Fifth Annual Report to Congress

of the

Federal Board for Vocational Education

1921

SECTION I.—General survey of the work of the Board.

SECTION II.—States relations services:

(A) Cooperation with the States in the promotion of vocational education.

(B) Vocational rehabilitation of persons disabled in industry or otherwise.

SECTION III.—Vocational rehabilitation of disabled soldiers, sailors, and marines.

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Secretary of Agriculture.

HERBERT C. HOOVER,
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Assistant Director, Vocational Education, LAYTON S. HAWKINS.
Assistant Director, Vocational Rehabilitation (soldier), R. T. FISHER.
Assistant Director, Industrial Rehabilitation (civilian), LEWIS H. CARRIS.

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LETTER OF TRANSMITTAL.

FEDERAL BOARD FOR VOCATIONAL EDUCATION,
Washington, D. C., December 1, 1921.

TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES OF THE SIXTY-SEVENTH CONGRESS:

By direction of the Federal Board for Vocational Education, and in accordance with the provision of the vocational education act of February 23, 1917, the vocational rehabilitation act of June 27, 1918 (soldiers, sailors, and marines), and the act providing for the vocational rehabilitation of persons disabled in industry or otherwise of June 2, 1920. I have the honor to submit the following report.

Respectfully,

JAMES J. DAVIS,
Chairman.

HARRY L. FIDLER,
Vice Chairman.

SECTION I

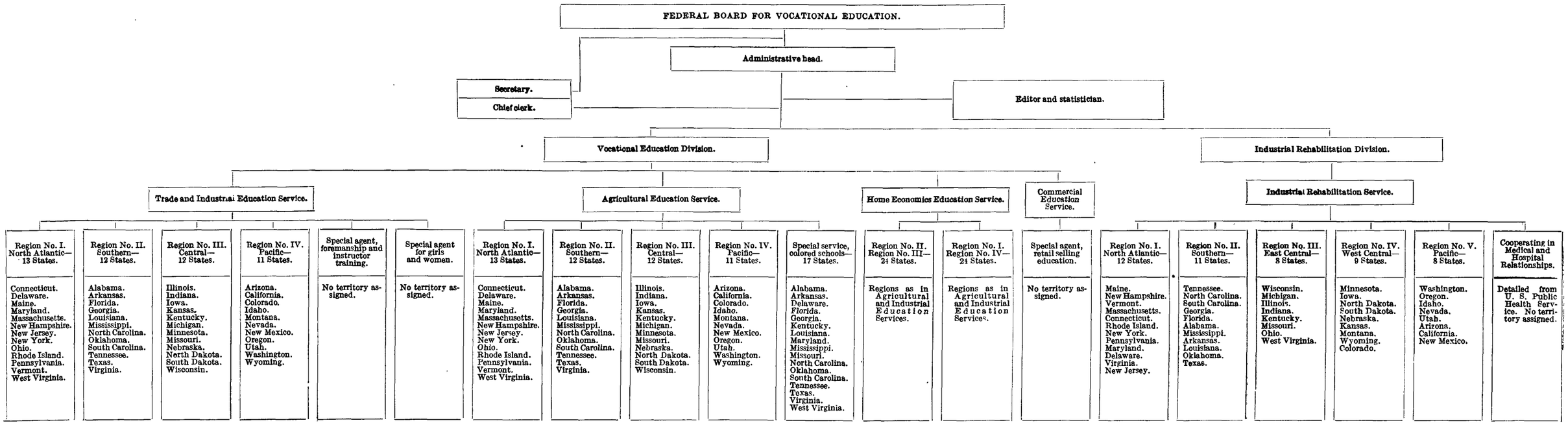
GENERAL SURVEY OF THE WORK OF THE BOARD

A.—Evolution of the Cooperative States Relations Services

B.—Vocational Rehabilitation of the Civilian Disabled

C.—Rehabilitation of Disabled Soldiers, Sailors, and Marines

ORGANIZATION CHART.



73397—H. Doc. 240, 67–2. (To face page 17.)

GENERAL SURVEY OF THE WORK OF THE BOARD.

A. Evolution of the Cooperative States Relations Services.

PROMOTION OF VOCATIONAL EDUCATION NOT AN EMERGENCY WAR PROGRAM.

Although the vocational education act was passed during the war period and less than two months before the entrance of the United States into the war as an active participant, and although the Federal Board for Vocational Education was not organized until some three months after the declaration of war by the United States, the act itself was in no sense whatever a war measure.

It was merely an accident that the final enactment of legislation defining and providing for a national program of vocational education fell upon war times. Persistent efforts made in the years preceding the outbreak of war in Europe culminated in the 1914 Report of the Congressional Commission on National Aid to Vocational Education, and the program developed out of this report and set up in the vocational education act of 1917 was a peace program, representing a widespread popular demand which had been gathering strength for a full decade, that our public-school education should be democratized and should take account of the practical needs of the youth of the country.

In 1917 Congress acted upon the recommendations of its 1914 commission, accepting the recommendations of the commission, and enacting the legislation proposed by the commission without material modifications. No thought of war influenced the commission in formulating its findings and recommendations in 1914 for the simple reason that no suspicion of war was at that time entertained in this country.

Nothing in the program itself bears any imprint of war needs, and it would under ordinary conditions be quite unnecessary to dwell upon the fact that the whole program established by Congress was a peace-time program for the progressive improvement of our public-school educational system, a program for making that system less academic and more vital and purposeful in serving the permanent social and economic needs of the community. But conditions have not been ordinary during the past four years, and it happens that the Federal Board has been able, operating under the vocational edu-

cation act and under the act of 1918 providing for the rehabilitation of our war disabled, to render services of conspicuous value for the successful prosecution of the war, and for remedying some of its direful consequences.

In its first report to Congress the Federal Board notes that the war found the United States "vocationally unprepared." The country was vocationally unprepared for war, and that particular phase or aspect of its unpreparedness became upon the outbreak of war a matter of vital national concern involving our national existence.

But the condition of vocational unpreparedness was not essentially an unpreparedness for entering upon the special and peculiar pursuits of fighting the war. There are in fact very few such pursuits. Vocational unpreparedness for war interpreted in concrete terms meant that when the emergency demand developed for ships no adequate supply of labor skilled in the shipbuilding trades was available, and similarly as regards other vocational needs which developed during the period of mobilizing for war. These needs were felt more intensely, but they were not in the mass essentially different from peace-time vocational needs. The vocational skills mobilized for war purposes were practically the same skills as were required under normal conditions for the conduct of industry, commerce, and agriculture, and vocational unpreparedness for war meant that these skills were not available.

Modern warfare is in one of its aspects an intensified competition of nations in the effective mobilization of vocational skills. Mobilization of the skills implies that the skills have been developed. Other things being equal the most skillful nation, the nation which has most completely developed the vocational skills of its workers in every line, will win out in that intense competitive international struggle which war involves. Except in a very small measure, there is no special preparedness or unpreparedness for war as regards vocational skills. Vocational unpreparedness for war is in the large unpreparedness for peace. It was vocational unpreparedness for peace that developed overnight into an acute condition of vocational unpreparedness for war.

To remedy our vocational unpreparedness was the special function of the Federal Board under the vocational education act of 1917. The congressional commission of 1914 had found a condition of vocational unpreparedness for maintaining our agricultural, industrial, and commercial prosperity. In competition with the vocationally trained labor of other nations the continuous improvement of our economic well being, even the permanent maintenance of established standards of living, was conditioned upon the systematic development of vocational skills. If we were to compete with other nations in the world's markets, and even in our own home market which

was open to the products of foreign labor, our labor must be made vocationally as efficient and skilled as the labor of other nations. Commerce and industry, as well as war, are competitive undertakings, and the same vocational skills are required for success in commerce as in war.

No one, least of all those interested in the progressive development of vocational education, can regret the rendering of war service by the Federal Board operating under the vocational education act. In rendering this service the Board was performing precisely that service which the act contemplated, namely, the development of vocational skills through the utilization of our public educational resources. That these skills were to be for the time being mobilized for war purposes rather than for economic ends did not in any way lessen or modify the responsibility put upon the Federal Board as the Federal agency for the promotion of vocational education.

It is, however, exceedingly unfortunate that the services rendered by the Board in the way of promoting emergency war-training vocational courses for conscripted men, and later in formulating and carrying into effect under a separate act a program for the vocational rehabilitation of the war disabled—it is unfortunate that these services should have focused popular attention so completely as it has done upon activities associated with the war. It is particularly unfortunate that the impression should have gained popular acceptance that the Federal Board was a war board and the vocational education act a war measure. The Board rendered war service, just as every individual rendered war service—because the country was at war. In the meantime the Board was functioning normally all the while in its capacity as the Federal agency for promoting vocational education in cooperation with the several States, covering the fields of agricultural, trade and industrial, home economics, and commercial education, and the training of vocational teachers in each of these fields. Each year during and following the war period the States have presented in their annual reports to the Federal Board conclusive evidence that the vocational program set up in the act of 1917 was being effectively promoted. During the war period emergency war needs could not be disregarded, but the needs for the systematic promotion of vocational education have not diminished—they have rather increased during the period of readjustment and mobilization for peace since the war.

Our present needs, as compared with those of 1917, or 1914, are in fact much greater and much more urgent. As a direct consequence of the war, labor has been thrown more or less out of adjustment in every line, and demands for new types of vocational skills have developed in many fields. These are conditions which require

extension of our national program for vocational training, rather than retrenchment.

OUR NATIONAL POLICY OF FEDERAL GRANTS IN AID OF EDUCATION.

Wherever education has developed, or has shown a capacity for developing along lines of practical service, and has shown a fair promise of yielding results of immediate practical value, the Federal Government has in the past extended to such education liberal financial support. The principle of fostering such education by grants in aid is fairly established as a principle of permanent national policy. That principle prescribes as a proper function of the Federal Government that it shall cooperate with the States in the effort to make popular public-school education purposeful and useful, to enrich its content and practical value, to make it democratic and universal, and by so doing to make it effective for the promotion of public welfare and good citizenship.

In 1914 and 1917 vocational education of less than college grade was felt to be preeminently the sort of education which fulfilled the requirements of our established national policy. Preeminently it was education for service, it was purposeful, and it was adapted to the needs of the great majority of our youth who could not look forward to an academic or university or higher technical education.

That the Federal Government in formulating the vocational education act was acting consistently with our traditional policy is made clear in the following paragraphs quoted from the second annual report of the Federal Board to Congress:

> The vocational education act is the culmination of an evolution in national appropriations for vocational education. National grants for education in America were made in the early part of the last century. These early grants were given to the States for no specific purpose, without restrictions, without administrative machinery, and without the establishment of safeguards in the expenditure of the money. As might have been expected, the funds, in part, were dissipated, and little, if any, results were gained. Beginning, however, with the Morrill Act of 1862, the Federal Government has, by a series of acts, the second Morrill Act, the Nelson amendment, the Hatch Act, the Adams Act, the Smith-Lever Act, and the vocational education act, gradually found its way to a philosophy and policy in the use of national money for vocational purposes—it might better be said for vocational educational purposes—since all of this money has been given for the stimulation and support of vocational training.
>
> Each one of these acts has represented an advancement on the part of the National Government in dealing with the problem. Each act has included provisions which made the work more systematic and effective. The Morrill Act imposed but few conditions in the use of the money by the States. The Smith-Lever Act imposed many conditions. It is safe to say that the vocational educational act is the most specific and exacting of all these enactments in its requirements upon the States in the use of Federal money.

In the sweep of almost a century since the early grants were made by the National Government, we have passed from the idea of the use of the Federal money for indefinite educational purposes to the use of Federal money for very specific educational purposes carefully defined in the statute. We have passed from the idea of no obligation on the part of the State in the expenditure of the Federal money to the conception of a solemn obligation on the part of the State to use the money in conformity with the requirements of the law making the appropriation; from the idea of no machinery, no system, and no organization to safeguard and administer the funds to the idea of a definite system, a thoroughgoing organization, and careful safeguards in order that the Federal money may be spent effectively for the purposes intended.

THE STATES UNANIMOUSLY ACCEPT THE PROPOSAL FOR COOPERATION WITH THE FEDERAL GOVERNMENT.

The Federal Board for Vocational Education organized in August, 1917, and at the close of the fiscal year ending June 30, 1918—that is to say, within a period of 10 months from the date of organization—could report to Congress that every State in the Union without exception had officially accepted the Federal act, thereby signifying its intention of entering into cooperation with the Federal Government in the promotion of vocational education in the public schools, and for the development of adequate facilities for training vocational teachers. In a brief survey of the work of this initial period the Federal Board comments as follows upon this general response of the States to the proposal of cooperation extended in the Federal act:

The Federal Board anticipated with some confidence this response in the States, but it is a rare event when our sovereign States elect unanimously to take any single course, even when their own best interests point the way clearly. The event of 48 States voluntarily taking action within the brief period of 10 months under any permissive Federal statute is probably unique in our history. Such action is in itself conclusive proof that the Federal law in this instance, whatever its minor defects, was wisely conceived by Congress so as to insure widespread social benefits under joint Federal and State administration and financial support.

Within this brief initial period of less than one year 46 States established teacher-training courses under the provisions of the Federal act, and federally aided vocational courses were set up for agricultural training in 41 States, for trade and industrial training in 32 States, and for home economics training in 29 States.

In each of these lines and in commercial education progress under the Federal act in the States has been widespread and continuous, and since the war period especially progress has been made at an accelerating rate.

ADMINISTRATIVE RELATIONSHIPS ESTABLISHED.

As the Federal agency cooperating with the States in promoting and directing this very important development in our public-school

system during the past four years, the Federal Board has established administrative contacts and relationships in all the States. In each State school administration has been so adjusted as to provide for administering expenditures in the State of the joint Federal, State, and local fund available for vocational education. In each State the Federal act has been accepted in good faith as a pledge on the part of the Federal Government to assume as a matter of permanent policy an interest in the development of vocational education within the State. State administration has proceeded on the assumption that the cooperation of the Federal Government would be continued as provided in the act. State plans have been formulated in this faith under State appropriations made to match, and in some cases overmatch, the Federal money in anticipation for varying periods of years.

LEGISLATION IN THE STATES UNDER THE FEDERAL ACT.

From year to year in its annual reports to Congress the Federal Board has given brief surveys of legislation under the Federal act in each of the 48 States.

Acceptance of the Federal act in itself incorporates the provisions of that act in the body of the State law. In this respect the status of the vocational education act is quite different from that of most other Federal legislation. The States in accepting the act, in response to the proposal of the Federal Government in the act itself that they should accept it, have in the case of each State virtually written into the State law the pledges of financial support to schools and teacher-training institutions within the State for an indefinite period.

Each year the amount of the Federal fund promised to the States increases to the maximum provided for the year 1925–26, and annually thereafter. State legislative policies necessarily embrace these future prospects of financial aid.

A survey of legislation in the States during the past four years will reveal the extent to which the States have built up legislative policies fundamentally established upon the Federal act. Generally it is true that they have provided by legislation for a more or less elaborate system of State-wide supervision of different types of vocational schools—part-time, evening, and all-day schools providing trade and industrial, agricultural, and home economics education. The whole machinery of supervision is organized with reference to the requirements of the Federal act.

One provision of the Federal act especially has influenced legislation in the States. This provision imposes an important limitation upon the expenditure in the States of Federal money, and necessarily also of the State and local money matched against the Federal money, by specifically devoting one-third of the trade and industrial fund

to the promotion and support of part-time schools and classes. More than one-third, even to the full amount of the Federal fund, may in the discretion of the State authorities be expended for this type of education, but at least one-third of the fund, if expended at all, must be expended for part-time work. Under this provision a large number of the States have enacted compulsory or permissive part-time school attendance laws, and have been during the past two or three years rapidly developing facilities for giving vocational and general continuation part-time instruction to boys and girls 14 to 18 years of age who have left school.

Incidentally the States have adjusted the requirements of their compulsory school attendance and child-labor laws to the new legislation providing part-time instruction for juvenile workers during the period of transition from school work to gainful employment. Legislation regulating the issue of work permits to juvenile workers, also, has been modified with reference to the development of continuation school facilities.

In no case has the Federal Board presumed to dictate to any State in the matter of formulating legislation providing for the development of vocational education within the State. Each State has proceeded freely to formulate legislation specifically with reference to its own peculiar needs. That which the State has elected to do it has been entirely free to undertake in precisely the way it elected to follow.

It is, however, true that with the exception of one or two States every State has at one time or another come to the Federal Board for such advice as the Federal Board could give that would be helpful to the State in preparing new legislation. As a natural result of its nation-wide contacts with development in the field of vocational education and its familiarity with legislative programs in all of the States the Federal Board, acting through its administrative staff, has been able to render expert service as a sort of Federal legislative research bureau. Through the staff of the Federal Board each State has found easy access to the experience, legislation, and proposed programs in any field in each of the 47 sister States. Each State has thus been enabled to act in full knowledge of the achievements and plans of other States.

As a result of this continuous service a very considerable body of State legislation has been provisionally drafted by agents of the Federal Board, who were in a position to interpret to the States precisely the requirements of the Federal act and in a position also to know how legislation dealing with any phase of vocational education was working in the States generally.

This service has been rendered by the Federal Board in the regular course of its prescribed duties as the Federal agency for pro-

moting vocational education in the States. Responsibility for the character of State legislation to a very considerable degree, therefore, rests with the Federal Board, which has necessarily proceeded upon the assumption that the pledge to the States in the vocational education act would be scrupulously fulfilled by the Federal Government. This responsibility which embraces present legislation for future developments in the States under the Federal act, can not be avoided. It is implied and assumed in the vocational education act itself, which is virtually a contract with the States.

B. Vocational Rehabilitation of the Civilian Disabled.

In every age disabled persons have in individual cases rehabilitated themselves to a surprising degree, and their success in achieving what has in some cases appeared to be the impossible has in recent years established a general presumption that a disability for remunerative employment is something to be overcome, rather than something to be passively endured in dependency and idleness.

Before the passage of the Federal act providing for the promotion of vocational rehabilitation of persons disabled in industry or otherwise, private and public agencies operating in the States had demonstrated the practicability of such a program. Employers had been recognizing the possibilities and economy of utilizing the services of their disabled employees and some of them had felt a personal responsibility in providing for such workers. This responsibility where it was not felt and assumed voluntarily by the employer was in some States enforced by legislation providing compensation to the worker in case of injury. To cover this new liability, employers found it advisable to insure themselves, and the cost of this insurance became a precisely determined item to be included with other items in figuring the cost of production.

In the case of this item as of other costs, the employer sought to reduce the amount to a minimum and since insurance rates were eventually adjusted or graded so that the cost against the casualty hazard was reduced in proportion to reduction in the hazard, the obvious method of reducing cost in this item was by taking new precautions against the occurrence of accidents which might result in injuries to workers.

Eventually it became evident that the case of the worker injured in the course of employment was perfectly clear, if not against his individual employer, at least against the community, and that he was entitled to adequate compensation for injury not as a charity dole but as a just award to cover the hazard of his employment.

At the same time it became clear that the injured worker was fairly entitled to something more than money compensation for his

injury. Incidentally the interests of the community were involved in giving him something more. It was seen to be in the public interest that the injured worker be rendered fit again to engage in remunerative employment. This was for the best interest of the injured worker himself, and it was in addition clearly an obligation and responsibility of the State—a public function rather than a matter of private interest or philanthropy.

A complete and adequate social program must, therefore, on the one hand, provide compensation under such public control as will place all employers on an equality by enforcing liabilities equally upon all employers in an industry; and, on the other hand, such a program must provide for vocational rehabilitation of the injured worker. As a matter of public interest and of simple justice to the injured worker, he must be not only compensated but also rendered fit for work.

Considerations such as these influenced Congress in formulating a national program for the promotion of vocational rehabilitation. This program was finally set up and put into operation by an act approved June 2, 1920, providing " for promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment."

Several States were already in the field working under their own laws before the Federal Government initiated its program of cooperation. In Massachusetts, Nevada, North Dakota, New Jersey, Minnesota, Rhode Island, California, Illinois, Pennsylvania, New York, Oregon, and Virginia some provision for disabled workers had been enacted and in the case of three of them—Nevada, Minnesota, and New York—the State act had provided in anticipation for acceptance of the Federal act when it should be passed. Each of the State acts provided more or less unconditionally for cooperation with the Federal Government in giving effect within the State to any similar Federal legislation that might be enacted by Congress.

The act of June 2 made possible a realization of the anticipation of these States, and of other States which were formulating programs to bring their legislation into line with accepted public policy in the matter of vocational rehabilitation.

To date 35 States have accepted the provisions of the Federal act, and 33 of these States have already actively entered into cooperation with the Federal Government. In other States the initial difficulties encountered in the way of providing legislation fitting the State programs into the national program are being overcome. This general response on the part of the States is conclusive evidence that the Federal act is functioning as Congress intended it should.

As regards number disabled, we fight a world war every year. In the ordinary course of industry under normal peace conditions, the

number of workers disabled each year exceeds the number of our soldiers and sailors disabled in the whole course of the World War. Under the war-emergency program for the rehabilitation of our disabled soldiers, sailors, and marines a work of tremendous social consequence is being achieved, but it may fairly be said that the work contemplated in the national program of vocational rehabilitation for the civilian disabled far exceeds in dimensions and in permanent social values that comprehended in the program for soldier rehabilitation. The casualty list for the army of our civilian workers is an annual casualty list. This army can not be demobilized and the casualty rate, while it may be diminished, is certain nevertheless to hold sufficiently high to yield each year a number of casualties fairly comparable in the mass to the casualties of the World War.

Any effort to state the problem of civilian rehabilitation precisely in terms of numbers of persons potentially covered as beneficiaries under the Federal program, is bound to resolve itself into the formulation of rather vague and uncertain estimates to which a wide margin of error attaches. Accurate data have not been compiled showing the number of men and women in the population who are vocationally unfit or disabled in consequence of disease, congenital defect, or accidental injury. Only partial data and more or less well-established estimates are available as regards either the number of the vocationally disabled in the population at the present time, or the number rendered vocationally unfit from year to year. The number of the vocationally unfit, the annual mortality rate, and the number of current accidents or disease disabilities are unknown. Undoubtedly the number is on the increase, but the rate of increase can not be accurately determined. Evidence is, however, conclusive that this body of vocationally unfit is large and that its cost of maintenance is a tremendous social cost. Evidence is conclusive also that this cost is one which can in a large part be avoided. That the cost of maintaining these vocationally unfit is a tremendous social cost is of far less significance than is the fact that the cost is avoidable. If the cost were unavoidable, society would not seek to avoid it. The thought of abandoning those who are or have been rendered incapable of self-maintenance could not be entertained as a public policy under any conditions. The return of the vocationally unfit to remunerative employment is a matter of public policy about which there can be no disagreement.

Under present conditions the number of persons in the population who are unfit to engage in any remunerative employment is cumulative, the sum total representing a past period of considerable duration. The disabling accident or disease in any given case of an adult man or woman may have occurred during childhood or at birth, or

at any subsequent period. This disability may be one of long standing or one of recent occurrence, or one which relates potentially to the future—as, for example, in the case of an injured worker under medical treatment whose convalescence is not yet entirely complete.

A fair program of civilian rehabilitation must, it would appear, contemplate adequate provision at least for what may be termed the current cases of vocational disability. Such a program would prevent further cumulation of vocational disability in the population. To the fullest extent possible, the current disability of the population, whatever its origin, would be cured, and would not be added to the cumulated disability of the past. Natural mortality in the Army would not be offset by replacements each year and would gradually reduce numbers to a minimum. Regarded as a social phenomenon, vocational disablement of the population would, to a considerable degree, be neutralized by vocational rehabilitation, and the process of cumulation of disability in the population would be stopped.

This ideal, it may be fairly assumed, underlies the program of civilian rehabilitation as defined by Congress in the vocational rehabilitation act of June 2, 1920. No other ideal is, in fact, reasonably conceivable. It is unthinkable that a civilized community should adopt as a public policy any policy which contemplates abandonment of any disabled worker who can be rendered fit for engaging in some properly selected employment; unthinkable that society should disregard the welfare of any of its members who have been disabled in rendering economic service in the community, doing the work that the community requires to be done; and it is equally unthinkable that the community should refuse to aid any of its members who are disabled in consequence of disease or congenital defect where such members can be rendered vocationally fit and are eager to make the effort to become fit for rendering efficient economic service.

It may be noted that the community which refuses to assume responsibility in any such case can not avoid the consequences of the disability simply by ignoring it. As a general proposition, it may be laid down that it costs more to support a disability than to cure it. Curing the disability is far and away the more economical procedure, and in this case sound economics is clearly sound public policy on every other ground. If a vocational disability can be removed or overcome the expense of removing or overcoming it is relatively inconsiderable in comparison with the cost of maintaining the person permanently for a period of 20 or 30 years, or whatever other period may be taken as the normal expectation of life for a disabled person, in a state of disability. That which is obviously true of the individual is equally true of the population as a whole. Fitness for work is a condition of economic efficiency, and rendering an individual or a population entirely fit for work is sound economic policy.

To rehabilitate the disabled and the vocationally unfit is as clearly an obligation upon the community as is education of the youth, and it is true of rehabilitation as of education that it pays well, although the profit can not in either case be accurately delivered in dollars.

It must be conceded that a certain vagueness has attached to the term "rehabilitation" as to the more general term "education." As a public policy rehabilitation of the disabled is or appears to be an impersonal and not very clearly defined service. Rendering a person who has been disabled in industry or otherwise fit to engage in remunerative employment seems to have no specific concrete meaning. To acquire accurate significance the legal phraseology must be interpreted in individual terms. In the case of John Smith it means perhaps a simple operation to straighten or restore the use of a stiffened leg or arm; or it may mean procuring an artificial leg or arm. Very commonly it means finding a suitable job and providing the simple training required for efficiency in that job. It may, of course, mean a more or less prolonged course of special training in a technical school with a definite employment objective, or special arrangement for tutorial instruction, or for training on the job. The point is that in each individual case rehabilitation resolves itself into the rendering of some one or more of a thousand specific services; the particular service or services rendered in any given case depending entirely upon the conditions involved in that case.

There is no such thing as rehabilitation in general. It is always rehabilitation in particular—rehabilitation of John Smith, who probably has a wife and children dependent upon him. His disability is probably different from that of any other case, as are also his past vocational experience, his education, his natural capacity, his ambitions, and his social and economic status. Maintenance for him and for his family must be provided if he is unable to provide for his own maintenance, during the period of his rehabilitation. Finally he must be established permanently in the employment for which he has been rendered fit. In another case, the disability and the whole process of rehabilitation will be different, but in no case will the rehabilitation service be something vague and impractical, or anything suggesting a social program. In each case something has been found for the disabled person to do or to learn to do, and he has been enabled to undertake it. Thus the rehabilitation program as a social program resolves itself into as many individual programs as there are cases to be rehabilitated.

A full account of the rehabilitation work would, therefore, take the form of a statement in detail by cases, showing just what was done in each case. The full report on rehabilitation work is contained, and must always be contained, in the individual case folders filed in State offices, and in the detailed reports to the Federal Board

covering closed cases. One who reads these reports will not conceive of rehabilitation as a vague social program, but rather as a program for providing a multiplicity of services in cooperation with numerous State agencies public and private.

C. Rehabilitation of Disabled Soldiers, Sailors, and Marines.

The end of the fiscal year, although not actually coinciding with the establishment of the United States Veterans' Bureau, is so nearly coincident that it is believed to be proper to review briefly the accomplishments of the Board in the field of rehabilitation of the disabled ex-service men.

The fourth annual report of the Federal Board contained an excellent sketch of the initial activities of the Board in preparation for the great task of rehabilitating our war disabled, and an account of the development under the soldier rehabilitation act of 1918 of the organization of Soldier Rehabilitation Division of the Board. Inasmuch as that division has now been transferred to and absorbed in the Veterans' Bureau, future reports of the progress of that work will be issued by the Veterans' Bureau.

Relatively few people who have not had occasion to come into direct contact with the work of the Soldier Rehabilitation Division of the Board realize the magnitude of the work, the service performed, or its rapidity of growth. On July 1, 1918, the division started with two full-time employees. There were no precedents in this country for the work on which the division was to embark. Foreign experience was valuable to a degree, but the liberality of the soldier rehabilitation act so far exceeded any provisions which had been made by other countries at the time that the groups served by the respective countries were not in the beginning and have not since become comparable. For example, in 1918 France was offering rehabilitation only to *mutilés*. The provisions of the rehabilitation act in this country extended its benefits so as to include an enormous range of disabilities and, therefore, a very much greater number of men than could have been anticipated on the experience in other countries that had developed up to 1918.

Early in 1918 everyone thought of the disabled man in terms of amputations or blindness. Little thought was given to the effects of tuberculosis, heart lesions, or the many types of war neurosis. In other words, the problems of disabilities and numbers could not be foreseen or predicted with any considerable degree of accuracy, even by the best informed. Furthermore, the intent and scope of rehabilitation as intended by the original enactment has been subject to many varying currents of opinion. The original concept of the disabled man was a very badly disabled man, as suggested above—a man

suffering from amputation or blindness. Experience has shown that these disabilities were relatively few. Meanwhile, other concepts of rehabilitation have been developed, and the idea back of rehabilitation has been an evolution in the public mind, the press, the organizations of ex-service men, and the Board and its staff. The Board believes, and has always believed, that the intent of Congress was toward liberality in the interpretation of the act and its application to disabled men. Its administration of the act has always been based upon the principle of "Give the disabled man the benefit of the doubt."

The original idea of rehabilitation and compensation was for the benefit of men with serious disabilities which constituted an equally serious vocational handicap. This idea was based upon the analogous concept of workmen's compensation. Immediately after the armistice great numbers of men appeared with lesser physical disabilities but in need of economic rehabilitation. Their compensation was not sufficient to enable them to attain maximum recovery from their physical disability, although should that physical disability be fully removed their vocational handicap would have been slight.

Again, there was a feeling widely expressed that compensation or training pay was intended to be in a sense a sort of reward for service or bonus to be extended to all who desired the one or the other, provided in each case the disabled ex-service man had suffered a physical disability which had been rated on discharge from the United States forces as 10 per cent or more.

Again, during the year following the armistice and partly growing out of the reward for service idea, came the widely expressed conviction that it would be a sound investment of Government funds to train and educate as many ex-service men as possible, the theory being that trained minds and trained skill would be a great economic asset to the country in future years.

Many people, mistakenly, have been of the opinion that the soldier rehabilitation act of 1918 was broad enough in its terms to satisfy all of these social impulses and demands. Due to these demands and this misconception, the Board has had one of the most difficult administrative tasks, if not the most difficult, intrusted to any board or administrative body during the reconstruction period following the armistice.

Starting in 1918 the Board planned an organization and a distribution of functions within the organization which in the main was adhered to, the changes being those changes brought about by development and growth rather than by any reversal of original policies. Minor changes in organization were brought about by amendments to the law. Changes in interpretation of the act have kept pace with the change in the concept of rehabilitation in the

public mind and with public sentiment, and have been in a spirit of liberality rather than of strict legalistic interpretation of the letter of the law.

The Board has sought to make this service of the widest possible usefulness consistent with the act and the needs of disabled ex-service men. As new needs have emerged the Board has devised new methods and means to supply the needs. For example, during the first year and a half of the work the division there was no need for Federal Board schools; in the second year it became apparent that special schools must be established to meet special needs, and during the third year of the work, as is pointed out elsewhere in this report, the service rendered by these schools was one of the most important provided by the Rehabilitation Division. Attention is directed to pages 361–363, which clearly show the growth and development in this phase of the organization, and its great service in dealing with the unanticipated numbers of men disabled by tuberculosis. One of the most significant tables in the statistical report is found on page 446.

Between the months of July and December, 1918, 32 men had been put in training, tending to restore them to societey as self-supporting and self-directing citizens. In December of the following year the number who had been entered in training had rea hed a total in excess of 21,000; in the next 12 months the number had exceeded 68,000; and in August of the current year, when the Board turned over this work to the Veterans' Bureau, over 113,000 men had become beneficiaries of the act. This does not measure even in a small degree the volume of work handled by the Rehabilitation Division. This 113,000 represented men who were judged to have a disability entitling them to training and who were also in physical and mental condition enabling them to profit by training. In the period 1918 to 1921 the division had rendered decisions on 393,725 cases and had declared that over 269,940 men were eligible to the benefits of the act, and that 123,785 had not a sufficient disability to warrant training.

Turning for a moment, however, to the number actually in training in August, which was 87,848, few people not actually engaged in rehabilitation service can appreciate the enormous amount of work involved in securing to this number of men an education and training compatible with their physical and mental ability, which will fit them for actual gainful employment. And this is the final test of vocational rehabilitation. To secure that result it has not only been necessary to establish new schools under the Board's control, but to enter into relations with other agencies either to establish new schools or new courses in schools already established.

In 1918 many of the institutions of this country were slow to realize the duty they had in the service to be rendered to those disabled in the

Nation's defense. To the credit of the educational institutions and of the employers of the country, it should be stated here that the response on the whole in the three years during which the work has been going on has been in proportion to the leadership the Board has been able to exercise. Relatively few men could be judged to be fully competent to cope with the enormous range of problems involved in training men for definite work in hundreds of different occupations.

No such task in vocational training could have been imagined 10 years ago, and no one could claim that the task has been accomplished with the efficiency that would be entirely desirable. All engaged in the task have had to learn what to do and how to do at the same time that they were doing. Without assuming to itself undue credit—for the achievement or the cooperative achievement of a Nation grateful to those disabled in its defense—the Board feels justified in making the statement that the measure of success attained bears ample witness to the persistent determination of the Nation to fulfill its pledge of honor to those who enlisted in the great enterprise of defending our democracy.

Representatives of the Board joining with representatives of veterans' organizations were among the first to urge in public and upon Congress that a consolidation was right in principle. Until public opinion as to what rehabilitation is was stabilized, and until the veterans' organizations became equally well stabilized in their purposes, aims, and methods, it was probably well that the work was initiated as it was. As soon as it became evident that public opinion would support such an enactment, representatives of the Board did all that was consistent with their responsibilities in securing the passage of the act commonly known as the Sweet bill, providing for the establishment of the Veterans' Bureau.

The Board believes that the account given in the annual report for 1920 and in the section of this report devoted to soldier rehabilitation justify the foregoing statement, and sincerely hopes that the possibilities inherent in the principles underlying consolidation may be carried by the new organization to the fullest possible realization, to the end that the disabled ex-service men and the Nation may receive the full measure of benefit possible through an organization which has been so generously subsidized out of the public funds.

It seems fitting to express here an acknowledgment of the devoted service rendered by the hundred of employees in the Rehabilitation Division. In the face of almost unsurmountable difficulties, with few exceptions, the employees of the division have exhibited a loyalty and devotion to a service which can not be exceeded by any organization. The whole organization has existed to serve. That has been its one aim and purpose. The spirit of service has to a remarkable degree been exemplified in the conduct of the employees.

SECTION II

STATES RELATIONS SERVICES

A.—Cooperation with the States in the Promotion of Vocational Education

B.—Vocational Rehabilitation of Persons Disabled in Industry or Otherwise

STATES RELATIONS SERVICES.

A. Cooperation with the States in the promotion of vocational education.

PART I.

INDUSTRIAL EDUCATION.

SUPERVISION.

Reports from the several States and the experiences of the Federal Board all go to show that an improvement and extension of industrial education in any State varies directly with the excellence and amount of supervision which that State provides. In practically every instance where a report indicates the employment of a superior supervisor or an increased number of supervisors, the same report shows decided improvement in all lines of vocational schools. During the past four years special efforts have been made to assist the States in selecting and appointing supervisors of industrial education. As a result a general improvement in supervision has been reported from all sections of the country. For the year ended June 30, 1921, many of the States report their supervision as decidedly improved over the preceding year, and in such instances mention follows at once of increased activities in the State with consequent spread in vocational work. Only one State has reported that the amount of supervision will be lessened during the coming year; and while four States had no regular supervision during the past year, two of those have made provision for it for the present year.

The above refers more specifically to supervision for men, although in most cases supervision of vocational education for women is included under the same head. A lack of special supervisors to handle the work for women alone is apparent from the fact that only two States, Georgia and Texas, have a full-time supervisor of industrial work for girls and women on the State staff. Constant effort has been made during the year to bring about the appointment of women supervisors who shall devote their time exclusively to industrial work for women. It is also to be observed from these reports that in some sections there is a tendency to divide supervision among several part-time workers from other lines of instruction or from some institution. This tendency has notably decreased in the past year, but has not yet reached a point where the condition is wholly satisfactory to the Federal Board. The tendency in a large number of States to

supervise directly various activities which were formerly left to supervisors loaned or assigned by other agencies is one which, being encouraged, will do much to centralize authority and responsibility and thus bring about a more efficient supervision.

REGIONAL CONFERENCES.

The regional conference for the year for the North Atlantic States was held at Atlantic City, N. J., February 21 to 23, 1921. The following States were officially represented at this meeting: Maine, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and West Virginia. New Hampshire, Vermont, and Ohio were not officially represented.

Four principal topics were discussed:

(1) The proposed study of part-time education to be made by the Federal Board, and the general features to be emphasized in the resulting bulletin.

(2) The general scope of the bulletins already prepared on foreman and instructor training. (These bulletins were presented for criticism in manuscript form.)

(3) New rulings of the Federal Board relative to restrictions in the use of teacher-training funds for technical courses after 1924.

(4) The proposed conference on foreman and instructor training to be held by the Federal Board at Minneapolis during the coming summer.

The discussion relative to topics 1 and 2 was profitable and resulted in valuable suggestions with reference to these studies and investigations. A committee was appointed, following the discussion of topic No. 3, and made the following recommendations:

1. That a survey be made by the Federal Board to determine the need of special courses for part-time and general industrial school teachers and also for teachers of general continuation school subjects.

2. That a study be made of the effect upon teacher training work as now organized in all three lines.

3. That wider latitude in the use of supervision funds be given so as to allow more to be spent in supervision of one field than in another.

With respect to topic No. 4, the conference was unanimously in favor of holding the summer conference.

The southern annual regional conference was held at Montgomery, Ala., January 3, 4, and 5. Six State supervisors, and four teacher trainers, representing seven States, one city director, and one vocational teacher were present.

The recommendations of the conference were as follows:

1. The present system of teacher training is inadequate and needs to be extended by training more teacher trainers.

2. Efforts should be made in teacher-training programs to reach the industrial teacher in the isolated community, either by correspondence courses or other means.

3. That the Federal Board be urged to conduct conferences for the training of teacher-trainers, leaders of foreman-training conferences, and State supervisors.

The fourth annual conference of the west central region was held at Chicago, May 9–11, inclusive. Eleven of the 12 States in this region were represented by one or more persons, and in addition representatives from the States of New York, Ohio, Texas, and North Carolina were present, an average attendance of 35 being maintained in the industrial section.

The program included such topics as instructor training, foremanship courses, analyses and surveys, and problems in part-time education. The States reported that considerable progress had been made in their instructor-training programs. Six of the Central States now have more or less comprehensive programs under way to promote foreman-training courses of various types.

Recommendations of the conference included the following points:

1. Conference was of such benefit to the States represented that a similar one should be held annually.

2. Commended the survey of part-time schools and suggested that similar surveys be made of (1) teacher-training and (2) full-time schools.

3. Asked that one-half day of next year's program be set aside for a consideration of occupational analysis and its varied uses.

Nine of the 11 States of the Pacific region were represented by one or more persons at the annual regional conference held in Salt Lake City, January 24 to February 5. Many problems relating to the promotion of vocational education, including part-time education, training industrial teachers, evening schools, all-day schools. foremanship training, and special studies and investigations were discussed. It is highly desirable to have future conferences under the auspices of the Federal Board called not only for the region as a whole, but for certain sections of the region interested in common problems, such as the Mexican problem of the Southwest, the lumber industry of the Northwest, and the mining industry of the Mountain States.

It is believed that conferences of the intensive training type for small sections of the region would be much more profitable to States than regional conferences. The region is so large that it is practically impossible to secure full representation from all the States. The sectional conference plan dealing with problems of interest to small groups of States will do much toward solving the specific problems needing special attention.

FOREMAN AND INSTRUCTOR TRAINING.

As a result of the special service work done through the five regional conferences of 1919–20, at Atlanta, Indianapolis, Sound Beach, Denver, and San Francisco, there has been a pronounced improvement in the development of foreman and instructor training in the States. Through these conferences the results of research work and experiments in the effective training of vocational instructors and the improvement of foremanship was brought directly to some 75 representatives of State boards for vocational education and of industries. These representatives were given an opportunity to secure a definite understanding of the character of the work that had been developed, and a sufficient command of the methods to enable them to carry on similar work in their own States and organizations.

One result has been that in a large number of States there has been an increased tendency to shift over from plans for teacher training involving long term residential courses to short term intensive training courses, and further to substitute courses dealing entirely with the professional side of teaching, for teacher-training courses containing much material which does not directly function in the work of the vocational-instructor training. A second result has been the initiation and carrying on of foremanship work both by representatives of State boards for vocational education and by industrial organizations. A third result of these conferences has appeared during the year in the degree to which many representatives of State boards for vocational education have indicated by the nature of their activities that they have secured a much broader conception of the possibilities of vocational education—more especially along the lines of carrying training service into occupations, which had heretofore not been considered, such as those of mining, lumbering, sugar refining, oil refining, pottery making, textile manufacturing, pulp and paper making, and the manufacture of other basic industrial products.

Conference at Salt Lake City, January 24–February 5, for men from sugar factories.—This conference was attended by foremen, superintendents, and general managers of sugar factories from three States—Utah, Idaho, and Washington. The purpose of the conference was to promote better foremanship and better handling of green men in the factories with regard to instructing them on the job.

Conference at Tulsa, Okla., March 14–26.—This conference was held at one of the large oil refineries as a special service to the State of Oklahoma in promoting foreman and instructor training and in demonstrating the possiblities for vocational training in the oil industry. Eighteen superintendents and head foremen from the oil refinery attended the conference for a period of six hours per day for two weeks. As a result of this conference the value of voca-

tional education to the oil industry in Oklahoma was demonstrated and a situation was created whereby the local schools and the State board are in a position to render effective service to men employed in the oil industry through a comprehensive program of vocational education.

Conference at Spokane, Wash., April 4–9.—This conference was attended by State supervisors and directors from four of the Northwestern States. It was conducted by the Federal Board for the purpose of making available to representatives from the States of Washington, Oregon, Idaho, and Montana the latest information and the most up-to-date practice with regard to foremanship training. As a result of the conference foreman-training classes were established in all of the four States represented.

Conference at Loveland, Colo., June 8–18.—This conference was conducted by the Federal Board and the State of Colorado for the purpose of promoting better foremanship and instructor training in six beet-sugar factories, and was attended by 12 representatives from these factories.

Conference at Knoxville, Tenn., July 11–16.—This conference was conducted by the Federal Board and the State of Tennessee for the purpose of promoting foreman training in connection with important industries in the vicinity of Knoxville.

Minneapolis conference.—According to the announced policy of the Federal Board to render special services to the States, a national conference was planned to give assistance to a number of people in conducting instructor training and foremanship conferences and to train others to carry on such work. Two representatives from those now engaged in supervision and instructor training and one representative from industry were invited to attend from each State.

A total of 65 persons were enrolled, representing the States of New Mexico, Tennessee, Kansas, Minnesota, Kentucky, Colorado, Virginia, Oklahoma, North Carolina, Texas, Iowa, Alabama, West Virginia, Washington, Maine, California, Louisiana, Rhode Island, Missouri, North Dakota, Georgia, Mississippi, Ohio, Utah, Oregon, Indiana, and Florida.

