.82	10,230.67	6,516.48	3,000.00	1,560.00	1,533.18	151.61	—	271.69	—
Nebraska.....	25,007.71	24,988.71	10,894.75	5,833.38	1,329.00	2,023.06	111.70	—	92.15	1,505.46
Nevada.....	5,693.13	5,619.85	3,410.65	2,500.00	—	885.22	8.66	—	16.77	—
New Hampshire.....	—	—	—	—	—	—	—	—	—	—
New Jersey.....	61,809.06	61,809.06	37,073.98	23,032.23	5,930.00	4,728.07	295.48	—	550.76	2,537.44
New Mexico.....	10,150.57	9,996.16	4,319.64	1,750.00	1,151.24	617.83	67.72	2.50	115.35	615.00
New York.....	255,987.95	191,402.76	115,680.72	75,097.95	23,467.03	12,191.29	2,548.33	358.93	906.09	1,111.10
North Carolina.....	54,941.14	39,945.61	17,903.13	10,339.98	2,580.00	4,870.60	36.64	67.81	8.10	—
North Dakota.....	16,431.93	12,319.08	4,796.20	3,000.00	—	1,444.49	39.61	10.10	2.00	300.00
Ohio.....	114,270.90	113,894.74	31,811.88	21,450.00	3,116.94	5,191.04	303.99	197.64	740.27	812.00
Oklahoma.....	42,959.28	40,433.55	15,532.87	10,190.00	2,447.32	2,225.96	538.46	90.35	40.78	—
Oregon.....	37,739.98	16,688.43	8,151.93	4,068.00	2,963.10	648.64	—	108.94	3.25	360.00
Pennsylvania.....	91,702.34	88,825.86	52,557.11	27,252.49	8,220.02	12,956.35	1,368.60	118.15	—	2,641.50
Rhode Island.....	7,518.80	7,103.09	2,031.15	1,833.32	—	104.03	—	85.00	8.80	—
South Carolina.....	9,133.35	9,133.35	5,906.79	3,000.00	1,500.00	1,406.79	—	—	—	—
South Dakota.....	7,337.68	6,817.95	3,945.99	1,866.68	445.00	1,460.04	37.28	21.95	82.39	32.65
Tennessee.....	44,871.65	44,686.63	6,494.01	3,500.02	1,895.45	767.72	61.42	—	269.40	—
Texas.....	13,780.52	13,780.52	5,125.56	2,770.77	637.50	1,225.67	178.64	100.23	212.75	—
Utah.....	8,126.38	8,126.38	3,570.81	2,499.96	500.00	494.63	58.22	—	18.00	—
Virginia.....	29,621.88	28,284.02	6,900.97	3,666.72	1,646.64	1,355.98	114.24	—	117.39	—
West Virginia.....	29,769.40	29,455.19	9,506.80	6,500.00	754.17	2,097.83	116.80	32.50	5.25	.25
Wisconsin.....	74,450.31	65,390.76	39,686.83	21,183.28	7,466.59	8,944.18	640.44	280.59	271.75	900.00
Wyoming.....	8,708.84	8,500.84	5,183.72	3,279.00	540.00	1,314.47	27.75	—	22.50	—

Year and State	Expenditures covered by the national vocational rehabilitation act—Continued										Expenditures not covered by the national vocational rehabilitation act				
	Tuition costs					Cost of instructional supplies	Other costs					Total	Maintenance	Equipment	Miscellaneous
	Total	Educational institutions	Industrial and commercial establishments	Tutors	Correspondence schools		Total	Prosthetic appliances	Travel of trainees	Medical examinations	Miscellaneous				
1930 ¹	\$594,111.12	\$445,274.49	\$77,834.79	\$41,559.14	\$11,466.29	\$108,873.57	\$147,915.11	\$106,880.59	\$21,917.60	\$9,945.69	\$9,171.23	\$141,982.05	\$117,409.34	\$10,472.56	\$14,100.15
1929	512,323.48	400,934.73	62,829.81	38,559.87	10,001.07	93,377.33	116,074.68	85,489.81	20,059.07	1,518.34	9,007.46	119,452.34	100,913.60	7,107.52	11,431.22
1928	507,005.52	401,178.33	55,556.18	38,935.90	11,935.11	89,739.28	165,891.20	134,853.72	18,062.99	3,954.23	9,020.26	147,696.32	98,289.12	7,386.80	42,010.40
1927	439,337.57	345,935.09	42,840.61	40,949.17	9,612.70	76,478.19	155,969.37	128,580.22	14,260.00	2,686.16	10,442.99	105,202.20	78,955.85	6,615.04	19,631.31
1926	393,948.35	312,043.72	36,431.00	35,449.17	10,023.93	65,433.69	150,387.64	126,766.08	14,020.23	1,799.39	7,801.94	88,180.00	66,098.55	8,850.91	13,230.54
1925	351,236.71	269,754.80	35,155.33	36,016.87	10,309.71	57,933.67	137,771.98	109,859.61	11,196.34	1,570.68	15,145.35	134,092.33	70,161.21	2,723.23	61,207.89
1924	395,898.83	298,994.33	31,306.89	48,882.60	16,715.01	66,435.44	142,586.71	113,966.86	15,484.63	1,039.50	12,095.72	118,057.74	59,532.63	3,804.80	54,720.31
1923	356,683.85	238,811.70	32,523.53	52,974.41	23,201.39	51,109.96	152,560.39	131,588.40	10,459.18	3,346.37	7,196.44	96,974.61	37,980.43	12,366.01	46,619.17
1922	177,543.62	123,028.08	16,877.45	16,959.13	11,517.03	26,635.14	^a 42,018.09					100,896.92	18,309.02	6,241.57	76,346.33
1930 ¹															
Alabama	14,016.25	10,477.94	3,240.19	266.12	32.00	2,901.13	2,019.98	1,400.00	552.93		67.05	279.73		279.73	
Arizona	1,626.40	840.00		371.00	415.40	129.09	385.00								
Arkansas	8,569.62	7,066.12	1,192.00	211.00	100.50	1,543.19	2,010.87	1,724.57	286.30			686.42	625.00	50.00	11.42
California	36,348.70	28,098.13	1,400.88	4,976.11	1,873.58	7,808.30	312.16	116.72	191.94	3.50		1,034.07		1,034.07	
Colorado	2,911.18	2,468.18	300.00	96.00	47.00	561.83	1,147.48	994.02	153.46						
Connecticut															
Florida	6,293.49	4,530.16	1,101.33	335.00	327.00	1,288.58	765.04	10.50	739.74	14.80		126.82		1.82	125.00
Georgia	16,058.82	12,693.07	2,038.75	342.50	984.50	2,200.17	1,777.28	1,532.50	234.78	10.00		137.46		126.36	11.10
Idaho	4,711.33	3,497.40		1,124.43	89.50	873.09	270.72		256.72		14.00	35.35		30.35	5.00
Illinois	52,884.19	50,362.19	1,670.00	510.00	342.00	10,471.69	35,419.87	33,585.75	940.34	893.78		796.96		393.19	403.77
Indiana	29,219.72	26,475.72	2,209.00	302.00	233.00	3,992.12	1,262.29	1,100.79	61.50		100.00	50.31		48.06	2.25
Iowa	12,879.10	8,773.64	1,759.50	1,746.46	599.50	2,185.06	2,880.95	2,646.67	95.00	139.28		1,602.48		162.48	1,440.00
Kentucky	15,218.60	11,734.33	2,426.20	412.50	645.57	4,324.89	3,789.60	2,450.00	1,339.60			230.15		230.15	
Louisiana	11,915.08	9,995.08	1,300.00	620.00		2,762.10	2,994.00	2,875.00	19.00						
Maine	5,729.76	3,887.62	1,300.32	283.00	258.82	1,596.48	719.03	414.95	304.08						
Maryland	1,142.63	859.38	195.00		88.25	89.29	474.06	200.00	203.06	71.00					
Massachusetts	5,335.71	2,603.07	77.60	2,655.04		584.35	2,929.02	1,666.25	1,262.77			340.93		340.93	
Michigan	25,301.11	20,707.16	3,499.75	553.70	540.50	2,888.50	3,709.25	3,701.50			7.75	3,192.62	2,825.76	366.86	
Minnesota	24,431.62	13,728.76	7,635.33	2,403.51	664.02	3,244.51						224.86		224.86	
Mississippi	12,654.31	9,701.01	2,662.30	193.50	97.50	4,542.56	6,367.41	5,502.29	858.10		7.02	4,134.48	107.48		4,027.00
Montana	3,019.30	3,019.30				374.07	320.82	215.00	90.82	15.00		6,299.15	6,299.15		
Nebraska	9,086.27	3,312.12	2,680.40	3,015.25	78.50	1,997.40	3,010.29	2,507.45	214.31	255.00	33.53	19.00			19.00

¹ Totals include amounts not distributed as follows: \$9,172.82 in 1923 and \$9,161.33 reported as tuition and supplies in 1922.

² Not distributed in 1922.