Industrial representatives attended from the States of New Jersey, Minnesota, Texas, Utah, Colorado, Mississippi, Kansas, North Carolina, Tennessee, and Virginia. Many of these States requested permission to send more than one industrial representative. Wherever possible, this request was granted, with the result that some States sent as many as four representatives from the field of industry.

Five conference groups were organized—two instructor-training, two foremanship-training, and one instructor and foremanship-training class. These groups dealt with analysis of the foreman's job, the foreman's responsibilities, planning foremanship conferences,

methods of leading conferences, use of instructional forms and auxiliary material, practice conference leading, and selling foremanship conferences to industry.

Many foremanship and instructor training conferences have been organized within the States as a result of this conference to date. It is expected that the several States represented will come into closer contact with industry, render more efficient service to industry, and through such service improve the standards in industrial education.

Along with rendering a direct service to the States, this conference, together with the conferences which had been conducted in the various States in the past, served to bring to the Federal Board a volume of data and experiences with regard to training conference leaders and training trainers of conference leaders. This material will be placed in the hands of State offices as soon as it is possible to compile all of the data. These courses are entirely new to the field of vocational education and represent the experiences of State, Federal, and industrial representatives from all sections of the country.

SERVICE TO STATES IN MAKING SURVEYS.

A bulletin on part-time continuation schools in this country and in Europe has been prepared under the direction of the Federal Board for Vocational Education. This bulletin deals more particularly with compulsory continuation school legislation—how the laws are being carried out, the schools established as a result of them, the aims and ideals of such schools and students, courses of study, methods of instruction, successes and failures, and the larger aspects of this form of education as they appear from an analysis of concrete information obtained.

The material in Part I, dealing with American continuation schools, was secured through personal visits made by a representative of the Board to 26 towns and cities in the United States. In 22 of the places visited a questionnaire was used containing under 10 sections a series of questions covering all essential points in the field of part-time education and continuation school work. Part II deals with part-time continuation schools in foreign countries.

INDUSTRIAL EDUCATION FOR GIRLS AND WOMEN.

While industrial occupations in which girls and women are engaged may perhaps be classified as of domestic and of nondomestic origin, it does not follow that women predominate in the former type, or that experience in domestic activities may be considered preliminary training for entrance into such occupations. Baking as an industry is followed largely by men; upholstery, millinery, and costume designing by men and women; the textile industry employs

from 40 to 60 per cent women; and women are largely employed in the construction of light metal products, such as electric lights, clocks, watches, optical instruments, typewriters, adding machines, and comptometers. Whether the workers be boys or girls, men or women, is not determined by the origin of the industry, but rather by the job requirements, the available sources of labor, and the traditions of the industry.

At the present time the trend of employment for women is away from traditional trades toward mechanical and manufacturing industries where specialized machines have resulted in large quantity production, and toward institutional occupations where a limited specialized service is rendered to large numbers of people. In both of these types of employment occupations have developed for which varying degrees of training may be given. When provided within the period of employment in the industry itself and designed to give a mastery of the early stages of progression it is called apprenticeship training; when designed to give a mastery of a process or work job in the industry it is commonly called vestibule training. Women are not often admitted to apprenticeship training, but vestibule training has had its greatest development in connection with their employment. For those occupations to which an apprenticeship has been the usual entrance, schools have been established and preemployment courses of instruction have been organized for the purpose of developing the knowledge and skill which will secure advantageous entrance into the trade or occupation.

That women are striving to equip themselves for earning a livelihood in trades for which an extensive period of preparation is necessary is evident from the following list of industrial training courses in which women were enrolled in public and semipublic schools for the year 1919–20, as reported in Bulletin No. 13, "Industrial Opportunities and Training for Women and Girls," issued by the Women's Bureau of the United States Department of Labor, pages 40 to 45:

Clothing trades:
- Cloth analysis.
- Costume designing.
- Dress drafting.
- Dressmaking.
- Embroidery designing.
- Garment making.
- Glove making.
- Ladies' tailoring.
- Machine embroidering.
- Machine hemstitching.
- Pattern making.
- Power machine sewing.
- Sewing machine repair.
- Waist draping.

Electrical trades:
- Armature winding.
- Electrical measurements.
- Electrical machines.

Watch and jewelry trades:
- Engraving.
- Jewelry design.
- Jewelry making and repairing.
- Watchmaking.

Metal trades:
- Automobile engine mechanics.
- Automobile repair.
- Blue-print reading.
- Drafting.
- Machine construction.
- Mechanical drawing.

Chemical trades:
- Industrial chemistry.
- Laboratory work in chemistry of metals.
- Laboratory work in bacteriological chemistry.
- Pharmacy.

Textile:
- Cotton classing.
- Cotton yarn manufacture.
- Fabric analysis.
- Silk winding.
- Silk warping.
- Silk twisting.
- Textile chemistry or dyeing.
- Textile design.
- Warp drawing.

Millinery trades:
- Artificial flower making.
- Feather making.
- French flower making.
- Lamp shade making.
- Machine straw hat making.
- Millinery.

Printing and publishing trades:
- Book binding.
- Book and job composition.
- Composing or design.
- Imposition.
- Linotyping.
- Monotype keyboard operating.
- Presswork.
- Proof reading.

Miscellaneous trades:
- Architectural drafting.
- Glove making.
- Pottery.
- Tracing.

It is possible to supplement the above list with other trades which do not appear in the returns from the States from which this list was compiled, such as: Cafeteria management; commercial art, design, photography, etc.; manicuring and shampooing, etc.

In many of the above trades women work side by side with men and should receive instruction in the public and semipublic schools in the same classes with men. Although the numbers attending these schools may be few, yet it is evident that the semipublic school has been the first to recognize the desire on the part of women to prepare themselves for these occupations and to provide a program of instruction. Public vocational school authorities will widen their horizon of information relative to the employment of women in those trades in which they may earn a most profitable livelihood as a demand for training is created. In many cases it would not be necessary to establish new schools. The result could be achieved by opening the existing vocational classes and actively recruiting vocational students from the ranks of girls and women whose future employment would be in those trades for which a training program has already been established.

The rapid infiltration of women into paid employment during and immediately following the war reached a climax just prior to the present industrial depression with approximately 13,000,000 wage earners in service.

The training for the traditional fields of women's employment—food and clothing—practically has formed the basis of most of the evening, day, and part-time courses for girls and women. Though these industries are organized on a large scale and furnish oppor-

tunity for numbers of workers, this fact should not obscure the development of new fields of training.

Exclusive of dressmakers and milliners not in factories, and women in service occupations, which represent large groups of employed women, the following distribution of 5,266,011 women workers in 1921 was reported by the Industrial Information and Service Bureau, Washington, D. C.: Mechanical and manufacturing, 2,392,328; telegraph and telephone, 415,254; mercantile (wholesale and retail stores), 573,249; clerical (includes a few saleswomen in stores), 1,885,180.

With the decrease of production those industries in which some training has been inaugurated found it necessary to curtail their program with the reduction of forces and consequent deflation of the employment and personnel departments Under the present situation only experienced workers have been retained or reemployed, and the training programs set up in the industries have been altered accordingly. Despite these adverse circumstances, distinct progress has been made in the following industries, largely on the initiative of the industries themselves, though sometimes supplemented by the services of local, State, or Federal agencies.

Silk industry.—Apprenticeship training for weavers in the broad-silk industry has been developed through the cooperation of workers, employers, and educational directors in plants.

Hosiery industry.—This industry has developed training for women knitters, toppers, and loopers on seamless hose, and for men in the knitting department of the full-fashioned hose. Part-time classes for prospective operatives in hosiery mills have been developed in connection with the public school, an agreement being perfected whereby the worker makes a transition from the school to the production floor or to the plant on the attainment of a certain standard of advancement in quantity and quality of work.

Garment industry.—The vestibule and upgrading school in the garment industry has passed beyond the experimental stage and the foremanship conferences for both production and quality foreman and forewomen have brought definite and measurable results. An effort has been made to hold a nucleus of skilled women workers around which a force could be built when business revives. An industrial bay for the training of power machine stitchers—instituted by the cooperation of garment manufacturers, the public school, and the chamber of commerce—has trained large numbers of workers for placement in the cooperating firms.

Light metal trades.—In a plant manufacturing light metal parts, in which women are engaged at machine work, bench work, inspecting and assembling of parts, soldering, riveting, welding, dipping,

buffing, and finishing, a versatility bonus has been established providing additional pay for every extra job the worker learns to do. This enables a quick transfer of workers. Heretofore, slower production of a new operation has penalized the versatility of the worker. Instead of being penalized this method offers a legitimate reward. Evening conferences of subexecutives devoted to informal discussion of factory policies have secured important results. In a corporation operating plants in various parts of the country, in which 90 per cent of the employees are women, an example of a training system in the manufacture of electrical apparatus provides for an educational director, who, with her assistant supervisors, works out methods of instruction, which the supervisors as teacher-trainers in turn transmit to the group leaders, who are responsible for the instruction of the workers in their immediate departments.

Textile industry.—In the textile industry, which has been much hampered by its lack of a centralized employment system, the chances for the women to become second hands and heads of departments is growing as the percentage of women employed increases. An indication of this is shown by the fact that the women department heads admitted to the foremanship classes achieved recognized success.

Woodworking trades.—In the woodworking trades, in which women are used largely as assemblers and finishers, progress is marked by the selection of one skillful operative who becomes a teacher of the assembling processes and acts as matron of women workers in the plant. Similarly, women charged with instructional responsibility in the housekeeping departments of hotels, print shops, binderies, laundries, and other industries have profited by instructor-training courses in which they developed a teaching manual for their own trades according to the prevailing practices in these specific plants.

Laundry industry.—The chamber of commerce, laundry owners, and the public schools have cooperated in the establishment of classes for training of laundry workers in a commercial laundry with an experienced laundry worker as instructor. The Laundry Owners' National Association has formulated a tentative program for the training of managers, supervisors, and heads of departments by the operation of courses in connection with the establishment of a commercial plant.

Hotel industry.—A survey, report, and recommendations for a training program for the hotel industry was made by the Federal Board for Vocational Education at the request of the National Hotel Keepers' Association of the United States and Canada. It included a classification of the housekeepers' responsibilities on the basis of management, supervision, instruction, and service, an analysis of the occupations of employees included in the housekeeping department,

together with a tentative program for conference meetings as a preliminary step in the development of a training program.

Miscellaneous industries.—A group of forewomen representing miscellaneous industries were admitted to classes in foremanship and factory management directed by one State supervisor of trade and industrial education.

Nurses' training.—Technical instruction in dietetics and chemistry under public supervision and control has supplemented the training of nurses in hospitals. Intensive training for practical nurses of maturity and home experience has likewise been given to meet the legal standards set by the States in which the classes were held. Such provisions serve to alleviate the present crisis where the shortage of nurses is a serious consideration.

Home and fireside industries.—An experiment in the revival of home industries in remote and isolated mountain districts has been inaugurated in order to afford the girls and women a means of livelihood from the commercial disposition of their handiwork.

The above examples of industrial training in plants and institutions have been developed by the initiative of the industry itself, cooperating, in some cases, with public educational agencies. They are cited for the purpose of calling to the attention of the industrial supervisors the responsibility for—

(1) The service which may be rendered an organization in the development of a vocational education program.

(2) The desirability of including women in conferences organized for foremen and supervisors in plants.

(3) The responsibility for the training of instructors for industrial plants as well as for schools.

(4) The necessity of an analysis to determine what instruction may be most profitably given within the plant or institution with a legitimate cost to the industry and the degree and kind of instruction which may supplement the same through public educational agencies.

In general, the status of federally aided trade and industrial schools and classes for girls and women may be summarized as follows:

Day trade or vocational schools.—Schools of this type have maintained their place in existing public school systems in training prospective workers of limited school expectancy for entrance into the traditional types of occupations for which training has long been recognized.

Part-time schools.—The establishment of compulsory part-time schools in States in which legislation has been passed has forced upon the consciousness of the administrators in charge the fact that from two-fifths to one-half of the group whose needs are to be served are girl workers. Up to the present time adequate analyses of the industries, and opportunities within those industries in which these

girls are employed, have not been made, but should be a part of the program for the training of teachers in service, if the part-time school is to be a functioning factor in the lives of young workers. Because of the flexibility of organization of the part-time schools assistance sometimes continues to women workers in extension of the compulsory period of attendance. The appointment of women coordinators has brought about effective results in such places as they have had an opportunity to work.

Evening schools.—Evening trade extension classes for women will never be very largely attended where the legal hours of employment exceed eight hours per day. However, the opportunities for entrance to those classes already established for men in connection with occupations in which both men and women are engaged should be open alike to both.

Teacher training.—A wide variety of experiment in teacher training has been carried on in those States where women are on the instructional staff of delegated instructor-training institutions. In one State the enrollment included forewomen with instructional responsibilities recruited from 17 different trades.

Instructor and foreman training conference.—An instructor and foreman training conference held by the Trade and Industrial Division of the Federal Board for Vocational Education in Minneapolis during the current year enrolled seven women from six States, including one State supervisor (home economics), one instructor-trainer, three principals of girls' all-day vocational schools, one principal and instructor in a school for the garment industry, and one representative of the textile industry.

Recommendations.—For the development of industrial education for women and girls the following suggestions are offered. States will naturally elect to follow such courses as are found to be in each case most expedient.

(1) That effective stimulation and persistent promotion of industrial education be carried on through popular channels in order to create a demand for industrial education for girls and women.

(2) That in those States in which the numbers of women workers warrant a study of their educational needs, a duly qualified woman be appointed to the industrial education staff, who shall be responsible for the development of the State program.

(3) That the appointment of a woman to the trade and industrial teacher-training staff be urged as part of the teacher-training program. It is quite possible, in the beginning of the work, for one person to act in a promotional, instructional, and supervisory capacity, but as the work develops the functions should become differentiated.

(4) That women coordinators be appointed to conserve the interests of the juvenile girl workers, where the numbers employed warrant such appointments.

(5) That States establishing scholarships for workers to become teachers in vocational schools and classes award a proportionate number of these to women for preparation for instructional service.

(6) That where cooperative relations are set up with national industrial organizations, or with the specific industries, trade extension classes for groups of supervisors and forewomen be established, and that teacher-training opportunities for instructional forewomen within the plants be inaugurated.

FUTURE PROBLEMS OF INDUSTRIAL EDUCATION.

North Atlantic States.—While it is true that industrial education has during the past four years made wonderful progress in the North Atlantic region, it is quite generally true that the possibilities for service through the education and training of industrial employees have up to this time hardly been touched. It is perfectly obvious that the big problems of industrial education will never be solved by the day school with a limited number of boys and girls being trained in a limited number of relatively highly skilled trades. The larger problem is to reach the immense army of workers in the mills, factories, and shops. Most of the training for these more common, and perhaps lower skilled occupations, must continue to be given in the industrial plants. The younger workers can be reached to a considerable degree through part-time training, and this problem in itself is a tremendous one—difficult it is true, but full of promise for the future welfare of the State. To support this program the training of foremen seems to offer greater possibilities for important and far-reaching results than any other line of endeavor. The best form of foremanship training will vitalize and promote the whole industrial education program. To attack this problem in earnest is the most important job which can be done in vocational education at this time. Industry will welcome the service if it is wisely put up. The educational authorities should furnish the leadership which is so greatly needed.

Central States.—Foremen training should be developed to the point where every city offering some form of a program of industrial education will be enabled to conduct local courses in foremanship as a part of that program. This can be brought about only by a pyramiding of effort in the conducting of demonstration courses and the training of leaders.

Evening and trade extension part-time classes, particularly of the dull-season type, should be greatly multiplied. Standards of sub-

ject matter should be elevated to the point where the instruction will actually function as trade extension.

The problem of the general continuation part-time school and the training of its teachers should be seriously considered and efforts made to secure the offering of programs which will have real vocational value in trade or industrial pursuits, in place of their offering a smattering of manual training or a little commercial work, as is too often the case at present.

The problem of the all-day or general industrial school has not been met in this region. That there is a genuine demand for such a type of industrial education is evidenced by the thousands of commercialized courses being offered all over the country. One-year unit-trade courses, devoting 85 or 90 per cent of their time to real shopwork and directly related matter, and making no attempt to fit into a high-school curriculum would, it is believed, serve a genuine need of considerable magnitude.

The State programs for instructor training need to be greatly strengthened and made to function where the real need exists, out in the field, not on a college campus.

Pacific States.—Prior to the enactment of the Federal and State vocational education acts the problem of educating the boys and girls of the West to the wonderful possibilities for industrial development of that section had been given little attention. The public schools and industry should cooperate in an educational campaign to establish in the minds of the youth of these industrial States the necessity for vocational training in preparation for employment in such industries as mining, beet sugar, steel and iron, oil, lumber, rubber, stonecutting, boots and shoes, leather goods, and the manufacture of machinery.

Special conferences should be held for certain sections of the region by States interested in particular problems, as, for instance, the Mexican problem of the Southwest, including the States of New Mexico, Arizona, southern California, southern Utah, and southern Colorado; the beet-sugar industry in the States of Utah, Idaho, Colorado, Montana, California, and Wyoming; the copper mining and smelting industries in the States of Montana, Wyoming, Arizona, Colorado, and New Mexico; the mining of precious metals in New Mexico, Colorado, Wyoming, and Montana; and coal mining in New Mexico, Colorado, Utah, and Wyoming. Many administrative problems could be solved through conferences called by the Federal Board for three or four adjoining States.

Surveys are needed covering various phases of the industrial education problem. Community surveys that would uncover the needs in the way of vocational education and determine the type of training most suitable to meet these needs should be promoted.

Some States have already made notable progress in solving specific problems. These States might use their experience to advantage in assisting other States in the solution of similar problems. California's part-time education program, Idaho's program for training men of the lumber industry through evening schools, and Utah's program for assisting beet-sugar workers are examples of possibilities in this connection.

Since it has been demonstrated that the foreman-training conference is a most effective means of promoting industrial education and informing industry of the industrial education program, a plan for conducting a series of special conferences for certain industries would be well worth promoting.

A special effort should be made to secure competent local supervisors of industrial education in all large cities or industrial centers, and State boards should be encouraged to continue local and State conferences for school administrators, supervisors, and instructors in vocational schools.

Southern States.—Studies should be made to determine the necessary and desirable educational, social, and vocational content of courses for the part-time cotton-mill schools.

Foreman training: Progress in this line of work should embrace:

(*a*) Foreman-training conferences to demonstrate the value of such training, then

(*b*) Conference to train conference leaders for the several States, then

(*c*) Regional conferences to train trainers of conference leaders, and finally

(*d*) Technical courses for foremen (differing from technical courses in the same lines for mechanics) should receive attention.

Teacher training: It is well to remember that teacher training for trade-extension teachers in isolated communities is as yet practically an unsolved problem.

Courses for the training of instructor trainers should become a definite part of every State program.

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PART II.

AGRICULTURAL EDUCATION.

GENERAL SURVEY.

Progress in the development of vocational agricultural education in the States during the year 1920–21 has characterized the country as a whole and is clearly shown by reports from State supervisors and agents of the Board, detailing provisions for meeting the vocational needs of boys and men by an effective State supervisory staff, by progress based on local community needs, and by cooperation with teacher-training institutions to the end that teachers in service may be trained to a more effective program of work. The reports from more than a large majority of the States show decided advancement in at least some larger phase of the work, and in many cases advancement in all lines.

A better understanding of administrative problems is apparent, together with a conscientious effort to meet these problems through the employment of experts and additional supervisors. States with satisfactory progress show good leadership and good administrative machinery.

Many of the States report that they are still feeling the effects of the agricultural depression or panic conditions which began to be felt on the farms after the armistice was signed. This depression has had a marked effect upon the development of the work in most sections of the country for two reasons: (1) Boys are less interested in farming, and (2) business as a whole shared the depression of agriculture, and as a result boards of education were hesitant about advancing funds for developing new types of work.

The past year has been marked by the development of several comparatively new lines of work. Most of the State supervisors are recognizing the need of making careful surveys of communities with respect to the advisability of establishing agricultural schools or departments. Part-time and evening class work received a marked impetus in its development, and plans for giving attention to this phase of vocational agricultural education are under way in practically every State.

Farmers' organizations played a larger part in the formation of vocational agricultural education in the country the past year than during any previous year. Leaders in farmers' organizations are

fast coming to realize the need of intelligence on the part of the farmer to secure the best cooperation either in marketing or in improved methods. Farmers' organizations, therefore, are beginning to take an active part in demanding that more agriculture on a vocational basis be taught in all-day, part-time, and evening classes.

Another step in the progress of the work during the past year has been the establishment of vocational work in a larger number of rural communities. This work has gone hand in hand with the consolidation of rural schools, and in many places the teaching of agriculture in the rural schools has stimulated consolidation.

Prevocational agriculture is beginning to be introduced under the direction of the agricultural teachers. This does not mean that agricultural teachers are teaching the vocational work, but rather that they are directing the teaching and supervising the home practical work so that it functions very materially in the preparation of boys for vocational work later on. Through the prevocational movement, also, thousands of boys are reached in outlying schools that could not otherwise be reached with systematic instruction in agriculture.

As a whole, therefore, the general improvement in the provisions made for education in agriculture is undisputed, and an advancement over previous years is clearly evident.

SUPERVISION.

As has been noted with reference to industrial education, experience of the Federal Board and reports from the various States prove beyond question that improvement and extension of vocational agricultural education in any State, as of other types of education, varies directly with the excellence and amount of supervision which that State provides. A general improvement in supervision is reported from all sections of the country.

In a majority of the States the field duties of the State supervisors are manifold. In five States—Connecticut, New York, Massachusetts, Pennsylvania, and Maine—of the North Atlantic region the State supervisors made detailed studies of communities with a view to extending regular or special types of vocational agricultural education, and gave definite attention to cooperation with local school officers. Four of the States—New Jersey, New York, Ohio, and Pennsylvania—started or continued drives for short-course work. Two States—New York and Maryland—gave special attention to the organization of teaching content. Three States—New Jersey, Pennsylvania, and West Virginia—held judging contests. Two States—Massachusetts and New Jersey—conducted project inspection trips with all teachers in attendance. New York instituted an advisory board in connection with each vocational agricultural de-

partment. Five States—Maine, New Jersey, New York, Ohio, and Pennsylvania—prepared new or revised old bulletins or circulars. Seven States—Connecticut, Maryland, New York, Ohio, Rhode Island, Vermont, and West Virginia—issued a news letter or periodical to teachers in service. Six States—Connecticut, Maryland, New Jersey, Pennsylvania, Rhode Island, and West Virginia—required weekly or monthly reports from teachers. Six States—Connecticut, Maine, New York, Pennsylvania, Rhode Island, and West Virginia—prepared new or revised project record forms.

In the southern region several States have been active in the development of new work during the past year. Alabama reports a development of the laboratory acre; Arkansas the establishment of better equipment in the schools, and development of part-time work; Georgia, North Carolina, Oklahoma, Virginia, and Texas report active interest in State judging contests, while Georgia won the live-stock judging contest in Chicago; Mississippi reports that the State has been divided into six districts for the promotion of contests, conferences, etc. Nine States—Alabama, Florida, Georgia, North Caroline, Oklahoma, South Carolina, Tennessee, Texas, and Virginia—have been issuing regular monthly news letters to agricultural teachers; two States—Arkansas and Mississippi—have issued practical news letters. Besides these current publications, four States—Florida, Tennessee, Texas, and Virginia—published materials covering laboratory exercises in soils and crops, community farm surveys, and project record books. Arkansas has added a report of the supervisor in visiting schools; Florida has added a permanent ledger of pupils enrolled in vocational agriculture, a project record book, supplement forms for monthly report, and farm surveys; Mississippi has revised her monthly report form; Tennessee has enlarged the application blank, added a summary sheet to the preliminary project report, put crop records in book form, revised the monthly report, financial project report, and annual project record; Virginia has substituted a monthly diary for a monthly report.

In the north central region many of the supervisors gave attention to special pieces of work, including promotional work, improvement of the content of the course of study, methods of instruction, supervised practice, part-time instruction, and improvement of the system of reports and records.

There is no piece of work so fundamental to success in an educational program as the preparation of teachers qualified to offer the needed vocational instruction. A right point of view, proper professional and technical training, and real vocational experience are essential qualifications for teachers of vocational agriculture, and the State supervisor in cooperation with the teacher-training institution can bring to the teachers in service professional training which

seems much more effective than is possible while in resident preparation. Professional improvement conferences were organized and conducted on an entirely different basis in most States from that of previous years. Much attention was given during the past years at these conferences to committee work on the part of agricultural teachers. The State conferences have followed a similar plan of procedure to that followed at the four regional conferences held by the Federal Board.

All the States in the North Atlantic region held a State-wide conference for teachers in service. The smaller States held several, Connecticut leading with 12. Where a large number of State conferences were held district conferences were dispensed with. Seven States held district conferences in addition to State conferences.

The States in the southern group have been increasing the number of sectional or district conferences. This type of work has been reported by seven States—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and Tennessee. In addition to the district conferences just mentioned, Georgia, Louisiana, and Virginia did considerable work with division superintendents and at teachers' institutes.

The reports of the supervisors in the North Atlantic region show that 19 States and 44 district conferences of teachers in service were held. Three States—Iowa, Michigan, and North Dakota—held only State-wide conferences.

In the Pacific coast region 14 State and 16 district conferences were held for teachers in service. Only one State—Nevada—failed to hold a State-wide conference, while four States—Idaho, New Mexico, Utah, and Wyoming—held only State conferences.

SCHOOLS AND CLASSES.

A steady increase of the number of schools and classes is reported from all sections of the country, and many statements indicative of further growth are included in these reports. This is particularly noticeable in connection with the development of part-time and evening work for those who have entered upon the work of the farm or of the farm home.

There have grown up and are now under way in the States four types of vocational instruction:

1. *The all-day school.*—These are schools composed of pupils who are pursuing their education in regular public schools and who are doing not less than 90 minutes of actual instruction in agriculture at the school and not less than an average of 90 minutes per day of supervised practical work.

2. *The short unit course school.*—This is a school in which pupils pursuing the usual public-school courses take a minimum of 90 minutes a week in some short unit course of instruction in technical agriculture and who do not less than 6 months' directed or supervised practice in agriculture.

3. *Part-time schools.*—These are schools in which persons who have entered upon the work of the farm return to school and pursue short unit courses in technical agriculture and in subjects which improve their civic and vocational intelligence, and who do at least six months' directed or supervised practice in agriculture.

4. *The evening school.*—These are schools in which persons over 16 years of age, who have entered upon the work of the farm, return to school for short-unit courses which will supplement their daily employment or as will lead to promotion or advancement in that work, and who do at least six months' directed or supervised practice in agriculture.

1. DAY SCHOOLS.

In the North Atlantic region there was a total increase of 6 per cent in the number of schools operating in 1920–21 over the number operating during the preceding year, although four States reported a decrease in the number of schools. There was a total increase in enrollment, although three States reported decreases.

In the southern region there was a total increase of approximately 10 per cent in the number of schools operating in 1920–21 over the number operating during the preceding year. Only one State showed a decrease in the number of all-day schools organized, while one State showed an increase of 363 per cent.

There was a total increase in enrollment of 23 per cent over the previous year, with two States reporting decreases, while one State reports an increase in enrollment of 59 per cent.

There was a total increase in the north central region of 32 per cent in the number of schools organized in 1920–21 over the number operating during the previous year. Only one State showed a decrease in the number of schools over the previous year. There was a total increase in enrollment of approximately 24 per cent, with only two States showing a decrease.

In the Pacific coast region there was a total increase of 24 per cent in the number of schools organized in 1920–21 over the number organized during the preceding year, with two States showing a decrease and three States showing no increase.

Advance in the number of day schools and in the quality and standards of the work given in them, while gratifying, is not always the best evidence that a State is meeting its vocational agricultural educational needs. It is generally recognized that day schools should

be generally established only after educational and agricultural surveys have disclosed definite opportunities for agricultural preparatory training on a full-day program, and have shown that this particular kind of vocational agricultural training is superior to other forms of agricultural training that might be established in the community.

2. SHORT UNIT COURSE SCHOOLS.

The State of Pennsylvania has developed this type of vocational instruction in connection with its township high schools. What is known as a county vocational teacher is employed as assistant to the county superintendent of schools and devotes his time to giving short unit courses in three or four township high schools on the basis of a minimum of 90 minutes a week to vocational instruction and at least six months' directed or supervised practice in agriculture. New Mexico has developed a similar type of instruction, known as the vocational circuit. This is a type of instruction that seems to be growing and is reaching boys in communities that are unable to put on a full-time or even a part-time teacher of vocational agriculture, and incidentally developing public sentiment in favor of the organization of all-day work.

3. PART-TIME SCHOOLS.

All types of part-time schools and classes have grown rapidly during the year, and the outlook for the coming year seems still more promising.

Previous to the fiscal year 1919–20 there was very little part-time work in agriculture being done in the country, but during the year 17 States organized 197 centers with an enrollment of 3,907. During the year 1920–21 there were 34 States that did part-time work, an increase over the previous year of 100 per cent. The number of schools organized for the year 1920–21 was 468, an increase of 274 over the previous year, or 141 per cent. The enrollment for the year was 7,043, which was an increase of 3,136 over the previous year 1919–20, or 80 per cent.

Part-time classes in the North Atlantic region show growth, but this is practically only the second year that such work has been conducted in an organized way. Three States reported part-time work in 1919–20 and four in 1920–21. Part-time classes increased from 54 to 81, while the enrollment increased from 1,226 to 1,320.

Last year 41 part-time schools in five States in the southern region enrolled 721 students, giving a tenfold increase over the previous year. Florida passed a part-time attendance law for pupils between the ages of 14 and 17. Under this law pupils may be compelled to attend part-time classes for 144 hours a year.

One State employed a man to give his entire time to part-time work in one congressional district. He had the assistance of the all-day teacher in helping him carry out the district program.

Reports from the north central region show that part-time work is growing rapidly and promises to be a very important factor in the future development of vocational agricultural instruction. During the year 1919–20 there was practically no part-time work, while during the year 1920–21 there were 196 schools with an enrollment of 2,114 students. This was an increase of 113 per cent in the organization of part-time work for those who have entered upon the work of the farm. By a permissive interpretation of the Illinois school law, effective in full in 1923, school districts in communities where the interests are largely rural may organize a part-time course to extend over the three winter months, offering at least 288 hours of instruction in lieu of the 8 hours per week for the entire school year.

Only three part-time classes with an enrollment of 38 were organized in the Pacific region last year. Reports indicate that interest in this particular type of vocational instruction is growing and that some progress is being made.

The qualifications of teachers in these classes are with few exceptions the same as for teachers of all-day schools, although some States have set up emergency standards temporarily to meet the scarcity of qualified teachers. On the whole, however, the standards require training beyond the high school and evidence of teaching ability.

4. EVENING SCHOOLS.

Improvement in evening school work is shown by a better organization of the work on the basis of the short unit course by the number of pupils who complete the unit of work and enroll for a second unit, and by the qualifications for teachers measured in terms of ability to give classroom instruction, possession of technical information and skill, and experience in productive farming.

Two States in the North Atlantic region report evening work in 1919–20 and three in 1920–21. Evening classes increased from 26 to 50 and the enrollment from 297 to 535.

Thirty-three evening schools in five States of the southern region, or between five and six times the number in the previous year, were conducted, and enrolled 575 students, an increase of 72 over the previous year.

Nineteen evening schools, with an enrollment of 241 students, were held in the north central region, while in 1920 only two evening schools were held, with an enrollment of 79.

Only one State in the Pacific coast region held evening classes, with 213 enrolled in 8 classes.

TEACHER TRAINING.

In 1920–21 the enrollment in teacher-training classes was 2,936 with a teacher-training staff of 278, as against an enrollment of 2,310 with a teacher-training staff of 293 in 1919–20.

The success of the program for vocational agricultural education in the States depends upon the scope and success of the States' plans for training teachers in residence, as well as in service. For this reason the Federal Board has always devoted much time and attention in assisting the States in perfecting their teacher-training program, and during the past year has made a special effort to improve and increase this work.

Six States of the North Atlantic region—Delaware, Massachusetts, New Hampshire, New York, Ohio, and Pennsylvania—have been devoting full-time to teacher training; the other States of the region have men who devote their time only incidentally to teacher training, the major part of the time being devoted to other State supervision or other college teaching. In the whole region 18 full-time and 31 part-time teacher trainers gave instruction to a total of 417 students enrolled in the regular teacher-training classes. Five States—Maryland, Massachusetts, New York, Pennsylvania, and West Virginia—reported summer sessions with a total enrollment of 151 students. No important changes have been made in the organization of teacher-training departments in the region with the exception of Connecticut, which has organized teacher-training work under a separate department of the agricultural college, known as the division of teacher training. The dean in charge of this division is also State supervisor. Change in personnel is reported from four States—Connecticut, New Jersey, New York, and Rhode Island; six States—Maine, Massachusetts, New Jersey, New York, Pennsylvania, and West Virginia—give a total number of 22 new courses, while three States—Maine, Maryland, and New Jersey—discontinued or consolidated seven teacher-training courses. All States, except Vermont, reported itinerant teacher training, although only two States—Massachusetts and Ohio—have full-time itinerant teacher trainers.

Probably the greatest development in teacher-training work in the South during the past year has been the prominence given to the development of this work in State programs of vocational agricultural education. Ten land-grant colleges added new courses to their teacher-training program. Special attention has been given to the introduction of work in visual instruction and the perfection of supervised observation and practice teaching. In four institutions courses were discontinued, transferred, or consolidated. There were 20 full-time and 8 part-time teacher-trainers engaged in giving professional instruction to 135 juniors, 114 seniors, and 31 other students

pursuing teacher-training courses. All but one of the 12 States in the region held summer sessions, with a total enrollment of 302. Eight of the 12 States either have full-time or part-time men assigned especially to itinerant teacher training.

The work of training teachers in the North Central States improved materially during the past fiscal year, the greatest improvement being along the line of supervised observation and practice teaching. Several new practice centers were added. There were 14 full-time and 21 part-time teacher trainers engaged in giving professional instruction to 229 juniors, 220 seniors, and 7 other students pursuing teacher-training courses. All but 3 of the 12 States in the region held summer sessions, with a total enrollment of 147.

All the States in the Pacific coast region, save Wyoming, did teacher-training work. The number of men trained ranged from 2 in Nevada and New Mexico to as high as 30 in California. There were 8 full-time and 10 part-time teacher trainers engaged in giving professional instruction to 77 juniors, 105 seniors, and 33 other students pursuing teacher-training courses. All but 3 of the 11 States in the region held summer-school sessions, with a total enrollment of 190.

There was considerable shifting of personnel among the teacher-training group. The changes included Arizona, California, Oregon, Utah, Nevada, and Idaho.

All the teacher-training work for colored schools is conducted in the A. & M. College for Negroes, where the attempt is being made to organize courses that will really train teachers to handle the vocational needs of the Negroes. The courses vary in length from two to four years and emphasis is placed upon the methods of teaching, good standards of home practice, and a study of community problems. In almost every institution the men in charge of special-methods work are used by the State supervisor in the improvement of teachers in service.

CONFERENCES.

There is no more important means of promoting vocational education than through national, regional, and State conferences. These conferences have been attended by State supervisors of agricultural education, by those interested in and responsible for training teachers, and by vocational agricultural teachers. These conferences have given opportunity for discussion of administrative questions as well as for exchange of opinion and experience by those responsible for vocational education in the field of agricultural education.

Probably the most important item discussed before the agricultural section of the National Society for Vocational Education at its annual meeting in 1920 was the report of a committee on relationships between extension and vocational forces in the various States

appointed by the national society. Both the agricultural section of the National Society for Vocational Education and the department of rural education of the National Education Association voted independently to create committees to prepare working programs between the vocational-education forces and the extension forces in the States. Such a committee was appointed and reported in Chicago at the time of the regional conference. A portion of the report of the committee as it relates to vocational agricultural education and junior-club work in the States is as follows:

4. There are three types of situations to be considered: (*a*) Where agricultural and home economics education is fully developed in the local schools; (*b*) where such education has not yet been undertaken by the local schools; (*c*) where such education is in process of development by the local schools.

(*a*) Where the school provides a comprehensive program of agricultural and home economics education which meets the needs of children and adults through systematic instruction and supervised practice the extension forces of the land-grant colleges shall not duplicate such work of the schools, but shall rather cooperate with the schools by providing on request subject matter, special lectures, conferences, and other similar services. This shall not be interpreted to limit the freedom of the extension forces to prosecute their extension work through local organizations of farmers.

(*b*) Where the school does not provide such a program of instruction in agriculture and home economics the extension service of the college should organize extension work. In such localities, the school should give its fullest support and cooperation to the extension workers.

(*c*) It is recognized that in some places schools will be in the process of developing such educational programs. In these cases the following principles should apply: Extension workers should confine their work with children to those whom the school does not enroll in systematic vocational or prevocational project work including supervised home practice unless requested or authorized by the school authorities to enroll them. The school should organize its work with adults to provide systematic vocational instruction as defined herein. The school should offer its facilities to the junior extension worker wherever the school has not in reasonable operation a vocational or prevocational project work accompanied by supervision practice.

Four regional conferences were held. There was a splendid representation from all of the States in each of the regions at these conferences and the following important problems confronting them were discussed; the organization of part-time education, directed or supervised practice in agriculture, and the relationship of vocational teachers in the community.

Almost every State held conferences of a week or more to which all vocational teachers of the State were called, and at which problems of particular interest to the respective States were discussed. Some of these conferences were held in connection with the meetings of the State teachers' association and others at the teacher-training institutions as a part of the summer school work. Many of these conferences were attended by the agricultural agent of the Board.

COOPERATION WITH OTHER AGENCIES.

Under the authority granted in section 6 of the vocational education act the Agricultural Education Service of the Federal Board has cooperated with various agencies in promoting vocational education in agriculture. This has been accomplished: (1) Through cooperation with the United States Department of Agriculture in studies resulting in the publication of a bulletin entitled "A Unit Course in Poultry Husbandry" and "A Unit Course in Swine Husbandry," (2) through cooperation with the Bureau of Education, Department of the Interior, in a study of the work of the colored land-grant colleges, and (3) through participation in the program of national organizations such as the American Association for the Advancement of Agricultural Teaching, the National Society for Vocational Education, and the Association of Land-Grant Colleges, where important problems of vocational education as they relate to the training of agricultural teachers have been discussed.

COOPERATION WITH THE STATES.

During the year the Agricultural Education Service was lacking one agent, yet the four agents spent a combined total of 485 days in the States, visiting approximately 139 different schools receiving Federal aid for agriculture, made 71 visits to institutions preparing teachers of vocational agriculture, attended State conferences of agricultural teachers, and aided very materially in the solution of some of the special problems of State supervisors of vocational agriculture.

As the State programs develop there appears to be more and more need for specific assistance to the States, and as a consequence each of the agricultural agents has devoted much time to a study of problems having to do with directed or supervised practice in agriculture, part-time and evening class work, special methods and supervised observation and practice teaching in connection with teacher-training work, and to suitable subject matter and adequate courses of instruction in teacher-training institutions for colored people. The chief of the service made a study of the organization, administration, and supervision of vocational agricultural education in the States.

The results of the special studies of the agricultural education staff have stimulated the States to undertake lines of work which in the past received little attention.

PART III.

HOME ECONOMICS EDUCATION.

GENERAL SURVEY.

The first and governing motive underlying all vocational home economics education is to train women to make a home and to practice therein all of the activities of the home maker in the most efficient, economical, and practical manner. The scope of vocational home economics education is broader than that of general home economics education, in that it proposes to reach all groups of girls and women, whether they be attending schools, engaged in industry, following the vocation of home making in their own or other homes, or preparing to enter that vocation. Because of this difference of aim and scope, certain demands are made upon any system of vocational home economics education which are not made upon general home economics courses. Vocational courses must be of varying lengths to meet the needs of all the different groups of girls and women, and equipment, method, and subject matter must be worked out to cover all the essential phases of the home maker's job.

An analysis of the vocation of home making will demonstrate clearly that it is a composite vocation embracing a wide range of vitally essential services, which devolve specially upon women in their capacity as home makers, and, in addition, home making is also a business and a social enterprise. As the manager of a business enterprise, the home maker must determine the expenditure of the family income and must direct or perform the labor involved in running the plant. As a partner at the head of a social unit, she is very largely responsible for the educational, moral, and social standards of the home.

Progress from year to year can be measured only in terms of this aim. Vocational education in home making must grow out of, and in turn modify the lives of, our people before we can really mark success. However, the past year has seen important developments which are worthy of consideration, for they show accomplishments which are the result of fine effort on the part of the group of men and women who are interested in promoting home-making education.

The most significant development in the field of home economics education for the year 1920-21 are:

(1) The expansion of the work to include a program which reaches a larger number of girls and women who are out of school. The

numbers reached by part-time and evening classes in 1920–21 were 40,183, an increase of 19 per cent over those reached by similar instruction in 1919–20.

(2) In the quality of supervision, 30 States now employ full-time supervisors as members of the staffs of the State boards for vocational education, an increase of 1 over 1919–20, and 6 States employed more than one full-time supervisor. With larger experience, the problems of the State have been better understood and sucessfully met. Conferences by the vocational teachers have become a regular part of the State program in establishing the work on a better basis. These, with visits to the schools and meetings with local boards, have done much to promote the work in the States, for many communities are not so desirous of the small amount of funds available as they are eager to secure the help and assistance of the well-trained home economics supervisor.

(3) The special emphasis on the promotion of home projects as a part of the program for the all-day school. The clearer determination of the aim of the all-day school has shown the home project as a method of instruction admirably fitted to the development of vocational work in home economics. The home project seeks to utilize the home activities of the girls as a basis upon which to build the home-economics course. It further utilizes her interest to vitalize and make purposeful the school work and develops respect for the work of the home, adds zest to the work by opening up the store of knowledge of the "why" of what she does, and it gives her the chance to have directed responsibilities in a home under normal home conditions.

(4) Noteworthy developments in the field of teacher training have been made both within the institutions designated to train teachers and through the establishment of local centers to reach experienced women with professional training. The increase in part-time and evening schools has created a demand for the woman qualified to handle this type of training, and in response the State boards have recruited tradeswomen, successful grade teachers, and home makers for these training centers.

The provisions made in the teacher-training institutions for supervised teaching have much improved. Every institution is offering good methods in the teaching of home economics and is requiring from 18 to 40 teaching lessons of each prospective teacher. The majority of the institutions are providing public schools for this student teaching; only a few still use their training schools. It is highly desirable that the supervised teaching be conducted in vocational schools of the type in which the student in training expects to teach.

The reports for 1920–21 also show that 55 of the 60 institutions for training white teachers make provision for practical home management work. Fifty-one institutions reported a practice cottage where the seniors lived for 2 to 12 weeks and where they were entirely responsible for the conduct of the home. The practice house offers excellent opportunity to establish good standards, and it is the best substitute for experience in a well-ordered home with normal family life.

(5) Special work was done in the promotion of Negro education. A conference was called of the Negro women in charge of teacher training in the 13 Southern States, and the white supervisors of these States were also asked to participate. Many important problems were discussed and plans devised by which the Negro women might render special assistance to the white supervisors in the Negro schools in the State. The conference proved an inspiration, as it opened up the opportunities for larger work and developed a better spirit of cooperation in this field.

Last year the first assistant supervisor of Negro schools was appointed, and she has done good work with the schools.