TABLE 30.—Distribution of expenditures for vocational rehabilitation from all funds: Expenditures covered by the national vocational rehabilitation act and expenditures not covered by the act, by years, 1922 to 1930, and by States for the year ended June 30, 1930—Continued

Year and State	Expenditures covered by the national vocational rehabilitation act—Continued										Expenditures not covered by the national vocational rehabilitation act				
	Tuition costs					Cost of instructional supplies	Other costs					Total	Maintenance	Equipment	Miscellaneous
	Total	Educational institutions	Industrial and commercial establishments	Tutors	Correspondence schools		Total	Prosthetic appliances	Travel of trainees	Medical examinations	Miscellaneous				
Nevada.....	\$1,833.80	\$941.30	-----	\$892.50	-----	\$245.40	\$130.00	\$130.00	-----	-----	-----	\$73.28	-----	\$73.28	-----
New Hampshire.....	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
New Jersey.....	8,002.93	6,558.83	\$33.85	1,410.25	-----	1,152.27	15,579.88	4,773.15	\$3,236.73	\$7,570.00	-----	-----	-----	-----	-----
New Mexico.....	4,460.09	2,217.09	-----	2,106.50	\$136.50	701.13	515.30	385.00	77.80	52.50	-----	154.41	-----	154.41	-----
New York.....	56,933.48	54,547.52	851.24	1,250.22	284.50	6,921.17	11,867.39	2,865.90	598.21	-----	\$8,403.28	64,585.19	\$62,089.41	2,404.78	\$91.00
North Carolina.....	12,039.32	7,641.19	3,994.48	104.65	299.00	4,061.13	5,942.03	4,196.22	1,122.21	150.00	473.60	14,995.53	14,995.53	-----	-----
North Dakota.....	4,165.20	3,602.20	170.00	317.00	76.00	1,432.88	1,924.80	1,106.65	789.15	29.00	-----	4,112.85	4,112.85	-----	-----
Ohio.....	72,711.47	50,311.16	12,447.65	9,535.87	416.79	7,372.76	1,998.63	1,639.15	154.48	155.00	50.00	376.16	-----	361.34	14.82
Oklahoma.....	14,844.98	8,989.00	3,993.92	1,191.83	670.23	6,286.71	3,768.99	2,930.01	834.98	4.00	-----	2,525.73	-----	2,525.73	-----
Oregon.....	7,101.74	3,460.41	3,094.33	367.00	180.00	1,417.49	17.27	-----	17.27	-----	-----	21,051.55	13,728.19	-----	7,323.36
Pennsylvania.....	17,976.41	-----	-----	-----	-----	4,562.67	13,729.67	9,953.00	3,776.67	-----	-----	2,876.48	2,876.48	-----	-----
Rhode Island.....	2,773.35	2,768.10	-----	5.25	-----	357.25	1,941.34	1,941.34	-----	-----	-----	415.71	415.71	-----	-----
South Carolina.....	2,998.40	1,954.40	549.00	180.00	315.00	44.76	183.40	50.00	133.40	-----	-----	519.73	-----	22.04	497.69
South Dakota.....	2,094.85	1,676.85	260.00	75.00	83.00	451.17	325.94	236.00	79.94	10.00	-----	-----	-----	-----	-----
Tennessee.....	25,240.96	22,871.56	820.40	1,262.00	287.00	6,231.98	6,719.68	5,403.18	1,316.50	-----	-----	185.02	-----	61.78	123.24
Texas.....	5,972.43	4,871.58	751.50	83.20	266.15	1,609.22	1,073.31	858.35	196.41	18.55	-----	-----	-----	-----	-----
Utah.....	3,645.75	2,981.75	25.00	639.00	-----	822.32	87.50	60.00	-----	12.50	15.00	-----	-----	-----	-----
Virginia.....	15,745.29	9,192.92	6,419.37	-----	133.00	1,708.47	3,929.29	3,162.00	642.79	124.50	-----	1,337.86	1,239.03	93.33	5.50
West Virginia.....	15,334.95	14,261.92	30.00	524.75	518.28	2,502.77	2,110.67	1,790.00	315.67	5.00	-----	314.21	-----	314.21	-----
Wisconsin.....	18,275.05	9,649.85	7,122.50	1,119.00	383.70	4,112.96	3,315.92	2,222.68	680.96	412.28	-----	9,059.55	8,094.75	964.80	-----
Wyoming.....	2,607.48	1,946.48	583.00	78.00	-----	520.66	188.98	49.00	139.98	-----	-----	208.00	-----	208.00	-----

^a Not distributed.