(6) Unusually good work was accomplished through regional conferences. Four were held, one in each of the regions, and they were attended by State supervisors and heads of teacher-training departments. This gave opportunity to discuss questions of administration, both of schools and of teacher-training institutions, and to determine standards of policy to be observed in the conduct of the work. The main questions were discussed at each of the conferences, and the agreement arrived at will form the basis for standards for the coming year.

In reviewing this report it must be kept in mind that the Federal funds available for home economics are very small—only one-fifth of the amount available for either agriculture or trade and industry classes. Therefore the progress in home economics can not be measured in terms of increased numbers of schools. It is more far-reaching than is represented by the expenditure of dollars. The work is gradually, but surely, becoming a fundamental part of the educational program, for the States are recognizing the value of such training for girls, and the real measure of the progress made is to be found in the aim and ideals of the supervisors, the earnest endeavor of the teachers to reach each student with the help she needs, and in the broadened view of the possibilities for growth as widened by the teacher-training institutions and the State boards for vocational education.

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SUPERVISION.

The supervisor has the most important position in the administration of vocational education in home economics, for she represents the State board for vocational education as far as its dealing with the schools affects the teaching of home economics. The position necessitates technical training, wide experience, and pleasing personality. Therefore it is of great importance for the State boards for vocational education to set up such qualifications as will enable them to secure the type of woman demanded by this position. Vocational education is still too new for the local communities to depend upon their own experience to develop the type of home economics education which is needed. It is imperative, with the expanding programs which include home economics as a part of the training for girls in part-time schools, evening schools as well as all-day schools, that the State boards have as a member of their staffs a highly trained woman who can cooperate in the development of the work both in the teacher-training institutions and the local centers. Her duties have constantly increased during the four years, so that she is now not only responsible for promotional work with the local school boards but is further responsible for organizing courses of study for schools, for cooperating with teacher-training institutions in providing teachers qualified to meet the needs of the schools, and for the improvement of the teachers who are already in service. This latter function is a very important one if we are to continue to demand increasingly high standards for our teachers.

With the demand for evening and part-time teachers, the responsibility for the training of teachers in service and for itinerant teacher training has increased. It is found to be practically impossible to secure four-year college graduates for such positions, and it is therefore necessary to secure women with experience and maturity, whose training can be supplemented by professional improvement.

Last year there were 30 States having full-time supervisors and 8 of these had assistant supervisors. Massachusetts, New York, Texas, Illinois, and Louisiana each have two full-time supervisors, while Pennsylvania has three.

In 13 of the States the supervisor has been for at least two years in that position. The quality of the work, therefore, has been very much improved during the past year, for with increased familiarity with the needs and conditions in the State the supervisor has been able to offer much greater assistance and has done much to raise the standard of teaching. This has been accomplished by visits, by working to improve the standard of the certification of teachers, and

by conferences. Practically all of the State supervisors last year held conferences with their vocational teachers.

The position of supervisor should be ranked as one of the highest positions in home economics in the State, and the salaries paid should be a recognition of the value of this work in the State program of education. Last year the minimum salary was $1,980, the maximum $3,600, and the median about $2,400. This is an increase over 1919–20 and does indicate appreciation of supervision.

ALL-DAY SCHOOLS.

In spite of the fact that very little more Federal funds are available for home economics education in 1920–21, there are about 50 per cent more schools than in 1919–20. The total number for last year is 782 schools, with 1,184 teachers and 26,125 pupils. Of these, 19 schools are independent separate schools organized wholly as vocational schools. The others are departments in elementary and high schools. The work in home economics is usually offered in the vocational departments of high schools. Only 32 of the schools reported were in elementary schools, and 13 of these were Negro schools. The girls reached in the departments of high schools are for the most part average high-school girls, who desire some home-making training which will fit them both for their responsibilities as house daughters and for their future responsibilities as home-makers. The over-age girls are reached through the independent schools and in the elementary schools. There is an increasing tendency on the part of the school authorities to offer courses of one and two years in length in the first and second years of the high-school course. This is offered with the hope of reaching the large number of girls who drop out at this time.

The courses offered in the all-day schools are made up very largely of home economics subjects and related subjects. Usually these are general science applied to the home, and art applied to clothing and the home. Only 72 schools report the half-day devoted only to vocational work in home economics. The past year has shown a marked improvement in the general content of the home-making course. During the first few years the tendency was to offer as a regular part of the high-school course the same cooking and sewing which had been offered for many years, merely meeting the vocational standard of time. The answers to the questionnaire recently submitted to the State supervisors, however, show that practically every State is basing the work more closely on the needs of the individual students and are modifying the courses so as to include all phases of home making.

A number of States have organized their courses of study on the problem project basis and have set up outlines for their courses in the following manner:

Is the plan of our home well adapted to efficient living?
How can I make my own room more attractive?
What should we know about food and methods of work, so that we may help in meal preparation?
What may we learn of clothing, its construction and care, which will enable us to dress more wisely?
What must a girl of my age know of management, foods, and cleanliness, which will enable her and her family to be well, strong, and happy?

In 1920–21, 10 States required home project work as a part of the vocational program, while 17 States encouraged and recommended the use of this method. With the increase of interest in home project work has come the demand for the 12-months teacher, and last year 107 12-months teachers were employed. Three States—Massachusetts, New Mexico, and Utah—require all of their vocational teachers to be employed for the full 12 months. This offers the opportunity for project work in the summer and also makes it possible for the teacher to enter into the community needs and to serve not only the girls in the school but the older groups of girls and women who have left school.

The purpose of the home project method of instruction may be summed up as follows:

(1) To correlate work in school with home work.

(2) To develop initiative and responsibility at home.

(3) To give students a wider conception of the application of principles.

(4) To develop judgment, skill, and managerial ability.

The home project work has stimulated many teachers to make local surveys and to cooperate as never before with all local agencies interested in home betterment. This includes clubs, associations, and stores providing household supplies.

The emergency clauses inserted in the State plans when first written, providing that teachers who did not meet the standards set up by the State plans might be procured for schools, have expired and practically all of the States now require for the all-day teachers the following qualifications:

(1) Graduation from a four years' home economics course in a standard institution, designed to train vocational teachers of home economics.

(2) Vocational experience of at least two years.

(3) Professional training that includes the study of special methods of teaching home economics, supervised teaching, and general education courses.

A few of the States set a limit for the age of the vocational teachers. New Jersey sets 18 years; Massachusetts, 21 to 40 years; North Dakota, 20 years; and South Dakota, 21 years.

In a few of the States either the legislatures or the State boards have fixed minimum salaries for the home economics teachers. The minimum fixed is $900 in one of the States, while another State sets $1,800 as the minimum for teachers in the first-class districts. The average is about $1,200.

As the work in home economics has been modified, so has the plant and equipment been changed to meet the requirements of the course, and the answers to the questionnaire recently submitted to the State supervisors indicate that both the space and equipment has been enlarged to make possible instruction in other subjects, such as home nursing, home management and meal service. There is also a marked tendency to get away from individual equipment as set up in the food laboratories of a few years ago. The food work is now carried on for the most part either in unit kitchens or in a modified unit grouping. In answer to the question, "What modifications of plant and equipment used for home economics instruction have been brought about because of the vocational program?" the answer was, "A more homelike arrangement of the working space and choice of equipment similar to that used in homes."

A number of the States report vocational schools and classes not federally aided. This is due to the fact that so small an amount of Federal funds is available for the work in home-economics education. Many of the States are spending several times as much State as Federal funds in the promotion of the work.

PART-TIME SCHOOLS.

The figures on part-time education are still difficult to obtain, as a large part of the work offered in part-time schools is of the general continuation-school type. These schools usually offer some home economics training which may amount to 1 hour or may be 25 per cent or more of the hours allowed per week. Home economics is reported as forming 50 per cent or more of the time in 481 centers, which is about double the number reported for 1919–20. This increase is due to the large number of States which have passed compulsory part-time laws.

The girls reached in part-time schools are a group varying in age from 14 to 18 years, who come to school from four to eight hours a

week. In some of the States the emphasis is placed upon general improvement work, such as a study of food and clothing problems which will enable the girl to use more effectively her income and to choose wisely, so that she is healthier, happier, and more attractive. This type of self-improvement is particularly well adapted to the younger group of girls from 14 to 16 years of age. These girls should have as far as possible an opportunity to continue their general education and to elect whatever phases of education prove of most interest to them. For the older girls in part-time classes satisfactory short unit courses in home-making training have been organized. For many of these girls the problem of their own home is immediate and it is essential that they be given some fundamental training which will enable them to assume these responsibilities.

The teacher is a very important factor in part-time education. It is essential that she be sympathetic, enthusiastic, and thoroughly efficient. The psychology of the girl who is employed and who is forced to come back to school is very different from that of the girl found in the all-day schools, and the teacher will fail who has not the full confidence of her class and who is not ready to deal with their individual problems. In many of the States the training for the part-time teachers is the same as for the all-day school, although extra care is exercised in her selection. In the general continuation school the teacher, in the majority of cases, is a successful grade teacher who has proven her ability to handle girls. For the older group of girls a mature woman with a large amount of vocational experience is frequently a success, as the needs of these young women very closely resemble those of the women in evening school.

EVENING SCHOOLS AND CLASSES.

There is a growing appreciation of the value of the short-unit course as a basis for the organization of evening school work. There are, however, still superintendents who are unwilling to arrange their programs on this basis for fear of the temporary cut in enrollment, as the criterion of success, for many of them, is still numbers. The experience of the majority justifies the short-unit course as the best organization of courses for adult women. The units offered have been millinery, dressmaking, home nursing, child care, and in a few cases house planning and food selection.

There were 297 centers reported in 1920–21, with 1,021 teachers and 31,073 students. This is a marked increase over 1919–20 and shows a very genuine attempt to organize instruction to reach the girls and women who are out of school. In many ways the evening school offers the best opportunity for teaching the problems involved in the management of a home, for the younger group of girls must of necessity assume only the responsibility of house

daughter, while mature women are either home makers or for the most part women who are shortly to become home makers. This type of instruction should be pushed with great energy by the States, for 31,000 represents a very small proportion of the home makers in the country.

A special attempt has been made to reach foreign women. In one of the States the enrollment was 70 and the nationalities represented were largely Lithuanians and Italians. The 1,063 visits made to the homes of these women by the teachers bear witness to the interest on the part of the teacher and also explain very largely the enthusiasm of the women for the work. In another State the teacher in the evening school conceived the idea of inviting two young Polish women, former pupils, to assist her in the work with their countrywomen. They recruited a class of 30 Polish women. These women must of necessity bring their children with them, so a kindergarten teacher was hired to teach the children songs and games while their mothers sewed and talked English. This class was unusually successful, as they are very responsive to women of their own nationality.

TEACHER TRAINING.

In 1920–21 there were in all 73 institutions preparing teachers of home economics; 13 of these were institutions preparing teachers for the Negro schools. Every State is now offering a course for the preparation of vocational teachers of home economics in day schools, and in addition some of the States have local centers for the training of teachers of part-time and evening schools.

Wisconsin has in operation a rather unique plan of securing experienced women for teacher-training courses through scholarships. In 1919 a bill was introduced into the legislature which provided as follows: "Annually, beginning July 1, 1919, there shall be appropriated not to exceed $15,000, for university and other scholarships as the State board for vocational education may direct." These scholarships have been utilized for vocational pupils who have been obliged to leave high school and go to work and for promising trades people who seem qualified with training to make good teachers in trade and industry or some phase of home making in the vocational schools.

The training of day-school teachers is now conducted in four-year college departments, with the exception of Massachusetts and California. These States, in which training is given for two and three years respectively, offer courses to mature women with satisfactory vocational experience. The students are very carefully selected by personal conference. The plan seems thus far to be very successful in securing a type of woman who is difficult to reach through the four-year college course.

All of the institutions training teachers are now offering supervised teaching. In two-thirds of the institutions the student teaching is done in local schools; about one-third of the institutions still use their elementary training schools. It is highly desirable that the supervised teaching be done in vocational schools under conditions comparable with those in which the student teachers will later teach. The number of lessons required varies from 18 to 60, with an average of about 35 lessons, covering a number of phases of homemaking, rather than only cooking and sewing.

The teacher training in the State Agricultural Colleges of Connecticut, New Hampshire, and Pennsylvania, and the University of Washington is conducted as apprentice teaching. In these institutions, with the exception of the University of Washington, the students are excused from the campus and spend a period of from two weeks to a term teaching as an assistant and under the direction of the home economics teacher in the school.

There are 51 practice cottages and four apartments now used for supervised home management by the student teachers. Five institutions have secured a baby to live in the practice house and its entire care devolves upon the students. In one institution, in addition to the baby in the practice cottage, the seniors have an opportunity for work in the day nursery. The problem of child care has not, however, as yet been well developed. These are good beginnings and much more will be done, for the institutions recognize the importance of child care as a fundamental part of the training of teachers of homemaking.

The Federal law requires that the teacher in training either have had vocational experience or that she acquire it as a part of her training. Most of the young women in training have had some experience, and this is supplemented by well-planned summer projects organized to give a variety of experience. The institutions are checking up the students in training as teachers early in their college course, so that there is ample time to make up deficiencies before the student is ready to graduate.

The State boards for vocational education and the teacher-training institutions have cooperated in the improvement of teachers in service by means of conferences, special visits, or well-planned professional improvement. This is having its effect not only upon the young teachers in the field, but also upon the institution, for a member of the teacher-training staff who assists the State supervisor in the field is able to bring back to her institution much that is helpful, and this contact better fits her to render assistance in the preparation of teachers qualified to handle the problems which they must meet in the schools in the State.

NEGRO EDUCATION.

Thirteen States have Negro institutions approved for the training of vocational teachers of home economics. These States are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The institutions enrolled last year 305 students and employed 32 teachers. All of these institutions offer special methods courses and practice teaching in near-by public schools or in the elementary department of the teacher-training institution. In one of these institutions there is a practice house in which opportunity for supervised home management is offered, while the other institutions use the dormitories for this purpose.

It is difficult to state the number of schools or the number of students enrolled in the Negro schools, as the States do not report the Negro schools separately from the white schools. However, in 1920–21 every State where there are separate schools for Negro and white students offered some vocational work in day schools and in evening classes. As yet there is no part-time home economics education for Negro students.

The first regional conference for the teacher-training staffs of the colored teacher-training institutions was held at Hampton Institute May 16–20. Nine of the 13 States with approved teacher-training institutions were represented. It was a valuable conference, particularly due to the fact that the State supervisors from five of the States were also present and did much to aid in the development of a sound program for the promotion of Negro work in the South. Texas is the only State that has designated the woman in charge of the teacher-training work as the special supervisor for Negro work in the State. She works under the white supervisor and has been of great assistance to her. This is a desirable arrangement, and it is hoped that other States will follow this example.

At the southern regional conference committees made up of the white supervisors and teacher-training staffs were appointed to study the following important questions as they relate to Negro education:

(1) Plant and equipment.

(2) Courses of study in—

a. Foods.

b. Clothing.

c. Household management.

(3) Textbooks and other reading materials.

(4) A study of special funds for promoting Negro education and development of plans for cooperating with boards in charge of such funds, to the end of advancing vocational education in home economics.

NATIONAL, STATE, AND REGIONAL CONFERENCES.

Regional conferences formed a very important part of the work of the home economics staff and were a large factor in the promotion of vocational education for 1920–21. Five conferences were held, one in each region, and a special conference to consider the problems of Negro education.

The southern regional conference for home economics education met in Montgomery January 3 to 5. The important problems discussed at this conference were—

(1) The analysis of home making as a basis for a vocational program in home making.

(2) The home project in the all-day school.

(3) Part-time home economics schools and classes.

(4) Opportunities for part-time work in mill towns.

(5) Negro education.

(6) Qualifications and training of teachers for vocational schools and classes.

The North Atlantic regional conference met at Atlantic City February 21 to 23. The members of the conference were divided into groups and worked as committees, reporting their findings to the conference as a whole. The important questions discussed were—

(1) Teacher training for day schools.

(2) Training teachers in service.

(3) The home project.

(4) Training of home-making teachers for part-time and evening schools.

(5) The home economics program of the part-time school and the analysis of home making.

The Pacific regional conference was held in Salt Lake City April 21 to 23. The members of the conference were divided into two committee groups, (1) the training of teachers for all-day schools, and the other, (2) the problem of State supervision. The committees worked on the important questions connected with these two problems and reported their conclusions to the conference as a whole. These were fully discussed and analyzed.

The central regional conference was held in Chicago, May 9 to 11. The conference members were grouped into three committees:

(1) The training of teachers for day schools.

(2) The analysis of home making as a basis for a vocational program.

(3) The training of home economics teachers in service.

These three committees considered the various aspects of these problems and, as the groups were small, very intensive work was

done in an attempt to arrive at certain standards which might be accepted for the region. These committee reports were discussed by the entire conference and the points of agreement were sent out as the basis for future work in this region.

The Negro conference met at Hampton Institute, Hampton, Va., May 16 to 20. This was the first conference called by the Federal Board to discuss with the members of the Negro teacher-training staffs their particular problems. The work was partly committee work and partly a program arranged for the discussion of certain special topics. Five of the white State supervisors were present and discussed with the members of the teacher-training staffs certain problems of vital interest to the development of the Negro work in their States. Some of the important points discussed were:

(1) How to develop a plan and outline of instruction in home economics based on family and community needs.

(2) Plant and equipment for home economics in schools and in teacher-training institutions.

(3) Textbooks, bulletins, and other printed material as aids in teaching home economics.

(4) A program for supervised home management by the use of the college dormitories.

(5) Supervised observation in teaching.

NATIONAL COMMITTEE WORK.

A number of very important national committees have been sponsored by the Home Economics Education Service. The membership of these committees is made up of the State supervisors of home economics and members of teacher-training staffs. The object of the committee work is to give the country as a whole the benefit of the findings of a special group of interested women, who are willing to spend time in the study of some of the important problems in the field of vocational education. The staff of the Home Economics Education Service is small and it is difficult to make extended visits into any of the States. The reports of the committees have been a great aid in supplementing the work of the Federal agent, for they have made a national study of a number of important questions and by means of this plan the experience of the more progressive States have been used to help in the formulation of standards for the development of new work. The committees for 1920–21 were—

(1) Content and method in teaching household management in day schools.

(2) Standardization of home projects in home economics education.

(3) Training of home-making teachers for part-time and evening schools.

(4) The content of the courses in general science as related to home-making problems.

(5) Minimum standards for the content of a course for the training of vocational teachers of home economics.

As far as possible, these committees made their reports at each of the regional conferences. The findings of the committees have also been published and generally distributed for the benefit of all the regions.

COOPERATION WITH STATE BOARDS AND NATIONAL ASSOCIATIONS.

The Federal Board is empowered by law to cooperate with other departments of the Government and State and national agencies in making studies and research in the field of vocational education. The Home Economics Education Service feels that this is a very important phase of the work, and it has cooperated with boards and organizations interested in promoting better home life in this country and in the establishment of schools and classes designed to reach girls and women with training in home making.

The service has been in close touch with the activities of the national organizations, such as the General Federation of Women's Clubs, the Mothers' Congress and Parent Teachers' Association, the National Child Welfare Association, and the Rural Life Association. The section has assisted in the preparation of programs, in recommending speakers, and in participating in the meetings of the associations.

In addition to the special help given organizations, the publications of the Home Economics Education Service have been of assistance not only to associations but to a large group of home makers and teachers of vocational education who are desirous of help.

The Home Economics Education Service has been of assistance also to educational associations, such as the American Home Economics Association, the National Education Association, the National Society for Vocational Education, the National Council of Executive Women in Education, and Deans of Women. Members of the staff have served these associations in many ways and have acted on a number of important committees.

The service has cooperated with other departments of the Government and has used its contact with the vocational schools to help in the dissemination of material in the form in which it can be best used for teaching. Last year a bulletin, "Child Care and Child Welfare," especially designed to aid in the establishment of better child-care courses, was prepared in cooperation with the Children's Bureau.

The principal service of the home economics section has been to State boards and State supervisors of home economics. The mem-

bers of the staff have aided the States in organizing their plans for vocational work in home economics, have helped in the making of courses of study, have assisted in the development of the teacher-training program, and have participated in State and regional conferences held for the promotion of the work.

PUBLICATIONS.

A brief description of the bulletins issued by the Home Economics Education Service during the past year is given in another section of this report. These include the following:

Child Care and Child Welfare. Bulletin No. 65, Home Economics Series No. 5.

The Home Project: Its Use in Home-making Education. Bulletin No. 71, Home Economics Series No. 6.

Other material prepared by the service include:

Misc. 357. Plant and Equipment for Vocational Classes in Home Economics. This material has been prepared in response to the many requests which have come to this office for help and suggestions in planning the plant and equipment for vocational schools and classes. The next few years will undoubtedly be a period of large building activity, and it is important that supervisors and teachers of home economics interest themselves in the problems of equipment, so that they may be able to cooperate with superintendents and architects in planning suitable departments for vocational work in home economics. Teachers and administrators must work together for good school buildings which make adequate provision for home-making courses.

Misc. 277. Report of Regional Conference for Home Economics Education, held in Atlantic City, February 21–23. The conference work was devoted to general discussion of home economics problems and to committee work, each committee considering in detail its problem and reporting conclusions to the entire section for discussion. This report summarizes their findings.

Misc. 291. Report of Regional Conference in Home Economics Education, held in Salt Lake City, April 21–23. The conference was composed of State directors, State supervisors, members of the teacher-training departments, and a few vocational teachers. The report summarizes the discussions and conclusions arrived at during the conference.

Misc. 298. Report of Home Economics Conference of the Colored Teacher-Training Staffs. This report covers fully the questions discussed at the conference, held in Hampton, May 16–20, of the Negro women in charge of teacher-training work for vocational teachers of home economics.

Misc. 303. Report of the Regional Conference Home Economics Education, held in Chicago May 9–11. This fully reports the work of the conference and the questions discussed relating to supervision, training of vocational teachers, and the problems of part-time schools.

RECOMMENDATIONS FOR FUTURE WORK.

During the past four years the emphasis has been placed on the all-day school and the training of teachers for those schools. This was wise, and the results have been most gratifying, for not only has the vocational work in the all-day school been of good quality but the standards set for teachers and for the instruction have served to upgrade all of the home economics teaching in the high schools. The surface has just been touched of the two big problems now before us, and the next few years should be earnestly devoted to promoting vocational work in home economics in evening and part-time schools and classes.

The problem of the evening school is a very large one for every home maker, of which there are about 20,000,000, and all prospective home makers of over 16 years of age should be reached by some instruction which will either extend their knowledge or prepare them for assuming these responsibilities.

With compulsory part-time laws in operation in 22 States, the problem of reaching the groups of girls of compulsory attendance is a big one. The question needs close study, for we are not now prepared to say what is the best type of training for young workers. We know, as women, the majority of them will marry and make homes of some sort or another. It is a social responsibility to see that these girls have at least the minimum essentials of home-making training. There are many questions which make this problem difficult. This group must be analyzed and a careful study made of the best service which home economics can render to part-time education.

There are a number of important studies which must be made, as there is a constantly increasing demand on the part of the States for help:

(1) Part-time education: A study of part-time education as a part of home economics training should play a part in the education of employed girls.

(2) Child care and child welfare: The outlines for a course in child care and child welfare which can be used with young mothers and prospective mothers. This material is now being prepared in cooperation with the Children's Bureau, Department of Labor. It should be completed as soon as possible, for there is a constant demand for help in child care in a simplified form.

(3) Plant and equipment: There is a large building program under way, and it is very important that supervisors of home eco-

nomics and teachers have assistance in planning buildings, so that there may be suitable space provided for teaching vocational work in home economics.

(4) Analysis of the vocation of home making: To analyze the vocation of home making it is necessary that we enlist the aid of the home maker, as she is best prepared to tell us of what the job consists. This has been discussed with the State supervisors, and they are now ready to aid us in making such a study. The returns will have to be carefully surveyed, tabulated, and interpreted, and additional office staff will be necessary to complete this work.

(5) Job analysis: A bulletin has been partially completed on job analysis as applied to home-making education. There is great need for such material to assist the States in studying more scientifically the home-making job and applying the principle of analysis to the determination of the teaching content.

(6) Home projects: The material on home projects must be brought up to date and published in bulletin form. Ten of the States have already required home-project work as a part of their vocational courses and other States will adopt the home project in the near future.

(7) Care of the health of the family: The bulletin on the care of the health of the family must be completed. The first half is now ready and there is very great need for such material as a part of the course for part-time education for employed girls.

There are a number of important projects to be undertaken by the States. The second stage in the promotion of vocational education has been reached. The first was occupied with suggestions and plans covering recommendations for work. The next important development must be experiments to test those recommendations and the States must carry on these experiments. In the field of teacher training the following projects have been recommended:

(1) A study of child care and management in connection with a day nursery, so that adequate opportunity for the problems of feeding, clothing, and managing will be obtained.

(2) The conduct of home projects by the senior student teacher as a means of preparing her to undertake home-project work as a part of the vocational program in the schools.

(3) Very little has been done in the way of research in vocational education. Some of the teacher-training institutions of the country are now qualified to make a beginning, and the Federal Board should cooperate in promoting this work.

(4) Very little has been done to train teachers of related subjects. There is an increasing demand for such teachers and a number of the teacher-training institutions are well qualified to handle this training.

Some of the projects suggested for the schools are:

(1) A course organized on the home-project basis.

(2) The use of the practice cottage for the high-school course.

(3) Well-worked-out courses in related science and in related art.

(4) Emphasis on part-time classes and organization of work to fit the needs of employed girls.

(5) Organization of classes to meet the needs of the foreign group of women.

(6) The evening-school problem is a pertinent one for every State in the Union. Therefore, many States should at once organize centers for recruiting and training evening-school teachers.

(7) With compulsory part-time laws in 22 States, it is imperative that these States study the question of the type of teacher demanded and organize ways and means to secure qualified women.

PART IV.

COMMERCIAL EDUCATION.

GENERAL SURVEY.

The past year has seen marked growth in the feeling that commercial education should be more nearly adapted to the vocational needs of the pupils. The activities of the Federal Board have contributed very largely to this feeling.

During the year a survey of Baltimore was completed in which commercial occupations and commercial courses in the public schools were studied under the direction of the Commercial Education Service. A report on the survey included recommendations for a thorough reorganization of the commercial courses in the Baltimore schools, including not only the day schools but also the evening schools, in order that the work done might be more nearly adapted to meet the occupational needs of Baltimore children as revealed in the occupational survey. This is the first large city survey of this kind to be made in the country, and it is gratifying to know that the school authorities at Baltimore are following the program suggested. Of course, it will take several years to make all of the changes suggested, but already great strides have been made in that direction. Unfortunately, the report has not been printed.

Another significant indication of the recognition of the need for vocational commercial education, especially of the ability of the Board to give guidance, is found in the increased number of schools and commercial organizations which have appealed to the Board for help in outlining courses of study or in suggesting changes in courses submitted.

An appeal to the Commercial Education Service for aid in reorganizing all of their commercial work was recently made by the California Polytechnic School at San Luis Obispo. This school is in a position to create whatever vocational courses the directors may see fit to develop, and it is very likely that within a few years real vocational commercial courses will be given here as well as related commercial courses adapted to supplementing the training given boys majoring in agriculture and technical shop subjects.

During the past year the service has given counsel and assistance in the preparation of State syllabi, not always with the success hoped, as many schoolmen still do not appreciate the essential na-

ture of vocational commercial education. However, most of the courses of study submitted to criticism have shown marked improvement over those submitted in previous years.

Progress has been made in obtaining further data about commercial occupations by means of the senior occupations survey. A number of cities have now completed the survey and the data is being compiled to aid other cities which are planning to participate in the survey. As soon as enough facts about these senior occupations have been collected to form a sure basis for generalization about the vocational education needed by the average senior office worker, a bulletin on courses for these workers will be issued.

The Commercial Education Service, through the courtesy of the Board, rendered aid to the Province of New Brunswick in establishing the vocational commercial courses permitted by a recent amendment to their vocational education act. The chief of the service spent a month in consultation with the provincial directors, principals, teachers, and others in giving them an understanding of the problems faced. This work was done in conjunction with the Canadian vocational officials who were delegated to attend the conference. As Canada has no specialist in commercial education, the New Brunswick Vocational Board was compelled to ask this service for aid.

It is gratifying to know that the Board's campaign for the recognition of the vocational aspects of commercial education is gradually being supplemented and aided by men in all parts of the country. Before a course of study intended to fit for a particular occupation can be outlined, the occupation must be analyzed and the teaching content abstracted. The value of the pioneer work done by this service in making simple job analyses of junior commercial office occupations and in planning commercial courses on the basis of the knowledge required is now being recognized very generally. Job analyses in three additional fields have been made during the past year in different parts of the country for the same purpose, and though training courses were not outlined the teaching content was summarized in two important studies.

The division of vocational education of the University of California has issued three bulletins on job analyses in commercial occupations: The first, An Analysis of Department Store Occupations for Juniors; the second, Junior Employees in the Retail Drug Business; the third, An Analysis of the Work of Juniors in Banks. These bulletins were published for use in the vocational teacher-training classes in the University of California which are reimbursed in part by this Board. The analyses will be used in developing class teaching material needed in organizing vocational commercial courses. The bulletins will be useful in determining the content of continuation

school courses for children in these occupations; and will be serviceable also in outlining commercial courses in the junior high schools.

Another contribution in this field was made by the Board in cooperation with the American Hotel Association in the report on vocational education in the hotel business. This report includes general summaries of all the office occupations in the cashier's, auditor's, and comptroller's departments of a large hotel which will be valuable in organizing courses for workers in this field.

The Bureau of Vocational Information of New York City has made a semijob analysis covering all the positions of responsibility in department stores and retail selling organizations which will be of service in the retail selling classes.

One reason for the failure of commercial education to become really vocational is found in the ignoring of the subject by school administrators and the writers on vocational education. Recently there has come a change of attitude on the part of our educational leaders. Educational leaders are awakening to the need for replacing our present academic commercial courses with vocational commercial work.

STATE SUPERVISION.

Much progress has been made during the past year in showing the need for competent supervision of commercial education. Pennsylvania now has a State director of commercial education. Idaho has appointed a State supervisor of commercial education. Georgia has appointed an assistant supervisor of trade and industrial education in the field of vocations for women in part-time continuation schools, who will be able to give supervision to the commercial subjects in the part-time general continuation schools. As New York has had a State specialist in commercial education for several years, there are now four States having experts in charge of commercial work.

According to a recent list there are now supervisors of commercial education in 20 cities—New York, Chicago, Boston, Rochester, Jersey City, Trenton, Pittsburgh, Cincinnati, Columbus, Des Moines, Washington, D. C., Sioux City, Minneapolis, Austin, Springfield, Mass., Berkeley, Sacramento, San Antonio, Bismarck, and Cheyenne. Several of these supervisors have been appointed during the past year. A number of other cities have realized the necessity for supervision in this field, and so plan to add a supervisor at an early date. The importance attached to this work is evidenced by the salaries being paid; in one instance a salary of more than $5,000, with prospects of an increase, was paid to a city director. One of the greatest obstacles to a more rapid growth in this field is the shortage of men with adequate training, experience, and understanding of the needs.

TEACHER TRAINING.

The teacher-training situation as a whole in all the commercial fields—regular high school, general continuation, and retail selling—has shown about as many advances as retrogressions. No new university classes for training high-school commercial teachers have been organized, while the University of California has discontinued the course started there. University summer session courses for training commercial teachers were given in 11 institutions—Simmons College, Columbia, New York University, University of Chicago, University of California (Berkeley and Los Angeles), University of Indiana, Boston, Hunter College, New York, University of Pittsburgh, Temple University, Pennsylvania; the University of Chicago giving the conventional methods course for the first time. The University of California added a new subject in this field in a course in mechanical accounting. The scarcity of university grade courses for preparing high-school teachers of vocational commercial subjects is the most striking weakness in the teacher-training situation. Undoubtedly the failure of State boards of education to require of high-school teachers of commercial subjects the same preparation required of high-school teachers of other subjects, has retarded the growth of university courses. For instance, one State has recently announced that graduates of approved high schools who complete an 18-month course along lines approved by the State department of public instruction in private business schools will be granted State certificates without examination.

A notable advance was made in training teachers of commercial subjects in the general continuation schools when an evening course was opened in New York State for men and women already employed in commercial occupations. Four centers for giving the educational background and developing the teaching skill through observation and practice teaching in the night schools, were established to train people who knew a certain field of commercial practice but did not know how to teach. These courses will extend over 2 years, 60 nights a year, 2 clock hours each night. This is a new experiment in commercial education; but acquiring teacher training on a good occupational foundation seems as sound as acquiring an occupational knowledge on general teaching preparation. The service has extended every facility in planning and organizing these courses.

Summer session courses for training experienced grade and high-school teachers for continuation-school service were given in several centers in New York, Pennsylvania, Minnesota, and Massachusetts. Members of the Board's service assisted the commercial and retail selling groups at most of these gatherings.

A recent study of the State requirements for commercial teachers' certificates showed that not one State or city in the country required business experience as a prerequisite for teaching commercial subjects. Only a few States require two or more years' work beyond the high school for a commercial teacher's certificate, and very few require advanced schooling in general education or special methods work. If a candidate has studied bookkeeping in a private business school and can write shorthand, most States assume that he can teach these subjects and all the related subjects, such as arithmetic, penmanship, business English, and typewriting. So long as the State standards continue on this low level, so out of line with business practice, vocational commercial work can not develop to the measure of present needs.

The commercial teacher-training problem is the largest problem to be solved in developing vocational commercial work. There are about 12 rural normal schools which have commercial courses. While these schools can give adequately a knowledge of commercial subjects, special methods, general educational background and practice teaching experience, their situation in the country, remote from business, means that they can not advantageously, if in any degree whatever, undertake to prepare commercial teachers for vocational teaching in cities. Unfortunately none of the schools has paid much attention to developing those special fields of commercial work suited to the needs of the rural high schools. Thus for the most part these schools are not now, and probably will never be, able to help solve the city problems, and they have not as yet developed an interest in the rural school problem.

General continuation and junior high schools will not be able to give vocational commercial courses until suitable and adequate teaching material is provided. Only a few schools have up to the present time created any material either in vocational or related fields. School administrators seem to have assumed that the teachers could create the new material as fast as the classes needed it. Unfortunately, few teachers have had enough free time to do the research and studying necessary. As a consequence many of the schools are teaching high-school bookkeeping, shorthand, and typewriting, with related subjects, though these subjects are not suited to the vocational needs of their pupils.

To aid these schools the Commercial Education Service has outlined a course in elementary business procedure. This outline provides for instruction on a unit basis in how to use to the fullest extent the services of the telephone, telegraph, express, mail, railroad transportation (including freight, passenger, and baggage service), banking, insurance, and commercial agencies, and similar common business services. The plan is to have the business organization con-

cerned prepare and publish the teaching material, while the Commercial Education Service prepares the accompanying bulletin on "How to Teach" the service involved. The American Telephone & Telegraph Co., the Western Union Telegraph Co., and the American Express Co. are now preparing units in accordance with outlines prepared in this office.

The Coordinating Committee on Employment Activities of New York City, which is composed of representatives of every type of public and private organization in New York interested in employment problems, published in March, 1921, a study of "Stenography as a Vocation." The report pointed out that stenography is now distinctly a woman's field, since between 90 and 95 per cent of the calls for stenographers in New York specified women. The committee recommended that specialization in shorthand should either take place toward the end of the high-school course or in an intensive course after graduation. The report states that there was a remarkable agreement that high-school graduation represented the minimum of education required, pointing out that unfitness, due to lack of general education and to immaturity, was the prevailing cause for much unemployment in this field. The committee found that there was an oversupply of stenographers and typists except for the most thoroughly qualified, and that this condition was not merely temporary but permanent in character.

The findings of this committee are in accord with the conclusions reached by the Commercial Education Service of the Federal Board, which the service has been trying to impress upon high-school, junior high-school, and continuation-school teachers. Shorthand requires a good general education of a degree not usually possessed by children having less than a full four-year high-school education, and therefore should not be taught to children who have had less than two or three years of high-school work. The junior survey report showed that for children less than 18 years of age but one out of eight who had studied shorthand had ever held a stenographic position, and the senior survey returns, now in, show that only three out of eight persons who have studied shorthand have held employment as stenographers.

A significant advance in the development of cooperative high-school classes was made during the past year when New York City concentrated in a new high school—the Haaren Cooperative High School—all of the cooperative classes which had been scattered throughout the city. Cooperative classes in retail selling and in office work of all kinds, including stenographic, record keeping, and messenger types, are being successfully conducted. The school has a four-year program with cooperative classes in the third and fourth years organized on the alternate-week plan. The pupils in the co-

operating class are paid full commercial wages, and they earned an average of $15 each two weeks during the first five months in the school. The development of cooperative high-school classes in this school will profoundly affect the interest in this type of work throughout the country.

As all of the retail selling classes in this country having trained teachers are conducted on a cooperative basis, the continued growth of these classes is spreading an understanding of the value of this type of commercial work.

Commercial courses are rapidly spreading in the rural and village high schools. The report of the commissioner of education for the school year 1917–18 shows that one-seventh of the rural high schools are giving commercial courses. The smaller high schools are showing a surprising interest in this subject as the following figures show.

Small high schools.

Size of school enrollments.	Number of schools.	Schools having commercial courses.	
		Number.	Per cent.
51–100	3,422	230	6.7
101–150	1,220	555	45.4
151–200	613	555	90.5
201–250	310	307	99.0

Unfortunately a majority of these schools are giving imitation city commercial courses, emphasizing bookkeeping and shorthand. Obviously these subjects are not suitable for many rural children. In order to help improve this situation the Commercial Education Service outlined before the national conference of agricultural teacher-trainers courses in farm bookkeeping, rural arithmetic, economic geography of agriculture, marketing of farm products, and elementary rural economics more nearly suited to the needs of rural children.

The need for modifying the academic subjects usually required in the high schools for cultural education has been frequently urged. The commercial pupil of to-day is the business man of to-morrow. The business man needs as a background the subjects which will make him a progressive, broad-gauged contributor to the business and social life of his community. For achieving this goal the commercial student should be given suitable business background subjects instead of college preparatory cultural subjects—general business mathematics, general science, economic geography, industrial history, elementary economics, and social English instead of college preparatory algebra or geometry, college preparatory chemistry or physics, ancient history, and analytic English literature courses.

The teaching of English has been given particular attention by the service, as more time in the high school should be spent on oral English and on spelling and less on analytic literature. The greatest obstacle to progress here is the demand of the teachers of college preparatory English that they do all the teaching of English. Such teachers, without a knowledge of business occupations, can not make the adaptations of the subject matter which the commercial students need. There is urgent need for greater attention to this, the most important subject, for commercial boys and girls, and the service has emphasized this need in every meeting with high-school teachers.

GENERAL CONTINUATION SCHOOLS.

The past year has seen material improvement in the character of vocational commercial courses given in general continuation part-time schools. The statistical reports filed by the States for this year show that 17 States—Colorado, Florida, Illinois, Indiana, Iowa, Minnesota, Missouri, Montana, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Washington, and Wisconsin—reimbursed local schools for salaries of commercial teachers of general continuation part-time classes.

As the report forms do not require a statement in detail of subjects taught in the general continuation part-time schools, States in some cases report all of this work as general continuation. However, from the reports of field agents it is known that vocational commercial classes, including cooperative classes in retail selling, were given in at least seven additional States—California, Kentucky, Massachusetts, Michigan, New York, Tennessee, and Virginia. It indicates also that pupils who come from commercial occupations to general continuation classes are being given the same opportunity as their brothers and sisters in the trade and industrial fields.

The year saw marked improvement also in the quality of work done in the schools. Inspection of schools in the larger cities has shown that with increasing experience in this new field teachers are giving courses more nearly adapted to the needs of their pupils. In one city the teachers had discovered the futility of trying to teach shorthand to continuation-school pupils, but the director thought that shorthand was the only vocational subject suited for girls. In several cities excellent courses for special groups of commercial workers, such as messengers, cash girls, and office boys, have been organized in addition to the special classes for retail-selling groups. Thus both quality and quantity of the vocational commercial general continuation part-time school work has improved during the past year.

On the whole, the real problem in the general continuation part-time school is to improve the quality of the class instruction. This

requires teachers trained for this type of work and suitable teaching material. Unfortunately, little is now being done to train teachers for this special field to replace the emergency teachers used when these schools were first established. Many of the teachers now in service have adapted their methods to the new work, but a goodly number have never appreciated the need for a readjustment and are now using the materials and methods they used in the grade and high schools from which they came. Classes for training new teachers for this field to replace the temporary teachers are a national need. Some means of discovering and publishing examples of good teaching material in such a form that continuation-school teachers throughout the country might see it is also necessary, for better teaching material is badly needed.

RETAIL SELLING.

In the field of retail selling excellent progress has been made. There has been a notable increase throughout the country in the number of stores, both department stores and specialty shops, which have discovered the value of a trained educational director or personnel manager. Twenty-six of the large cities in the United States now offer cooperative retail selling training courses in the high schools—New York, Boston, Baltimore, Cleveland, Pittsburgh, San Francisco, Cincinnati, Los Angeles, Minneapolis, Indianapolis, Providence, St. Paul, Toledo, Worcester, Birmingham, Richmond, Grand Rapids, Duluth, Houston, Waterbury, Terre Haute, Canton, San Diego, Battle Creek, Galesburg, and Logansport. As 23 States now have passed compulsory continuation-school laws, the problem of caring for the hundreds of boys and girls employed in retail stores has been presented to local educational authorities. Widespread realization on the part of merchants of the value of educational work had developed also a great demand for courses for adult workers. Increased demand for instruction in retail selling has been accompanied by a substantial increase in teacher-training facilities, but not to a degree sufficient to meet the need. Neither schools nor stores have been able to obtain all the trained teachers they required.

Since trained teachers could not be obtained, many stores and public schools have turned to other sources for their retail selling teachers. Naturally few good teachers have had enough store experience to adequately prepare children for these store occupations. When good store employees have taken charge of classes, the lack of teaching skill has usually been very apparent. The great danger now is that these untrained teachers will bring discredit upon the movement. For this reason the Federal Board service feels obliged to hold strictly to the standards now required in approving any retail selling classes for Federal aid.

RETAIL SELLING COOPERATING AGENCIES.

The Commercial Education Service has been particularly fortunate in having secured the cooperation of many leading retail store organizations in developing an interest in training for retail store service. A brief statement of the work done with some of the best known organizations is given to show what has been accomplished and to acknowledge the indebtedness of the service of these organizations for the splendid help they have given.

The National Retail Dry Goods Association.—This association, through its department of education, continues to give whole-hearted support to the Commercial Education Service and to the State and local boards of education in promoting retail selling education. An unusually strong education committee consisting of representative merchants maintains its policy of upholding and encouraging the best methods in teacher training and in store and public school classes for store employees. This committee has conferred with the dean and the board of overseers of the Graduate School of Education of Harvard University regarding their affiliation with the Prince School of Education for Store Service. The association has also, through its research department, made material available for the use of students of business administration in several of our leading colleges and universities. The Commercial Education Service continues to receive the unqualified backing of this association in every phase of its retail selling program.

Chambers of commerce.—State and local boards of education have found it advantageous to work in close cooperation with local chambers of commerce in the inauguration and development of retail courses. Many times the chamber takes the initiative in arranging for preliminary meetings. In many cities the chamber has provided a schoolroom for the store classes for part-time students. The service has urged the appointment of an educational committee in each chamber of commerce throughout the United States. This policy is being supported by the action of the United States Chamber of Commerce. They have appointed a director of education with offices in Washington, and expect to have an educational representative in every subchamber within the next two years. The local committee can give valuable assistance to the director or teacher of salesmanship in planning the courses of study and in the organization of the cooperative scheme for store practice training. The service has responded to calls for addresses and guidance in framing retail selling classes from chambers of commerce in all parts of the country. In many instances the support of the local chamber of commerce has been the deciding factor in determining whether retail selling classes should be framed in a city.