TABLE 31.—Number of rehabilitations, by States, for the year ended June 30, 1930

State	Number of rehabilitations																	
	Total	Sex		Age						Schooling					Origin of disability			
		Male	Female	Under 21	21 to 30	31 to 40	41 to 50	51 and over	Un-known	None	Grades 1 to 6	Grades 7 to 9	Grades 10 to 12	Other	Em- ploy- ment accident	Public accident	Disease	Con- genital
Total.....	4, 612	3, 765	852	1, 436	1, 649	794	470	259	9	113	909	1, 838	1, 407	350	1, 783	837	1, 708	289
Alabama.....	170	131	39	55	97	13	4	1	5	38	57	58	12	25	52	75	18	
Arizona ¹	30	26	4	5	15	7	1	2	4	4	10	12	5	5	8	14	3	
Arkansas.....	45	32	13	15	26	3	1	1	8	11	21	21	5	4	12	24	5	
California.....	257	205	52	60	93	62	36	6	3	27	113	99	15	117	40	87	13	
Colorado.....	9	8	1	1	6	2	1	1	1	1	4	3	2	4	3	2	1	
Connecticut ²																		
Florida.....	22	13	9	12	9	1	1	1	1	1	4	14	3	2	6	11	3	
Georgia.....	114	84	30	67	34	8	3	2	24	42	42	6	9	37	54	14	4	
Idaho.....	15	12	3	12	3	3	1	1	1	4	7	3	3	3	2	6	4	
Illinois.....	283	237	46	83	81	49	38	32	1	53	128	78	23	51	117	100	15	
Indiana.....	140	110	30	67	43	21	6	3	1	6	53	77	3	30	35	60	15	
Iowa.....	71	56	15	33	17	10	5	6	1	8	20	30	12	15	14	38	4	
Kentucky.....	146	115	31	59	58	20	7	2	25	51	50	20	34	45	52	15	1	
Louisiana.....	35	34	1	15	8	7	3	1	16	9	7	2	9	15	10	6	1	
Maine.....	23	20	3	2	11	6	4	1	6	2	2	2	13	4	6	1	1	
Maryland.....	5	4	1	4	1	1	1	1	5	31	47	30	19	57	17	50	8	
Massachusetts.....	132	119	13	52	25	30	16	9	8	49	138	78	10	128	42	105	8	
Michigan.....	283	237	46	88	102	40	33	19	1	8	30	39	59	12	20	15	104	10
Minnesota.....	149	80	69	31	67	35	12	2	2	3	16	59	59	7	22	38	65	14
Mississippi.....	139	94	45	60	61	9	8	1	4	30	39	59	7	22	38	65	14	
Montana.....	18	14	4	8	3	5	2	1	2	10	6	6	5	7	6	6	1	
Nebraska.....	53	42	11	9	18	13	9	3	1	7	21	16	9	19	10	24	1	
Nevada.....	10	6	4	2	7	1	1	1	1	3	7	7	4	1	4	4	1	
New Hampshire ²																		
New Jersey.....	243	215	28	48	53	49	50	41	2	18	101	85	23	16	146	19	60	18
New Mexico.....	14	9	5	3	6	2	2	1	7	2	2	2	3	2	2	11	1	
New York.....	540	451	89	141	197	110	58	34	6	98	259	96	81	290	42	179	29	
North Carolina.....	72	57	15	32	30	3	6	1	3	28	21	17	3	10	12	41	9	
North Dakota.....	34	23	11	12	19	2	1	1	4	7	23	23	1	9	18	6	1	
Ohio.....	471	410	61	169	143	92	45	22	9	83	194	159	26	243	49	147	32	

¹ Provisional figures, subject to audit.² No program of vocational rehabilitation was carried on during the fiscal year 1929-30.

TABLE 31.—Number of rehabilitations, by States, for the year ended June 30, 1930—Continued

State	Number of rehabilitations																	
	Total	Sex		Age						Schooling					Origin of disability			
		Male	Female	Under 21	21 to 30	31 to 40	41 to 50	51 and over	Un-known	None	Grades 1 to 6	Grades 7 to 9	Grades 10 to 12	Other	Em-ploy-ment acci-dent	Public acci-dent	Disease	Con-genital
Oklahoma.....	110	77	33	42	53	8	6	1	-----	3	12	28	49	18	10	29	60	11
Oregon.....	18	17	1	3	6	7	2	-----	-----	-----	-----	10	6	2	14	2	2	-----
Pennsylvania.....	398	387	11	45	125	104	72	52	-----	34	132	192	36	4	348	21	28	1
Rhode Island.....	9	7	2	-----	4	2	3	-----	-----	-----	3	4	-----	2	3	3	3	-----
South Carolina.....	11	6	5	4	6	1	-----	-----	-----	-----	-----	2	8	1	-----	1	8	2
South Dakota.....	12	10	2	6	2	3	1	-----	-----	-----	4	4	4	-----	1	2	9	-----
Tennessee.....	124	77	47	63	38	11	8	4	-----	2	20	30	70	2	14	35	69	6
Texas.....	12	11	1	2	6	3	-----	1	-----	-----	2	5	5	-----	3	5	4	-----
Utah.....	33	28	5	9	12	7	3	2	-----	-----	5	11	14	3	11	9	13	-----
Virginia.....	38	33	5	5	27	4	2	-----	-----	2	17	12	6	1	18	8	10	2
West Virginia.....	103	80	23	32	59	7	4	1	-----	-----	3	45	49	6	28	25	43	7
Wisconsin.....	193	158	35	80	57	31	15	9	1	-----	35	82	60	16	52	38	92	11
Wyoming.....	28	26	2	10	10	4	3	1	-----	-----	3	13	12	-----	13	3	10	2