The National Association of Secretaries of Retail Organizations.—The efforts made by chambers of commerce to improve their organizations so that they may more perfectly function in their local communities has brought out the need for the organization of separate departments known as retail trade boards or retail merchants' associations. The secretaries of these various organizations met in New York City for their fifth convention in February. Personnel problems, health problems, public school, and store educational work were given prominent places in the program. This organization serves as one of the most important of the cooperative agencies. Through it the Commercial Education Service has reached merchants in all branches of retailing. It is imperative that the service give as much consideration to the boys and girls and adult workers in the small specialty shops as it has given to workers in department stores.

Eastern Commercial Teachers' Association.—For the first time in the history of the association the program committee gave an entire afternoon to the consideration of the problems in retail selling. The educational work in stores and public-school phases of the work were discussed by representatives from several cities. This convention gave convincing proof of the value of close cooperation between the educational directors in stores and the teachers charged with responsibility of the part-time schools. Many of the educational problems have been worked out within the industry itself.

Commercial teachers were urged to avail themselves of every opportunity to make a close connection with business. Because of the high position which this organization holds in the field of business education, many other commercial teacher organizations will undoubtedly follow its example in a consideration of retail selling as a part of commercial education.

The Prince Association for Department Store Education.—This national organization, made up of those who hold positions as educational directors, employment managers, personnel directors, and store superintendents, held its sixth annual meeting in New York in February. Many merchants who were attending the National Retail Dry Goods Association convention came to the meetings on education. An exhibit featuring a comparison of sponsor systems and assistant buyers courses and the work in smaller stores attracted much attention. Such an exhibit shows in a definite and concrete way the scope of the work carried on in the stores. Part of the session was devoted to discussion of experimental work in mental testing in the selection of employees. One afternoon was given to public-school work. The group of personnel workers, including the educational directors, gives support to the public-school work. It is difficult, in fact almost impossible, to organize cooperative part-time courses unless the local stores are organized so that they may give proper attention to personnel work. Since trained educational directors are

now at work in stores scattered from the Atlantic to the Pacific and from North to South, the service is assured of their help and cooperation in carrying out approved plans.

TEACHER TRAINING FOR RETAIL SELLING.

The demand for teachers who are qualified to teach retail selling classes in high schools, in continuation schools, and in store classes is insistent and increasing. A well-trained teacher in a public-school class insures confidence on the part of merchants in the work being done and prevents the raising of any question about the ability of pupils to fit into the store organizations when the problems of part-time employment and training or permanent employment are to be faced. This year four institutions of university grade graduated classes, but could not fill all the requests for teachers.

The Prince School of Education for Store Service graduated its largest class this June, 23 of the graduates receiving the master of education degree from the Graduate School of Education of Harvard University.

Carnegie Institute of Technology Retail Research School has now 14 graduates in public-school positions.

New York University School of Retailing graduated its first class, numbering seven. This June three of the seven have taken up the public-school phases of the work.

The University of Cincinnati, established last year as part of the Ohio State plan for vocational teacher training, graduated three teachers this June, all of whom have taken public-school positions in Ohio.

The demand for teachers is far in excess of the supply. This is encouraging to other universities considering the inauguration of teacher-training courses.

NEW DEVELOPMENTS.

Demand for retail selling education is no longer confined to the large cities. Merchants in the smaller communities are as keen to have well-trained sales people and assistants as their competitors in the large cities, but naturally few have the resources and personnel to justify employment of an educational director. Some means of joint or cooperative action is being sought by these progressive store owners in many small towns.

The cities in which these merchants are located are usually too small to justify employing a full-time high-school or continuation-school teacher of retail selling. Where the merchants and the school authorities work in harmony a plan whereby a teacher who has store classes on a part-time basis in the morning and a high-school retail selling class

in the afternoon is evolved. Cities of 15,000 to 25,000 population find this an advantageous combination, and several cooperative plans have been developed to meet local needs in this way. In some cities two, or even three, stores have united to employ an educational director on a cooperative basis, and groups have given an hour or so a day of the teacher's time for work in the high-school class in retail selling. Such a combination makes possible the introduction of retail selling in even the small communities. Hence it is no longer necessary to think of retail selling education as confined to large cities.

PART V.

PUBLICATIONS IN THE YEAR ENDED JUNE 30, 1921.

TRADE AND INDUSTRIAL EDUCATION.

Compulsory Part-Time School Attendance Laws. Bulletin No. 55, Trade and Industrial Series, No. 14.

This bulletin has been prepared by Mr. Lewis H. Carris, administrative head of the Federal Board for Vocational Education. It undertakes a survey and analysis of the compulsory part-time school-attendance laws which have been enacted in the several States. The importance of such legislation is coming to be very generally recognized in this country. It is hoped that this bulletin will be helpful to those interested in formulating legislation, and also to teachers and educators generally who are interested in the development of part-time school instruction.

Trade and Industrial Education for Girls and Women. Bulletin No. 58, Trade and Industrial Series, No. 15.

This bulletin may be considered as an official answer to the many inquiries concerning matters of policy in trade and industrial education for girls and women received by the office of the Federal Board. By the provisions of the vocational education act, enacted February 23, 1917, the Federal Board for Vocational Education is charged with the duty of disbursing Federal moneys to the States for approved instruction in trade and industrial education of less than college grade, and of promoting in cooperation with the States, the establishment of such instruction. The bulletins on organization and administration of trade and industrial education (Nos. 17, 18, 19) were prepared in sufficiently broad terms to indicate that the policies of the Federal Board for Vocational Education applied to instruction for girls and women as well as for men and boys. In consideration of this fact, this bulletin has been prepared by Mrs. Anna Lalor Burdick, special agent for trade and industrial education. It presents the background of industrial education for women, some of the attendant problems, and the program which is possible under the terms of the Federal act.

The manuscript was presented in conference before a group of men and women representing the Federal Board, the State authorities, and the local community.

Foremanship Courses vs. Instructor-Training Courses. Bulletin No. 60, Trade and Industrial Series, No. 16.

The manuscript for this bulletin was prepared by Charles R. Allen, special agent for industrial education, under the direction of J. C. Wright, Chief, Industrial Education Service. Mr. Allen has had a large experience in organizing and conducting foremen's conferences and in training instructors for trade and industrial classes.

This bulletin is one of a series of three on foremanship and instructor training to be published in the following bulletins:

Bulletin No. 60: Foremanship Courses vs. Instructor-Training Courses. A discussion of the distinction between foremanship courses and instructor-training courses.

Bulletin No. 61: Improving Foremanship, or Trade-Extension Courses for Foremen.

Bulletin No. 62: Instructor-Training Courses or Courses for Trade Teachers and for Foremen Having Instructional Responsibilities.

Foremanship and instructor-training courses have thus far been developed largely as individual experiments. While the experimental stage is not yet passed, it is believed that valuable experiences should be made available to all, and that certain general principles should be set up with regard to the objectives to be attained in such training.

The manuscripts of these bulletins were read at a conference in Chicago, and the contents were revised in accordance with the reaction of those present.

Improving Foremanship. Bulletin No. 61, Trade and Industrial Series, No. 17.

The manuscript for this bulletin was prepared by Charles R. Allen, special agent for industrial education, under the direction of J. C. Wright, Chief, Industrial Education Service. Mr. Allen has had a large experience in organizing and conducting foremen's conferences and in training instructors for trade and industrial classes.

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The manuscripts of these bulletins were read at a conference in Chicago, and the contents were revised in accordance with the reaction of those present.

Instructor Training. Bulletin No. 62, Trade and Industrial Series, No. 18.

The manuscript for this bulletin was prepared by Charles R. Allen, special agent for industrial education, under the direction of J. C. Wright, chief, Industrial Education Service. Mr. Allen has had a large experience in organizing and conducting foremen's conferences and in training instructors for trade and industrial classes.

This bulletin is one of a series of three on foremanship and instructor training to be published in the following bulletins:

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The manuscripts of this bulletin were read at a conference in Chicago, and the contents were revised in accordance with the reaction of those present.

Bibliography on Vocational Guidance. Bulletin No. 66, Trade and Industrial Series, No. 19.

During the past three years there has been a constant demand from teachers and supervisors for information concerning vocational guidance. To the continuation school-teacher especially this subject is of great interest and importance.

To meet the evident needs a bibliography has been prepared. It is especially designed for the teacher who wishes to become informed concerning the possibilities and limitations of vocational guidance and what has been accomplished in the field. The titles have been selected and the annotations made with a view to their helpfulness to those engaged in the training of vocational teachers themselves.

The author is Prof. Charles L. Jacobs, associate professor of education and supervisor of trade and industrial teacher-training classes, University of California, Berkeley, Calif. The wide experience of the author in the field of vocational guidance and the training of vocational teachers brings to this work the needed viewpoint.

A Survey and Analysis of the Pottery Industry. Bulletin No. 67, Trade and Industrial Series, No. 20.

The pottery survey was made and the manuscript for this bulletin prepared by Harry B. Smith, regional agent for industrial education, under the direction of J. C. Wright, Chief Industrial Education Service. Mr. Smith was assisted by L. L. Winslow, specialist in drawing for the New York State Education Department.

Among those who placed at Mr. Smith's disposal their technical, administrative, and occupational experiences and knowledge were E. T. Kerr, president of the Iroquois China Co.; Wm. J. Canon, jr., superintendent of the Onondago Pottery Co.; Ernest Mayer, of the Mayer China Co.; Joshua Poole, general manager of the Homer-Laughlin China Co.; Harry Watkins, general manager of the Edwin M. Knowles China Co.; executives of the Cook China Co., the Maddox Pottery Co., and the Miller Tile & Mosaic Co.; and many skilled department heads, assistants to the above-mentioned executives.

An Analysis of the Railway Boiler Maker's Trade. Bulletin No. 69, Trades and industrial Series, No. 21.

The manuscript for this bulletin was prepared by Frank Cushman, Federal agent for industrial education, under the direction of J. C. Wright, Chief Industrial Education Service. The expert knowledge of the boiler maker's trade, reflected in the analysis charts, was supplied by J. H. Lewis, formerly assistant foreman of the boiler shop at the Topeka shops of the Atchison, Topeka & Santa Fe Railroad Co.

Acknowledgment is made to John Purcell, assistant to vice president, and to Frank W. Thomas, supervisor of apprentices of the Atchison, Topeka &

Santa Fe Railroad Co., for their cooperation, without which this analysis could not have been undertaken.

This bulletin is supplementary to Bulletin 52, containing an analysis of the machinists' trade and outlines of instruction in related subjects.

AGRICULTURAL EDUCATION.

Lessons in Animal Production for Southern Schools. Bulletin No. 56, Agricultural Series, No. 7.

This bulletin on "Lessons in Animal Production for Southern Schools" has been prepared by E. H. Shinn, specialist in agricultural education, States Relations Service, United States Department of Agriculture, under the direction of the Board, cooperating with the Department of Agriculture. Various specialists in the department have been the authority as to its application to the needs of vocational teachers of agriculture. It is published in order to supply information and suggestions concerning the nature and conduct of a one-year vocational course in animal production.

Lessons as outlined in this bulletin are intended to be adapted to the seasonal, agricultural, and school conditions of the States represented in the southern region.

Teachers will find in it answers to many questions and help in solving many problems.

A Unit Course in Poultry Husbandry. Bulletin No. 63, Agricultural Series, No. 8.

This bulletin on "A Unit Course in Poultry Husbandry" has been prepared by C. H. Schopmeyer, assistant in agricultural instruction, States Relations Service, United States Department of Agriculture, under the direction of the Board, cooperating with the Department of Agriculture. Specialists in poultry husbandry of the department and practical poultry men have been the authority for the agricultural information and sequences of managerial and operative jobs. The Chief of the Agricultural Education Service, agricultural agents of the Board, and teachers of vocational agriculture have been the authority as to the application of the content of this bulletin to the needs of those responsible for the administration of all-day, part-time, and evening classes in agriculture.

The analysis as given in this bulletin is specifically directed toward agricultural teachers and teacher trainers, with the hope that it may be of service to them in the determination of the technical and related subjects content of instruction.

A Unit Course in Swine Husbandry. Bulletin No. 68, Agricultural Series, No. 9.

This bulletin on "A Unit Course in Swine Husbandry" has been prepared by C. H. Schopmeyer, assistant in agricultural instruction, States Relations Service, United States Department of Agriculture, under the direction of the Board, cooperating with the Department of Agriculture. Specialists in swine husbandry and practical swine growers have been the authority for the technical information and sequences of managerial and operative jobs. C. H. Lane, chief of the agricultural education service of the Vocational Education Division of the Federal Board for Vocational Education, has been the authority as to

the application of the content of this bulletin to the needs of those responsible for the administration of all-day, part-time, and evening classes in agriculture.

The analysis as given in this bulletin is specifically directed toward the teachers in part-time schools and teacher trainers, with the hope that it may be of service to them in the determination of the technical and related subjects content of instruction.

HOME ECONOMICS EDUCATION.

Child Care and Child Welfare. Bulletin No. 65, Home Economics Series No. 5.

From institutions that are offering courses for the training of vocational teachers of home economics there has been a very general demand for source material which could be used as a basis of instruction in child care and child welfare. This demand comes because of the emphasis that is now placed upon child care as an important part of the vocational training for home making.

The Federal Board for Vocational Education is charged with the duty of making studies, investigations, and reports which will be of assistance to the States in the establishment and conduct of vocational schools and classes. When deemed advisable, these studies and reports may be made in cooperation with or through other Government departments interested in similar lines of work.

One of the chief functions of the Children's Bureau of the Department of Labor is to make studies and investigations in the field of child care and child welfare. Through a cooperative arrangement between that bureau and the Federal Board for Vocational Education this bulletin has been prepared,

The bulletin deals with the important phases of childhood and is published with the hope that it may serve to stimulate the right kind of instruction in child care as a part of the training for vocational teachers of home economics.

The Home Project: Its Use in Homemaking Education. Bulletin No. 71, Home Economics Series, No. 6.

"The Home Project: Its Use in Homemaking Education" is in response to an urgent request from home economics teachers for suggestions as to the use of the home-project method. It includes suggestions for project plans, records, and reports, and emphasizes the need for adequate supervision if such a method of instruction is to succeed. In order to illustrate how the home project may be used in teaching home making, a food course has been outlined upon a home-project basis, and actual projects reported by vocational pupils and students in training are included in the appendix.

This bulletin has been prepared by Miss Genevieve Fisher, Federal agent for home economics education, Federal Board for Vocational Education, and it is offered with the hope that vocational teachers and those interested in preparing vocational teachers will find in it answers to many questions and help in solving problems connected with the carrying on of home-project work.

PART VI.

BRIEF DIGEST OF LEGISLATION IN THE UNITED STATES.

A large number of States held their legislature during the year 1920–21. The following is a brief of the legislation enacted which affects vocational education:

Arkansas.—In 1921 a one-fifth mill levy was laid for vocational education.

Delaware.—A compulsory part-time law was passed to go into effect September 1, 1921. It requires attendance of 4 hours per week for 36 weeks for pupils between the ages of 12 and 16 years. The Delaware Legislature also matched Federal funds appropriated, plus an amount to equal that which was previously donated to the State vocational board by the Service Citizens' League.

Florida.—(1) Federal funds were matched for 1921–22 and 1922–23; (2) a compulsory part-time education law was passed, effective in counties where the State board for vocational education establishes part-time schools. Under the law pupils can be compelled to attend part-time classes for 144 hours a year in counties where part-time agricultural schools are established. Night-school attendance may be accepted in lieu of part-time attendance.

Illinois.—The legislature met and so modified the compulsory part-time law as to make its operation practically that of a permissive mandatory law.

Indiana.—The State levy for vocational purposes was increased. This levy, first fixed by the State legislature of 1913, was 1 cent. The work developed slowly in the beginning and by 1917 there was such a surplus of funds in the State treasury that the legislature reduced the levy from 1 cent to one-half cent, and in 1919 the State tax commissioners reduced it again from one-half cent to one-fifth cent, so that by 1920 the surplus was entirely expended and funds were insufficient to meet the demands of the growth of the schools in the State. Therefore, the last legislature (1921) increased the tax to one-half cent. By this provision, however, it will be impossible to reimburse any new schools, and the reimbursement to those already organized will be prorated and less than in any previous year.

Iowa.—The last general assembly in the face of a depressing economic situation increased the administration fund for the biennium from $18,000 to $20,000, and the funds for teachers' salaries from $90,000 to $110,000. Under the circumstances this is regarded

as very favorable to vocational education as compared with what was done for other phases of education in the public schools.

Kansas.—The State legislature met, matched Federal funds, abolished the office of State vocational director and turned the duties of that office over to the State superintendent of public instruction.

Louisiana.—The constitutional convention changed the type and manner of electing the board for vocational education.

Michigan.—The compulsory part-time age limit was lowered from 18 years to 17 years and provision made for optional attendance on evenings and Saturday afternoon classes.

Missouri.—The legislature met and made regular appropriations to match Federal funds.

Montana.—The legislature amended the part-time law to provide for the cooperation of county high schools and State colleges in establishing classes and compelling attendance.

Nebraska.—The entire appropriation for education in all lines was reduced, but vocational education suffered less than any other line by this reduction. A new State board was established, consisting of the dean of the college of agriculture, the State superintendent of public instruction, and one woman to be appointed by the governor for three years. The former board had consisted of three ex officio members, viz, the governor, State treasurer, and the State superintendent of public instruction.

Nevada.—The legislature appropriated $5,000 to be used for matching Federal funds for home economics in the event that the Fess home economics amendment passes.

North Carolina.—The farm life school law was amended, making it possible for such schools to receive a maximum sum of $5,000 from the State when matched by an equal amount from the county in which the school is located.

Ohio.—Appropriations were made to match Federal funds, and a permissive mandatory part-time law (enacted in 1913) was extended to apply to all localities. No part-time schools were organized under the earlier law, but it is anticipated by this modification part-time education will become a feature of the vocational program in Ohio. The State board was also reorganized, to be composed of heads of departments, as agriculture, trade and commerce, labor, etc., appointed by the governor. Under the old régime the State board consisted of five people appointed by the governor, but not necessarily to head up special departments.

Oklahoma.—A small appropriation of $10,500 per annum was made to cover administration of vocational education.

Tennessee.—Tennessee repealed the act providing that 2 per cent of the general education fund should go to vocational education.

Texas.—A bill was introduced and passed in the State legislature appropriating $50,000 for vocational education. When it was discovered that this bill did not provide for money sufficient to match Federal funds, the governor vetoed it at the request of the State superintendent of public instruction, who anticipated the passage of a bill making larger appropriations in the special session to convene during the summer.

Utah.—The Utah Legislature passed an act providing State aid of $25 per capita for children between the ages of 6 and 19. An act was also passed authorizing the teaching of education as applied to trades and industries in the agricultural college and the teaching of home economics in the university.

West Virginia.—A compulsory part-time law was enacted under which all unemployed children from 14 to 16 years of age must be enrolled in the public schools, and all employed children who have not completed the eight years of the elementary schools must attend a part-time class, not less than 4 or more than 8 hours per week, for a period of 144 hours. In cities with population of over 10,000, or in cities with 50 or more minors, such part-time classes must be established and maintained.

Wyoming.—The State legislature provided $25,000 for vocational education for the biennium ending March 31, 1921. This is a sixfold increase over the funds previously available.

PART VII.

SUMMARY OF PROGRESS BY STATES.

Progress in the States during the year ended June 30, 1921, in the several fields of vocational education—industrial, agricultural, and home economics—is shown in the following summaries compiled from State reports to the Federal Board and from reports of Federal Board agents. The personnel of State boards is given as in the year 1920–21.

ALABAMA.

Members of State board: John W. Abercrombie, chairman, State superintendent of education; Thomas E. Kilby, governor; A. H. Carmichael, lawyer; R. H. McCaslin, minister; A. L. Tyler, capitalist; Mrs. T. G. Bush, housewife; Dr. D. T. McCall, physician; L. B. Musgrove, capitalist.

Executive officer: John W. Abercrombie.

State director of vocational education: J. B. Hobdy.

State supervisor of industrial education: B. E. Harris.

State supervisor of agricultural education: D. J. Burleson.

State supervisor of home economical education: Ivol Spafford.

INDUSTRIAL EDUCATION.

During the past year 23 evening trade classes were in operation in nine cities, 14 part-time classes in eight cities, and 10 day trade classes in three cities, representing a growth of 27 per cent over the number of classes reported for the previous year. The University of Alabama, besides training related-subjects teachers at the University of Tuscaloosa, operated an extension center for training grade teachers at Birmingham. The training for colored trade teachers has continued in operation at Tuskegee Institute. During the past summer there was put in operation at the University of Alabama and under direction of the State supervisor a course for part-time teachers in the textile communities of the State. This course was an innovation in the South.

AGRICULTURAL EDUCATION.

Marked progress was made in agricultural education in both the white and colored schools. The type of instruction has improved materially over that of former years. The State director, who qualified as a supervisor in agriculture, was assisted by a full-time

supervisor and by two members of the teacher-training staff. The teacher-trainer of Tuskegee devoted one-fourth of his time to field work among the Negro teachers. The traveling teacher made a report both to the dean of the school of agricultural education and to the director of vocational education, as his work partook both of the nature of an inspector and of that of a supervisor and helping teacher.

During the month of January two conferences of two days each were held for white teachers; a letter of information and instruction was issued each month to the teachers in service. No separate publication is issued for the colored teachers; however, frequent mention is made of the work of vocational agriculture in the Negro schools in The Summary, the monthly statement issued by the agricultural education staff of Tuskegee Institute.

Thirty-two vocational departments in all-day white schools, an increase of approximately 10 per cent over last year, were approved for aid, and enrolled 637 pupils in vocational work. The 461 pupils who completed their practical work made from directed or supervised practice in agriculture $23,042.14, which was a return of 47 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $27,131.37. There were held during the year nine evening schools, with an enrollment of 109.

Evening classes are organized on the unit course basis, and are taught for one and one-half hours two nights a week for a minimum period of five weeks. In addition, seasonal meetings were held and timely instruction given.

Eight all-day colored schools were approved for Federal aid, and enrolled 204 pupils in vocational work. The 138 colored pupils who completed their practical work made from directed or supervised practice in agriculture, $6,058.47. Evening work in colored schools was begun with the organization of two schools with an enrollment of 42.

There are in the school of agricultural education four full-time professors. Two of these devote half of their time to helping teachers in service; the other half to resident teaching. A third member of the faculty teaches vocational agriculture in the local county high school. His special service to the school of agricultural education consists in conducting the work in practice teaching for the students in agricultural education.

The plan for itinerant teacher training calls for one-fourth of the teacher-trainer's time from the colored teacher-training institution. This itinerant teacher visits all the schools in the State under the direction of the State director.

Stress has been put on the planting of subject matter for the school year, arranging classrooms, showing how practical laboratory exer-

cises should be performed, and in some cases aiding in conducting the evening classes and making suggestions concerning the shop work and laboratory care.

There is conducted each summer a school for the benefit of teachers and prospective teachers of vocational agriculture in Alabama. This school runs for a period of four weeks.

The work among white schools is being developed as rapidly as can be expected with the limited number of trained men available. There is hardly a county in the State that has not applied for State and Federal aid, and many of those in which departments have been established are asking additional consideration. The outlook for development in the colored schools seems very promising; efforts are being put forth to increase the number of students taking vocational work. So far Alabama has not been able to use the money set aside for vocational agricultural work in the colored schools. This is due to a lack of properly qualified teachers.

HOME-ECONOMICS EDUCATION.

Alabama has employed a State supervisor of home economics on full time for two years.

In 1920–21 reimbursement from Federal funds was made to 16 all-day schools, with an enrollment of 665, and 7 evening centers, employing 9 teachers and enrolling 180 girls and women. There were also 2 all-day schools State aided only, enrolling 98 pupils. Five of the all-day schools, enrolling 240 pupils, and 3 of the evening centers were for Negroes. The enrollment in vocational classes in home economics in 1921 was more than three times the number in 1920.

The evening class organized in 1920 in Tallassee for girls from the cotton mills was continued in 1921 with an enrollment of 12. Only one absence in this group occurred during a period of six weeks with classes twice a week.

The Alabama College for Women, Montevallo, is approved for training white teachers. In this institution more than one-third of the students of college grade are taking a complete course in home economics. A practice cottage has been maintained for two years for purposes of supervised home management, in which each senior girl resides 12 weeks. Supervised teaching has been conducted in the local schools, but in 1921–22 a near-by consolidated school with an all-day vocational department will be opened for that purpose.

Tuskegee Institute, Tuskegee, is approved for training Negro teachers. Twenty-eight pupils completed the teacher-training course in 1920–21. Due to the crowded residence conditions at the institute in 1920–21, the practice cottage was taken over temporarily to house

a member of the faculty and his family, but it will be reopened in 1921–22 to the students for purposes of supervised home management. A residence of six weeks is required for seniors in home economics teacher training. Practice teaching is conducted in the training school of the institute and in local and near-by rural schools.

Well-organized summer courses for the improvement of teachers in service were conducted at both the Alabama College for Women and Tuskegee Institute in 1920–21.

ARIZONA.

Members of State board: Thomas E. Campbell, governor; Elsie Toles, State superintendent of public instruction; R. B. von Kleinsmid, university president; A. J. Matthews, president, normal school; L. B. McMullen, president, normal school; C. F. Philbrook, city superintendent; S. H. Martin, high school principal; Kate E. Reynolds, county superintendent.

Executive officer: Miss Elsie Toles, State superintendent of public instruction.

State director of vocational education: M. L. Doner.

State supervisor of trade and industrial education: M. L. Doner.

State supervisor of agricultural education: C. E. Bowles.

State supervisor of home economics education: Beulah I. Coon.

INDUSTRIAL EDUCATION.

Considerable progress was made in the trade and industrial program in Arizona this year. The training of teachers has been carried on by the University of Arizona under a full-time teacher-trainer. The present plan provides for training resident tradesmen in evening classes, summer courses which vocational teachers are required to attend, except as they may elect to attend other summer schools, correspondence courses and itinerant teacher-training courses. Full-time supervision is also provided for by the Arizona plan.

The development in evening schools shows a substantial increase over the number established last year.

There seems to be an interest growing in the part-time school problem. The attendance in general continuation classes last year was 17 as against 135 up to January 1 of this year.

No particular effort has been made to establish day trade classes because there are no large industrial cities or specialized industries in the State.

Several surveys were made to determine the conditions under which part-time classes should be carried on in the cotton fields and the possibilities of trade extension training in the mining camps. The problem of women in industry has received little attention, due to

the fact that the State has no industries employing large numbers of women outside of the cotton fields.

The lumber industry in the northern part of the State and the railroad shops offer some opportunity for short unit instruction in evening classes. Several conferences were held during the year to acquaint superintendents of schools and school administrators with the vocational education program.

The State legislature passed a new compulsory school law which requires the issuing of work permits to all children of school age who are employed. This law eliminates the difficulties of the old one, and should make it possible to promote part-time schools in Arizona.

AGRICULTURAL EDUCATION.

In spite of the unfavorable economic conditions the year has been marked by a healthy expansion of agricultural education in the State. The organization for supervision continued as for the previous year. The supervisor of agriculture made a total of 86 visits to the schools receiving aid; one State-wide conference and three district conferences were held. The supervisor secured agricultural bulletins and other literature in quantity lots and kept a regular stream of technical and professional material going to the teachers. The individual interests and needs of the men have been kept in mind in distributing this literature. The names of the teachers have been sent to more than 50 concerns distributing pictures, charts, samples, and other helpful material. This has proven more satisfactory than merely supplying the teachers with a list of sources from which they can secure such helps. Bulletin No. 5, Statement of Policies, published by the State board, contains the policies relative to agricultural education prepared by the State supervisor of agriculture.

The teachers of agriculture generally have increased their effectiveness as community agents. This service ranged in importance from the organization of a Federal farm loan association to the supervision of junior projects.

Twenty-two vocational departments in all-day schools, an increase of 37.5 per cent over last year, were approved for aid and enrolled 350 pupils in vocational work. The 154 pupils who completed their practical work made from directed or supervised practice in agriculture $24,708.79, which was a return of $1.51 on every dollar expended for salaries of teachers of vocational agriculture, which was $4,999.91.

There were held during the year eight evening schools with an enrollment of 213. The evening work was conducted as an integral part of the all-day teacher's job. In six other centers where vocational agriculture was taught the extension services conducted "in-

stitutes," or popular lectures and demonstration courses of two or three days. The teachers in each of these centers take an active part in arranging for the meetings, advertising them, and in several instances took a prominent part on the program.

Special attention has been given during the year to farm shopwork. Two very complete farm shops have been completed and fitted for work, and without exception all departments have access to the tools required for farm carpentry and ordinary rough shopwork.

During the first semeter the teacher trainer at the State university devoted his entire time to the improvement of teachers in service. The work consisted of visits to practically every teacher in the State, followed by a combination of correspondence and conference work for which in some cases university credit was given.

The compulsory-attendance law of the State was revised and made more effective. This will influence to some extent a number of students who will attend school and enroll in vocational classes.

HOME ECONOMICS EDUCATION.

In Arizona the home economics work showed the results of three years of strong supervision. During the past year 13 communities started vocational work, and the total number of day-school pupils and evening-school pupils doubled that of the preceding year. Federal reimbursement was made to 27 all-day schools, enrolling 806 pupils and employing 37 teachers. This was an increase of 4 schools and 329 pupils over the preceding year. There were 22 evening classes, enrolling 992 students.

Sixty-five students were enrolled in the teacher-training course at the State university. Of this number five were graduated. A most satisfactory arrangement has been worked out by which a member of the teacher-training staff of the university spends one semester assisting the State supervisor in itinerant teacher training. This plan has resulted in from one to four visits being made to every vocational teacher in the State. Since Arizona must depend so largely upon teachers trained in other States, this assistance has been invaluable in helping them adjust themselves to the peculiar conditions found in the mining towns and rural communities. Two State and three local conferences were held with vocational teachers. A bulletin, "Suggestions for Courses of Study in Home Economics," was prepared by the State supervisor with the aid of members of the teacher-training staff. This bulletin has proved of great assistance to the teachers.

ARKANSAS.

Members of State board: J. L. Bond, State superintendent of public instruction; Sidney Pickens, teacher; J. C. Futrall, teacher;

Harry P. Dailey, lawyer; B. W. Torreyson, teacher; Jack Bernhardt, lawyer; D. A. Bradham, lawyer; and L. P. Anderson, teacher.

Executive officer: J. L. Bond, State superintendent of public instruction.

Director: A. B. Hill.

State supervisor of trades and industries: H. C. Givens.

State supervisor of agricultural education: E. B. Matthews.

State supervisor of home economics education: Stella Palmer.

INDUSTRIAL EDUCATION.

During the year there were operated five evening trade classes in four cities, nine part-time trade extension classes in five cities, and four day trade classes in three cities, representing a growth of 50 per cent in the number of classes over the previous year. The University of Arkansas and the Branch Normal School have continued their schemes of itinerant teacher training for the white and colored races, respectively. One of the new developments during the year has been the evening trade instruction for employees of the mining industry of the State. It is to be noted that all of the part-time classes are trade extension.

AGRICULTURAL EDUCATION.

The organization for supervision of agriculture remained as for the previous year. One hundred and seventy-two visits were made to the 61 approved schools. One regional, 1 State, and 16 community conferences were held with the teachers in service. The chief feature of the year's work consisted in the supplying of each A-type of school with equipment sufficient to make an inventory of approximately $500, the placing of part-time work on a firm basis, and the recognition of the work for credit in the regular school curriculum. In addition to furnishing articles to educational and news publications dealing with agricultural education, the State board published the following: "Seventy-two Exercises in Soils and Crops"; "Community Farm Surveys"; "Instructor's Farm Account Book for Part-Time Work"; and the "Instructor's Project Record Book for All-Day School Work."

The organization for promoting vocational work in the colored schools continued as for the past year. Eighty visits were made to the 18 colored schools receiving Federal aid. One regional, one State, and eight community conferences were held.

The special work accomplished among the colored schools included the requirement that each teacher outline his year's work, make a daily and weekly lesson plan, and exhibit the results of supervised farm work at the meeting of the colored State teachers' association. All the approved Negro schools have some shop equipment.

Forty-six vocational departments in all-day white schools, an increase of approximately 39 per cent over last year, were approved for aid and enrolled 1,066 in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for the year 1919–20 was $46,995.04, a return of 80 cents on every dollar expended for teachers of vocational agriculture, which was $58,711.95.

Eighteen vocational departments in colored schools, an increase of approximately 18 per cent from last year, were approved for aid and enrolled 467 pupils in vocational work. The total income of pupils from directed or supervised practice (farm enterprises) in 1919–20 was $10,780.77, a return of $1.66 on every dollar expended for teachers of vocational agriculture, which was $6,507.50.

All the school work in vocational agriculture in Arkansas, other than that in the all-day school, is designated as part-time work. There were 25 part-time schools with an enrollment of 307 pupils. The part-time work was carried on by the all-day teachers either in a community where an all-day school was located or in some accessible near-by school. The work in the part-time schools was somewhat uniform in all the schools and consisted of a course in what is known as "farm-management problems." This is a course of illustrated lectures, followed by a course of farm accounting.

There has been no change in the organization for teacher training at the University of Arkansas. One new course has been introduced entitled "Vocational education." The university training high school, which is a part of the college of education, was used for observation and supervised teaching. A vocational department of agriculture, 20 miles from the university, was used as a demonstration school.

Summer work for teachers in service was offered at the State university, at the Branch Normal College.

Early in the development of vocational work in Arkansas the State board discovered that the work functioned best in the communities where a large percentage of the people were farmers. Of the 61 schools now receiving State and Federal aid—46 white and 15 colored—in Arkansas, all but 4 are located in communities listed as rural by the United States Census Bureau. The growth of the work has been from its inception gradual, consistent, and healthy.

For the first time the Branch Normal at Pine Bluff set apart sufficient room and equipment for teaching agriculture, and a new teacher of technical agriculture was employed.

HOME ECONOMICS EDUCATION.

Two members of the home economics teacher-training staff of the University of Arkansas were loaned in 1920–21 for supervision of

home economics. Each of these women spent half time in the field and half time in the university. By such an arrangement, Arkansas had, for the first time, full supervision in home economics.

In 1920–21 there were four white and one negro all-day departments in home economics. Five teachers were employed and the total enrollment was 133.

Two evening centers with 8 teachers and an enrollment of 764 were approved. There was also one part-time extension class in home economics, enrolling 24. The evening classes opened in Little Rock in 1919–20 and have continued with an unusual enrollment and interest.

In addition to these schools for which reimbursement was made from Federal funds there were also 25 vocational departments in home economics in agricultural high schools that maintained vocational departments in agriculture. Many of these schools are 25 to 30 miles from a railroad.

The State University of Fayetteville is approved for the training of white teachers. Supervised teaching is conducted in the training school of the university. There is a practice cottage in which each girl in teacher training must reside for three months.

Teacher training for negro teachers is conducted at the Branch Normal, Pine Bluff, where a class of eight young women completed the teacher-training course in June, 1921.

A summer course for improvement of teachers in service was largely attended (1921) at the State University of Arkansas.

CALIFORNIA.

Members of State board: E. P. Clarke, publisher; Mrs. O. Shepard Barnum, housewife; George W. Stone, bank examiner; Mrs. Elizabeth B. Phillips, housewife; Mrs. Agnes Ray, housewife; Stanley B. Wilson, publisher; Will C. Wood, educator.

Executive officer: E. R. Snyder, commissioner of industrial and vocational education, Sacramento.

Supervisor of trade and industrial education: J. C. Beswick.

Supervisor of agricultural education: J. B. Lillard.

Supervisor of home-economics education; Maude I. Murchie.

INDUSTRIAL EDUCATION.

The trade and industrial work in California is being carried on in most cases in the cosmopolitan high schools and in a few junior high schools. The State board of education has entered into a contract with the University of California for the training of trade and industrial teachers for courses organized under the State and Federal vocational education acts. Three teacher-training centers have been

established—in Los Angeles, San Jose, and Oakland. Over 200 teachers received training for teaching 19 different trades during the year. The State has made every effort to meet the demands for industrial training by setting up full-time day courses in trade training, cooperative part-time courses, and evening-school programs, the latter being aided from State funds alone. While the State of California does not provide Federal subsidy for evening schools or classes, the standard of work in such schools which are State aided compares favorably with the standards set up by the national vocational education act. The enrollment last year for evening-school work was approximately 74,000, and a conservative estimate for this year would be approximately 90,000.

Because of the rapid development of industry and the rapid growth of population, there is a continued opportunity for the establishment of vocational classes.

Many conferences were held during the year for the purpose of training teachers of trade and industrial classes. Several industrial-art exhibits and conferences were held in Los Angeles, Berkeley, and Sacramento for the purpose of telling the people of these centers the importance of establishing vocational-education programs.

A study has been made of the needs of trade and industrial training for women in the fields of garment making, dental assistants, art work, manufacturing jewelry, interior decoration, and telephone operation. There is an increasing demand for the training of women in industry; a great many local plants have set up work of their own.

Important bills were also passed amending the compulsory education law so that it will not conflict with the compulsory part-time laws, and also providing for the establishment of trade technical schools in larger centers of the State.

AGRICULTURAL EDUCATION.

The organization for supervising agriculture continued as for the previous year.

The supervisor visited all schools receiving aid from one to four times, and held five regional conferences with teachers of agriculture.

Thirty-nine vocational departments in schools, an increase of approximately 29 per cent over last year, were approved for aid and enrolled 1,097 pupils in vocational work.

There is a large number of schools on the waiting list, and practically every school that has been offering general agriculture is modifying its curriculum to conform as closely as possible to the vocational plan. The so-called laboratory acre is being used more and more by the instructors in agriculture. Farm shopwork received special attention during the past year.

The teacher-training work at the State university continued as for the previous year. Plans are under way for its reorganization. Thirty-two students pursued the teacher-training course. The two resident teacher-trainers spent approximately one-half of their time in improving teachers in service.

HOME ECONOMICS EDUCATION.

The home economics State supervisor has given her full time to supervision of the vocational schools and training of teachers for these schools. In California the problem has not been that of increasing the number of schools offering home economics, but has been that of promoting special work along some definite line. During the past year home economics was offered in 301 high schools, but Federal funds were used in promoting work in but 3 of these high schools. The larger portion of the fund has been used to upgrade all-day vocational groups organized in elementary and junior high schools. Ten such classes were reimbursed in junior high schools and 1 in an elementary school, making a total of 11 all-day classes reimbursed from Federal funds. Three hundred and sixteen students were enrolled in these classes and 13 teachers were employed. There has been a marked increase in the number of part-time classes organized. Four years ago the State board for vocational education, seeing the need for promoting such type of work, organized 20 such classes with an enrollment of 6,446. Twenty teachers were employed for this work.

The State is attempting to meet the demands for teachers with practical home-making experience by providing special training for experienced housewives. The course of training is two years in length and is offered at the State normal school and the southern branch of the university. Four years ago 18 women were enrolled for this work. This past year 72 women were enrolled. The services of these women are in much demand by the superintendents of the California schools.

COLORADO.

Members of State board: O. H. Shoup, governor; A. A. Edwards, irrigation and insurance; J. S. Calkins, farmer; D. D. Parker, farmer; Mrs. Agnes L. Riddle, farmer; E. M. Ammons, insurance and live stock; John C. Bell, lawyer; W. I. Gifford, miner; J. B. Ryan, farmer; C. A. Lory, college president.

Executive officer: A. A. Edwards.

State director of vocational education: C. G. Sargent.

State supervisor of trade and industry: R. B. Billington.

State supervisor of agricultural education: L. R. Davies.

State supervisor of home economics education: Inga Allison.

INDUSTRIAL EDUCATION.

Development of industrial education in Colorado during the year has been gratifying. Supervision in local centers has had a marked development. A full-time supervisor has been employed at Pueblo, the largest industrial center of the State, and a half-time supervisor and teacher-trainer has been employed in the mining region at Trinidad. Evening schools and classes for mine operatives were successfully promoted at many new centers this year. Part-time education in the State has developed normally and has served a great need. Classes for sugar factory employees were not held last year because of the big slump in this industry. The instructor-training program has not developed in extent this year, but an attempt has been made to increase the efficiency of the work being done. Several foremanship training conferences were conducted for superintendents and foremen of the beet-sugar factories. There has been no provision for training women in industry except as they were served by the now existing part-time and evening schools. No attempt has been made to pass legislation in regard to vocational education. A total of 95 evening classes, 23 part-time trade classes, 12 general continuation and one day trade schools were in operation the past year.

AGRICULTURAL EDUCATION.

The general agricultural education situation within the State is encouraging. Without putting on a campaign or doing propaganda work of any sort superintendents or principals, or others in a position to know, have informed the State supervisor that approximately 30 schools desire to put in a course in vocational agriculture within the next two years, or enlarge their work already started.

A change in personnel took place early in the year. The new State supervisor entered upon his duties in October, and has made 49 visits to 21 schools receiving aid; did promotional work for the establishment of other schools in five localities; and held several conferences, including a State-wide conference of teachers in service. Twelve schools participated in the State live stock judging contest held at Fort Collins. The plan of the contest included two days of intensive instruction in live stock judging, with a third day devoted to the live stock judging contest. During the year the State supervisor published a couple of lists in wood, shop, and farm mechanics equipment; a project record book; a revised project record and acccount book; and the Vocational Messenger, ordinarily devoted to agricultural education, was published in January and February in the joint interests of all three lines of vocational education.

Twenty-one schools, an increase of approximately 29 per cent over last year, were approved, and enrolled 444 pupils in vocational work. The total income of pupils from directed or supervised practice in

agriculture (farm enterprises) in 1919–20 was $20,184.26, a return of 46 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $43,182.42. There has been a marked improvement in the directed or supervised practice work. With few exceptions the work has been planned early in the year, and work begun on the home practice in proper season.

The teacher-training work at the State agricultural college continued as for the previous year.

With the exception of rural sociology and special methods, all work in education, including the special training of teachers of vocational agriculture, is done in the department of rural and vocational education. Four distinct courses for the training of vocational agricultural teachers are provided—animal husbandry, agronomy, horticulture, and entomology. These four courses are so arranged that graduates from the courses receive not only State teachers' certificates but also a degree in animal husbandry, or agronomy, or whatever the case may be. There is no supervised observation teaching. The practice teaching is done in the school of agriculture, a six months' secondary school on the campus. Heads of the various technical departments assigned a "critic teacher" for their respective subjects. This critic teacher is responsible only for the subject matter taught. The teacher-trainer visits each practice teacher once a week and has a conference with him following the visit. The teacher-trainer checks only lesson plans and methods of teaching. The department of agricultural education issues mimeographed material to student teachers and teachers in service.

HOME ECONOMICS EDUCATION.

A full-time supervisor was employed for supervision and itinerant teacher training in the field of home economics education. One group conference of a week was held at the close of the school year. There were 13 all-day vocational schools, with an enrollment of 333 pupils. This was an increase of 177 pupils, or more than double the enrollment of the previous year. For this work 16 teachers were employed, and home project work was carried on in practically all of these schools. No evening school work was reimbursed from Federal funds. There were two part-time classes, with an enrollment of 200 pupils, giving an increase of 84 over enrollment in the previous year.

At the State agricultural college 81 students were enrolled in the vocational course for teachers, of whom 20 were seniors.

CONNECTICUT.

Members of State board: Everett J. Lake, governor; Charles A. Templeton, lieutenant governor; Frederick S. Jones, dean of univer-

sity; William A. Shanklin, college president; Charles Ames, teacher; Walter D. Hood, teacher; Charles L. Talcott, manufacturer; Charles L. Torrey, lawyer; Julian W. Curtiss, merchant; Henry A. Tirrell, teacher; Frederick M. Adler, manufacturer.

Executive officer: Albert B. Meredith, commissioner of education.

State director of vocational education: Frederick J. Trinder.

State supervisor of agricultural education: C. B. Gentry.

INDUSTRIAL EDUCATION.

While approved evening trade extension classes were organized at eight different cities of the State, Federal funds were used for one such school, i. e., the State trade school at Bridgeport. There was a total enrollment in this school of 1,040—650 men and 390 women.

In part-time education the work has been extended to seven cities with a total of eight schools. The part-time work was entirely of the trade-extension type and the total enrollment for the year was 693.

No important changes were made in the general plans for the State trade schools. The teacher training has been better organized, and valuable work has been done, especially with teachers in service.

AGRICULTURAL EDUCATION.

The State board has provided for the half time of a State supervisor, who is located at the State agricultural college and devotes the other half of his time to the training of agricultural teachers. The total number of visits made to schools was 74, or an average of a little over 15 visits per school. Twelve conferences with all the teachers of the State in attendance were held during the year. The 1921 summer conference of teachers was held the last week of June for five days. The supervisor spent a large amount of time last spring in attempting to determine where would be the best places to establish new departments. Detailed studies were made of 13 regions in the State, and there is a probability that five new departments will be established next year. Extracts from news-letters of other States and other reading material is distributed by the supervisor to teachers on the average of once a week. The supervisor believes it is better to distribute this material to teachers in separate lists discussing only one point at a time rather than to send out general news-letters including a number of points. Monthly reports are sent in from the teachers to the supervisor containing information on the progress of the work, the nature of the work taken up during the previous month, and condition of the supervised home farm work.

Five vocational departments in all-day schools were approved for Federal aid, and enrolled 55 pupils in vocational work. The

total income of pupils from directed or supervised practice in agriculture (farming enterprises) for 1919–20 was $10,029, an increase of 90 per cent over the preceeding year.

One part-time class was held with an enrollment of seven farmers. All the teachers are doing some community service work; becoming an integral part of the community; cooperating with the local farm bureau and with the extension service of the State agricultural college.

A separate department or division for teacher training at the Connecticut Agricultural College has been organized, known as the division of teacher training. The dean of the division of teacher training is also State supervisor of agricultural education. A man has been employed to do the teaching in psychology, educational sociology, and general education. Nineteen men pursued the teacher-training course. The arrangement for observation and practice teaching has been changed. Students will be asked to go out for three weeks in observation just preceding the opening of the senior year's work. They then return to the college and take the special methods course the first semester of the senior year. During the second semester they are required to go into the schools as apprentice teachers for a period of four weeks. When students go out for both observation and practice teaching they are required to devote full time to their work.

The outlook for the development of the division of teacher training at the college is very good. More than four times as many inquiries concerning the work of teaching were received last spring than formerly.

The people in Connecticut are gradually taking more interest in vocational agricultural education. The fact that more money is to be made available for Connecticut during the next fiscal year will permit of an extension of the work. So far only a few boys in high schools and the general farming regions in the State have been reached. Four additional groups with which work in the future should be conducted are recognized.

(1) Boys and men from 14 to 21 years of age who have quit school from the fifth to the eighth grade, and who are now working their fathers' farms or as hired men.

(2) Mature men who own farms, or rent them, and who do full-time work on them.

(3) A group of city people and factory employees who work eight hours in a factory or office and who own a small place outside of the city.

(4) There are a large number of men and boys in Connecticut working in specialized farming regions who are not yet being reached; for example, the Italian truck growers around New Haven

and Hartford, and Connecticut River tobacco growers; some of the Swedes and Danes in the general farming regions of various parts of the State.

The General Assembly of the State of Connecticut in the 1921 session appropriated money to equal the amount appropriated by the Federal Government for the work in agriculture and for teacher training, and an additional amount to pay for administration and for the traveling expenses of the teachers.

HOME ECONOMICS EDUCATION.

No Federal funds have been used for home economics schools and classes, and no State supervision of home economics work has been provided for.

There has been a marked growth in the enrollment for the teacher training work at the State college. During the past year, 22 students were enrolled in the course, of whom 9 were seniors, as compared with 1 senior in the previous year. The home economics department has been installed in the new women's building, and a residence on the campus has been fitted up as a practice house.

DELAWARE.

Members of State board: George B. Miller, business man; Pierre S. Du Pont, business man; Harvey P. Hall, business man; A. Brainard Peet, farmer; Harvey F. Marvil, manufacturer.

Executive officer: A. R. Spaid, State commissioner of education, Dover.

State director for vocational education: R. W. Heim.

State supervisor for trade and industrial education: B. W. Johnson.

State supervisor for agricultural education: L. C. Armstrong.

State supervisor for home economics education: Jennie R. Bear.

INDUSTRIAL EDUCATION.

Through a cooperative arrangement between the State board and the Wilmington public schools, it became possible to employ a man to serve in the dual capacity of State supervisor of industrial education and director of vocational education for the city of Wilmington.

Evening classes were operated in two cities, with a considerable increase over the preceding year, both with regard to the number of classes and the total enrollment. There were 621 men and women enrolled in 24 approved evening classes this year in 15 different short unit courses. The preceding year there were 18 classes in 6 different courses.

Part-time classes were operated on a cooperative basis at Wilmington, with a marked degree of success. Eighteen teachers were em-

ployed, some as part time, for this special work, in which 338 employed boys were enrolled.

While Federal funds were not used as reimbursement for any full-time unit trade schools in the State, a very good vocational machine-shop course was organized at Wilmington during the year at the high school.

The work in teacher training consisted entirely of extension classes, principally for teachers in service in the part-time and evening schools. A very good compulsory part-time law was enacted by the legislature during the year.

AGRICULTURAL EDUCATION.

The organization for the supervision of vocational agricultural work continued as for the previous year. Each school receiving Federal aid has been visited from 4 to 10 times during the year. There have been eight conferences of the instructors held for the purpose of stimulating greater effort, the clarifying of the problems occurring in the work, and for the purpose of professional improvement. These conferences have been held about once each month from September until May.

Twenty-two vocational departments in schools were approved for aid and enrolled 315 all-day pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $12,781, a return of 71 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $16,530.82.

Three schools also give part-time work with a total enrollment of 21.

The organization for teacher training at the University of Delaware continued as for the previous year. The department of vocational agricultural education is in the school of agriculture and on a coordinate basis with the department of horticulture, agronomy, and dairy husbandry. Supervised teaching is done in the vocational department of the local high school, and observation is done in vocational departments within a radius of 18 miles of the university.

Vocational agricultural education is recognized as an essential part of the general education plan of the State. The outlook for the teacher-training work is very encouraging. The coming year will see at least five men graduated and ready to teach vocational agriculture.

HOME ECONOMICS EDUCATION.

A full-time supervisor of home economics was employed by the State board. She was able to visit each vocational school on an average of four times and to hold monthly conferences with the

teachers of the State. Twenty-two vocational all-day departments with an enrollment of 450 pupils and employing 22 teachers were approved for Federal aid, and of this number 9 departments with an enrollment of 166 pupils received Federal aid. Evening classes were organized for the first time. Work was offered in two centers and 44 pupils enrolled.

The University of Delaware enrolled 22 students in the teacher-training courses. Of this number, 2 were seniors.

FLORIDA.

Members of State board: Cary A. Hardee, governor; H. Clay Crawford, secretary of state; J. C. Luning, State treasurer; R. H. Buford, attorney general; William N. Sheats, State superintendent of public instruction.

Executive officer, William N. Sheats, State superintendent of public instruction, Tallahassee.

State supervisor of industrial education: Thomas H. Quigley.

Assistant State supervisor of industrial education: Lucy C. Cushman.

State supervisor of agricultural education: E. A. Haynie.

State supervisor of home economics education: Lucy C. Cushman.

INDUSTRIAL EDUCATION.

During the past year there have been operated 45 evening classes in 7 cities, 12 part-time classes in 3 cities, and 1 day trade class. The most important developments of the year have been the inauguration of the boys' part-time school in Jacksonville, employment of a full-time principal for this work, and the passage at the last session of the legislature of a State-wide compulsory part-time education law. The university has continued to do itinerant teacher training for trade teachers of the white race; the Negro Agriculture and Mechanic College has extended its course for training related subjects teachers for the Negro race.

AGRICULTURAL EDUCATION.

The organization for supervising vocational agriculture continued as for the previous year. Fifty-six visits were made to the approved schools, one State conference, and two district conferences held. Special attention was given to securing legislation to finance vocational agricultural departments in four counties of the State. A manual of laboratory exercises in animal husbandry, and the third annual report of the State board were published.

The supervision of agricultural education in colored schools was carried on by the regular State supervisor. Eighteen visits were made to colored schools, one conference held, and special attention

given to the consolidation of Negro schools with a view to establishing agricultural departments.

Thirteen all-day vocational departments in white schools, an increase of approximately 8 per cent over last year, were approved for Federal aid, and enrolled 262 pupils in vocational work. The total income from directed or supervised practice in agriculture (farming enterprises) in 1919–20 was $9,626.21, a return of 44 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $21,675.

Evening work with farmers was begun for the first time with the holding of five schools with an enrollment of 151. In several centers boys who had quit school returned and joined the regular vocational department for a short course.

Four vocational departments in colored schools were approved and enrolled 90 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $1,935.84, a return of 79 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $2,450.

The service rendered the community by white teachers included 45 special meetings with an attendance of 3,500 people. The agricultural teachers of the State assisted 750 farmers in specific farm problems. Eight of the teachers held community fairs, four exhibited at county fairs, and one exhibited at the State fair.

The organization for teacher training at the University of Florida continued as for the previous year. Unit courses in carpentry, forge work, sheet-metal work, plumbing, gas engine, and tractors were given two hours per week through the senior year. A four weeks' summer course was held and offered work in technical agriculture and in special methods. The teacher-training work was continued at the Agricultural and Mechanical College for Negroes, using one of the teacher trainers in improving teachers in service.

Agricultural education in Florida was for two years looked upon by the secondary schools as an experiment. The employment of agricultural teachers on a 12 months' basis and the salaries paid was a decided departure from the system employed in the school heretofore. Agricultural education and other types of vocational education have not permanently established themselves in secondary curricula of the State, and a special committee has been appointed by the State superintendent of schools to work out the courses in vocational education and give them their proper place and amount of time as given other courses in the curricula. Four counties have had bills passed by the legislature allowing one-half mill assessment to be levied in their counties for the aid of vocational agriculture.

A part-time law was passed to make attendance on school compulsory between the ages of 14 and 18, inclusive, in counties where part-time schools are established by the State board for vocational education. This means that where part-time classes in regular all-day schools are organized the State may require an attendance of 144 hours.

HOME ECONOMICS EDUCATION.

This is the third year of full-time State supervision for home economics in Florida.

In 1920–21 four all-day departments in high schools were approved, employing 4 teachers and enrolling 72 pupils. Three evening centers with an enrollment of 58 and employing 4 teachers were also approved.

One part-time extension class with 50 per cent of the time given to home economics and 50 per cent of the time to English and civics was subsidized.

As a result of the applied work of a class of 25 girls in nutrition in the vocational department of home economics in the Tallahassee High School the percentage of underweight pupils in the school was decreased from 79 per cent to 46 per cent.

Florida State College for Women, Tallahassee, is approved for training white teachers of home economics, and the Agricultural and Mechanical College, Tallahassee, is approved for the training of Negro teachers. At the first-named institution there is a practice home for supervised home management in which each girl in the teacher-training work spends four weeks in residence in her junior year and eight weeks in her senior year. The dormitories at the Negro institution are used for supervised home management.

Supervised teaching in the Florida State College for Women is conducted in the training schools of the institution and the local public schools. At the Agricultural and Mechanical College supervised teaching is conducted in the preparatory department of the institution.

Florida has recently passed a compulsory part-time law, the operation of which will undoubtedly lead to the organization of more classes with home economics on the program.

GEORGIA.

Members of State board: D. C. Barrow, chancellor, University of Georgia; M. L. Brittain, State superintendent of schools; Dudley M. Hughes, planter; B. H. Hardy editor; Sam Tate, industrial capitalist; A. B. Lovett, lawyer; Ross Copeland, lawyer.

Executive officer: M. L. Brittain, State superintendent of schools.

State director for vocational education: M. L. Brittain.

State supervisor for trade and industrial education: J. F. Cannon.

Assistant supervisor for women's trades: June Schneider.

State supervisors for agricultural education: Paul W. Chapman and L. M. Sheffer.

State supervisor for home economics education: Espie Campbell.

INDUSTRIAL EDUCATION.

During the year there were in operation 47 evening trade classes in nine cities of the State, 16 part-time classes in five cities of the State, and 14 day trade classes in four cities of the State, representing a growth in the number of classes of 27 per cent. Georgia School of Technology has extended its itinerant teacher-training activities by the employment of a full-time teacher-trainer and the opening of centers at Augusta and Savannah. Georgia State Industrial College continues its trade teacher training for the Negro race. The developments of the past year, in addition to those noted above, have been the employment of a full-time State supervisor, a full-time assistant supervisor for women's trade work, the opening of the Atlanta part-time opportunity school, and the inauguration of a part-time textile trade course at Columbus.

AGRICULTURAL EDUCATION.

The organization for the supervision of agriculture continued as for the previous year. The teacher-training department of the Georgia State College of Agriculture graduated 12 men with all the qualifications required by the State board for vocational education, and all these men have been placed in positions with average salaries of $2,000. During the year one supervisor made 69 visits to schools and 20 visits to boards of education. The other supervisor visited 84 schools and 7 boards of education. Three State-wide conferences for teachers of vocational agriculture were held and three group conferences. In addition the supervisors have presented the work to 25 meetings of educators which have been held in the State during the past year. Probably nothing was done in the State which reflected so much upon the credit of the work of the agricultural teachers as the winning of the national live-stock judging contest at the International Live Stock Exposition in Chicago. A State contest in stock judging was held at the State fair.

Thirty-eight vocational departments in white schools, including 11 special agricultural schools, an increase of approximately 9 per cent over last year, were approved for Federal aid, and enrolled 1,275 pupils in vocational work. Of this number 502 were in high-school departments, and 773 in the special agricultural schools. The total income of white pupils from directed or supervised practice

in agriculture (farm enterprises) for 1919–20 in all-day schools was $19,797.84, a return of 46 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $42,854.90.

There were held during the year two part-time classes with an enrollment of 85. One distinct advance in part-time work was that of employing a second man for part-time work who gave his entire time to this phase of vocational instruction. This man has given assistance to the all-day teachers of his territory, has been able to create sentiment favorable to the establishment of all-day schools, and has given instruction to 50 farmers.

Satisfactory progress has been made in developing physical equipment at the schools for carrying on the work of vocational agriculture. Under the provisions of the Georgia State Board for Vocational Education any school that purchases as much as $150 worth of equipment will be reimbursed for one-half of that amount from State funds. Thirty of the schools have qualified for this amount. Ten of the schools in the State have built farm shops during the past year and two have built separate buildings for class and laboratory rooms.

One-third of the white teachers of vocational agriculture in the State during the past year have assisted rural schools in their respective patronage areas by outlining lessons, suggesting farm enterprises, and by furnishing material. A large number of the schools of the State held community fairs. The individual service and the community work done by the teachers of vocational agriculture has been so extensive and varied so widely that it is difficult to give an adequate conception where the work of these teachers has touched the community.

The organization for teacher-training work continued as for the previous year. Only one new course was offered—that of visual instruction, which carries with it one hour of credit for graduation. Some progress has been made in what is known as practice teaching and supervised observation. The work is on the basis of actual participation in classroom activities, first on the basis of the student and later on the roll of class teacher. The work of the itinerant teacher training is organized first of all for a continuation of training on the part of new teachers. One full-time man is provided to carry out this work. He makes a written report of his work each week, both to the State supervisor and to the department of teacher training.

Before the Smith-Hughes Act was passed agriculture was not taught in the high schools of the State of Georgia.

Much change has been brought about in the attitude among men toward vocational agricultural instruction. More than 50 inquiries for departments of vocational agriculture were received at the office of the supervisor, and at the close of the first week in May all the

new departments had been established which the increase in Federal funds would permit.

The general situation in regard to agricultural education for Negroes in the State of Georgia is satisfactory. The teacher-training institution is being reorganized on a much more satisfactory basis, and it is hoped that this institution will in the future be able to supply all the teachers needed within the State.

Thirty visits were made last year to the 10 schools receiving Federal aid. One State conference was held.

Ten departments of agriculture in colored schools, an increase of approximately 66 per cent over last year, were approved for aid and enrolled 262 pupils in vocational work. The total income of colored pupils from directed or supervised practice in agriculture (farming enterprises) for 1919–20 was $6,662.80, a return of $1.43 on every dollar expended for salaries of teachers of vocational agriculture, which was $4,645.72.

The colored vocational teachers gave frequent talks and demonstrations to farmers of these communities on spraying, pruning, mixing of fertilizers, etc.

Four students completed the work of the teacher-training department at the Albany Industrial and Agricultural School.

HOME ECONOMICS EDUCATION.

Practically full-time supervision of home economics is provided in Georgia from the staff of the home economics department at the State agricultural college.

In 1920–21, seven all-day departments, with 15 teachers and an enrollment of 419, were approved in white high schools, and three all-day departments, with 3 teachers an enrollment of 85, were approved in Negro schools. Sixteen evening centers, employing 17 teachers and enrolling 672 pupils, were also approved, and five part-time classes, with 8 teachers and an enrollment of 182. The entire enrollment of vocational classes in home economics in 1920–21 is more than double the number in 1919–20.

In the McKay (Negro) High School at Americus the work of the all-day vocational department in home economics was conducted in a cottage, where it was possible to give an all-round course in home making. This cottage had good equipment and was kept in excellent condition by the pupils. In one of the all-day departments a 12-months' teacher was employed. Home projects are required in all programs of all-day schools.

The State agricultural college at Athens is approved for training white teachers and the industrial training school at Albany for Negro teachers.

In the State agricultural college supervised teaching is conducted in a consolidated rural school 7 miles in the country. In the industrial training schools supervised teaching is conducted in the training school of the institution.

An apartment for supervised home management is located in the home economics building, where each girl in teacher training must reside six weeks. In the industrial training school the dormitories are utilized for teacher-training work.

In the State college of agriculture the junior class in special methods of teaching foods and nutrition in high schools made a survey of the conditions at the Clark County almshome farm for the purpose of preparing a handbook for use in the almshouses, orphanages, etc., of the State.

This survey included several trips to the farm in order to procure information on foods purchased and those produced on the farm by gardening, dairying, poultry raising, etc. These data with recommendations were incorporated into a handbook compiled by the instructor in charge of the class.

IDAHO.

Members of State board: S. A. Easton, mine superintendent; J. A. Lippincott, merchant; Mrs. J. G. H. Graveley, housewife; Evan Evans, retired banker; Irvin E. Rockwell, engineer; Ethel E. Redfield, State superintendent of public instruction, ex officio.

Executive officer: Enoch A. Bryan, State commissioner of education.

State director for vocational education: Melvin S. Lewis.

State supervisor for agricultural education: George E. Denman.

State supervisor for trade and industrial education: Melvin S. Lewis.

State supervisor for home economics education: Kate S. North.

INDUSTRIAL EDUCATION.

The year 1920 has witnessed a steady and encouraging development in industrial education in Idaho. Special effort has been devoted to work for the development of vocational training in the lumber industry, the beet-sugar industry, and for those engaged in the automobile industry. All-day unit trade schools have been conducted in auto mechanics, printing, carpentry, electrical wiring, telegraphy, and machine-shop practice. Part-time schools have been conducted into auto repairing, commercial dressmaking, log scaling, carpentry, timber, cruising, and underground mining. Evening-school work has consisted or training for beet-sugar factory workers, lumber grading, and mechanical drafting. Instructors for these various types of trade education have been secured in part from the teacher-training

institution for trade education, the Idaho Technical Institute, and in part by training selected skilled craftsmen for the teaching of their trade, this training being given by an itinerant teacher-trainer employed directly by the State board for vocational education. Undeveloped possibilities for trade and industrial education are still to be found in connection with the mining industry, the beet-sugar industry, the lumber industry, and railroad shops, electrical garage, and construction workers.

Several trade analyses have been made, including an analysis of the auto mechanics trade, and an intensive study of the lumber industry. Bulletins are being prepared dealing with lumber grading and log scaling, as a result of the lumber survey.

No legislation has been passed during the fiscal year that in any way affects trade and industrial education.

AGRICULTURAL EDUCATION.

The full-time State supervisor of agriculture had his headquarters in the office of the State superintendent of schools at Boise. He spent from one-third to one-half of his time in the field visiting projects, consulting the school administrators relative to administrative problems, promoting cooperative relationships with farmers' organizations and the agents of the extension division of the University of Idaho, preparing articles for the monthly news-letter, visiting schools from five to six times, and held the first annual State conference of agricultural teachers at the University of Idaho. One week during the winter was designated as "farm management week." A live-stock judging contest was held in connection with the State fair at Boise. A similar contest was held in connection with the Northwestern Live Stock Show at Lewiston. One hundred field and laboratory exercises on crop production were prepared; also a project record book for recording supervised practice in agriculture; and an eight-page monthly news-letter, which was sent to all vocational teachers. The biennial report of the State board for vocational education to the governor and legislature gave a complete statement of all work in vocational agriculture. A monthly report is now required of each teacher of agriculture.

Twenty-eight all-day schools, an increase of approximately 65 per cent over last year, were approved and enrolled 998 vocational pupils, which was an increase of 103 per cent over the previous year. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919-20 was $33,501.54. The evening classes of farmers were held with an enrollment of 28. The courses were in poultry work and dry-land farming. The classes were taught by the regular agricultural teachers and met twice each week for six weeks.

Much community work was done among the teachers, such as sponsoring farmers' meetings, acting as officers and local leaders of the county farm bureau, acting as local leaders of boys' club work, working with cow-testing associations as official testers in emergencies, taking all or partial charge of community and county fairs, conducting community campaigns, culling poultry for farmers, and operating community seed-testing laboratories in the high schools.

Agricultural laboratories have been improved in every way during the year. Progress is being made especially along lines pertaining to farm shopwork in the schools. This work is taking the place of manual training.

The teacher-training work is organized as a separate department in the College of Agriculture in the University of Idaho. Practice and observation teaching of senior students is done in the Moscow High School department of vocational agriculture under the joint supervision of the high-school teacher of agriculture and the professor of agricultural education. Two new classes in rural life and education were organized. Students of the college of agriculture are manifesting greater interest in agricultural education courses. Better work in the training of teachers promises to be done the coming year, due to a better organization of the work and a more direct cooperation of other departments of the agricultural college.

Farmers generally throughout the State support and favor vocational agriculture. More high schools have applied for aid to support courses in vocational agriculture than the funds can take care of. School administrators and school boards are sympathetic and give their support to this new movement.

HOME ECONOMICS EDUCATION.

The full time of a supervisor was given to the home-economics work. Conferences were held at six teachers' institutes. Through the promotional work of the State supervisor, administrators and school boards have become better acquainted with the vocational work, and as a result there were many more applications for financial aid than could be met by the funds available. Four all-day departments in high schools, enrolling 71 students, were reimbursed from Federal funds. During the year, 16 schools, with a total enrollment of 360 pupils, were approved for reimbursement. For these approved schools, six times the amount of Federal money available was spent from State funds, and the local expenditures were seventeen times Federal allotment. The only bar to a very rapid development of this work lies in the unfortunate lack of funds allotted to the State. Evening school classes were conducted in 6 centers, with 14 classes and an enrollment of 332 women.

The State university enrolled nine teachers in the teacher-training course; four of these were granted. This number is not meeting the State's demands for vocational teachers.

Two valuable bulletins, "Requirements in Vocational Home Economics" and "Detailed Study of Day and Evening Schools," were published by the State board for vocational education.

ILLINOIS.

Members of State board: W. H. H. Miller, chairman, director of registration and education; Francis G. Blair, State superintendent of public instruction; B. M. Davison, director of agriculture; George B. Arnold, director of labor; George A. Barr, director of trade and commerce.

Executive officer: Francis G. Blair, State superintendent of public instruction, Springfield.

State supervisor of agricultural education: Carl Colvin; assistant supervisor, J. E. Hill.

State supervisor of industrial education: E. A. Wreidt; assistant supervisors, J. F. Kolb and J. E. Fults.

State supervisor of home economics education: Cora I. Davis; assistant supervisor, Elizabeth Beyer.

INDUSTRIAL EDUCATION.

The staff for supervision of industrial education consisted of a head supervisor and two assistant supervisors until January, 1921, at which time the head supervisor resigned. The work of the department has since been carried on by the two assistants, the first assistant acting as head supervisor.

Over 120 evening trade-extension classes in 24 cities, with an enrollment of some 3,600 people, were conducted the past year, although but 5 classes in 4 cities received reimbursement from Federal funds.

Part-time trade-extension classes were held in three cities in four centers, with an enrollment of 730, no Federal money being used in reimbursement. Part-time work for apprentices in railroad repair shops which was established in one city the preceding year was abolished by the railroad concerned this fall in view of the stringent financial conditions existing.

These classes were established under the optional-mandatory feature of the Illinois compulsory part-time law prior to the compulsory feature becoming effective. Recently the State legislature has annulled the compulsory feature of the law, making it purely permissive mandatory in character. It is to be hoped that this action will not cause the abandonment of the work already established or check the development of these classes in other cities of the State.

Instructor training was carried on in nine centers with an enrollment of 279 by two full-time and nine part-time instructor-trainers. The work offered with the exception of that done in one center was devoted to a consideration of the problems of teaching and administration peculiar to the general continuation part-time schools.

AGRICULTURAL EDUCATION.

The organization for supervision in the State office continued as for the previous year. The supervisors made 276 visits to approved schools; held 2 State and 9 district conferences of agricultural teachers; prepared special records for farm accounting; a "Summary Record of Projects in Vocational Agriculture"; and prepared material on agricultural education for the Educational Press Bulletin of the department of public instruction.

One hundred and fifteen all-day schools, an increase of approximately 49 per cent over last year, were approved, and enrolled 2,667 vocational pupils, which was an increase of 37 per cent over the previous year. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $77,245.78, a return of 62 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $123,843.06.

Twelve part-time schools, an increase of 300 per cent over last year, were approved for aid, and enrolled 138 students, which was an increase of approximately 294 per cent of the previous year. The winter part-time work was organized and conducted by the teachers of vocational agriculture in the local high school for those boys and young men who were engaged in farming and not enrolled in school. The term in most cases started from about January 1 and continued until the spring work started—a period of about three months. The work usually consisted of instruction in agriculture, farm arithmetic, and farm English. All the work was organized on the unit course basis.

In nearly all cases school boards have been liberal in equipping the department of agriculture and in supplying that department with the necessary apparatus. Liberal provisions have been made for agriculture in practically all the new high-school buildings of the State. The older departments in most cases have enlarged their quarters by adding another room or building a shop outside of the main building.

The organization for teacher-training work at the university and two normal schools has been continued as for the previous year, the first two years of the teacher-training work being done in the latter institutions. The plan for itinerant teacher training from the university has been abandoned.

The outlook for the development of teacher-training work in the State is very promising. There were more graduates than were needed to fill the vacancies in the high schools.

HOME ECONOMICS EDUCATION.

In 1920–21, a State supervisor and an assistant State supervisor of home economics were employed on full time.

There were 26 all-day departments approved, in which 43 teachers were employed and 736 pupils enrolled. There were also 21 State-aided evening centers and 9 State-aided part-time centers for home economics. Altogether 14,185 girls and women in the State of Illinois in 1920–21 were in vocational classes supported from State funds alone or from State and Federal funds. Home projects are required in the all-day classes. In the evening classes at Springfield especially good work was organized for foreign women.

The University of Illinois (Urbana) and the Illinois State Normal College (Normal) are the institutions approved for training teachers of home economics. In the former supervised teaching is conducted in the local high school, and in the latter in the training school of the institution.

At both institutions there are practice cottages for supervised home management.

State conferences and summer sessions are held for training home economics teachers in service.

INDIANA.

Members of State board: L. N. Hines, State superintendent of public instruction; W. L. Bryan, president State university; W. E. Stone, president Purdue University; W. W. Parsons, president State normal schools; E. U. Graff, superintendent Indianapolis public schools; L. P. Benezet, superintendent Evansville public schools; L. C. Ward, superintendent Fort Wayne public schools; George R. Grose, president De Pauw University; Elwood Haynes, manufacturer; Frank Heighway, county superintendent; Mrs. E. E. Olcott, professor of primary education; Harry L. Fidler, railroad engineer; Clifford Funderburg, county superintendent.

Executive officer: L. N. Hines, State superintendent of public instruction.

State directors of vocational education: J. G. Collicott succeeded by E. A. Wreidt.

State supervisor of agriculture: Z. M. Smith.

State supervisor of home economics: Bertha Latta.

State supervisors of trade and industry: H. M. Appleman and H. G. McComb.

INDUSTRIAL EDUCATION.

Industrial education was administered by one full-time supervisor. In addition, the State director devotes a certain portion of his time to supervision in this field. Notwithstanding a change of personnel in each of these positions the past year the development and strengthening of industrial education has gone steadily onward in the State.

Evening trade extension classes were conducted in 24 cities, approximately 130 classes being held during the year, with a total enrollment of 5,587 people, 160 teachers being employed in these classes.

All-day unit trade classes were conducted in some 17 cities, individual trade courses offered averaging four or five to a city. The total enrollment for these classes was 1,431 pupils, 111 teachers being employed. A stiffening of the requirements for such courses is evidenced by the fact that but four cities received Federal reimbursement from the State board.

General continuation part-time schools were conducted in 17 cities, 14 of them receiving Federal reimbursement. These schools were all organized under the permissive mandatory law of Indiana. They enrolled a total of 3,273 pupils, employing 96 teachers in the conducting of the courses.

Instructor-training work was conducted by three State institutions and one local city board of education. The work offered by the three institutions is almost entirely on an extension basis, the courses dealing chiefly with improvement of teachers in service. These courses were offered by 9 instructors, and 641 people were enrolled in the classes.

In addition to the formal instructor-training program, district conferences were held in various parts of the State. At these conferences the vocational teachers of the particular section were assembled to take part in a two or three day conference and discussion on vocational subjects and professional improvement. These conferences were held by the State director and supervisor.

Special summer-school courses were also offered at the teacher-training institutions on subjects of particular interest to part-time and unit trade teachers.

Some experimental work has been done during the year in various parts of the State in the offering of courses for foremen.

AGRICULTURAL EDUCATION.

The organization for supervision of agriculture continued as for the previous year. The State supervisor of agricultural education devoted his time to propaganda work in communities that have no vocational work, to assisting schools in outlining and teaching courses in vocational agriculture, in securing vocational teachers, held two

State and seven district conferences, made 108 visits to approved schools, stimulated live-stock judging work, and prepared a monthly mimeographed news-letter for vocational teachers.

Sixty-seven vocational departments in all-day schools, an increase of approximately 29 per cent over last year, were approved, and enrolled 1,528 vocational pupils, which was an increase of 67 per cent over the previous year. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $142,427, a return of $1.92 on every dollar expended for salaries of teachers of vocational agriculture, which was $74,673.02.

There were held during the year 66 part-time schools, an increase of approximately 24 per cent over last year, with an enrollment of 1,100, which was an increase of 35 per cent over the previous year. There was also held four evening schools, with an enrollment of 125. The part-time work consisted chiefly of summer projects with boys from 14 to 18 years of age who were not enrolled in regular vocational classes. The outlook for development of the work in the State, in so far as general interest and specific requests for assistance are concerned, is very encouraging.

Practically all of the departments are making substantial additions to their reference libraries each year. Boards of education do not hesitate to expend money for books, laboratory equipment, and for supplies for woodworking equipment.

The organization for teacher training at Purdue University continued as for the previous year. The university makes use of the classes and equipment in providing supervised observation or practice teaching for students in three centers. Twenty-five seniors and 20 juniors were enrolled in the vocational agricultural education courses. From present indications the teacher-training work will be greatly strengthened from year to year.

The legislature at the last session increased the vocational levy from one-fiftieth cent to one-half cent; this increase, however, was not sufficient to meet the demand for vocational work in the State.

HOME ECONOMICS EDUCATION.

Indiana employs a State supervisor of home economics on full time.

In 1920–21, 7 all-day departments employing 9 teachers and enrolling 190 pupils were reimbursed from Federal funds, and 7 evening centers employing 31 teachers and enrolling 1,395 pupils.

In addition to these there were 18 State-aided evening centers in home economics, employing 168 teachers and enrolling 6,235 pupils. General continuation schools to the number of 14 were organized, in 7 of which home economics was taught. There was also 1 part-

time State-aided home economics school, employing 19 teachers and enrolling 680 pupils.

During a period of unemployment an interesting school known as the opportunity school was organized at South Bend, to take care of girls temporarily idle and not easily adapted to the regular school organization. Home economics was a large part of this program.

While home projects are not required in Indiana, they form part of the program of 21 all-day schools, and in 1920–21, 21 twelve-months teachers were employed to supervise summer projects.

The greatest gain in home economics education was in the all-day school when there was an increase of 37 per cent over the preceding year in the number of schools organized and 50 per cent in the enrollment. Evening school enrollment increased 835.

These institutions are approved for training teachers of home economics: Purdue University, Lafayette; State Normal School, Terre Haute; Indiana University, Bloomington. There is a practice cottage for supervised home management at each of these institutions.

In each institution supervised teaching is conducted in the local schools. Classes in the training school of the Indiana State Normal School are also used for supervised teaching.

Five regional meetings of two days each were held during the year for improvement of teachers of home economics in service, and a State conference of two weeks in the summer.

IOWA.

Members of the State board: P. E. McClenahan, State superintendent of public instruction, chairman; D. D. Murphy, president, State board of education; A. L. Urick, State commissioner of labor.

Executive officer: P. E. McClenahan, State superintendent of public instruction.

State director of vocational education: Wilbur H. Bender.

State supervisor of agricultural education: Wilbur H. Bender; assistant supervisors, E. F. Cramer and Louis Wermelskirchen.

State supervisors of industrial education: J. V. Lynn and H. L. Freeland.

State supervisors of home economics education: Lucy I. Cockburn and Alma Merwin.

INDUSTRIAL EDUCATION.

The administration of industrial education is in the hands of one full-time supervisor. The present occupant entered upon his duties at the beginning of the last fiscal year.

Evening trade-extension classes of the number of 14 were offered in seven cities with an enrollment of 271 people.

Part-time trade-extension courses were held in six different centers with an enrollment of 250. Two of these courses were for apprentices

in railroad repair shops, the remaining courses being of a dull-season nature for painters and decorators.

Unit trade courses were held in four centers, nine separate groups being offered with an enrollment of 341 pupils.

General continuation part-time schools were conducted in 17 cities with an enrollment of 2,166 pupils, 95 teachers being used in offering the courses.

Instructor training is now carried on by three State institutions, courses being offered in five different cities. In addition correspondence courses have been conducted for teachers in isolated localities; the enrollment in the courses the past year has been 173, 8 instructor trainers being employed. In addition several sectional conferences have been held by the State director and the State supervisor, at which the part-time teachers were brought together to participate in a program covering several days. At this conference subjects peculiar to the problems of part-time education were considered and committees were appointed to work on subject matter and courses of study. These committees afterwards were brought together for a week's conference at the close of the school year, at which time the reports were presented and the material made available for the use of teachers in the general continuation schools the coming year.

A beginning has been made in the establishment of experimental courses in foremanship in several different cities of the State.

AGRICULTURAL EDUCATION.

The supervisory staff continued as for the previous year. One hundred and thirty-seven visits were made to schools, 20 to school boards and 2 State conferences were held with teachers, in addition to local and individual conferences.

Thirty-two vocational departments in all-day schools, an increase of approximately 33 per cent over last year, were approved and enrolled 600 vocational pupils, giving an increase in enrollment of 66 per cent over the previous year. Six hundred vocational pupils were enrolled during the year 1919–20 in supervised farm enterprises in crops and with farm animals.

Part-time instruction with persons not in attendance on schools was carried on in nine counties. There were 38 part-time schools, an increase of 33.3 per cent over last year, with an enrollment of 414 students, which was an increase of 66 per cent over the previous year. There were, also, at least 275 persons in the evening promotional classes held from 2 to 6 evenings during the winter in connection with the part-time daywork, which ran 5 days per week, 5 hours per day for 10 weeks.

There were no new developments in connection with the teacher-training work at the Iowa State Agricultural College.

HOME ECONOMICS EDUCATION.

For the past two years a State supervisor of home economics has been employed on full time.

In 1920–21, 17 all-day departments with 23 teachers and an enrollment of 642 were reimbursed, and 5 evening centers with 18 teachers and an enrollment of 762.

Under the operation of part-time legislation in Iowa, five part-time extension classes in home economics were approved with nine teachers and an enrollment of 201. In four of the five part-time extension classes all the time is given to home economics and in one of them 50 per cent of the time is given to home economics.

In the evening schools in Fort Dodge some very interesting work was done with foreign women. In Ottumwa a group of 24 general continuation school pupils remained in their classes long enough to complete courses equivalent to graduate from the eighth grade and were accordingly awarded eighth-grade certificates. Although above the compulsory part-time age, some of these girls in this group will return to the part-time school in 1921–22 in order to do special work in home economics.

While home projects are not required, some very interesting work in this line has been done in the vocational departments.

The State college of agriculture, Ames, is approved for training home-economics teachers. There was a class of 68 seniors in teacher training in home economics in this institution in 1920–21. The training school of the institution, one local school, and near-by consolidated rural school are utilized for purposes of supervised teaching.

A practice cottage is also maintained for supervised home management.

The State university, Iowa City, and State teachers' college, Cedar Falls, although not reimbursed from Federal funds, are approved for teacher-training home economics. Both institutions have excellent provisions for supervised teaching, and there is a practice cottage for supervised home management at the teachers' college.

In Sioux City a conference was held in the summer for general continuation-school teachers, at which reports of committees at work during the year on courses of study for the different subjects taught in the continuation school were read and discussed. All modifications agreed upon at the conference were made in the reports, and they have since been distributed to general continuation-school teachers as a guide to the work to be presented in these subjects.

KANSAS.

Members of State board: Lorraine E. Wooster, State superintendent of public instruction; E. H. Lindley, chancellor State university;

W. M. Jardine, president State agricultural college; T. W. Butcher, president of State normal school, Emporia; W. A. Brandenburg, president of State normal school, Pittsburg; W. A. Lewis, president of State normal school, Hays; L. W. Mayberry, superintendent city schools, Wichita; Leo T. Gibbons, county superintendent, Scott City; Emma F. Wilson, county superintendent, Garden City.

Executive officer: Lorraine E. Wooster, State superintendent of public instruction, Topeka.

State director of vocational education: C. V. Williams.

State supervisor for agricultural education: William R. Curry.

State supervisor and teacher-training agent for trades and industries: L. E. Nofsinger.

INDUSTRIAL EDUCATION.

A full-time teacher-training agent and supervisor is in charge of the administration of trade and industrial education.

During the past year 12 cities offered evening trade-extension work, some 60 classes being conducted with an enrollment of 823, 52 teachers being employed.

All-day unit trade classes were aided in three centers, seven different courses being offered. Seven teachers were employed in these courses, with an enrollment of 161 pupils. The work in two of the three centers was for colored pupils.

Instructor-training courses for the improvement of teachers in service have been conducted in several centers during the past year or by the teacher-training agent and in one or two other centers by local directors under his supervision.

Foremanship courses have been conducted with marked success in several cities. The State agent has personally conducted several of these courses and has aided local instructors to carry on courses at other points under his supervision.

Studies and investigations have been made of several dominant industries of the State, and as a result a considerable expansion of trade-extension work may be looked for during the coming year.

AGRICULTURAL EDUCATION.

The organization for supervising vocational agriculture continued as for the previous year. One hundred and eight visits were made to schools. One State and five district conferences were held, and circular letters of instruction and information were sent to agricultural teachers.

Forty-five vocational departments in all-day schools, an increase of 41 per cent over last year, were approved and enrolled 830 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was

$35,314.10, a return of 75 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $46,603.14. Very little part-time work has been done as yet; in fact only two schools have been given organized part-time courses, and one school has been doing evening work in agriculture.

At the annual conference in July the vocational agricultural teachers, in cooperation with the State director and his assistants, established minimum standards of equipment for laboratory, farm shop, and library. These minimum standards have materially increased the efficiency of the departments during the past year.

Community service work has been directed from the main office more definitely during the past year than in previous years. In general type community project work has been stressed, particularly along the lines of orchard management and insect control. This work has been conducted in cooperation with extension specialists and the extension department of the agricultural college, which has furnished considerable material.

The Kansas Agricultural College continued to train teachers and enrolled 51 seniors and 23 juniors in the teacher-training course. A vocational agricultural department in the local high school and a similar department in a rural high school not far from the college have been used as places in which practice teaching was done. Each senior is required to teach not less than 25 clock hours, and this is covered in a five weeks' period of observation and supervised teaching. An eight weeks' summer course for teachers in service was held at the college.

The outlook throughout the State for the promotion of vocational agricultural instruction was better at the close of the fiscal year than at any time previous since the organization of the work. No rapid advancement was made, but a steady uphill pull is noted.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics is loaned on part time by the State agricultural college, Manhattan.

There were 5 white and 2 Negro all-day departments approved in 1920–21. In these all-day departments there were 10 teachers and an enrollment of 231 pupils. Three evening centers with 14 classes (3 Negro), 14 teachers, and an enrollment of 400 were reimbursed.

Two institutions are approved for training teachers of home economics. One of these is the State agricultural college, Manhattan, and the other, the State university, Lawrence. The local and rural schools in both institutions are used for supervised teaching.

There is a practice home at the State agricultural college where seniors in teacher training reside for six weeks for supervised home management.

In Kansas a State vocational society has been organized of which home economics is a part. In 1921–22 there will be regular district conferences for the improvement of home economics teachers in service.

KENTUCKY.

Members of State board: George Colvin, State superintendent of public instruction; Charles I. Dawson, attorney general; Frank L. McVey, president State University; F. A. Vaughan, secretary of state; Thomas S. Tulley, manufacturer; J. W. Bradner, superintendent of schools.

Executive officer: George Colvin, superintendent of public instruction, Frankfort.

State director for vocational education: G. Ivan Barnes.

State supervisor for agricultural education: G. Ivan Barnes.

State supervisor for home economics education: Betsey Madison.

State supervisor for trade and industrial education: L. J. Sindell.

INDUSTRIAL EDUCATION.

A full-time supervisor of industrial education was appointed last October. Under his supervision existing work was strengthened and an expansion of the field to embrace new activities has been provided for.

Evening trade-extension classes were offered in 3 cities in 5 centers to 225 people.

In one city 2 part-time trade-extension classes were conducted with an enrollment of 23 persons.

Reimbursement was made for 7 all-day unit trade courses in 3 cities with a total enrollment of 274 pupils, 9 teachers being employed. In addition several more unit trade courses were conducted, although not reimbursed. Two of the centers where reimbursement was made were for trade courses given to colored pupils.

General continuation part-time schools were established in 3 cities, offering instruction in commercial subjects or retail selling to 127 pupils, 3 teachers being employed.