State	Number of rehabilitations—Continued															Method of rehabilitation		
	Nature of disability																	
	Hand	Hands	Arm	Arms	Leg	Legs	Hand, arm	Hand, leg	Arm, leg	Multiple	Vision	Hearing	General debility	Miscellaneous	School training	Employment training	Job restoration	
Total.....	592	30	386	15	1,590	392	25	59	95	250	316	161	145	516	2,381	608	1,623	
Alabama.....	14	2			88	15		1	1	6	16	1		14	73	49	48	
Arizona.....	2		3		3	2				2	6	1	9	2	5	2	23	
Arkansas.....	2		2		24	8	1		1	6				1	35	8	2	
California.....	32		15	1	56	23		3	3	15	18	11	17	63	226	23	8	
Colorado.....			4		1	1								3	6	2	1	
Connecticut ¹																		
Florida.....	2		3		11	2					2	1		1	17	5		
Georgia.....	6	1	7		48	16		1	2	9	11	4		9	80	22	12	
Idaho.....	1		1		7						1	1		5	14	1		
Illinois.....	20	1	26		160	38	2	1	6	5	8	6		10	137	17	129	
Indiana.....	8	3	14	1	50	21		4	8		13			18	102	24	14	
Iowa.....	5	1	14		30	5			1	6		2	3	4	45	7	19	
Kentucky.....	22		11		59	5	1		17	7	6	3	2	13	108	26	12	
Louisiana.....	1		4	1	19	3					5	1		1	16	4	15	
Maine.....	2		6		6	4			1				4		10	8	5	
Maryland.....	2				2	1									3	2		
Massachusetts.....	35	2	6	2	23	5			2		9	11	2	35	45	22	65	
Michigan.....	47	6	21	1	85	20	5	5	9	23	13	7	17	24	141	30	112	
Minnesota.....	9		6	1	28	10		2	2	7	13	30	33	8	110	34	5	
Mississippi.....	5		11		82	15			8	4		3		11	79	25	35	
Montana.....	3				9	2				3			1		10	8		
Nebraska.....	4	1	1		12	7	1		1	8	2	7	4	5	27	10	16	
Nevada.....			1		6						2	1			7	1	2	
New Hampshire ¹																		
New Jersey.....	39	2	31	1	76	23	1		1	43	10	4	7	5	14	11	218	
New Mexico.....	1		1		3						1			9	12	1	1	
New York.....	107		55		128	35	7	18		72	39	14		65	271	30	239	
North Carolina.....	3		3	1	44	8	1		1		2	1	1	7	28	26	18	
North Dakota.....	1		2		19	3				3	4	2			31	1	2	
Ohio.....	99	7	34	1	142	40	1	15	13	1	20	19	3	76	208	50	213	

¹ No program of vocational rehabilitation was carried on during the fiscal year 1929-30.

TABLE 31.—Number of rehabilitations, by States, for the year ended June 30, 1930—Continued

State	Number of rehabilitations—Continued															Method of rehabilitation		
	Nature of disability																	
	Hand	Hands	Arm	Arms	Leg	Legs	Hand, arm	Hand, leg	Arm, leg	Multiple	Vision	Hearing	General debility	Miscellaneous	School training	Employment training	Job restoration	
Oklahoma	2		9	1	60	17		2	3		2	1	2	11	71	30	9	
Oregon	3				3					3	1			7	18			
Pennsylvania	57		41		116	10		1	4	2	80	6	6	75	53	51	294	
Rhode Island	2		2		3								2		4		5	
South Carolina			1		2	3		1				1		3	10	1		
South Dakota	2			1	3	2			1			2		1	9	1	2	
Tennessee	10	2	7	1	52	11		1	2	1	12	8	2	15	92	11	21	
Texas	2		3		3	1					1	1		1	4	2	6	
Utah	5		2		11	3	1		1		4	3	1	2	15	13	5	
Virginia	4		2		21	3	3	2	1	1				1	14	23	1	
West Virginia	7	1	9		54	10	1	1	1	6	3	2		8	83	13	7	
Wisconsin	27		21	2	64	17		1	4	14	9	7	27		130	5	58	
Wyoming		1	4		7	3			1	3	3	1	2	3	18	9	1	