Instructor training was given by the University of Kentucky, both in residence and extension courses, to 33 people, 1 instructor-trainer being employed. Instructor training for colored people was given by the Kentucky Normal and Industrial Institute to 3 teachers, 1 instructor-trainer being employed.

AGRICULTURAL EDUCATION.

The organization for supervising vocational agriculture in the State continued as for the previous year. At least four visits were made to each of the schools receiving aid. One State and four sectional conferences of agricultural teachers were held.

Thirty-one vocational departments in all-day schools, as compared with 22 last year, were approved, and enrolled 1,040 pupils in vocational work. During the year three evening classes were held, with a total enrollment of 50 farmers.

Near the close of the year a department of vocational teaching was organized at the State university. In this department will be a worker of special methods in agriculture. A mimeographed newsletter to teachers in service was issued by the teacher-training staff in cooperation with the State supervisor of agriculture. A six weeks' summer session for agricultural teachers in service was held at the university.

Plans are under way to enlarge the program of vocational agricultural education during the coming year. While the State has not been able to use all the agricultural funds for salaries of teachers, it has been due largely to a lack of a sufficient number of qualified teachers.

HOME ECONOMICS EDUCATION.

In 1920–21 a State supervisor of home economics on full time was employed in Kentucky.

Eighteen white and two Negro all-day departments were approved, the white departments enrolling 989 pupils and the Negro 482. One evening center, with 1 teacher and an enrollment of 20 pupils, was approved.

While home projects are not required, they are encouraged, and one 12-month teacher was employed in 1920–21.

The University of Kentucky, Lexington, is approved for training teachers of white schools, and the Kentucky Normal and Industrial Institution, Frankfort, is approved for training teachers of Negro schools. In both institutions supervised teaching is conducted in the training schools, but in the University of Kentucky the local schools are also used for this purpose.

At the University of Kentucky there is a practice cottage for supervised home management in which a residence of eight weeks is required for every girl in the teacher-training course. The dormitories at the Kentucky Normal and Industrial Institute are used for supervised home management. It has been the purpose to open a practice cottage in 1921–22 for supervised home management, but if this is not done an excellent program will be developed for the further use of the dormitories for this purpose.

Regular sectional conferences for the training of teachers in service are planned for 1921–22.

LOUISIANA.

Members of the State board: E. L. Kidd, president, insurance; Dr. John A. Haas, physician, banker, capitalist, Opelousas; Robert

Martin, lawyer, St. Martinsville; Ralph S. Thornton, lawyer, Alexandria; Dr. N. P. Moss, banker, New Orleans; T. H. Harris, State superintendent of public instruction, secretary, Baton Rouge.

Executive officer: T. H. Harris, State superintendent of public instruction, Baton Rouge.

State supervisor of agricultural education: P. L. Guilbeau.

State supervisor of home economics education: Cleora C. Helbing.

INDUSTRIAL EDUCATION.

During the past year there have been in operation four day trade classes for girls, a training course for prospective women trade teachers, and a training course for prospective trade teachers of the Delgado School, all at New Orleans. As far as the numbers of trade classes operated during the year are concerned, there has been no growth over previous years. During the past year, however, great strides have been made toward the completion of the new Delgado trade school in New Orleans, and in the preliminary work necessary to the inauguration of the large program which will be put on at this school.

AGRICULTURAL EDUCATION.

The organization of the work for supervising vocational agriculture in the State continued as for the previous year. The supervisor made 80 visits to the different vocational schools besides many visits to schools in which agriculture is tending toward a vocational basis. He also held one State and four sectional conferences for the agricultural teachers. Numerous circular letters, courses of study, and other material helpful to the teachers were sent out to the men in service. It is the policy of the supervisor to depend more upon personal conferences and contact with the man for results than upon written matter.

The value of the vocational work in the public schools of the State is evidenced by:

(1) The rapidly-increasing number of boys enrolling in the schools where vocational departments are organized. Many of the boys have been out of school for several years, and are coming back on account of the vocational work.

(2) Three parishes already having a department of agriculture in one of their schools have made application to put a department in another school in the parish.

(3) In several parishes the school boards have indicated their willingness to pay their teachers higher salaries than the State board is able to reimburse. As a result of this demand the State passed a resolution providing that for the present it would not reimburse

any parish more than $1,200 on the salary of its teacher of agriculture.

Twenty-two vocational departments in all-day white schools were approved, and enrolled 688. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $8,885.46, a return of 23 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $38,859.55.

Although no part-time and evening class work in agriculture was carried on during the year, plans are under way to organize this type of work during the coming fiscal year.

All the white schools in Louisiana have farms on which the agricultural teacher is expected to carry out the agricultural practice recommended in the classroom.

The organization for the training of agricultural teachers at the State university continued as for the previous year. No difficulty has been found in interesting the students in the teacher-training courses. A vocational department of agriculture 16 miles from the university is used for observation and supervised teaching purposes. From August 20 to December 23 the resident teacher-trainer visited 21 vocational departments in the State. An average of three days was spent at each school, giving such help to the teachers as seemed to be needed. The teacher-trainer and supervisor are convinced that in order for the agricultural program to perform its true function it must, through its student, demonstrate to the pupils of the community that it is possible to make money farming when diversification is practiced, and when more attention is given to intelligent marketing of the various products produced on the farm by cooperative methods. Carrying out this idea several teachers were advised to have as many of their boys as possible select the same projects for the year 1920–21, so as to be able to make carload shipments cooperatively during the fall of 1921. Several of the schools specialized in swine production, and the boys attending those schools will ship during the early fall several carloads of hogs.

A summer course for teachers in service was held at the State university.

The situation in respect to the general condition of Negroes in Louisiana is slowly improving. The supervision of the work is in the hands of State agents of rural schools for Negroes. Each approved department was visited five times during the year. A State and several sectional conferences were held for teachers in service.

Nine vocational departments in colored schools, an increase of approximately 50 per cent over the previous year, were approved, and enrolled 200 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enter-

prises) for 1919–20 was $1,962.48, a return of 37 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $5,369.74.

The teacher-training work conducted at the Southern University was discontinued owing to the inability of the institution and State board to secure qualified men to carry on the work. The prospects for teacher-training work for the coming fiscal year, however, are good.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics and an assistant State supervisor of home economics was employed on full-time in 1920–21. The head of the Negro teacher-training institution assisted in part-time supervision of Negro vocational classes in home economics.

Two all-day departments for white pupils and six for Negro pupils were reimbursed from Federal funds. In the white all-day departments the enrollment was 1,320 and in the Negro 245. Six white teachers and six Negro teachers were employed in the all-day departments. The serving of hot lunches in cooperation with the home-economics department was a feature of the work, such lunches being served in at least 50 schools.

One hundred and ninety-eight all-day State-aided departments in home economics were organized, employing 203 teachers and enrolling 6,514 girls.

The State university, Baton Rouge, is approved for training white teachers, and the Southern University, at Scotlandville, for colored teachers. The demonstration high school at the State university is used for supervised teaching. In the Southern University the preparatory classes are used for supervised teaching.

A practice cottage for supervised home management is provided at the State university, and the dormitories at Southern University are used for that purpose. A residence of 12 weeks is required at the State university.

MAINE.

Members of State board: Augustus O. Thomas, State superintendent of public instruction; C. S. Stetson, farmer, appointed by governor; G. E. Macomber, insurance, appointed by the governor.

Executive officer: Augustus O. Thomas, State superintendent of public instruction, Augusta.

State director of vocational education (acting): E. K. Jenkins, Augusta.

State supervisor of industrial education: E. K. Jenkins.

State supervisor of agricultural education: Herbert S. Hill.

State supervisor of home-economics education: Bernadine Cooney.

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INDUSTRIAL EDUCATION.

While the growth of industrial education in Maine during the year has not been spectacular, there has been a consistent and logical development of the work. The number of approved evening schools increased from 2, with 250 pupils and 13 teachers last year, to 5, with 698 pupils and 28 teachers, this year. There was no change during the year in the number of part-time classes. The attempt to maintain a full-time unit trade course at the Portland High School was abandoned this year so far as meeting the standards set up in the State plan were concerned, consequently there is but one school of this type in the State at this time.

Effective work in instructor training has been done during the year by the State supervisor at Dexter, Bangor, Rumford, and Westbrook.

Some effective promotional work has been done, principally through contact with such dominant industries as pulp and paper and shoe manufacturing. As a result of this work, conditions are very favorable for important developments next year, more especially along the lines of foremanship training and a more comprehensive evening-school program.

AGRICULTURAL EDUCATION.

The organization for supervising vocational agriculture in the State continued as for the previous year. The State supervisor spent one-half of his time in supervision, one-quarter of his time in resident teacher training, and one-quarter of his time in itinerant teacher training. The assistant State supervisor devoted one-third of his time to teaching unit courses in two centers of the State. During the year a total of 79 visits were made to approved schools. One State-wide conference and two regional conferences were held. The State supervisor, who is also the teacher trainer and located at the State university, succeeded in getting his teaching program revised, so as to give more time for improving teachers in service. The pamphlets "Supervised Practical Work" and "Information in Respect to Vocational Agriculture" were rewritten and enlarged. Also the forms for reporting the preliminary statement of supervised practical work, the final statement of practical work, and the monthly report were revised. A new project account book was prepared and distributed free to the schools.

Twenty vocational departments in all-day schools, an increase of approximately 37 per cent over last year, were approved and enrolled 375 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $81,781, a return of $3.82 on every dollar expended for salaries of teachers of vocational agriculture, which was $21,334.43.

There were held during the year four evening schools with an enrollment of 80 students. This work was conducted by regular teachers in high-school departments and consisted mostly of lectures and discussions.

The teachers engaged in work with individual farmers, such as cooperating and buying farm seeds, testing milk, giving advice and help in spraying, pruning, and grafting, culling hens, making plans for remodeling and rebuilding hen houses, giving advice in feeding, buying supplies, and working out fertilizer formulas.

The work in teacher training was conducted as usual at the University of Maine. Two new courses were given, "Principles of secondary education" and "Technique of teaching." The special courses in plant diseases and shopwork were discontinued. Ten students were enrolled in the senior and 17 in the junior teacher-training courses. Men who major in agricultural education spend the first six weeks of the spring semester in their senior year in observation and practice teaching in regular high-school departments scattered throughout the State.

Taking everything into consideration, the agricultural education situation looks more promising at the close of the year than at the end of the previous year. In the first place, owing to a change made in the last census, the State will receive approximately 25 per cent more Federal funds than had been anticipated. In the second place, owing to the adoption of a definite policy of adding only two or three schools to the yearly list, the State will be able to choose such schools with more discrimination.

HOME ECONOMICS EDUCATION.

The supervisor of home economics was loaned for one-fourth time from the State normal school at Farmington. There were four all-day vocational departments in high schools, with an enrollment of 116 students, reimbursed from Federal funds. This number is practically the same as for the previous year. A marked growth was made in evening-school work. Thirteen classes enrolling 481 students offered instruction to adult women, showing an increase of 263 students over the enrollment of the previous year.

At the State university 64 young women were enrolled in the teacher-training course, of whom 7 were seniors.

MARYLAND.

Members of State board: Henry M. Fitzhugh, physician; William T. Warburton, lawyer; Clayton Purnell, lawyer; Sterling Galt, publisher; J. M. T. Finney, surgeon; Thomas H. Chambers, farmer; Van Lear Black, banker.

Executive officer: Albert S. Cook, State superintendent of schools.
State director for vocational education: Roy Dimmitt.
State supervisor for trade and industrial education: Roy Dimmitt.
State supervisor for agricultural education: H. F. Cotterman.
State supervisor for home economics education: Edna B. McNaughton.

INDUSTRIAL EDUCATION.

Industrial education has been efficiently promoted and supervised by the State director, who has given the major part of his time to this work. Twenty evening classes were organized during the year at Baltimore and two at Towson, a suburb of Baltimore. A part-time trade extension class in shipbuilding trades, enrolling 20 boys, was continued at the Sparrows Point High School. The Carroll Vocational School of Baltimore enrolled 170 boys in its day unit trade school in five different trades, and one part-time general continuation school was organized at the boys' high school, Frederick County. Ten men were enrolled in the teacher-training classes for shop and related subjects teachers at the University of Maryland.

AGRICULTURAL EDUCATION.

During the year there has been a marked improvement in the quality of work done in vocational agricultural departments in high schools. Many of the teachers who were taken in during the war did not meet the qualifications necessary for efficient service. Most of these teachers have now been dispensed with, and those remaining have regularly attended summer schools and have otherwise taken advantage of teacher-training work. Supervision by the State board has been more regular, which accounts in part for the improvement and the quality noted. The organization for supervising agricultural education in the State continued as for the previous year. The teacher-trainer at the State university was loaned for part-time supervision. He was able to keep in touch with the schools at all times during the year; this was accomplished by correspondence, reports from the teachers, and personal visits. Approximately three days each week in the fall and two months in the spring were given to supervision. The supervisor and the director were able to make three personal visits to each school. In addition to a summer session for teachers in service at the University of Maryland, a two days' conference for agricultural teachers was held, and a monthly outline of seasonal farm jobs for instruction purposes, and a summary of the relative emphasis placed upon field, laboratory, and other classroom forms of instruction by the various schools were issued.

Fourteen schools, the same number as last year, were approved, and enrolled 270 pupils in vocational work. The total income of pupils

from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $5,998, a return of 38 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $15,584.02.

For the most part the vocational agricultural teacher has made his influence felt in the community by direct assistance to farmers in the solution of their practical problems. Such practical problems consisted in the spraying of orchards, inoculation of hogs, testing of dairy herds, selecting laying strains, etc. The agricultural teacher has also taken an active part in the community meetings, agricultural fairs, granges, horticulture, and live-stock exhibits.

Students desiring to take the curriculum of agricultural education at the State university may register in either the college of agriculture or the college of education, according to their wishes. Students taking agricultural education are required to observe in Washington city schools one afternoon per week for one term previous to conducting their practice teaching. Supervised probationary teaching is arranged for in a near-by vocational agricultural department. Students are required to teach for twenty 90-minute periods as a minimum. The high school instructor in agriculture is also critic teacher for the department of agricultural education. The equipment of the department of agricultural education has been materially added to during the past year. A six weeks' summer session for teachers in service was held.

Preliminary investigations indicate that there will be from four to six new schools during the coming fiscal year if teachers can be made available.

The supervisor and teacher training of white schools is responsible and takes care of the vocational work in five colored schools, which is an increase of 88 per cent over the previous year. The State board, thus far, has not seen fit to organize teacher-training work for prospective colored teachers, as the State is in close proximity to the teacher-training work as conducted at Hampton Institute.

HOME ECONOMICS EDUCATION.

State supervision was made possible by a cooperative plan with the teacher-training department of the University of Maryland. The supervisor of vocational home economics education gave approximately 20 per cent of her time to the State work. Future development in vocational home economics is handicapped until additional subsidy is made possible. No attempt has been made to increase the number of day schools, and but one additional school was approved. There were 8 day school departments, enrolling 257 pupils, and employing 9 teachers. There was marked increase in evening-school work. Work was offered in 15 evening classes, and 379 students were

enrolled. This was an increase of 13 classes and 173 students over the previous year.

Teacher-training work was carried on at the State university, where 18 students were enrolled, of whom 2 were seniors.

MASSACHUSETTS.

Members of State board: Frederick P. Fish, lawyer; Walter V. McDuffee, teacher; A. Lincoln Filene, merchant; Thomas H. Sullivan, lawyer; Sarah L. Arnold, college dean; Ella L. Cabot, at home.

Executive officer: Payson Smith, State commissioner of education.

Director division of vocational education: Robert O. Small, Boston.

Agent for industrial education (boys and men): Arthur S. Allen.

Agents for industrial education (girls and women): Edith B. Hunt.

Agent for industrial education (girls): Caroline E. Nourse.

Agent in charge of teacher training: William D. Parkinson.

Agents for teacher training: M. Norcross Stratton and Daniel H. Shay.

Agent for industrial, continuation, agricultural, and household arts schools: Carl E. Herrick.

State supervisor for agricultural education: R. W. Stimson.

State supervisor for home economics education: Edna M. Sturtevant.

INDUSTRIAL EDUCATION.

The principal development in Massachusetts during the year has been in the direction of part-time education. Following the enactment of a compulsory part-time law which became operative in September, 1920, general continuation part-time schools were established in 37 cities of the State. The estimated enrollment in these part-time schools at the time of writing this report was 27,500. With the great increase in the number of schools of this type, there has been a corresponding enlargement of the teacher-training work. It is planned to give special training for part-time teachers, largely through State conferences of about two weeks' duration.

No important developments have been made in evening and full-time trade schools. There has been merely a logical and normal increase over the work of the preceding year.

A new and important piece of teacher-training work was done during the year in the case of the training given to 16 representatives of industries, designed to prepare them for effective service in their plants in training foremen. This, as all other teacher training for trades and industries in the State, was organized and conducted di-

rectly by agents of the State board. Few, if any, of the States excel Massachusetts in the quality and all-round efficiency of its teacher-training work.

AGRICULTURAL EDUCATION.

No great change in the general agricultural situation in the State occurred during the year. The establishment of compulsory schools for 44 municipalities may open the way for agricultural instruction in some of these schools. This undeveloped field offers:

(1) Direct vocational training to those engaged in some branch of agricultural work.

(2) Vocational guidance to pupils in temporary employment.

(3) A contribution to good citizenship by training indoor people into outdoor habits for leisure hours through such interesting and profitable undertakings as gardening and poultry keeping.

The organization for the supervision of vocational agricultural work in the State continued as for the previous year. The State program has embraced the usual work with separate and county vocational agricultural schools, high-school vocational agricultural departments for day classes, and high-school vocational departments for evening or unit course classes. Although Federal funds were not used in connection with the evening work, supervised agricultural work was conducted six months or more in the year.

Twenty-two schools were approved, and enrolled 513 pupils in vocational work. The total income of pupils from farm projects in 1919–20 was $22,857, a return of 27 cents on every dollar expended on salaries of vocational agricultural teachers, which was $82,471.67.

It should be noted that day-class pupils, in addition to their work on farm projects, also did other farm work, for which they received cash or credit, or both, to the amount of $91,828.97. This farm work was turned to educational account by systematic supervision, lesson memos, farm practice records, records of observation and help in drawing sound conclusions.

In addition 390 persons were enrolled for evening courses, or short unit courses. Three hundred and eighty-five completed projects and raised farm products valued at $23,573.72. One thousand and twenty-one other persons over 16 years of age were given incidental instruction. Accurate bookkeeping was not required in these cases; returns, however, were made from four centers, and showed a volume of products valued at $37,828.65. The total volume of production probably exceeded that of any previous year.

Evening work in agriculture is done before dark in Massachusetts. It takes the form of unit courses that are conducted outside day-class hours and that are centered on farm enterprises followed up at least six months by itinerant teachers.

The enrollment in the department of agricultural education in the Massachusetts Agricultural College increased to such an extent as to offer a new problem because of the large numbers, whereas the number had previously been very small. One new course, "Secondary schools," was given. Enrollments in general methods and in special methods were more than three times as great, and in practice teaching six times as great, as for the previous year. The number of men who have had practice teaching (31 in all) increased, partly due to the opportunity presented to seniors to conduct some courses on the campus.

Annual professional improvement projects have been carried out, practically every man reporting a completed project on October 1, 1920. The bulk of these fall into three classes:

(1) Some phase of agricultural projects.
(2) Study of technical agriculture.
(3) Study of teaching methods.

A staff letter has been duplicated and sent to the teachers with some regularity.

High-school departments at more centers of farming sections offer the best outlook for expansion. Recent rulings which permit an agricultural instructor to be principal and to teach science half time in the small rural high school are working well. Further aids to expansion may be found in recent rulings by which superior graduates from vocational agricultural schools and departments will be accepted if indorsed by the commissioner of education as students in regular standing in degree courses at Massachusetts Agricultural College.

HOME ECONOMICS EDUCATION.

The supervision of day and evening school classes for girls and women is under the direction of an agent and an assistant who are employed for full time. There has been an increasing interest throughout the State in vocational work in home economics. Conferences have been held with superintendents to discuss the feasibility of organizing such departments in high schools, and general surveys were made in various places. In some instances steps were taken to establish such departments, and in other cases the superintendent is looking forward to organizing such work when the building program and local conditions will warrant it. Eight independent vocational schools with an enrollment of 506 students and 64 teachers were reimbursed from Federal funds. Evening-school classes were conducted in 23 centers with an enrollment of 10,089 women. This is practically double the enrollment for the previous year. Three hundred and fifty-six teachers were employed for this work. Compulsory continuation schools for employed minors between the ages

of 14 and 16 were opened in 44 towns and cities. With one exception, some home economics work has been given in all these schools. For the regular 4-hour classes, 50 per cent of the time has been devoted to academic work and 50 per cent to home making. Definite time has been allotted the part-time teacher for follow-up work, and for the study of industries in which the pupils are employed. The part-time classes were classified as general continuation classes, and were not reimbursed from home economics funds.

The training of teachers of vocational household arts is under the direct supervision of the State department represented by an agent in charge of teacher training, who is assisted by a resident agent, who is located at the Framingham Normal School, where the teacher-training work is conducted. Twenty students were enrolled for the teacher-training course, but there were no seniors, owing to the fact that the course has been operating but two years. Teacher-training work for day-school teachers was offered at one other center, enrolling 145 students.

Teacher training for evening-school teachers was conducted by an agent of the State board in five centers, and 272 students were enrolled for this work. Professional improvement for employed evening-school teachers was offered in three centers, with an enrollment of 22 students.

MICHIGAN.

Members of State board: Thomas E. Johnson, State superintendent of public instruction; Marion L. Burton, president university; Frank S. Kedzie, college president; Allen M. Freeland, president State board of education.

Executive officer: Thomas E. Johnson, State superintendent of public instruction.

State supervisor of agricultural education: E. E. Gallup.

State supervisor of industrial education: K. G. Smith.

State supervisor of home economics education: Martha H. French.

State director of vocational education: Walter H. French.

INDUSTRIAL EDUCATION.

At the beginning of the last fiscal year a full-time supervisor of industrial education was provided. In his hands both supervision and promotional work have gone forward, a large development in this field of vocational education being notable during the past year.

Evening trade extension classes have been conducted in 9 cities in 18 centers, these classes numbering 275, with 279 teachers and an enrollment of 4,488 people.

Part-time work was conducted in 10 cities in 13 centers, with a total enrollment of 2,829 boys and girls. Of this enrollment approximately 40 per cent were receiving trade extension instruction and

60 per cent general continuation courses. Eighty-five teachers are employed in giving these part-time courses.

Several minor changes were made in the compulsory part-time law at the last session of the State legislature. While tending to weaken certain provisions, it is not believed that the effect of the amendments will seriously hamper the development of part-time work on a sound basis in the State.

Unit trade courses were conducted in 6 cities, 19 separate groups being given, with an enrollment of 360 pupils.

Instructor training is being carried on in both residence and extension courses from the State university; 560 teachers were enrolled in classes conducted by 6 instructor trainers and the State supervisor.

Experimental foremanship courses have been conducted in various centers with such good results that an attempt will be made to offer this service in a large number of cities during the coming year.

AGRICULTURAL EDUCATION.

The agricultural education work in Michigan is increasing in popularity each year. Three types of schools are receiving Federal aid, namely, city and village high schools, county agricultural schools, and rural agricultural schools, usually known as consolidated schools. The outlook for further development seems to be best in the village schools in the midst of good farming communities and in the consolidated schools.

The organization for supervising agriculture continued as for the previous year. The supervisor visited each of the 65 schools approved from one to three times; held three conferences with the agricultural teachers of the States; and one 2-weeks' session at the time of the summer school at the State agricultural college. Special emphasis has been given during the year to the supervised practical work on farms, with a view of making the scope of practical work much larger and keeping the boys an economic factor on the home farm.

Sixty-two schools, an increase of approximately 9 per cent over last year, were approved for Federal aid, and enrolled 2,176 pupils for vocational work.

Teacher-training work was continued at the Michigan Agricultural College, and enrolled 85 men in the teacher-training course of the junior and senior years. Of this number 61 were graduated in June and August.

HOME ECONOMICS EDUCATION.

In 1921–22 Michigan will employ for the first time a State supervisor of home economics on full time.

In 1920–21, 2 independent all-day schools, employing 11 teachers and enrolling 250 pupils, were approved. Approval was also given to 14 all-day departments employing 35 teachers and enrolling 862 pupils. There were 9 evening centers employing 72 teachers and enrolling 2,560.

Six part-time extension classes with 50 per cent or more of the time given to home economics were organized. In three of these six extension groups the entire time was given to home economics.

Twenty evening classes and 120 all-day departments were supported from State and local funds only.

Two teacher-training institutions are approved for home-economics education, the State agricultural college at Lansing, and the State normal college at Ypsilanti. Facilities for supervised teaching at both institutions are afforded by the local schools.

These are practice cottages for supervised home management at both the State agricultural college and the State normal college. Residence of 12 weeks in these practice houses is required by both institutions.

MINNESOTA.

Members of State board: W. D. Willard, banker; Thomas E. Cashman, farmer; Mrs. R. D. Musser, home maker; Julius Boraas, college professor; J. W. Hunt, lawyer.

Executive officer: James M. McConnell, State superintendent of education, St. Paul.

State director of vocational education: E. M. Phillips.

State supervisors of vocational agriculture: B. M. Gile and Paul Calrow.

State supervisor of vocational home economics: Wylle B. McNeal.

State supervisor of trade and industrial education: G. A. McGarvey.

INDUSTRIAL EDUCATION.

A full-time supervisor has charge of industrial education.

Evening trade-extension classes have been conducted in 6 cities in 17 different centers, a total of 44 classes having been held during the year; 53 teachers were employed in offering these classes to a total enrollment of 975 pupils.

Part-time trade-extension classes were offered in 2 cities in 5 centers with an enrollment of 283 pupils, 16 teachers being employed.

All-day unit trade classes were given in 5 cities, 21 groups being organized in various trades. These classes enrolled 756 pupils, 50 teachers being employed.

General continuation part-time classes were held in 4 cities in 10 centers with an enrollment of 534 pupils, 12 teachers being used to conduct the work.

Instructor training is carried on by the State university in both resident and extension courses; enrollment in the courses during the past year was 125, 5 instructor-trainers offering the work.

In addition, the State board directly carried on instructor training in four cities, with a total enrollment of 105.

Special service to industries in the State has been stressed the past year through the conducting of experimental instructor-training courses and special investigations and surveys.

AGRICULTURAL EDUCATION.

The foundation for vocational education in agriculture has been substantially laid in Minnesota, high standards having been insisted upon in the beginning, and aid having been withheld where reasonable standards were not reached by the schools. The policy of the State has been to establish a few good schools rather than a large number of mediocre schools.

During the year 1917–18 there were only 9 schools approved, with an enrollment of 122, while during the past year there were 44 schools approved, with an enrollment of 614. Twenty-two of the 44 schools offered only the six months' courses, and 10 of them offered both six and nine months' courses, while 12 offered only nine months. Experience so far clearly demonstrates to the State officials that the six months' courses are generally the ones in which the real farmers of the future are to be found.

The provision for supervising agriculture continued as for the previous year. The supervisor made 143 visits to schools, held five 2-day conferences of agricultural instructors, superintendents, and others interested. The conferences reached 90 per cent of all the departments in the State, and the earnestness and enthusiasm of those present was most encouraging. The establishment of the six months' courses on a permanent basis is perhaps one of the biggest pieces of work accomplished during the year. The supervisor prepared during the year one bulletin and two circulars dealing, respectively, with a year's work in farm crops and soils for Minnesota, comments on vocational agriculture from various sources in Minnesota, and final project report for 17 schools.

The total income of pupils from directed or supervised practice in agriculture (farming enterprises) for 1919–20 was $64,544.39, a return of $1.14 for every dollar expended for salaries of teachers of vocational agriculture, which was $53,894.65.

Five men are employed at the university in connection with the teacher-training work. Nine students finished the course last year. Most of the supervised teaching is done at the college of agriculture, but the coming year students will be sent to a vocational department

for this work. Seventy teachers took part in the summer conference held at the university farm.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics has been employed on full time for two years.

In 1920–21 there were 12 all-day departments in home economics, with 4 teachers and an enrollment of 349. Two evening centers employing 11 teachers and enrolling 203 students were approved. This enrollment in vocational classes is double that of 1920–21.

One institution, the University of Minnesota, is approved for the training of teachers. In 1920–21 282 students pursued a full home economics course in the university and 40 were graduated from the four years' teacher-training course.

Two practice houses are provided for supervised home management. At the present time these houses are leased for this purpose, but plans are now under way for the erection of new practice houses by the university. The experiment (1918–1920) of having children in the practice home in order to vitalize instruction in child care was so successful that the same policy was continued in 1920–21. Other teacher-training institutions in the country are following the same practice.

Supervised teaching is conducted in the school of agriculture and university high school.

A State conference was held for the improvement of home economics teachers in service and a short course in teacher training for evening schools was conducted in Duluth by the State supervisor of home economics.

MISSISSIPPI.

Members of State board: W. F. Bond, State superintendent of education; J. F. Calhoun, State supervisor of rural schools; Bura Hilburn, State supervisor of Negro schools; H. M. Ivey, State inspector of high schools; W. H. Wood, teacher.

Executive officer: W. F. Bond, State superintendent of education, Jackson.

State director for vocational education: F. J. Hubbard.

State supervisor of trade and industrial education: H. M. Seney.

State supervisor for agricultural education: F. J. Hubbard.

State supervisor for home economics education: Miss Guyton Teague.

INDUSTRIAL EDUCATION.

During the last year there have been operated two evening classes in one city of the State, two part-time classes in two cities, and two

day trade classes in one city of the State. The Agricultural and Mechanical College of Mississippi and the Alcorn Agricultural and Mechanical College have conducted their teacher-training work for trade teachers of the white and colored races, respectively. The most important developments of the year have been the inauguration of the day auto mechanics school at Meridian and the employment of a half-time State supervisor in addition to the full-time teacher-trainer.

AGRICULTURAL EDUCATION.

Greater interest than ever before was manifested by the general public in vocational agricultural education. The additional aid that the State vocational board has been able to give to consolidated and Negro schools, on account of having State funds available, has stimulated greater interest, particularly in these two types of schools. The State reports that the best type of school in which to promote vocational agriculture is the consolidated school. More trained teachers are available than ever before, and the prospects for the coming year, therefore, are good.

During the year the State supervisors made 100 visits to schools giving instruction in vocational agriculture, and 53 visits to prospective schools. Twelve sectional conferences and one annual conference were held during the year for teachers of vocational agriculture in the State. The special achievements of the year include among other things the dividing up of the State into six districts in order that the supervisor may better plan for sectional conferences, and also for district vocational education days. Two districts held vocational educational days during the fall, and these were so successful that five districts are planning to hold a vocational educational day in each of their districts during the coming fall. Newsletters have been issued from time to time, and also circular letters to teachers of vocational agriculture on some phase of the work of the teacher.

Thirty-seven white schools, including 24 county agricultural schools, were approved for aid, and enrolled 1,460 pupils for vocational work.

The total income of white pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $32,234.72, a return of 52 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $61,235.32.

Under the State plan the county agricultural high school is required to do a minimum of 64 days community agricultural work every year; the consolidated schools a minimum of 20 days per year. This community service has been done along more than 50 different lines of agricultural work.

Substantial progress has been made by the several schools in securing better agricultural laboratory, farm shop, library, and other agricultural equipment.

The department of teacher training in agriculture at the Mississippi Agricultural and Mechanical College did more effective work this year than at any other time since its organization. Plans have been approved for making the department of agricultural education function in the school of agriculture. The only new professional course offered was methods in farm shopwork. Supervised teaching was done at a near-by county agricultural high school. Fifty-two visits to schools and 20 visits to conferences were made by the three men of the department of agricultural education. Considerable equipment was added to the department last year.

Greater interest than even before has been manifested in the promotion of vocational agriculture in colored schools. During the year the State supervisor made 24 visits to colored schools, and the colored itinerant teacher-trainer made 35 visits. One annual conference was held for the colored teachers in service.

Twelve colored schools were approved for aid and enrolled 242 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20, was $1,075.59, a return of 97 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $1,108.70.

Satisfactory arrangements have been made with the colored agricultural and mechanical colleges to assist in improving colored teachers in service. There were 9 seniors, 7 sophomores, and 21 freshmen pursuing the teacher-training course. Practice teaching was done by members of the senior class with the members of the freshmen class of the college. It is recognized that this is not satisfactory, but it is the best that can be done under the present circumstances.

A short course for teachers in service was held at the colored college. The faculty for training teachers took rather an extensive summer course at the Iowa State Agricultural College.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics is employed on full time.

One white all-day department and two Negro were reimbursed from Federal funds. The total enrollment for the three schools was 75. Mississippi also had nine State-aided vocational all-day schools in home economics with an enrollment of 222.

There were five white evening centers employing eight teachers and three Negro evening centers employing three teachers. The total enrollment in the evening centers was 468.

An excellent home economics syllabus for vocational schools was prepared by a committee of the teachers of the State in cooperation

with State supervisor. This bulletin is outlined on a problem-project basis.

The Mississippi State College for Women, Columbus, is approved for training white teachers and the agricultural and mechanical college, Alcorn, for Negro teachers. A class of 21 seniors was graduated from the State college for women in June, 1921, and one of 8 from the agricultural and mechanical college.

The sixth grade of the practice school of the State college for women is utilized for supervised teaching, and the preparatory classes and near-by schools are used by the State agricultural and mechanical college for that purpose.

Supervised home management at the State college for women is conducted in a practice cottage where each girl in teacher training must reside for eight weeks. In the agricultural and mechanical college supervised home management is conducted in the home of the head of the teacher-training department in home economics.

In 1920–21 the State supervisor of home economics held five sectional conferences for training home economics teachers in service.

MISSOURI.

Members of State board: A. M. Hyde, governor; Sam. A. Baker, State superintendent of public schools; Jesse W. Barrett, attorney general; Charles U. Becker, secretary of state.

Executive officer: Sam A. Baker, State superintendent of public schools, Jefferson City.

State directors of vocational education: W. T. Carrington and Sam A. Baker.

State assistant director of vocational education: George W. Reavis.

State supervisor of agricultural education: William T. Spanton.

State supervisors of trade and industrial education: A. G. Norris and J. P. Lenney.

State supervisor of home-economics education: Regina J. Friant.

INDUSTRIAL EDUCATION.

Industrial education is in the hands of a full-time supervisor. Supervision has been somewhat discontinuous during the past year, owing to the resignation of the supervisor and a delay of several months before the appointment of his successor.

Evening trade-extension classes were offered in the 2 larger cities of the State in 9 centers, 68 classes being held during the year. These classes employed 56 teachers and enrolled 1,393 persons.

All-day unit trade classes were given in 3 cities in 5 centers, 21 different groups being organized with an enrollment of 398 pupils and employing 28 teachers.

General continuation part-time work was conducted in 9 cities in 13 centers with a total enrollment of 5,435 boys and girls, 93 teachers being employed.

Instructor training is administered by the State university in residence and extension courses, the classes conducted this last year enrolling 130 people under nine instructors.

Some experimental work has been done with foreman-training courses during the past year. It is planned to greatly extend this work in the future.

AGRICULTURAL EDUCATION.

Vocational agriculture in the high schools of Missouri has been popular from the time it was first introduced. The supervisor made 126 visits to schools and held 4 district and 2 State conferences.

Previous to last year no regular monthly reports from teachers of vocational agriculture were required to be sent to the State office.

Seventy-three all-day vocational departments, as compared with 44 last year, were approved for Federal aid and enrolled 2,117 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $82,265.21, a return of $1.54 on every dollar expended for salaries of teachers of vocational agriculture, which was $53,378.75.

In a few schools boys took only agriculture for one half day and returned home to their farms to work during the other half day. Two of the vocational teachers conducted short evening courses for adult farmers of the community.

The popularity of the teacher-training work at the State university has been constantly increasing, and some of the best students of the agricultural college are now electing the teacher-training course. Three full-time professors of agricultural education are in charge of the resident courses. A new 2-hour course in visual education was offered during the winter quarter. Two schools where vocational agriculture is taught were used as practice schools and the instructors placed on the university pay roll. Three other vocational agricultural departments in the State were used for this purpose from time to time as the occasion demanded. Each student is required to take charge of the work in these schools for at least one month, for which five hours of college credit is given. A four weeks' summer session for teachers in service was held at the State university.

The future of vocational agriculture in Missouri is promising. The qualifications of teachers have been raised, and good teachers are being retained at increased salaries.

HOME ECONOMICS EDUCATION.

For two years Missouri has employed a State supervisor of home economics on full time.

Thirty-five all-day departments with 40 teachers and an enrollment of 1,152 were reimbursed from Federal funds. There were three evening centers employing 34 teachers and enrolling 2,520 girls and women. The number enrolled in vocational classes in 1920–21 was double that in 1919–20. Home projects, while not required, formed a part, with few exceptions, of all the day-school programs.

Twenty high schools have applied for approval in 1920–21, but lack of funds will probably prevent reimbursement to many of these schools.

General continuation classes enrolling 2,520 girls were conducted in nine cities. The subject of home economics was found on many of these general continuation school programs.

An interesting foods-and-clothing contest for the vocational classes in home economics was conducted at the University of Missouri. This afforded a great stimulus to the vocational work in the day schools.

Teacher training is conducted at the University of Missouri. Facilities for supervised teaching are afforded by the university high school and local schools. In 1921–22 the high school at Hallville will be utilized for this purpose.

Supervised home management is conducted in the university practice cottage. Use is also made of the dormitories and sorority or boarding houses. A residence of 16 weeks is required in the practice cottage.

In 1921–22 a cooperative plan has been entered upon between the teacher-training institution and the State board for vocational education whereby the members of the teacher-training staff at the university of Missouri will devote half time to itinerant teacher training.

The new home-economics building, affording, as it does, greatly needed plant and equipment, will soon be completed and will not only promote the teacher-training program at the university but will prove a stimulus to all the work in the State.

MONTANA.

Members of State board: James M. Dixon, governor; W. D. Rankin, attorney general; May Trumper, State superintendent; Sidney Sanner, judge; A. J. Violette, lawyer; John Dietrich, superintendent of schools; Chas. H. Foote, lawyer; James W. Freeman, lawyer; Whitfield Spain, farmer; Frank Eliel, merchant; Robert M. Line, merchant.

Executive officer: Miss May Trumper, Helena.

State director for vocational education: G. B. Edwards.

State supervisor of trade and industrial education: G. B. Edwards.

State supervisor of agricultural education: M. J. Abbey.

State supervisor of home economics education: Gladys Branegan.

INDUSTRIAL EDUCATION.

There has been considerable progress in promoting industrial education in Montana during the past year. The part-time law was amended providing penalties for schools not complying with the act. These will undoubtedly result in the State being able to enforce its compulsory part-time law. Instructor-training work is carried on on an itinerant basis by the State supervisor. Twenty-five evening trade extension classes were held in 15 different centers. Three part-time classes were held in as many different centers, and two day trade schools were promoted. This represents a large increase in the number of evening classes. Itinerant teacher-training classes were carried on at Butte, Billings, Lewistown, Havre, Deer Lodge, and at Bozeman during the summer quarter. There are few women employed in the industries of Montana and therefore little attention has been given to training women workers.

AGRICULTURAL EDUCATION.

The provision for supervising vocational departments of agriculture in the State continued as for the previous year. The State supervisor made 49 visits to the 15 schools receiving aid, held 2 State conferences in addition to several local conferences, and gave special attention this year to unifying the courses of study and the supervised farm work.

Fifteen schools were approved and enrolled 254 pupils in vocational work. Vocational agricultural instruction was organized around the idea that when a farmer needs assistance the school is the place to give this assistance. During the past winter each of the approved schools held a three to five day farmers' school. The lowest attendance at any was beyond 200 and the highest 1,100. The agricultural instructor in each case conducts an agricultural department in the local papers. Instructors are called upon to furnish plans for farm buildings, take charge of gopher-eradication campaigns, vaccinate against blackleg, give culling demonstrations, test seed, test milk, and in various other ways to render service to the taxpayers of the State. It is this kind of service, according to the State supervisor, that has made it possible for the State board to continue the agricultural work under the adverse conditions of the past four years.

The past year marked the first year of real progress in teacher training. There were 27 men pursuing the teacher-training course. Observation and practice teaching, extending throughout the year, was done in the college secondary school of agriculture. Three men were sent to local high schools for a period of one week.

HOME ECONOMICS EDUCATION.

The State supervisor was loaned from the State college for one-half time. Although this amount of time is an increase over the previous year, nevertheless, because of distances and the need for promotional work, the State of Montana needs a full-time supervisor. Three district home economics conferences were held during the year, with a total attendance of 52. Owing to the lack of Federal funds available for vocational work in home economics, no new schools were reimbursed. Nine schools were approved for reimbursement, but only four could be granted aid. The four all-day schools receiving Federal aid enrolled 208 pupils in the home economics course, giving an increase of 50 pupils over the previous year. Three part-time classes were approved for Federal aid, but owing to the lack of funds were not reimbursed.

An increased interest in teacher training has developed as one result of the fact that the demand for teachers in the State exceeds the supply. Thirty-six students, 14 of whom were seniors, were enrolled for teacher training at the State college, and 42 students, 4 of whom were seniors, were enrolled at the State university.

NEBRASKA.

Members of State board: Samuel R. McKelvie, governor; D. B. Cropsey, State treasurer; J. M. Matzen, State superintendent.

Executive officer: John M. Matzen.

State director of vocational education: C. A. Fulmer.

State supervisor of agricultural education: C. W. Watson.

State supervisor of home economics: Alice M. Loomis.

State supervisor of trade and industrial education: L. A. Hartley.

INDUSTRIAL EDUCATION.

A full-time supervisor administers industrial education in the State.

Evening trade extension classes were held in 3 cities in 8 centers to the number of 8 classes, with an enrollment of 466, using 14 teachers. In addition 2 courses, enrolling 64 pupils under 1 teacher, were conducted in the State, although not reimbursed from Federal funds.

Three all-day unit trade courses, with an enrollment of 204, were given to 5 groups by 10 teachers in the city of Omaha.

General continuation part-time classes were conducted in 2 cities with 161 pupils and 2 teachers. In addition 2 other part-time courses were conducted in the State, although not reimbursed from Federal funds, enrolling 87 pupils with 2 teachers.

There has not been an organized attempt to carry on instructor training for trade and industrial education during the past year.

However, at the close of the year's work in June a State conference was held for vocational teachers at which 48 teachers were in attendance, with 5 instructors.

An extensive development has been made during the last year in foreman-training work; some 15 of these courses, running for approximately 16 meetings each, have been conducted in the cities of Lincoln and Omaha. These courses have all been personally conducted by the State supervisor or by persons under his direct supervision and guidance.

AGRICULTURAL EDUCATION.

At the close of the last fiscal year there were 31 day schools on the approved list. By the opening of school in the fall this number had increased to 38. There has always been close cooperation between the State vocational board and the State college of agriculture in carrying out the vocational program. In the past the animal husbandry department of the college conducted a stock-judging contest, which is now being generously supported by the vocational schools. Twenty-five schools were represented at the last contest held during the first week of April. The provision for supervising vocational agriculture continued as for the previous year. The supervisor visited 50 schools in connection with his work, held one State conference, three district conferences, and provided the teachers with mimeographed circular letters which contained the result of conference work of agricultural teachers in service. It was realized at the beginning of the fiscal year that there was a need for the vocational program to reach a larger number of boys not in the public high schools. It was for this reason that the special unit course in farm motors, automobiles, and tractors was organized and conducted as part-time classes. This one feature stands out perhaps as the greatest special feature of the year. When the State supervisor visits a school he immediately writes a memorandum outlining to the State director his observations and recommendations for the school concerned. A copy of this memorandum is filed with the superintendent of the local school, the secretary of the local board of education, and the local instructor of agriculture.

Thirty-eight schools, an increase of approximately 22 per cent over last year, were approved for aid and enrolled 748 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $23,139.18, a return of 66 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $46,351.03.

During the year nine part-time classes were held at as many different rural centers. The State department sent to each center an instructor who was especially qualified for the unit course to be

offered. He took charge of the work and was assisted by the regular teacher of vocational agriculture. The unit of instruction in each center was the care, operation and repair of farm motors, automobiles, and tractors. It is felt that so far as part-time and evening classes are concerned there has been a small beginning. This phase of the work is ripe for development as far as available funds will permit it.

Briefly, the kinds of community service being carried on by the teachers of the State are as follows:

(1) Survey of community for prospective vocational students.

(2) Project work for boys under 14 years of age.

(3) School fairs and exhibits at the opening of school.

(4) Cooperation with such organizations as farmers' unions, the grange, the farm bureau.

The supervisor has experienced no special difficulty in bringing the vocational departments up to the standards in equipment, and schools have been very willing to further increase equipment as the work becomes more established.

The training of teachers of vocational agriculture is done by the department of agriculture and home economics education of the college of agriculture of the University of Nebraska. The members of the faculty of this department are also members of the faculty of the teachers' college of the university. This enables the graduate of agricultural education to receive his bachelor's degree from the college of agriculture, and his teacher's certificate from the teachers' college. Twenty-five students pursued the teacher-training course last year.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics has been employed on full time for two years. In 1921–22 an assistant State supervisor of home economics on full time will be added to the staff.

In 1920–21, 60 all-day departments in high schools and 1 in elementary schools were approved. In these 61 all-day departments 67 teachers were employed and 1,539 girls enrolled. Home projects are required in all the all-day departments and one 12-months teacher was employed in 1920–21. However, home projects usually parallel the school work in the all-day departments.

Evening centers for home economics to the number of four were reimbursed from Federal funds. For these evening classes 14 teachers were employed and there was an enrollment of 73.

Three factories organized home-making instruction for their women employees in 1920–21, and plans are made to expand this instruction in 1921–22, while a number of other plants have requested

similar instruction for their women employees. According to an agreement entered upon among the three cooperating agents, i. e., factory management, local board of education, and State board for vocational education, the factories provide equipment and all expenses of maintenance other than teachers' salaries for such classes as are conducted on their respective premises. The enrollment in the three factories during the year totaled 150 students.

The University of Nebraska is approved for the training of vocational teachers in home economics. In 1920–21 there were 150 students in this institution pursuing a full course in home economics and 15 seniors in the teacher-training group. Supervised teaching is conducted in the training school of the university, the teacher's college high school, and the local schools. Three well-equipped high schools in Eagle, Waverly, University Place, and Havelock with vocational departments in home economics are all available for supervised teaching in 1921–22.

A practice home for supervised home management is provided in which a residence of six weeks is required.

Conferences, both district and State, were conducted for the training of home economics teachers in service, and a summer session (1921) was held at the university.

NEVADA.

Members of State board: Emmet Boyle, governor; Walter E. Clark, president State university; Walter J. Hunting, State superintendent of schools.

Executive officer: Walter J. Hunting, State superintendent of schools, Lincoln.

State director and supervisor of trade and industrial education: B. H. Morrison.

State supervisor for agricultural education: George W. Barr.

State supervisor for home economics education: Sylvia Campiglia.

INDUSTRIAL EDUCATION.

Unit trade, part-time, and evening schools have been operated this year in four centers. Nevada's part-time law and junior employment law were amended to make part-time education absolutely compulsory. This should result in a growth in the number of part-time schools for the coming year. Especially good work is being done in the mining schools of the State. The purpose of these schools is to give education to the workingman of the district without interfering with their daily work. In order to carry out this plan, classes are conducted for 2-hour periods in the morning,

afternoon, and evening for five days of the week to accommodate the different shifts. The courses offered are of the trade extension type. Six evening schools, two part-time schools, and one unit trade school are reported. One forman-training conference was held at Sparks. There are practically no industries employing women workers in the State of Nevada. The instructor-training field is undeveloped to date. Plans are under way to employ a full-time instructor-trainer for the coming year.

AGRICULTURAL EDUCATION.

The organization for supervision and teacher training in agriculture has undergone some change. The State supervisor has been relieved of his duties as State director of vocational education. The past year has witnessed work in agricultural education creditable both as to quality and quantity. The agricultural teachers have had excellent support and cooperation from their principals. The supervisor made 17 visits to the five schools receiving aid, averaging approximately six days with each teacher for the year; held district conferences, and appeared by request before local and State meetings and various organizations where opportunity was offered to promote vocational education. A campaign was made during the year to raise the standard of farm shopwork, and as a result definite provision has been made for the construction of a suitable farm shop in each of the three schools not so favorably equipped at present. The farm shopwork at one school was fully described in a 16-page bulletin entitled "Farm Mechanics, Instruction and Shop."

Five vocational departments in schools were approved for aid and enrolled 66 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $4,102.10, a return of 48 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $8,502.38.

Community service on the part of agricultural teachers and pupils has not been neglected. In each community the teacher has been recognized as the agricultural expert, and as such has been subject to frequent calls for service.

Teacher-training work at the State university continued as for the previous year. Progress was made toward the establishment of more satisfactory observation and supervised teaching. Three students pursued the teacher-training course.

New amendments to the general compulsory education act define the age of compulsory education as 7 to 18 years unless excused by action of the local board of education for good cause. This legislation will bring back to the school many farm boys who will for the most part elect vocational agriculture.

HOME ECONOMICS EDUCATION.

Three-fourths the time of the State supervisor was given to supervision of the work in the State, and one-fourth of her time was loaned by the State department to the university for teacher training. Two district conferences were held during the year, and each school was visited by the supervisor at least twice. The number of schools giving a vocational program in home economics has been increased from 3 to 8; 128 pupils were enrolled in these classes, and 9 teachers were employed. This was an increase of 100 students over the previous year's record. In three centers creditable beginnings were made in supervised home-project work. This work was not urged, except where local conditions and the qualifications of the teacher guaranteed its success.

The State university enrolled 17 students in the teacher-training course, of whom 1 was graduated.

NEW HAMPSHIRE.

Members of State board: Albert O. Brown, governor; Huntley N. Spaulding, manufacturer; Orton B. Brown, manufacturer; Mrs. Alice S. Harriman, housewife; Wilfred J. Lessard, lawyer; Merrill Mason, farmer; Ernest W. Butterfield, commissioner of education.

Executive officer: Ernest W. Butterfield, commissioner of education, Concord.

State director of vocational education: Ernest W. Butterfield, Concord.

State supervisor of trade and industrial education: Vacant. Waldo B. Cookingham, supervisor of agriculture, acting as agent of industrial education, Concord.

INDUSTRIAL EDUCATION.

Three departments in city high schools were approved as general industrial schools as compared with six such schools last year. There are no evening, part-time, or unit trade schools in the State. While the results of certain promotional work and conferences are not as yet apparent in definitely organized schools, tangible developments may be looked for during the next year.

Summing up the situation in the State, it should be pointed out that the decrease in the number of general industrial departments in high schools may be interpreted as an indication of progress rather than of retrogression. Under a strict interpretation of the standards set up for schools of this type it is doubtful if all of these schools could be approved, and their semiautomatic elimination from the field of vocational education will release money for use in evening and part-time classes.

Teacher training for trades and industries has not been developed in the State. The four-residence course at New Hampshire College has not attracted a sufficient number of students to justify the continuance of the work there. During the year two men were enrolled in the course. No classes were organized for teachers in service at points where approved schools were located nor at any other points in the State.

AGRICULTURAL EDUCATION.

It is believed that the low-water mark in respect to the number of schools has been passed. Last year the discontinuance of vocational courses in five schools where adequate patronage and support were lacking left a group of 15 departments of vocational agriculture, 10 of which received Federal aid. The organization for supervision of vocational agriculture remained the same as for the previous year. The supervisor made 75 visits to schools, held 2 State and 2 regional conferences of teachers in service, inaugurated in 10 schools special laboratory supply plots, led in the organization of the New Hampshire Agricultural Teachers' Club, which is cooperating with the State board in studying the problems of agricultural education in the State, and distributed two issues of a vocational agricultural newsletter.

Fifteen schools were approved and enrolled 160 pupils in vocational work. The 94 pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) $5,851, a return of 27 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $20,910.51. Practically all schools have added harness repair equipment to the farm shop facilities. This has received the approval of pupils and parents.

The organization of the teacher-training work at the New Hampshire State College continued as for the previous year. A few basic courses in technical agriculture were offered for the first time. Each teacher in service is required to carry on a professional improvement project.

The tenure of teachers is becoming more permanent, the salaries are increasing gradually, a supply of trained teachers is now to be had, and the prospects are for a conservative growth in the quality of vocational education in agriculture. It is felt, however, that the highest accomplishment in this type of education, both as to quality and individual schools and in their wider establishment, will always be limited due to the heavy burden imposed on communities by maintaining this expensive instruction. There is need for State aid to match the Federal aid in the part payment of salaries of teachers of agriculture in a larger number of centers in the State.

HOME ECONOMICS EDUCATION.

The State board for vocational education has made no provision for the supervision of home economics, nor has it used Federal funds for vocational classes in home economics.

There were 37 students enrolled in the teacher-training course at the State agricultural college. The enrollment of the home economics department is exceedingly promising. Of the 31 freshmen entering last September, 21 had signified their intention of taking the teacher-training course. The apprentice plan for practice teaching is followed. The students are assigned to schools in the State for a period of 10 weeks, and during this time their work is supervised by the teacher of special methods.

NEW JERSEY.

Members of State board: Melvin A. Rice, importer; John C. Van Dyke, professor of art; Robert Lynn Cox, lawyer; D. Stewart Carman, manufacturer and farmer; Oscar W. Jeffery, lawyer; John P. Murray, lawyer; Thomas W. Synnott, manufacturer; Mrs. Seymour Cromwell; Judge William H. Morrow, lawyer; Mrs. Edward L. Katzenbach.

Executive officer: John Enright, acting commissioner of education, Trenton.

Assistant commissioner of education: Wesley A. O'Leary.

Supervisor of trades and industries: John A. McCarthy.

Supervisor of agricultural education: H. O. Sampson.

Supervisor of home-economics education: Mrs. Iris P. O'Leary.

INDUSTRIAL EDUCATION.

With 11 cities in the State offering evening trade extension courses in a total number of 17 centers and 10 cities having all-day schools, the situation is much the same as for the preceding year. The most notable development for the year has been in part-time schools. This year 26 part-time schools were operated in 21 cities, as compared with 2 schools in 2 cities of the State the preceding year. The total enrollment in part-time general continuation schools this year was 3,298, and 27 teachers were employed for this work.

All of the teacher training for trades and industries has been done by the State board, with the exception of a summer course at the State agricultural college for continuation school teachers. Evening instructor-training classes were operated in eight of the cities of the State.

AGRICULTURAL EDUCATION.

The organization for supervising vocational agriculture continued as for the previous year. The supervisor and his assistant, who also

does resident teacher-training work, made 190 visits to schools having vocational agricultural departments, and 9 visits to other schools for promotional purposes; held State-wide conferences, two of one week duration and one of two days' duration, and 16 one-day regional conferences of teachers. Special work was continued as it was last year, as follows: An agricultural week at Trenton, at which four judging contests were conducted and a trophy cup awarded; special articles for the Educational Bulletin; promotional leaflets for the press of the State and circular letters to teachers. In addition to these continued activities the supervisor conducted a project inspection trip which was described in the October, 1920, issue of the Vocational Summary. A monthly report from teachers has been combined with the revised weekly report, also a statistical report, and an application form for Federal aid have been added.

Thirteen all-day schools, including two county units, were approved for aid, and enrolled 213 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $13,009, a return of 36 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $35,300.17. Evening classes were held in 43 centers; 32 of these were conducted by county vocational school men and 11 by high-school men. The work was offered from November to March, but due to local conditions the length of the course varied in different sections from 5 to 10 weeks. The evening class students' supervised farming enterprises are not always small, as several showed net profits ranging from $1,000 to $1,500. A trophy cup for the best community short course has been offered to be awarded for the completion of the supervised practical work. The supervisor experienced practically no difficulty in providing adequate equipment for schools, as the State pays one-half the cost of the initial equipment, including library books.

The resident teacher-training work was satisfactory during the past year, except that the number of undergraduates electing the course was smaller. The outlook for the enrollment of students in the teacher-training course next year is very encouraging. Beginning with the next college year the professor of agricultural education and his assistant will have their office and classroom at the State agricultural farm instead of at the branch office at Rutgers College. Special courses in crop management and advance agronomy were offered to juniors. These courses include the study of the underlying principles of crop production and management. Courses in "soils and crops" and in "dairying" were discontinued. Six students pursued the teacher-training course last year. Observation and supervised teaching was done at two high-school departments of agri-

culture. The work was in charge of the assistant professor of agricultural education.

HOME ECONOMICS EDUCATION.

The State supervisor gave her time as it was needed to the promotion of new work and the training of teachers for part-time and evening work. Of the 11 all-day vocational schools in the State, 9 were reimbursed from Federal funds. Of this number 6 were independent all-day vocational schools and 3 were departments in elementary schools. There were 513 pupils enrolled in the independent schools and 141 in the elementary schools, making a total of 654 pupils enrolled in all-day vocational classes. Thirty teachers were enrolled for these classes. This report shows an increase over last year of 177 pupils. Evening classes to the number of 79 were conducted in 53 school centers with enrollments totaling 2,968 students under 75 teachers. There were 9 evening classes which did not receive Federal aid. Of the 17 part-time classes, 5 received Federal aid. These 5 classes enrolled 811 students.

The State agricultural college enrolled 47 students in the teacher-training course. Since this past year was only the third year in which work in home economics has been offered by the State college, there was no senior class. Fourteen students were enrolled in classes for the training of evening-school teachers.

NEW MEXICO.

Members of State board: M. C. Mechem, governor; John Conway, State superintendent of public instruction; Benito F. Baca, county superintendent; E. L. Enloe, city superintendent; Mrs. Josie Lockard, teacher; Col. James W. Willson, president military institute; Oliver Le, business man.

Executive officer: John Conway, State superintendent of public instruction.

State director of vocational education: Mrs. Ruth C. Miller.

State supervisor of trades and industries: A. B. Anderson.

State supervisor for agriculture: R. W. Foard.

State supervisor for home economics: Mrs. Ruth C. Miller.

INDUSTRIAL EDUCATION.

A full-time supervisor and teacher trainer has been employed who devotes his time to the two phases of the work. Evening general industrial and unit trade classes have been established. Part-time work is being carried on in the railroad shops in six centers of the State, but no reimbursement from State and Federal funds is made for this work in this State. The development of evening classes indi-

cates a favorable growth in this line. The mining industries have curtailed production and the larger copper mines have closed down entirely. This has interfered with the promotion of industrial education to some extent. Arrangements have been made to further develop the vocational education work in these fields as soon as operations have been resumed. There are possibilities for developing foremanship training in railroad and mining centers of the State. There were 17 evening classes, 5 part-time, and 2 unit trade schools in operation this year.

AGRICULTURAL EDUCATION.

Vocational instruction in agriculture has not been developed to the extent of its possibilities due to the fact that during the past year there has been no special agricultural supervisor. However, what work has been organized has gone forward in a satisfactory manner. The outlook for the next year indicates that there will be six to eight new schools organized to begin the fall term. The teacher trainer gave some time to supervision. On May 1 a full-time State supervisor was appointed, and before the close of the fiscal year he had visited all the schools in the State where agricultural work was offered, with the exception of one. A State-wide conference for teachers in service was held in June. At this conference a three-year course of study was outlined, including both agriculture and farm shop; project record books were prepared, and report blanks were drawn up for the purpose of reporting information from the instructor to the State supervisor; also lists were made out including equipment for an agricultural course, shopwork, and library.

Thirteen schools were approved for aid and enrolled 137 pupils in vocational work. Most of the teachers, according to the supervisor, are doing a great deal of community work. Some of the teachers are taking an active part in the farm bureau and commercial clubs, and some have been instrumental in the planting of shade trees on school grounds; demonstrations of various kinds have been held for the benefit of farmers, and repair work of various kinds has been acceptable to the farmer patrons. The only part-time work given in agriculture during the year was in connection with the Dona Ana County vocational circuit. Due to the fact that the agricultural instructor visited each of the schools in the circuit only once a week, there were a number of young farmers who attended the school for that one day only.

The work in teacher-training at the State agricultural college continued practically as it was for the previous year. Nine out of the 32 students in the college of agriculture pursued the teacher-training course.

It is the intention of the State supervisor next year to push part-time and evening work. The outlook for development of the agricultural education program generally is good. The potential possibilities are numerous and with a full-time supervisor in the State office the school work should develop rapidly.

HOME ECONOMICS EDUCATION.

The State director for vocational education gave two-sevenths of her time to the supervision of work in home economics. Owing to the great distances in the State and the need for promotional work, this time does not seem adequate. There were 17 all-day schools offering vocational work in home economics. Of this number, six schools enrolling 197 pupils received Federal aid. The teachers of these schools were employed for 12 months, and spend their summer months supervising home-project work. Evening-school work was offered in eight centers and there were 12 classes, enrolling 140 students. This enrollment is almost double that of the previous year. An arrangement was brought about in cooperation with the coal-mining company at Raton whereby two full-time evening school teachers were employed to give instructions to the wives of miners.

There were but eight students enrolled in the teacher-training course for home economics at the State agricultural college, and none of these were seniors. Up to this time the State college has not in any way met the State's demand for teachers of the vocational work. A special course for the training of teachers of part-time and evening schools was offered during the summer school and the Christmas vacation at the State normal school of Las Vegas. This work was conducted by the State director, and the students in these classes were mainly teachers who desired intensive training in special methods for this particular line of work. One week's conference of vocational teachers was held at Santa Fe at the close of the school year.

NEW YORK.

Members of State board: Pliny T. Sexton, chancellor of the university; Albert Vander Veer, surgeon; Chester S. Lord, editor; William P. Baker, editor; Adelbert Moot, lawyer; Charles B. Alexander, lawyer; Walter Guest Kellogg, lawyer; James Byrne, lawyer; Herbert L. Bridgman, editor; Thomas J. Mangan, lawyer; William J. Wallin, lawyer; William Bondy, lawyer.

Executive officer: Frank B. Gilbert, acting State commissioner of education, Albany.

Director division of agricultural and industrial education: L. A. Wilson.

Specialist for industrial education and teacher training: R. H. Rodgers.

Specialist part-time education: Oakley Furney.

Specialist industrial education: Eugene D. Fink.

Specialist vocational education for girls: Marion S. Van Liew.

Supervisors for agricultural education: A. K. Getman and W. J. Weaver.

Supervisors for home economics education: Marion S. Van Liew and Treva Kauffman.

INDUSTRIAL EDUCATION.

The outstanding feature of the development of vocational education in New York State during the past year is the tremendous growth of the part-time general continuation school. The reports for the preceding year show that New York City was the only point in the State which received Federal money as reimbursement for this type of work. This year Federal funds were allotted by the State to 97 different municipalities. Last year 10,088 pupils were served by the part-time schools, this year 30,124 were similarly served. The significant fact, however, is not so much the increase in the numbers, from 10,000 to 30,000, as the increase in the number of cities from 1 to 97.

Evening schools and classes were organized in 30 cities of the State. More than 100 different short unit trade extension courses were offered in 67 centers, with a total of 550 classes. No Federal funds were used in the State during the year for reimbursement of evening classes.

Federal money was allotted to 13 cities of the State as reimbursement for the salaries of teachers in 23 unit trade schools. The enrollment in these schools was 7,798, including 1,764 girls.

Teacher training for trades and industries was done both in residence courses and evening extension classes. Under the State scholarship plan at the Buffalo Normal School 32 men received full-time training. Residence courses were also in operation at the Oswego Normal School. Evening extension courses were offered at Buffalo, Rochester, Albany, and New York City Summer courses were operated at Oswego, in connection with which a specially selected group received special training as foreman instructors or conference leaders.

AGRICULTURAL EDUCATION.

Early in March a definite plan for the promotion of new schools of agriculture was formulated. In brief, this plan took into account the high schools in the State not at present maintaining courses in vocational agriculture, and which, by virtue of their size and location

in good agricultural regions, seemed well adapted to accommodate such instruction. As a result of the studies which have been made by survey committees and subsequent conferences with boards of education, 10 districts have already voted to establish new schools next year. Two factors stand out prominently as being responsible for the relatively small number of schools organizing in September; these are: (1) The reflection of the agricultural condition of the country on the business interests in the villages, and (2) the lack of accommodations for school buildings to house the agricultural courses.

No change was made in the general organization and conduct of the work, the supervision being in charge of three men—one specialist and two assistants. During the year an advisory board of five farmers was appointed by practically every board of education administering a department of vocational agriculture. According to the State supervisor it is not an exaggeration to say that the appointment of the advisory boards has been one of the soundest moves that has yet been made in the administration of the work in the State. A summary of the work in these boards is found in the February issue of the New York Monthly News Bulletin. The Monthly News Letter was continued and an effort made to simulate the teachers of agriculture to a keener appreciation of their job. Professional improvement articles were prepared with a view to giving the men a closer touch with the problems of selecting their teaching content as well as methods of instructions. The specialist in agricultural education and his two assistants made 200 visits to the schools. In the case of some of the weaker schools three to four visits were necessary. One State and eight regional conferences of agricultural teachers were held. At the regional conference in the spring two special phases of the teachers' work were emphasized: 1) The organization and content of short courses, and (2) the study of farm enterprises in determining the content to be taugh and the analysis of the enterprises into the farm jobs which the farmer needs to perform in successfully carrying on the enterprises.

Early in the year Bulletin No. 712, "The Home Project," was issued. Definite progress has been made in the field of directed or supervised practice in agriculture. The most important elements of progress were:

(1) The scope of projects.

(2) Individual responsibility on the part of the pupil.

(3) Use of the project in motivating instruction and in stimulating the pupil to solve his individual farm problems.

The following new or revised office records were prepared:

(1) School record cards.

(2) Teacher record cards.

(3) Financial statement.
(4) Record of poultry project.
(5) Record of farm enterprises.
(6) Individual cow record.

Seventy-seven schools, including five State schools of agriculture, were approved and enrolled 1,549 pupils in vocational work. The total income from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $80,530, a return of 49 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $163,722.94.

One part-time course was given in connection with a vocational department, and four part-time courses were conducted with a total enrollment of 77 pupils at the State schools of agriculture.

The community services and activities of teachers in high-school departments included 46 per cent of them exhibiting at county fairs, 50 per cent of them exhibiting at school fairs, 77 per cent of them members of the grange, 44 per cent of them members of farm bureaus, and 14 per cent of them members of other organizations. The school plot, or outdoor laboratory, has been extensively developed as a part of the equipment of the agricultural departments. Boards of education have been urged to install an excellent type of farm shop bench, working drawings of which have been prepared by the department of rural engineering of the State college of agriculture.

The teacher-training work at the New York State College of Agriculture continued practically as it was the previous year, with the exception of a change in the personnel of the staff. One new course, "The rural and village principalship," was given.

In connection with the course in "The principles of teaching," observation is made in the Ithaca public schools, and supervised observation and practice teaching was conducted in a near-by vocational department of agriculture. In addition to help in professional improvement, the plan of lending aid with reference to technical training has been strengthened in the way of securing assistance from the various technical departments of the agricultural college. All the teachers of the State have been reached through various means and about one-half were visited.

HOME ECONOMICS EDUCATION.

Two full-time supervisors were employed by the State board for the vocational work. There were 83 all-day vocational classes in high schools, with an enrollment of 1,800 students, and 19 all-day vocational classes in elementary schools with an enrollment of 570 students, making a total of 102 all-day vocational schools with an enrollment of 2,370 students. None of these classes, however, were reimbursed from Federal funds. Home economics was taught as a

part of the program in 90 general continuation school classes. There were 27 evening-school centers with 623 classes and enrolling 20,967 women. No part-time or evening-school work was reimbursed from Federal funds.

Teacher training for day-school teachers was conducted at the State agricultural college, Buffalo State Normal School, and the State college for teachers. At the State agricultural college 77 were enrolled in the teacher-training course. At the Buffalo State Normal 103 were enrolled, and of these 15 were seniors. At the State college for teachers 54 were enrolled, and of this number 12 were seniors. Teacher training for evening-school teachers was conducted in two centers, with an enrollment of 38 students.

NORTH CAROLINA.

Members of State board: Dr. E. C. Brooks, executive officer; Mary Arrington; W. F. Carr, manufacturer; and Leonard Tufts, farmer and capitalist.

Executive officer: Dr. E. C. Brooks.

State director of vocational education: T. E. Browne.

State supervisor of trade and industrial education: George W. Coggin.

Assistant State supervisor: H. H. Willis.

State supervisors for agricultural education: Roy H. Thomas and R. A. Olney.

State supervisors for home economics educetion: Edith M. Thomas.

INDUSTRIAL EDUCATION.

During the past year there have been operated 160 evening classes in 36 communities of the State and 3 part-time classes in 2 cities of the State. This remarkable development represents a growth of 119 per cent over the number of classes operated the previous year. The important developments of the past year have been the increase in the number of evening classes and the inauguration of teacher-training work for prospective textile teachers at the North Carolina State College, and the inauguration of part-time classes for hosiery mill workers of the colored race at Durham.

AGRICULTURAL EDUCATION.

The demand for vocational agricultural education in the State is greater than ever before. The progress made by the agricultural schools has demonstrated to the people the value and need for this type of education. The use of the farm survey in teaching agriculture deserves special mention. Each teacher made a survey of all the farms in his community. A total of 933 farms were surveyed in 27

counties. Better qualified teachers, better equipment, and the approval of the people in the communities where the work is carried on indicate that vocational agricultural education is destined to grow and develop. An assistant supervisor of agriculture was added during the past year. Each school receiving aid was visited at least three times. The length of time spent at a school varied from one day to one week. Supervisors held a one-day conference of teachers in service, and a three-day conference during the State teachers' assembly in November. The following mimeographed publications were issued: "Outline of Farm Shop Work," "Organization of Part-Time Work and Evening Classes," and "Arrangement and Equipment of Agricultural Buildings." Seventy-six boys, representing 16 vocational agricultural schools, took part in the live-stock judging contest as a part of the program of the North Carolina Live Stock Association.

Thirty-five all-day white schools, an increase of approximately 13 per cent over last year, were approved, and enrolled 631 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $47,683.34, a return of $1.14 on every dollar expended for salaries of teachers of vocational agriculture, which was $41,707.48.

The first effort in putting on part-time and evening class work was made during the winter of 1920–21. The work was carried on in 13 schools or centers with a total enrollment of 321. The work was organized and conducted under the supervision of the local teacher of agriculture. The teachers are unanimous in saying that the part-time work has done more than anything else to acquaint the people of their community with the vocational agricultural work. Many of the teachers feel that the part-time work has been the most successful part of their teaching.

The teachers of agriculture did a great deal to improve agricultural conditions in their communities. A detailed report of community work follows:

Group meetings.	Number.	Attendance.
Organized farmers	16	891
Fairs—community and county	14	15,673
Meetings on school affairs	29	2,150
Meetings on community affairs	18	1,480
Special agricultural meetings	14	367

Teachers of agriculture report that the fairs afford an excellent opportunity to acquaint the people with the agricultural work. Project exhibits, demonstrations, judging contests, pupils acting as judges, and speeches by the teachers were some of the methods used to inform the people of the vocational work.

The work of the department of vocational education for training teachers of agriculture has made fairly satisfactory progress during the past year. The enrollment in the department did not increase materially over the previous year although there was an enrollment of 21 as compared with 19 for the previous year. About 35 per cent of the senior class in agriculture was enrolled in the department. The organization of teacher-training work will be changed slightly for the coming year, namely, problems in teaching, and an educational seminar. The work of helping teachers in service has been interrupted to a considerable extent due to the resignation of the associate professor in the department. More extensive and systematic work in itinerant teacher training, however, is planned. A correspondence course in problems of teaching will be offered for which college credit toward a master's degree will be given. Arrangements have been made for an instructor to devote one-half of his time to visual instruction in the department.

The farm life school law was amended, making it possible for these schools to receive a maximum sum of $5,000 from the State. This sum must be matched by an equal amount by the county in which the school is located.

Marked progress was made in teaching vocational agriculture in the Negro schools during the past year. The number of schools increased from 13 with an enrollment of 199 to 18 with an enrollment of 388 pupils. In addition to this, 342 adult farmers attended short courses, which varied in length from two weeks to three months. The acreage represented by the farms on which the practical work of these farmers was carried on was 10,697 acres.

The effectiveness of the agricultural instruction is reflected in the increased production per acre by the pupils. During the year 1919–20 the 199 pupils in vocational work received from their farming enterprises, which was the cultivation of 362 acres in crops and the management of 211 animals, a total income $13,058.30. This amount is several thousand dollars in excess of the cost of maintaining the agricultural instruction.

During the Negro State fair held at Raleigh, and which is said to have been the first State-wide live-stock judging contest ever held for colored boys, 10 of the vocational schools competed.

Evening schools for colored farmers were conducted in 13 centers of the State, with an enrollment of 323. Of these 67 were helpers, 55 were tenants, and 201 were owners. The agricultural work is being placed in the county training schools as fast as these schools are established. The outlook for the development of vocational agriculture among the colored schools of the State was never brighter.

The teacher-training work at the colored agricultural and mechanical college was continued as for the previous year. Several new courses, however, were offered.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics has been employed on full time for two years. In 1921–22 an assistant State supervisor, on full time, will be added to the staff.

In 1920–21 three all-day departments employing 3 teachers and enrolling 88 pupils were subsidized from Federal funds. There were also 49 all-day departments supported by State funds only, with a teaching staff of 52 and an enrollment of 1,452.

Seven white and two Negro evening centers were approved. In the white centers 25 teachers were employed and in the Negro 8 teachers. The total enrollment in evening classes was 595.

In the past three years the sentiment in North Carolina in favor of vocational education has increased to such an extent that the demand is now greater than the board can meet out of Federal and State funds, although special appropriations of the latter have been used when matched Federal and State funds were exhausted. Of all lines of vocational education vocational classes in home economics have been the most in demand throughout the State.

The North Carolina College for Women, Greensboro, is approved for training white teachers of vocational classes and the Slater Industrial and State Normal, Winston-Salem, for training Negro teachers. Supervised teaching in both institutions is conducted in the local public schools.

At the North Carolina College for Women a practice cottage is provided for supervised home management, in which each girl in teacher training must reside six weeks. At the Slater Industrial and State Normal provision for supervised home management is made in the dormitories.

The North Carolina College for Women offered in the summer (1921) courses for the improvement of home economics teachers in service. A very good course in teacher training in related art was offered, through the cooperation of the teacher of clothing, the teacher of art, and the teacher of special methods.

NORTH DAKOTA.

Members of State board: Minnie J. Nielson, State superintendent of public instruction; John M. Hagen, commissioner of agriculture and labor; George A. Toten; Robert T. Muir; P. M. Casey; and Charles Liessman.

Executive officer: Chauncey E. Cavett, director of vocational education, Libson.

INDUSTRIAL EDUCATION.

During the past year the administration of industrial education was in the hands of the State director of vocational education, who

also acted as supervisor of vocational agriculture. A teacher training agent and supervisor has been appointed to develop industrial education further during the coming year.

Several evening trade extension classes were held at Fargo and Minot.

Dull-season part-time work of a trade extension nature was offered at the agricultural college at Fargo and at the State school at Ellendale in the building trades and in auto and tractor repair and operation.

Part-time trade extension work for apprentices in the building trades is in contemplation at Grand Forks, as well as part-time classes for apprentices in several of the railroad repair shops. A general industrial school is being organized at Velva.

While no organized courses in instructor training were carried on during the year, summer school courses were offered at the agricultural college last summer and this spring at Fargo, in which information was given them as to possibilities for the development of trade and industrial education in their respective communities. The interest aroused by this conference was such as to justify the belief that an increase in the number of evening and part-time classes in the State will be manifest this coming year.

AGRICULTURAL EDUCATION.

The organization for supervising vocational agriculture continued as for the previous year. The State board, however, has authorized the State director to appoint a part-time supervisor for the next year. This part-time supervisor will devote about one-half of his time to resident teacher-training work at the State agricultural college. The State director, who has acted as supervisor, made 49 visits to schools, held 2 State conferences of agricultural teachers and superintendents, held short courses for promotional work with an aggregate attendance of 9,000, initiated the study center work in the preparation of teachers of vocational agriculture, and issued one bulletin on vocational education entitled "Vocational Agriculture in North Dakota under the State and Federal Laws."

Eleven all-day schools, as compared with 8 last year, were approved, and enrolled 386 pupils in vocational work.

One evening class was held, extending over a period of 16 weeks, with an enrollment of 10.

At least 40 different centers, according to the State director, have stated that they would hire a qualified teacher of vocational agriculture and do the work even though they did not receive aid. This to some extent reflects the general development of the work.

A special teacher-trainer has been employed for the coming fiscal year. He will be attached to the State college of agriculture. Ar-

rangements have been made with several schools near the agricultural college to offer an opportunity for prospective teachers to do supervised teaching.

HOME ECONOMICS EDUCATION.

The State supervisor of home economics education was employed for three-fourths of her time. Two vocational conferences were held during the year, and an average of three visits was made to each of the Federally aided schools. The State supervisor conducted teacher-training work during the summer at the State agricultural college. Sixteen vocational schools qualified for Federal aid, but only 10 could be granted such aid. Evening school work was conducted in two centers. There were seven evening classes, enrolling 153 students.

Sixty-three students were enrolled in the teacher-training course at the State agricultural college, of whom 17 were seniors.

OHIO.

Members of State board: Alfred Vivian, dean college of agriculture; R. J. Condon, superintendent of schools; Mrs. Kent W. Hughes, at home; S. J. McCune, merchant; W. S. Edmund, superintendent of schools; A. C. Eldredge, assistant superintendent of schools; Vernon M. Riegel, State superintendent of public instruction.

Executive officer: Vernon M. Riegel, State superintendent of public instruction.

State director for vocational education: C. H. Brady.

State supervisor for trade and industrial education: E. L. Heusch.

Assistant State supervisor for trade and industrial education: E. W. Myers.

State supervisor for agricultural education: Wm. F. Stewart.

State supervisor for home economics education: Enid W. Lunn.

INDUSTRIAL EDUCATION.

The outstanding feature of industrial education in Ohio is the large number of evening classes and part-time classes of the trade preparatory and trade extension types as compared with the small number of day trade schools. This situation is commendable in that the out-of-school group is being served to a very considerable extent. Nearly 9,000 men and women were enrolled in the evening trade extension classes, for which 297 instructors were employed. In the part-time trade preparatory and trade extension classes the enrollment was 1,445, with 37 instructors employed. A few part-time general continuation classes were organized this year. This, with the considerable development in the other types of part-time classes, would seem to indicate that the State is ready for the compulsory part-time law which was enacted by the State legislature this year

Teacher training has been carried on from three points in the State—Cleveland, Columbus, and Cincinnati—and from these centers the work has been extended to near-by cities. In this way the entire State has been quite thoroughly reached, both from the standpoint of the preparation of new instructors and the improvement of teachers in service.

AGRICULTURAL EDUCATION.

While vocational agricultural education has made progress in Ohio during the past year, such progress has manifested itself in an increase in the average enrollment rather than in an increase in the number of departments. One phase of the work which has been particularly emphasized by the supervisors has been that of making the instruction more truly vocational. Much progress was made in project organization and supervision. The organization for supervising agriculture continued as for the previous year. A total of 120 supervisory visits were made during the year, with a tendency to longer visits than preceding years. The year's work has been marked by the holding of eight conferences of agricultural teachers. The following bulletins and circulars were issued during the year: "A Bulletin of General Information," circular on "Field Trips," circular on "Short Courses," circular on "Community Work," circular on "Agricultural Exhibits." In addition the department issued a press bulletin at intervals during the year which was sent to all teachers in service.

Sixty-three all-day schools, an increase of approximately 2 per cent over last year, were approved and enrolled 1,401 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $59,922.48, a return of 65 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $91,486.77.

Part-time and evening work was conducted in 13 centers, all such work being under the immediate direction of the regular vocational instructor with limited aid in some instances from county agents, extension supervisors, or farmers of the community. The total average attendance on part-time courses was 150. It is the opinion among vocational workers of the State that the public schools are not meeting their obligations to the communities and that part-time and evening instruction in agriculture should be given more emphasis by the vocational teachers. For the coming year special instructors will probably be provided if needed.

The farm shopwork of the vocational program has been in its initial stages, but made unusual development during the past year. The experience of instructors in the State has shown that with the limited fund for reference books the supervisor should recommend

that a few well-chosen reference books should be selected and a considerable number of duplicates secured rather than recommending the purchase of single copies, endeavoring to cover the whole category of agricultural information.

Special attention has been given during the past year to advertising the teacher-training work in agriculture among the students of the State university; the pursuance of this policy has brought results. Particular attention has been given during the year to the intensifying of the observation and supervised teaching. That is, the observations of the supervisors as well as teacher-trainers disclose the fact that prospective teachers were going into the field with a fair knowledge of class methods but with practically no training or supervised practice in conducting project work. The work of the department of agricultural education has been confined to 3 resident courses with an enrollment of 24 students.

HOME ECONOMICS EDUCATION.

Although Ohio has had full-time supervision of home economics for the past two years, members of the staff of one of the teacher-training institutions were loaned for this purpose. In 1921–22 a State supervisor will be employed on full time by the State board of education.

In 1920–21 there were 21 all-day departments in high schools and 2 in elementary schools reimbursed from Federal funds. For these departments 23 teachers were employed, and the entire enrollment was 702. In these all-day departments home projects are required, and in each one a 12-months teacher for this purpose was employed. One hundred and five schools have applied for approval in 1921–22.

Twelve evening centers in which 40 teachers were employed and 813 pupils enrolled were also reimbursed.

Three institutions were approved for teacher training in home economics in 1920–21—Ohio State University, Columbus; University of Cincinnati; and Miami University, Oxford.

Supervised teaching in Ohio State University was conducted in the local and rural schools. In the University of Cincinnati, the East High School was used for this purpose, and at Miami University the training school of that institution. A practice house is provided at each of these institutions for supervised home management.

One person gave full time in 1920–21 to training home economics teachers in service. She maintained headquarters at the State university, but worked under the direction of the State board for vocational education. A State conference for vocational teachers of home economics was held early in the school year.

OKLAHOMA.

Members of State board: J. B. Eskridge, college president; John Whitehurst, agriculture; R. H. Wilson, State superintendent; Straton D. Brooks, president of university; Lola M. Champlin, secretary of board.

Executive officer: Lola M. Champlin, secretary, Oklahoma City.

State director of vocational education: Charles W. Briles.

State supervisor for home economics education: Maude Richman.

State supervisor of industrial education: Henry F. Holtzclaw.

State supervisor for agricultural education: J. W. Bridges.

INDUSTRIAL EDUCATION.

During the year there have been operated 7 evening trade classes in 2 cities, 14 part-time general continuation classes in 3 cities, and 9 all-day trade courses in 4 cities. The teacher-training work has been of an itinerant nature, performed by the State supervisor. A number of evening commercial classes have been promoted which are not subject to reimbursement from Federal funds and are supported entirely by the local communities. During the year the State board, with the assistance of an agent of the Federal Board, conducted a foreman-teacher-training conference in the oil industry at Tulsa, out of which has developed a substantial evening-school program for employees of the oil industry. The work in the State is very seriously handicapped by the failure of the legislature to provide sufficient funds to match the Federal allotments.

AGRICULTURAL EDUCATION.

The general situation for vocational work in white schools is quite promising. The schoolmen are just now beginning to understand the vocational program. The organization for supervising vocational agriculture continued as for the previous year, with the full-time supervisor making 67 visits to schools and holding 9 conferences of teachers in service. Special attention was given during the year to the promotion of a vocational judging school and a better understanding of the vocational work in general. Circular letters and monthly news-letters were sent to teachers in service. Individual help was given to 490 persons on soils and crops, to 622 on animal husbandry, to 443 on trucking and horticulture, and to 33 on farm engineering. Two hundred and ninety-five community meetings were attended by agricultural teachers.

Thirty schools, which was no increase over the previous year, were approved and enrolled 459 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $21,647.21, a return of 46 cents

on every dollar for salaries of teachers of vocational agriculture, which was $46,858.20.

The teacher-training work at the State agricultural college continued as for the previous year. The progress of the work there has been fairly satisfactory. For the first time, observation and supervised teaching was provided for. This work was done in the secondary school of the college and also in the local high school. It is believed that the development of the teacher-training department is in keeping with the general progress of the work of the State. The supply of teachers now is greater than ever before.

Oklahoma during the past year began laying the foundation for vocational agricultural work in colored schools. Eight visits were made by the supervisor to schools and two conferences held of the colored teachers in service. A monthly report is required of each school.

Two colored schools were approved and enrolled 33 pupils in vocational work. The total income of colored pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $1,157.46, a return of 67 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $1,650.

The teachers have acted as community leaders in all agricultural activities. Both of the schools receiving aid put on local fairs, which received favorable mention not only from the colored people but also from the white people of the communities.

Definite steps were taken to provide for teacher-training work at the colored agricultural and mechanical college.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics education has been employed in Oklahoma for the past three years.

In 1920–21 there were 6 all-day departments in high schools, with 9 teachers and an enrollment of 154 pupils. There were also 22 State-aided all-day departments, with 42 teachers and an enrollment of 632 pupils.

While no part-time home economics classes were reimbursed from Federal funds, a program for this work was maintained in the State, and such classes were supported by State funds.

The institutions approved for the training of teachers of home economics are as follows: State agricultural college, Stillwater; State university, Norman; State college for women, Chickasha. In these three institutions a total of more than 300 students were in full-time courses in home economics in 1920–21.

In the State agricultural college supervised teaching is conducted in the vocational secondary schools; in the State university, in the

junior and senior university high schools; and in the State college for women, in the preparatory school.

The State agricultural college and the State university both maintain a practice house, with residence required of six weeks and eight weeks, respectively.

A summer course was given at the State agricultural college for the training of teachers in service and six regional conferences for the same purpose were held during the year.

In order to make practical and efficient the instruction in child care for those pursuing the teacher-training course, a child has been placed for the coming year in the practice house, where an experienced matron is in charge and where senior girls will have actual contact with and responsibility for the welfare of the child.

OREGON.

Members of State board: Ben W. Olcott, governor; Sam A. Kozer, secretary of state; J. A. Churchill, State superintendent; Mrs. George McMath, housewife; David M. Dunns, business man; F. B. Ingells, farmer; Otto R. Hartwig, labor.

Executive officer: J. A. Churchill, State superintendent of public instruction, Salem.

State director and supervisor of agricultural education: E. E. Eliott.

State supervisor industrial education and teacher-trainer: A. R. Nichols.

State supervisor for home economics education: Bertha S. Davis.

INDUSTRIAL EDUCATION.