TABLE 32.—Live roll of cases, by States, June 30, 1930

State	Number of cases on the roll June 30					Being followed up after placement
	Total	Determined as eligible	In process of rehabilitation	In school training	In employment training	
Total.....	1 20,394	6,663	6,512	5,186	757	1,180
Alabama.....	1,082	742	89	189	53	9
Arizona.....	55	27	15	13	-----	-----
Arkansas.....	431	276	55	74	26	-----
California.....	606	2	15	482	27	80
Colorado.....	86	11	25	34	10	6
Florida.....	351	197	52	80	17	5
Georgia.....	454	148	136	136	24	10
Idaho.....	102	30	15	46	5	6
Illinois.....	1 810	233	66	399	13	3
Indiana.....	628	255	48	302	17	6
Iowa.....	200	5	76	98	12	9
Kentucky.....	608	467	20	119	2	-----
Louisiana.....	271	91	66	73	8	33
Maine.....	139	42	20	55	15	7
Maryland.....	74	36	23	11	4	-----
Massachusetts.....	361	2 175	-----	139	28	19
Michigan.....	876	205	494	136	6	35
Minnesota.....	400	-----	236	140	18	6
Mississippi.....	809	473	177	123	16	20
Montana.....	97	6	46	25	10	10
Nebraska.....	144	36	37	60	11	-----
Nevada.....	12	3	6	2	1	-----
New Jersey.....	1,087	182	608	174	22	101
New Mexico.....	73	29	31	13	-----	-----
New York.....	1,821	800	413	448	31	129
North Carolina.....	722	129	389	134	63	7
North Dakota.....	151	46	10	70	1	24
Ohio.....	971	-----	548	375	48	-----
Oklahoma.....	1,547	874	62	308	40	263
Oregon.....	54	8	-----	37	9	-----
Pennsylvania.....	1,719	117	1,227	84	137	154
Rhode Island.....	53	6	14	24	-----	9
South Carolina.....	374	298	38	28	10	-----
South Dakota.....	69	17	30	21	1	-----
Tennessee.....	677	208	-----	345	-----	124
Texas.....	144	43	24	70	7	-----
Utah.....	102	28	18	37	10	9
Virginia.....	800	240	412	105	34	9
West Virginia.....	289	97	48	95	5	44
Wisconsin.....	139	64	45	17	9	4
Wyoming.....	1,006	17	878	65	7	39

1 Includes 96 applications pending.

2 Represents total number determined as eligible and in process of training.

TABLE 33.—Unexpended balance and amount to be sent to the States for vocational rehabilitation during the year ending June 30, 1931: Fund available, expenditure, and unexpended balance for 1930, and allotment to cooperating States, and amount to be sent to the States for 1931

State	1930			1931	
	Fund available ¹	Expended by State ²	Unexpended balance in State treasury June 30 ² (a-b)	Allotment	Amount to be sent to State (d-c) ²
	a	b	c	d	e
Total.....	\$944,784.54	\$735,361.77	\$210,660.44	\$1,004,737.40	\$794,076.96
Alabama.....	22,305.56	19,126.72	3,178.84	22,305.56	19,126.72
Arizona.....	5,000.00	5,000.00	—	10,000.00	10,000.00
Arkansas.....	16,644.37	9,517.81	7,126.56	16,644.37	9,517.81
California.....	32,552.12	32,552.12	—	32,552.12	32,552.12
Colorado.....	8,112.29	4,205.33	3,906.96	10,000.00	6,093.04
Connecticut.....	13,114.76	—	13,114.76	13,114.76	—
Florida.....	9,199.60	7,208.51	1,991.09	10,000.00	8,008.91
Georgia.....	27,507.82	20,378.42	7,129.40	27,507.82	20,378.42
Idaho.....	5,000.00	5,000.00	—	10,000.00	10,000.00
Illinois.....	61,601.67	61,601.67	—	61,604.37	61,604.37
Indiana.....	27,834.34	24,998.25	2,836.09	27,836.09	25,000.00
Iowa.....	22,836.05	17,554.84	5,281.21	22,836.05	17,554.84
Kentucky.....	22,955.83	18,978.75	3,977.08	22,955.83	18,978.75
Louisiana.....	17,084.23	10,005.22	7,079.01	17,084.23	10,005.22
Maine.....	7,295.45	6,377.85	917.60	10,000.00	9,082.40
Maryland.....	13,770.49	3,034.62	10,735.87	13,770.49	3,034.62
Massachusetts.....	36,593.94	14,337.80	22,256.14	36,593.94	14,337.80
Michigan.....	34,844.51	31,583.34	3,261.17	34,846.64	31,585.47
Minnesota.....	22,675.56	22,675.56	—	22,675.56	22,675.56
Mississippi.....	17,009.27	17,009.27	—	17,009.27	17,009.27
Montana.....	5,213.96	5,047.59	166.37	10,000.00	9,833.63
Nebraska.....	12,314.38	12,314.13	.25	12,314.38	12,314.13
Nevada.....	5,000.00	2,809.91	2,190.09	10,000.00	7,809.91
New Hampshire.....	5,000.00	—	5,000.00	10,000.00	5,000.00
New Jersey.....	29,978.23	29,978.23	—	29,978.23	29,978.23
New Mexico.....	5,000.00	4,998.08	1.92	10,000.00	9,998.08
New York.....	98,650.39	95,204.88	3,445.51	98,650.39	95,204.88
North Carolina.....	24,309.38	19,971.28	4,338.10	24,309.38	19,971.28
North Dakota.....	6,144.71	6,144.71	—	10,000.00	10,000.00
Ohio.....	54,709.10	54,709.10	—	54,709.10	54,709.10
Oklahoma.....	19,266.88	19,266.88	—	19,266.88	19,266.88
Oregon.....	7,441.50	7,441.50	—	10,000.00	10,000.00
Pennsylvania.....	82,832.38	44,412.93	38,419.45	82,832.38	44,412.93
Rhode Island.....	5,741.23	3,551.54	2,189.69	10,000.00	7,810.31
South Carolina.....	15,993.88	4,435.98	11,557.90	15,993.88	4,435.98
South Dakota.....	6,046.63	3,071.15	2,975.48	10,000.00	7,024.52
Tennessee.....	22,207.82	22,207.82	—	22,207.82	22,207.82
Texas.....	44,296.50	6,142.46	38,154.04	44,296.50	6,142.46
Utah.....	5,000.00	4,063.19	936.81	10,000.00	9,063.19
Virginia.....	21,935.22	14,142.01	7,793.21	21,935.22	14,142.01
West Virginia.....	13,903.85	13,903.85	—	13,903.85	13,903.85
Wisconsin.....	25,002.29	25,002.29	—	25,002.29	25,002.29
Wyoming.....	5,000.00	4,300.16	699.84	10,000.00	9,300.16

¹ Includes amount sent to States during 1930 and the unexpended balance in the State treasury June 30, 1929. This amount is less than the allotment in some instances because of amounts withheld in accordance with section 4 of the national vocational rehabilitation act.

² Provisional figures, subject to final audit of State accounts.

TABLE 34.—Allocation of State appropriations for vocational rehabilitation to Federal fiscal years 1929 and 1930

State	1929	1930	State	1929	1930
Alabama ¹	\$22,305.56	\$22,305.56	Nevada	\$5,000.00	\$5,000.00
Arizona	5,000.00	5,000.00	New Hampshire		
Arkansas ²	13,000.00	13,000.00	New Jersey ⁶	98,000.00	115,810.00
California	45,000.00	45,000.00	New Mexico ⁷	2,500.00	2,500.00
Colorado	3,000.00	3,000.00	New York ⁸	919,215.47	844,999.31
Florida	9,000.00	9,000.00	North Carolina	20,600.00	20,600.00
Georgia	21,353.28	27,507.82	North Dakota ⁹	7,000.00	7,000.00
Idaho	5,000.00	6,250.00	Ohio	51,354.55	50,000.00
Illinois	94,000.00	94,000.00	Oklahoma	19,266.88	25,000.00
Indiana ³	16,000.00	16,000.00	Oregon ¹⁰	75,000.00	75,000.00
Iowa	22,836.45	24,376.45	Pennsylvania	48,027.59	49,000.00
Kentucky ⁴	22,955.00		Rhode Island ¹¹	5,000.00	5,000.00
Louisiana			South Carolina		
Maine	7,224.94	7,500.00	South Dakota	8,500.00	9,000.00
Maryland	5,000.00	5,000.00	Tennessee		
Massachusetts	62,635.23	62,635.23	Texas	12,500.00	12,500.00
Michigan	34,846.64	34,846.64	Utah	4,000.00	4,000.00
Minnesota	21,874.90	26,804.02	Virginia	15,000.00	15,000.00
Mississippi ⁵	16,424.14	7,293.20	West Virginia	17,500.00	17,500.00
Montana	15,000.00	13,500.00	Wisconsin	38,000.00	45,000.00
Nebraska	13,576.92	12,500.00	Wyoming	5,000.00	5,000.00

¹ Alabama: An additional annual and continual appropriation of \$15,000 was made by the legislature of 1927 to be used in the physical restoration of children and adults. The fund may be used in buying prosthetic appliances. The legislature of 1927 also made an appropriation of \$7,500 for training adult blind.

² Arkansas: These amounts include \$8,000 allotted from the annual State appropriation for vocational education and \$5,000 from general funds.

³ Indiana: *Provided*, That if the appropriations herein made are not equal to the sums expended from Federal funds during either fiscal year of the biennial period, there is hereby appropriated a sum sufficient to equal the amount of Federal funds expended.

⁴ Kentucky: Amounts to be appropriated by the 1930 legislature.

⁵ Mississippi: State appropriations are made for 2 calendar years.

⁶ New Jersey: The State director submits the following statement: "The amounts appropriated for rehabilitation include not only vocational training but also physical restoration. The rehabilitation commission uses whatever amount may be necessary to match the Federal expenditure plus any fees that may be received not to exceed \$20,000 in 1929, nor \$30,000 in 1930."

⁷ New Mexico: These amounts are included in the annual lump-sum appropriation of \$20,000 for vocational education and vocational rehabilitation.

⁸ New York: These amounts include an insurance fund of \$839,970.47 in 1929 and of \$765,329.31 in 1930. The latter amount will be increased during the year by a probable income of \$115,000. This money is available to pay the expenses of rehabilitation compensation cases only.

⁹ North Dakota: In addition to the amounts given \$2,475 is available for administration each year.

¹⁰ Oregon: Section 6655, Oregon laws, states: "There is hereby created a fund to be known as the rehabilitation fund." The State treasurer shall transfer \$100 from the industrial accident fund to the rehabilitation fund, and there shall also be transferred to such fund monthly 2½ per cent of the total monthly receipts of the State industrial accident commission from all sources. Whenever the unexpended balance of the rehabilitation fund is greater than \$75,000, the commission shall temporarily reduce the percentage of the total monthly receipts.

¹¹ Rhode Island: The annual State appropriation is \$5,000 for the fiscal year Dec. 1 to Nov. 30.

TABLE 35.—Allotment of Federal vocational rehabilitation fund to States for the year ending June 30, 1931 ¹

State	Allotment to States		
	Total	On the basis of population	Special allotment to guaranty minimum of \$10,000
United States.....	\$1,096,765.93	\$1,000,000.00	\$96,765.93
Alabama.....	22,305.56	22,305.56	-----
Arizona.....	10,000.00	3,174.23	6,825.76
Arkansas.....	16,644.37	16,644.37	-----
California.....	32,552.12	32,552.12	-----
Colorado.....	10,000.00	8,925.64	1,074.36
Connecticut.....	13,114.76	13,114.76	-----
Delaware.....	10,000.00	2,118.33	7,881.67
Florida.....	10,000.00	9,199.60	800.40
Georgia.....	27,507.82	27,507.82	-----
Idaho.....	10,000.00	4,102.34	5,897.66
Illinois.....	61,604.37	61,604.37	-----
Indiana.....	27,836.09	27,836.09	-----
Iowa.....	22,836.05	22,836.05	-----
Kansas.....	16,806.36	16,806.36	-----
Kentucky.....	22,955.83	22,955.83	-----
Louisiana.....	17,084.23	17,084.23	-----
Maine.....	10,000.00	7,295.45	2,704.55
Maryland.....	13,770.49	13,770.49	-----
Massachusetts.....	36,593.94	36,593.94	-----
Michigan.....	34,846.64	34,846.64	-----
Minnesota.....	22,675.56	22,675.56	-----
Mississippi.....	17,009.27	17,009.27	-----
Missouri.....	32,335.48	32,335.48	-----
Montana.....	10,000.00	5,213.96	4,786.04
Nebraska.....	12,314.38	12,314.38	-----
Nevada.....	10,000.00	735.30	9,264.70
New Hampshire.....	10,000.00	4,208.89	5,791.11
New Jersey.....	29,978.23	29,978.23	-----
New Mexico.....	10,000.00	3,423.00	6,577.00
New York.....	98,650.39	98,650.39	-----
North Carolina.....	24,309.38	24,309.38	-----
North Dakota.....	10,000.00	6,144.71	3,855.29
Ohio.....	54,709.10	54,709.10	-----
Oklahoma.....	19,266.88	19,266.88	-----
Oregon.....	10,000.00	7,441.50	2,558.50
Pennsylvania.....	82,832.38	82,832.38	-----
Rhode Island.....	10,000.00	5,741.23	4,258.77
South Carolina.....	15,993.88	15,993.88	-----
South Dakota.....	10,000.00	6,046.63	3,953.37
Tennessee.....	22,207.82	22,207.82	-----
Texas.....	44,296.50	44,296.50	-----
Utah.....	10,000.00	4,268.86	5,731.14
Vermont.....	10,000.00	3,347.75	6,652.25
Virginia.....	21,935.22	21,935.22	-----
Washington.....	12,886.69	12,886.69	-----
West Virginia.....	13,903.85	13,903.85	-----
Wisconsin.....	25,002.29	25,002.29	-----
Wyoming.....	10,000.00	1,846.64	8,153.36
Hawaii.....	10,000.00	-----	10,000.00

¹ For years 1932 to 1941 allotments will be based upon returns of population at the Federal census of 1930.

TABLE 36.—Interest earned on Federal vocational rehabilitation fund deposited with State treasurer for the year ended June 30, 1930

Total.....	\$5,269.45	Maine.....	\$53.84	Oklahoma.....	\$92.21
Connecticut.....	119.94	Massachusetts.....	635.11	Pennsylvania.....	1,612.34
Florida.....	55.56	Mississippi.....	92.13	Rhode Island.....	51.22
Georgia.....	92.23	Montana.....	12.12	South Dakota.....	60.37
Idaho.....	7.55	Nebraska.....	46.92	Texas.....	332.85
Illinois.....	177.98	New Hampshire.....	125.00	Utah.....	17.58
Indiana.....	63.84	New Jersey.....	98.62	Virginia.....	253.99
Iowa.....	144.65	New York.....	496.36	West Virginia.....	93.78
Kentucky.....	157.82	North Carolina.....	115.03	Wisconsin.....	101.54
		Ohio.....	112.66	Wyoming.....	46.21

○