By an arrangement with the Oregon State Agricultural College, the duty of training vocational teachers has been placed in charge of that institution. The establishment of schools in trade and industrial education was the first line of work undertaken following the establishment of the State board for vocational education. These schools, located at Eugene, Salem, Pendleton, Portland, and The Dalles, have been conducted without interruption since that date, although in some particulars the character of the work has been modified to conform to requirements. A supervisor of trade and industrial education was appointed in March on half-time basis. Arrangements have been made and plans laid for conducting foremanship conferences in the pulp and paper industry and for making surveys in the logging camps and sheet-metal trades. No evening instruction is being reimbursed for from Federal funds, the State centering its efforts in promoting unit trade and part-time schools.

AGRICULTURAL EDUCATION.

The State supervisor reports that there are only four nonvocational courses offered in the high schools of the State. It may be said, therefore, that the field of secondary agricultural instruction in Oregon is at present wholly absorbed by the departments conducted in conformity with the Federal vocational education law. Considerable difficulty was encountered in securing competent teachers, and as a consequence one or two departments were unable to start promptly at the beginning of the term. A significant indication of progress was the steady increase of enrollments throughout the year. Every school closed with as many or more students as were enrolled at the beginning. The development of the work has reached such a stage that further promotional work is unnecessary. More applications are now on file in the State office than is possible to approve during the coming fiscal year. The State supervisor, who also acts as State director, made 52 visits to schools; he also held 2 State and 1 district conference of teachers in service. During the year the "News Item," a monthly journal intended to furnish items of news and interest to vocational workers in the State, was published along with an illustrated section in the financial report of the superintendent of public instruction summarizing the results of vocational education in the State. A project record book was prepared by the instructor of agricultural education, and revised plans for organization and administration of vocational work.

Sixteen schools, an increase of 128 per cent over last year, were approved and enrolled 465 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) in 1919–20 was $10,317.19, a return of 68 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $15,233.21.

The performance of community activities by the agricultural teachers was more in evidence than last year and has been kept within well-defined boundaries. These activities ranged all the way from personal advice on farming problems to the management of local and community fairs. All the teachers are engaged in such publicity projects as school exhibits intended to interest patrons in the work being done. Club workers received advice and assistance toward organization. Three judging contests were conducted during the year. One of them brought together students from all the agricultural departments in east Oregon and created much public interest in the vocational program. Only two part-time schools were conducted during the year.

The teacher-training work continued at the State agricultural college practically as it was for the previous year, with the exception of

the man engaged in special-methods work being transferred to the State directorship. The fact that the supply of students seeking training has greatly increased makes possible the selection of more promising candidates and insistence on a higher grade of work. Thirty-seven students pursued the teacher-training course. The coming fiscal year will see three men engaged in the direct preparation of teachers of vocational agriculture.

HOME-ECONOMICS EDUCATION.

The State supervisor was loaned from the State agricultural college for one-tenth of her time. The remainder of her time was used by the college in follow-up work for its graduates who were teaching in the State. The amount of time for supervision has been inadequate and as a result promotional work of the State has suffered. There were four all-day schools which qualified for Federal aid. Of this number, two, enrolling 165 students, were reimbursed, the increase in enrollments over the previous year's record being 7. Three part-time classes, enrolling 161 students, were reimbursed. No evening school classes were reimbursed from Federal funds.

At the State agricultural college, 103 students were enrolled in the teacher-training course. Of this total, 59 were seniors. The teacher-training course provides especially valuable aid to the young teacher during her first year of teaching.

PENNSYLVANIA.

Members of State board: John P. Garber, superintendent city schools, Philadelphia; Marcus Aaron, business; Robert C. Shaw, county school superintendent; E. S. Templeton, lawyer; Thomas E. Finegan, State superintendent of schools, ex officio.

Executive officer: Dr. T. E. Finegan.

State director for vocational education: L. H. Dennis.

State supervisors for agricultural education: J. D. Blackwell, H. C. Fetterolf, and J. K. Bowman.

State supervisors for home-economics education: Helen J. Dodge, Mrs. Anna G. Green, and Lu M. Hartman.

Director bureau of vocational education: L. H. Dennis.

Assistant director industrial education: F. Theodore Struck.

Supervisors of industrial education: W. P. Loomis, H. L. Holbrook, and G. D. Whitney.

Supervisor of continuation schools: O. D. Evans.

INDUSTRIAL EDUCATION.

Some important changes have been made during the year in the organization of the State administrative staff. Vocational education

is now administered through a bureau of vocational education in charge of a director, with assistant directors for each of the several lines of work. The bureau of vocational education has charge of all matters pertaining to promotion and supervision and the teachers' bureau is in charge of all teacher training. Both bureaus are units of the State department of education. The administrative staff has been augmented so that there are now five supervisors, one of whom devotes his entire time to the supervision of continuation schools.

This year the number of pupils in continuation schools has increased from 30,350 to 34,116. The number of cities maintaining such work has, however, remained practically the same. No marked changes have occurred with regard to the number of cities maintaining evening and unit trade schools nor do the numbers enrolled in such schools show any appreciable change.

Teacher training continues to be operated by three institutions, as was the case last year. The University of Pittsburgh is one of the colleges in the country which has successfully operated resident teacher-training courses for trades and industries.

ARGICULTURAL EDUCATION.

During the past year agricultural education in Pennsylvania made decided progress. This has been due to a number of causes, among the most important of which are:

(1) The turnover among agricultural teachers was very small, in fact teachers have changed positions in but 4 of the 53 schools and departments. This small turnover among teachers has enabled them to make a study of their individual communities through the community survey and to base their program of work for the year largely upon the results of the survey.

(2) Closer supervision has been given by State and county supervisors. This has been made possible by the addition of one man to the State supervisory staff and four men to the staff of county supervisors.

(3) More frequent conferences were held of teachers in service. This was due to the fact that an additional man was added to the teacher-training staff, and that a definite plan for the holding of four conferences at each of nine centers was prepared by the department of rural life of the State agricultural college in cooperation with the bureau of vocational education, State department of public instruction.

(4) While farm products have decreased materially in price, industrial conditions have been so unsatisfactory that many people have returned to the farm, thus relieving the labor shortage.

(5) The nine new rural community vocational schools, the three new departments in high schools, and the four new counties added

for county vocational work were selected with unusual care, which resulted in the new centers developing with little difficulty.

The general organization of the State administration for vocational agriculture remained the same, with the exception of the addition of one man as assistant director of vocational education in charge of agricultural education. A special feature of the year's work was a State corn-judging contest for vocational students held at Harrisburg on January 26 in connection with the annual farm products show.

Three publications were issued: A bulletin on Agricultural Education, a bulletin on Junior Projects, and A Project Record Book for Junior Projects.

Fifty-three schools, including county vocational schools, giving an increase of 13 over last year, were approved and enrolled 1,164 pupils in vocational work. The total income of pupils from directed or supervised practice in agriculture (farm enterprises) for 1919–20 was $36,203.22, a return of 36 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $98,146.19. The community service and other activities of teachers of vocational agriculture included:

(1) Making agricultural surveys of communities.
(2) Holding community days.
(3) Teaching evening classes.
(4) Assisting with community meetings.
(5) Organizing junior project groups.

Considerable attention was given last year to part-time instruction with farmers and young people who had left school. Seventy-two such schools were held with an enrollment of 1,204; this was an increase of 38 per cent in part-time schools over the previous year.

The program for teacher training has not changed its plan of procedure since the last report was made. Eleven new courses, however, were offered; 1 on visual instruction in agriculture, and 10 graduate courses. Twenty students were enrolled in the teacher-training courses. Prospective teachers of vocational agriculture do 2 days' observation and 18 days of practice teaching in schools where vocational instruction is carried on. Practice teaching is of the apprenticeship type.

HOME ECONOMICS EDUCATION.

Three full-time State supervisors have charge of the vocational work in home economics. There were 83 all-day vocational schools, enrolling 2,958 students and employing 142 teachers. These schools were all departments in high schools. There were 15 evening centers with approximately 400 classes, enrolling 1,375 students. Many

of these evening classes were for foreign-born women. One of the successful short evening courses for these women was the packing of lunch boxes for the men and boys in the mines. Another, which was exceedingly popular, was the feeding of infants and children. Home economics was offered in 45 part-time continuation classes. These schools, however, were general continuation schools and reimbursed from the trades and industry fund.

The teacher-training work was conducted at Pennsylvania State College, at the University of Pennsylvania, and the University of Pittsburgh. Inasmuch as there were no seniors in home economics at the University of Pennsylvania and the University of Pittsburgh, no practice teaching was conducted in either of these institutions. At the State college there were 138 students enrolled in the teacher-training course, and of this number 9 were seniors. The State department of public instruction, through the bureau of vocational education, division of home economics, was directly responsible for the individual improvement of teachers in service, where such improvement was conducted through extensive teacher-training courses, correspondence courses, or through resident work, either in summer sessions or during the regular school year. Pennsylvania State College, University of Pittsburgh, and University of Pennsylvania cooperated with the State department in the program for the improvement of teachers in service.

RHODE ISLAND.

Members of State board: Emery J. San Souci, governor; Harold J. Gross, lieutenant governor; Joseph J. Bourgeois, priest; E. Charles Francis, banker; Frank Hill, banker; Mira H. Hoffman; Frederick Rueckert, judge; Frank E. Thompson, educator.

State executive officer and State director of vocational education: Walter E. Ranger.

Deputy director of vocational education: Charles Carroll.

State supervisor of trade and industrial education: Benjamin T. Leland.

State supervisor for agricultural education: Leslie E. Abbott.

INDUSTRIAL EDUCATION.

There has been an appreciable growth in industrial education in Rhode Island during the year. Eight cities maintained evening classes in which 354 pupils were enrolled. In part-time education the Providence Trade School has done some excellent work, having offered five trade preparatory classes for employed boys and one class for employed girls. The total part-time enrollment in this school was 257 for the year. There was no increase in the number of unit trade schools during the year.

Residence work in teacher training for trade and industries has been continued at the Rhode Island State College with an enrollment of 18. A tendency toward increasing extension teacher training in evening classes in various cities is apparent. The enrollment for the year in evening instructor-training classes was 99.

AGRICULTURAL EDUCATION.

The work in vocational agriculture during the year was carried on in two departments in high schools. Three new applications, however, have been filed for work next year. Rhode Island presents peculiarities that probably do not exist elsewhere so generally. Being a State of extensive manufacturing interests and well-known summer resorts, it provides opportunity for small type farming. Good roads and short hauls further modify agricultural conditions. Naturally the type of rural community and school is quite different from that of any other State, and the influence will be markedly seen in the future work of vocational departments. The very nature and extent of the agriculture of the State will not permit comparisons of the development of vocational agricultural work in Rhode Island with that of similar work in other sections of the country. The organization for supervising agricultural education continued as for the previous year. The size of the State and the number of schools receiving aid enabled the supervisor, who combines his work of supervision with that of the preparation of teachers of vocational agriculture, to make many visits and do intensive teacher-training work on the job. Although no bulletins were published for the teacher-training work, a letter containing many suggestions concerning the teachers' work was sent out monthly. Some changes were made in the office records and reports, including among others: (1) A card-index filing system; (2) a monthly report from teachers was instituted; (3) a yearly project summary cost account required from pupils for State files; and (4) a history card folder instituted for pupils in each school.

Owing to a change in the personnel of the supervisor and teacher-training staff it has been found impossible to make a financial report on directed or supervised practice in agriculture for the year 1919–20.

Only a few part-time pupils received instruction during the year, and that in connection with all-day classes. No change has been made in the general organization of the work for teacher training at the Rhode Island Agricultural College. A total of 20 students pursued the teacher-training courses.

HOME ECONOMICS EDUCATION.

The State department employed a half-time supervisor of home economics, who gave one-fifth of her time to supervision and the

remainder to teacher training. Her work as supervisor was promotional, since no funds were used for schools and classes. As a result of the promotional work, a home-economics program has been included in the work of several high schools. No Federal funds were used for day, part time or evening classes. The State, however, reports 10 all-day departments not receiving Federal aid.

Eight students were enrolled in the teacher-training course at the State college, of whom two were seniors. The college equipped a practice cottage for household management work. Forty-five teachers of day-school classes were enrolled in courses for the training of teachers in service.

SOUTH CAROLINA.

Members of State board: R. A. Cooper, governor; J. E. Swearingen, State superintendent of education; S. H. Edmunds, superintendent of schools; H. N. Snyder, college president; John T. West, manufacturer; Miss Jennie L. Brown, teacher; J. W. Thomson, college professor, Mrs. C. P. McGowan; R. S. Rogers, banker.

Executive officer: J. E. Swearingen, State superintendent of education, Columbia.

Supervisor of industrial instruction: C. S. Doggett.

Supervisors of agricultural education: Verd Peterson and E. W. Garris.

INDUSTRIAL EDUCATION.

During the past year there have been in operation 71 evening classes in 14 communities of the State and 2 part-time classes in one community. The industrial depression has seriously affected the evening classes in the textile industry. Despite the depression, however, the number of classes operated this year represents an increase of 16 per cent over the number of classes the preceding year. One of the forward steps of the past year has been the employment by Clemson College of a specially trained teacher-trainer who has done some very effective teacher-training work in practically all of the centers where evening instruction has been offered. The State has continued its policy of employing a supervisor on half time.

AGRICULTURAL EDUCATION.

The interest in agricultural education continues to grow with the school people of the State. The depression in farm finances has affected the practical work materially, but fair progress was made. Beginning January 1, an additional State supervisor of agriculture was added to the State office. Ninety-six different visits to schools were made during the year. A state conference of all the teachers of agriculture was held at Clemson College during the summer school,

and in addition to this one sectional conference was held for teachers in service. For the first time most of the teachers prepared an annual plan of work at the beginning of the year. This annual plan, according to the State supervisor, did much to make the work of the teachers more definite, and also aided much in fitting the instruction to the individual pupils and communities. Teachers made a good many surveys of the home farms of their students and used this data in planning their instruction. Mimeographed notes were prepared on seasonable phases of the work and sent to teachers.

Thirty-seven white schools, an increase of 23 per cent over last year, were approved for aid and enrolled 782 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $28,751.69, a return of 56 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $51,240.75.

Fourteen part-time schools, with an enrollment of 200 farmers, were held in communities where the high-school departments are located.

The community service of the teachers of agriculture consisted of securing pure-bred seed and pure-bred animals for farmers, directing the planting of young orchards, the pruning and spraying of fruit trees, helping care for sick animals, assisting in school rallies and meetings, advising farmers concerning insect and plant diseases, and suggesting the proper use of fertilizers.

Two new courses were offered in the teacher-training course at Clemson College, namely, rural-school administration and visual instruction. A course in project cost accounting was discontinued as a part of the professional training of the teachers and is now given in the agronomy division of the college. Agricultural education has been made an elective in the junior of the college course, and for the first time practice teaching by the senior in agricultural education was done in the vocational department in near-by high schools. A total of 27 students pursued the teacher-training course, while 55 students were enrolled in the summer-session courses at the college.

Despite the financial depression of the State the interest in teaching vocational agriculture has been noticeable, while the school people have responded readily, and the outlook for further development is good. The elective system at the college, and better provisions for practice-teaching work, will aid materially to the extent and efficiency of the teacher-training work.

The teaching of vocational agriculture with the colored people in the State has advanced rapidly during the past year in spite of the financial depression. In some sections of the State the boll weevil was very destructive, and in these sections the teaching of agriculture seems to be aiding the colored people in making their adjustment to

the new type of farming conditions. Thirty-six different visits were made to colored schools during the year, and a State conference of teachers was held at the colored agricultural and mechanical college.

Sixteen colored schools, an increase of 33 per cent over last year, were approved for aid and enrolled 331 pupils in vocational work. Pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $4,862.36, a return of 76 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $6,417.58.

Most of the colored teachers of agriculture are on either half or three-quarters time and the remainder of their day is devoted to teaching other subjects or acting as principal of the school. Six evening schools, with an enrollment of 65 colored farmers following mainly short unit courses, were held. The outlook for the development of agricultural instruction in the colored schools of the State is hopeful. Both white and colored people respond to the work readily.

The teacher-training work at the colored agricultural and mechanical college continued as for the previous year. Considerable equipment was added for use in teacher training, including laboratory apparatus, farm implements, and reference material for class instruction. The college is giving more attention than ever before to preparing teachers to teach in colored schools, and the student body seems to be responding to the demand.

HOME ECONOMICS EDUCATION.

In South Carolina in 1920–21 a State supervisor of home economics was employed on full time.

Eleven all-day departments in white high schools and four in Negro high schools were approved, with a total enrollment of 489. This is more than double the number approved in 1919–20, and more than three times the enrollment. One 12-months teacher was employed, and it is proposed to use 12-months teachers in all the day departments in 1921–22.

Winthrop College, Rock Hill, is approved for training home-economics teachers for white schools and the State normal and industrial institute, Orangeburg, for training home economics teachers for Negro schools. At Winthrop College the supervised teaching is conducted in the training school of the institution and at the State normal and industrial institute in the high school and elementary grades of the institution.

A practice home is maintained at Winthrop College for supervised home management, in which students in teacher training must reside for six weeks. At the State normal and industrial institute the dormitories are utilized for supervised home management.

A new wing to the home-economics building at Orangeburg is to be erected and equipped for additional work.

A State conference was held for the improvement of home-economics teachers in service.

SOUTH DAKOTA.

Members of State board: Fred L. Shaw, State superintendent of public instruction; Robert L. Slagle, president of university; Willis E. Johnson, president of State college; E. C. Higbie, president of State normal school; Adella S. Beach, county superintendent; Grace Reed-Porter, principal of high school; H. W. Foght, president of State normal school.

Executive officer: Fred L. Shaw, State superintendent of public instruction, Pierre.

State director of vocational education: Fred E. Smith.

State supervisor of vocational agriculture: C. R. Wiseman.

State supervisor of vocational home economics: Edna Courtney.

INDUSTRIAL EDUCATION.

As it has been felt that the problem of industrial education is not at present of pressing importance in the State, no one has been designated to undertake teacher training and promotional supervision work in this line.

No evening or part-time work was conducted during the past year. However, an all-day unit trade course was conducted in one city and several unit trade courses were offered at the State college under a subcollegiate classification. These unit trade courses enrolled a total of 292 pupils under the direction of 8 teachers.

While it is true that the State is primarily concerned with the promotion of agriculture, yet some very good opportunities exist in connection with mining in one portion of the State. Development of the various forms of industrial education dealing particularly with the building trades, automobile repairing, and gas-engine and tractor work is a probability of the near future.

AGRICULTURAL EDUCATION.

The prospects for vocational agricultural instruction in the State have been improving each year. Practically all of the schools now maintaining agricultural courses will continue. Several other schools have applied for the work for next year, with possibly more schools applying for work than may be reimbursed from the limited funds available. Up to the present time the agricultural college has been unable to graduate a sufficient number of qualified teachers, which has, to some extent, retarded the growth of the work in the State.

The State board had the use of the teacher-trainer at the agricultural college for supervisory purposes. He made 50 visits to schools, and held 1 State and 2 sectional conferences. In addition to this he prepared a set of forms to assist in keeping in touch with the agricultural work and aiding the teachers with their instruction. An agricultural news-letter and exchange was begun. This service has included among other things lists of helps and discussions on various problems confronting the agricultural teachers in their work. He also prepared for the State board two manuscripts: (1) "Material Things in Teaching Vocational Agriculture" and (2) "The Agricultural Library." Satisfactory records and reports for use in administration and supervision were prepared by the State supervisor.

Seventeen all-day schools, an increase of six over last year, were approved for Federal aid and enrolled a total of 365 pupils in vocational work. The pupils who complete their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $4,876, a return of 23 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $20,920.

Considerable attention was given during the year to building up adequate equipment for carrying on the work. Several of the schools developed a variety of farm shopwork. The State board of education has made a ruling which will affect equipment very favorably. State funds for vocational agriculture are now to be used to assist agricultural departments in supplying suitable equipment for their schools to the extent of the amount equal to one-fourth of the agricultural teacher's salary for any one year.

A new survey course in vocational education was added to the teacher-training courses at the State agricultural college. A vocational department in a local high school and a secondary school of agriculture on the campus have been used for observation and supervised teaching. It is planned for the next year that the agricultural teacher in the local vocational department of agriculture will be a member of the teacher-trainer faculty and take charge of the observation and supervised teaching. Eighteen students were enrolled in the teacher-training courses. Seven students finished the work and qualified as teachers of vocational agriculture in the State.

HOME ECONOMICS EDUCATION.

For the first time this State has had full time supervision of home economics. Two regional conferences were held during the year, and a news-letter was published each month. Of the 23 schools qualifying for Federal aid but 3 were reimbursed. There were 104 students enrolled in these three classes. The total number qualifying was an increase of 8 schools over the previous year.

Teacher-training work was carried on at the agricultural college and the State university. At the college, 65 students were enrolled and of this number 8 were seniors. At the State university 25 were enrolled, of whom 1 was a senior. Special work in child care has been started at the State college, where a young child has been taken in to be cared for at the practice house.

TENNESSEE.

Members of State board: P. L. Harned, chairman, education; A. A. Taylor, governor; J. B. Brown, State superintendent of public instruction; L. A. Ligon, lawyer; J. F. Fowlkes, farmer; F. R. Ogilvie, editor and county superintendent; Mrs. C. B. Allen; C. B. Igams, superintendent of schools; C. L. Marshall; J. S. Ziegler, high-school principal; C. E. Keyes, lawyer.

Executive officer and director: J. B. Brown.

State supervisor for industrial education: James Arentson.

State supervisor for agricultural education: D. M. Clements.

State supervisor for home economics education: Martha Thomas.

INDUSTRIAL EDUCATION.

During the year 48 evening classes have been in operation in 8 cities of the State; 14 part-time trade extension and general continuation classes in 16 cities; and 5 all-day trade classes in 1 city. Besides the training of related-subjects teachers at the university, this institution has maintained four teacher-training centers in as many cities of the State. The program this year represents an increase of 26 per cent over the preceding year. The important developments of the past year have been the inauguration of extensive evening-school programs in the cities of Marysville and Kingsport, the development of a full-time teacher-trainer at the university, and a foreman-training conference at Knoxville under the auspices of the university.

AGRICULTURAL EDUCATION.

Since the organization of the work in 1917 the number of schools has increased from 12 to 54 in 1920–21. The enrollment has increased from 189 in 1917 to 1,442 for the past year. In the beginning there were no State funds to match Federal funds. Now the State matches the Federal funds. The demand for the work is increasing faster than funds are becoming available. The organization for supervising vocational agriculture in the State continued as for the previous year. The supervisor visited each school twice, and in some instances three times. Three sectional conferences were held during the year. All of the teachers were present

at each conference. In addition to these conferences the annual State conference was held at the State university. During the year special attention has been given to visual instruction, farm shopwork, and community exhibit work. Considerable attention has been given to the matter of office records and reports; several changes and some additions have been made.

Thirty-nine all-day schools, an increase of 25 per cent over last year, were approved for aid and enrolled 938 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $34,287.79, a return of $1.13 on every dollar expended for salaries of vocational agriculture, which was $30,017.42.

A beginning was made in part-time instruction for farmers. One class with an enrollment of seven was held following a short unit course on terracing and drainage.

Special effort has been made to see that all schools were adequately equipped with laboratory supplies and library. The first year reimbursement was made on promises; the second year on order, but during the past year reimbursement was made only when equipment and library were in the school. The outlook for the development of vocational departments in the State seems good. The demand for vocational work is greater than the supply of aid. A new ruling of the board is to the effect that State and Federal aid will be given to the extent of five-eighths of the salary of the teacher for the time he devotes to agriculture, but in no case shall this exceed $1,500 for a teacher of experience and $1,000 for a teacher having no experience.

The teacher-training work is organized as a department in the college of agriculture in the State university. The work was originally elective in the regular general course in agriculture, but is now on a par with other departments in the college, such as agronomy and horticulture. Two new courses were added to the resident teacher-training program. A course in educational psychology has been transferred and will be given hereafter in the department of psychology of the university. Provision has been made for observation and supervised teaching at each of four near-by vocational departments in high schools. Two men devoted most of their time throughout the year to the improvement of teachers in service. A half-time man has been added to the teacher-training staff for next year. Only new and inexperienced teachers will be visited next year by these itinerant teachers. The teacher-training work has been provided with adequate rooms and laboratories in the new agricultural college building dedicated during the past year. Of the 21 seniors in the college of agriculture 8 took work in the teacher-training department, and 7 graduated. It is very evident now that the

department will be able to supply all teachers of vocational agriculture needed by the State.

Considerable progress has been made in the development of the work in the colored schools of the State. The State supervisor last year visited each school twice, and in some instances three times. A conference for colored teachers was held at the teacher-training institution. Arrangements were made during the year for the white teacher-trainers to assist the colored teacher-trainers in their work. The teacher-trainer at the colored institution issued a monthly newsletter to the colored teachers. The changes and additions in office records for white schools applies equally as well to colored schools, as the same records and reports are used in both kinds of schools.

Fourteen colored schools, an increase of 18 per cent over last year, were approved for aid and enrolled 504 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $18,610.53, a return of $1.51 on every dollar expended for salaries of teachers of vocational agriculture, which was $12,337.26.

The colored teachers were active during the year in visiting different farms and giving demonstrations in pruning, spraying, mixing fertilizers, terracing, etc. Most of the colored teachers held local fairs at which were exhibited results of the supervised practical work of the colored vocational pupils.

Two part-time courses were given at colored schools. The vocational agricultural teachers at these schools met with the farmers for two hours twice a week for six weeks. The work covered such matters as fertilizers, poultry, and field crops.

The Tennessee Agricultural and Industrial Normal School offered a two-year normal teacher-training course in agriculture. The work there last year continued practically as for the previous year. Practice teaching is provided for in a vocational class at the institution, and prospective teachers are required to supervise a definite number of projects carried on by the vocational class on the school farm. The colored teacher-trainer makes monthly visits to the schools teaching vocational agriculture for the purpose of giving suggestions as to the methods of teaching, checking up of library and laboratory equipment, examining lesson plans, and in a specific way aiding the teachers in the improvement of their methods of instruction.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics has been employed on full time for the past year, and the same policy continues in 1921–22.

In 1920–21, 3 all-day departments employing 9 teachers and enrolling 254 pupils were approved. Twelve evening centers with 18 teachers and an enrollment of 317 pupils were also approved.

Vocational teachers of home economics for white schools receive their training at the State university, Knoxville. Vocational teachers of home economics for Negro schools receive their training at the agricultural and industrial State normal school, Nashville.

Supervised teaching in the State university is conducted in the training schools of the institutions. In the agricultural and industrial State normal school, supervised teaching is conducted in the grades and high school of the institution.

At the State university a practice home is provided for supervised home management, and at the agricultural and industrial State normal the dormitories are utilized for this purpose. The practice home at the State university has been entirely refurnished, and plans are being developed for the erection of a new home-economics building.

For the training of home-economics teachers in service, three conferences were held in 1920–21.

TEXAS.

Members of State board: Pat M. Neff, governor; Lon A. Smith, comptroller; C. L. Staples, secretary of state.

Executive officer: Annie Webb Blanton, Austin.

State supervisor for industrial education: N. S. Hunsdon.

State supervisors for home-economics education: Jessie W. Harris and Lillian Peek.

Assistant State supervisor for industrial education: Lizzie M. Barbour.

State supervisors for agricultural education: C. L. Davis, J. H. Hinds, and J. B. Rutland.

INDUSTRIAL EDUCATION.

During the year 84 evening trade classes have been conducted in 8 cities, 10 part-time trade extension and general continuation classes in 7 cities, and 14 day trade courses in 7 cities. Twelve training centers for white trade teachers have been maintained by the agricultural and mechanical college and the University of Texas. One center for colored trade teachers has been in operation at the Prairie View Normal and Industrial Institute. The program for the year represents an increase of 93 per cent over the previous year. Texas has continued to develop its trade and industrial education program for women in industry. Included in this program have been trade-extension classes in the larger cities of the State, especially designed for girl and women workers. The legislature the past year has made more effective the State vocational education law and has provided means whereby the industrial education program can be materially extended.

AGRICULTURAL EDUCATION.

Rapid increase in the number of school introducing courses in vocational agricultural education is given as an indication of increasing interest of the schoolmen of the State in this kind of education. The State has to some extent been handicapped in the development of the work on account of the lack of trained teachers and State aid in matching Federal aid for salaries of teachers. The outlook for a sufficient corps of qualified teachers and State aid to match Federal aid in the promotion of agricultural education is encouraging. Special attention is being given to placing the work in communities where local patronage is sympathetic and desire the work.

The organization for the supervision of agriculture in the State continued as for the previous year except a change in personnel. Each school was visited three times during the year, and one State conference of two days for teachers in service was held.

Eighty-seven all-day white schools, an increase of 14 per cent over last year, were approved for aid and enrolled 1,247 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $24,912.45, a return of 38 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $69,362.68.

No part-time or evening work is reported, but considerable attention was given during the year to the improvement of laboratory facilities, including farm shop.

During the past year a consolidated rural school was organized on the campus of the institution. This school has the complete curriculum of the elementary school and the four years of the high school. The students in the college classes in special methods, administration of high-school agriculture, and supervised practice teaching, observe and teach under supervision the classes in vocational agriculture in this high school. The institution continued to serve effectively the agricultural teachers in service through the preparation and distribution of material for visual instruction.

There are 4 full-time men in the teacher-training department, with 18 juniors, 10 seniors, and 4 others pursuing the teacher-training courses.

The plan of spending from two to three days in each of the colored schools is followed. The professor of agricultural education at the colored agricultural and mechanical college assisted materially in itinerant teacher-training work among the colored schools. He visited each of these schools at least four times during the year. One State conference of colored teachers for two days was held.

Ten colored schools, an increase of 100 per cent over last year, were approved for aid and enrolled 208 pupils in vocational work. Pupils

who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $3,276.87, a return of 80 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $4,101.36.

No regularly organized part-time and evening work was done in the colored schools. The outlook for development, however, in the colored schools of the State is very encouraging. Plans are under way to establish colored schools in rural communities where vocational instruction functions most effectively.

The course of study in teacher training at the colored agricultural and mechanical college was changed from a two-year normal to a four-year college course, and because of this fact there were no students pursuing the teacher-training courses outlined for the junior and senior years. There were, however, 13 students in the freshman and sophomore classes.

HOME ECONOMICS EDUCATION.

A State supervisor and an assistant State supervisor of home economics have been employed on full time in Texas for the past two years. In the work of supervision of Negro schools these supervisors have been assisted by the head of teacher training at the institution approved for training vocational teachers of home economics in Negro schools.

In 1920–21, 24 all-day vocational departments in white schools and 3 in Negro schools were approved in home economics, employing a total of 29 teachers and enrolling a total of 656 students. Five white and 3 Negro evening centers were also reimbursed, enrolling 248 students.

The clothing contest conducted in connection with the home-economics work in the State has proved a great stimulus in promoting instruction in clothing lines.

Three white and one Negro institutions are approved for training home economics teachers. The white institutions are University of Texas, Austin; College of Industrial Arts, Denton; and Southwestern Texas Normal, San Marcos. The Institute efor Training of Colored Youth, Prairie View, is approved for training Negro teachers of home economics in vocational classes.

In the University of Texas the local schools are used for supervised teaching. In the College of Industrial Arts and the Southwestern Texas Normal the training school of the institution is used for that purpose. However, in 1921–22 the College of Industrial Arts will also use the local schools for supervised teaching. At Prairie View the high-school classes of the Negro institute furnish facilities for supervised teaching.

In the College of Industrial Arts two practice houses are provided, and in the University of Texas one is provided, for supervised home management. At the Southwestern Texas Normal a practice home is provided for home management but was not opened in 1920–21. At Prairie View the dormitories furnish facilities for supervised home management.

In 1920–21 a special conference for the training of teachers in service was held at the University of Texas.

UTAH.

Members of State board: G. W. Child, State superintendent of public instruction; John A. Widtsoe, president of university; E. G. Peterson, president of agricultural college; Henry Barker, school principal; George A. Eaton, school principal; J. F. Magleby, farmer; Mrs. William Reid, housewife; J. C. Swenson, professor; Mrs. C. H. McMahon, housewife; C. R. Marcusen, banker.

Executive officer: D. C. Jensen, State superintendent of public instruction, Salt Lake City.

State director of vocational education: D. C. Jensen.

State supervisor of trades and industries: I. S. Noall.

State supervisor for agricultural education: I. B. Ball.

State supervisor for home economics education: Jean Cox.

INDUSTRIAL EDUCATION.

Foreman-training and itinerant teacher-training classes were organized and conducted in a number of different centers during the year, principally in connection with the beet-sugar industry and railroad shops. Part-time and evening schools have had a normal growth during the past year. No special effort is being made to promote unit trade schools until such time as instructors are properly trained and school administrators educated.

A complete survey was made of the beet-sugar industry and a training program set up in 14 factories of the State as a result of this survey. This survey was also responsible for work set up in many factories outside the State of Utah. Plans are under way to make surveys of the mining and smelting industries and to conduct foremanship conferences with these concerns. Part-time and evening classes are open to women as well as men. In some instances special classes are set up to meet their needs where training is given in special women's trades.

AGRICULTURAL EDUCATION.

The following may be mentioned as some of the favorable conditions of vocational agricultural instruction in Utah at the close of the year:

(1) More experienced instructors.

(2) Better understanding of the vocational program by school executives and teachers.

(3) Better equipment in schools and better rooms.

The provisions for supervising agriculture continued practically as for the previous year. The supervisor and teacher-trainer each made one visit to the schools approved for aid. One conference for all teachers in service was held; a monthly news-letter to agricultural teachers was instituted January 1; and a summer school of seven weeks for teachers of farm mechanics was organized and conducted by the State supervisor. A State outline of three years' work in farm mechanics was completed in detail, with accompanying blue prints.

Twenty-two schools, a decrease of approximately 15 per cent over last year, were approved for aid and enrolled 832 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice (farm enterprises) in 1919–20, $65,-136.03, a return of $2.02 on every dollar expended for salaries of teachers of vocational agriculture, which was $32,142.08. Utah conducted no separate part-time and evening work for farmers. The reason given for this is that a recent State attendance law brings almost every boy in the State up to 18 years of age into high school, where he enters the regular classes as a rule. Until the vocational funds are increased it seems from the standpoint of the State supervisor that part-time and evening classes will not be organized. It is estimated that the agricultural laboratory supplies have developed 10 per cent during the year; that the farm shop has developed 25 per cent; that the library and other equipment has improved about 15 per cent in the State.

The most important progress of the year in teacher-training was the enactment of a State law permitting the Utah Agricultural College to establish a department for training teachers. A competent head has been selected and a man for special methods will be chosen.

Nine juniors, 24 seniors, and 3 others pursued the teacher-training courses at the State university. A summer session of teachers in service enrolled 30.

HOME ECONOMICS EDUCATION.

The vocational work in this State shows the results of three years of full-time supervision. Four district conferences were held in the fall, and several more in the spring. During the year 30 mimeographs, varying in length from one to eight pages, were prepared and sent to the teachers. There were 29 all-day vocational schools, enrolling 2,963 students, and employing 50½ teachers, reimbursed from Federal funds. Of these teachers, 31 were employed for 12 months and spent the summer months supervising home projects. Evening classes were offered in 4 centers and 79 students were enrolled.

The training of teachers has been done jointly by the State college and the State university. At the State college, 30 students were enrolled, and of this number 13 were in the senior class. At the State university, 45 students were enrolled, but none of these were seniors. The last legislature passed an act permitting the State college and the State university to train teachers of home economics independent of each other. This act goes into effect September, 1921, and will do much toward promoting a stronger program of teach-training for Utah.

VERMONT.

Members of State board: L. B. Johnson, publisher; A. W. Hewitt, clergyman; M. C. Webber, lawyer; F. A. Howland, insurance; Dorothy Canfield Fisher, writer.

Executive officer: Clarence H. Dempsey, commissioner of education.

State supervisor for home economics education: Helen M. Chapin.

INDUSTRIAL EDUCATION.

Cooperative part-time classes as previously organized have been continued. There are a considerable number of splendid opportunities in this State for extending trade and industrial education, but thus far the State has not employed a supervisor to develop the work.

AGRICULTURAL EDUCATION.

Federal aid was used in only one school last year; this was the State-supported school of agriculture at Randolph Center. Supervision was conducted through the department of agricultural education of the State university. However, most of the time of professor of agricultural education, who acted as State supervisor, was devoted to 36 high school departments of agriculture, none of which received Federal aid. A monthly news-letter was published for teachers in service.

Since all the vocational work receiving aid was done at a special agricultural school and the supervised practical work was done on the school farm, there is nothing to report on productive farm enterprises as is the case in practically all the other 47 States. It is hoped that the time is not far distant when the 36 high school departments supervised last year by the professor of agricultural education will be brought up to the standards found among schools receiving Federal aid, and that the State will see its way clear to more than match Federal money to promote this type of education in its high schools and to organize and conduct part-time and evening classes for those who have entered upon the work of the farm or of the farm home.

The teacher-training work at the State university continued practically as it was for the previous year. Three students pursued the teacher-training courses.

HOME ECONOMICS EDUCATION.

The supervision of home economics has been carried on by a member of the staff of the teacher-training institute, loaned for two-thirds of her time. Her work has been largely promotional. A helpful news-letter was published from time to time for the benefit of the home-economics teachers of the State. No Federal money was used for all-day, part-time, or evening classes. The State reports 58 all-day departments of home economics in high schools not receiving Federal aid.

There were 73 students enrolled in the teacher-trainng course, of whom 9 were seniors. Supervised teaching was done in the local schools, and supervised household management in the practice house provided by the university.

VIRGINIA.

Members of State board: Westmoreland Davis, governor; Harris Hart, superintendent of public instruction; John R. Saunders, attorney general; Dr. James M. Page, college professor; Col. Henry C. Ford, college professor; B. E. Copenhaver, county superintendent; James Hurst, superintendent county schools; F. M. Martin, superintendent city schools; James N. Hillman, secretary; John E. Williams, college professor.

Executive officer: Harris Hart, State superintendent of public instruction, Richmond.

State supervisor for trades and industries: Raymond V. Long.

State supervisor for agricultural education: T. D. Eason.

State supervisor for home economics education: Ora Hart Avery.

INDUSTRIAL EDUCATION.

During the past year there have been in operation 25 evening trade classes in five cities of the State, 4 part-time trade extension and general continuation groups in four cities, and 9 trade and general industrial courses in five cities. Teacher-training work has been carried on by the Virginia Polytechnic Institute and the Norfolk School Board. The Virginia Normal and Industrial Institute has operated a course for the training of Negro trade teachers. The program of the present year represents a development of 27 per cent in the number of classes over the preceding year. One of the interesting developments of the past year has been the inauguration of a part-time trade extension course for machinists at Salem.

Part-time general continuation courses have been in operation for boys and girls employed in the textile industry at Schoolfield. Some attention has been given to the industrial education needs of the trunk and bag industry, which has assumed considerable proportions in the city of Petersburg.

AGRICULTURAL EDUCATION.

The State-wide movement to organize farmers for the purpose of intelligently marketing their produce brought out the fact that there is a direct relation between the success of the farmers' organizations and the educational attainments of the persons comprising the union. This situation is reacting favorably in the interest of rural education in general and education in vocational agriculture in particular.

The provision for supervising agricultural education in the State continued as for the previous year, with the supervisor making 67 visits to white schools and the professor of agricultural education 25, while the State supervisor, for the purpose of establishing schools, promoting fairs, agricultural education, and rural fairs in general, made 34 visits.

Two State conferences and one district conference were held for teachers in service. Several rural life conferences held in the State afforded the supervisor an opportunity to present the cause of the farm boy and the adult farmer, and to show the need of bringing about a closer cooperation between the producing and the consuming public. During the year the supervisor continued his work with representatives of the college of agriculture and experiment station and other agricultural education agencies on a program for developing better marketing facilities for the farmers of Virginia. At the State fair the supervisor, with the assistance of representatives of the college of agriculture, held a stock and corn judging contest for the pupils of the agricultural high schools. Thirty high schools were represented at the contest and before the close of the year more than 40 of the instructors indicated their intention of bringing teams to the judging contest to be held at the State fair next October.

The publications for the year included: (1) The Home Project; (2) Eight Project Study Outlines; (3) A Record Book for Agricultural Projects; and (4) A Project Account Book.

Forty-seven all-day schools, an increase of 12 per cent over last year, were approved for aid and enrolled 748 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20 $42,223.11, a return of 64 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $65,292.67.

Evening classes for farmers were held at five different centers, with an average total attendance of 52. Eighteen juniors and three seniors pursued the teacher-training course at the Virginia Polytechnic Institute. Several courses were modified with a view to increased efficiency and usefulness, and one new course was added. The professor of agricultural education devoted nearly one-half of his time to itinerant teacher training.

The situation in Virginia regarding agricultural education for the Negroes has undergone but little change since the last report. There is a widespread interest among colored educators and other leaders of the race in promoting better farming conditions through the medium of the agricultural high schools. Negro farmers, at first skeptical of the value of instruction given by the agricultural teachers, are now rallying to their support. This is evidenced by their frequent visits to the schools, their requests of the teachers for agricultural information, and at some schools by enrolling as members of the evening classes. Eight visits by the State supervisor and 13 by the colored teacher trainer were made to the schools approved for aid. One State-wide conference for colored teachers in service was held.

Five colored schools, the same number as in the previous year, were approved for aid and enrolled 108 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20 $2,948.08, a return of 62 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $4,757.72.

One evening class was held with an enrollment of 30 farmers.

The work of teacher training at the Virginia Normal and Industrial Institute continued as for the previous year. Some of the teacher-training courses underwent consolidation, while others were expanded. More interest is being displayed on the part of pupils in the teacher-training work than ever before, and there is every reason to believe that the enrollment will increase during the coming year.

HOME ECONOMICS EDUCATION.

Virginia employs a State supervisor of home economics on full time.

In 1920–21, 2 all-day departments, employing 7 teachers and enrolling 209 pupils, were reimbursed from Federal funds. There were also approximately 35 all-day departments with 40 teachers reimbursed from State funds only.

Six evening centers, with 24 teachers and an enrollment of 1,132 students, were reimbursed.

William and Mary College, Williamsburg, and the State normal school, Harrisonburg, are approved for training teachers of white

vocational classes in home economics and the State normal and industrial institute, Petersburg, for teachers of Negro vocational classes.

In the State normal school supervised teaching is conducted in the local and near-by rural schools. In William and Mary College local schools will be used for this purpose in 1921–22. In the State normal and industrial institute supervised teaching is conducted in the preparatory classes of the institution.

A practice home for supervised home management is maintained at the State normal school, while the dormitories at the State normal and industrial institute are used for this purpose. A practice home for supervised home management will be opened at William and Mary College in 1921–22.

A State conference was held in the fall of 1920 for the training of teachers in service, and a summer school conducted at the University of Virginia.

WASHINGTON.

Members of State board: Josephine Corliss Preston, State superintendent of public instruction; Henry Suzallo, president of State university; E. C. Holland, president of State college; N. D. Showalter, president of State normal school; F. B. Cooper, city superintendent; A. K. Millay, high-school superintendent; W. F. Martin, representing county superintendents of schools.

Executive officer: Josephine Corliss Preston, State superintendent of public instruction, Olympia.

State director of vocational education: W. G. Hummel.

State supervisor of trade and industrial education: George H. Jensen.

State supervisor of agricultural education: J. A. Guitteau.

State supervisor of home economics education: Dorothy Shank.

INDUSTRIAL EDUCATION.

Supervision is carried on jointly by the State director of vocational education and the State supervisor of industrial education, who devotes one-half time to instructor training. Day unit, evening, and part-time classes are established in the State of Washington. Day unit classes are fewer in number this year, but evening and part-time classes have increased materially. The problems of women in industry is recognized, but little has been done to meet the situation. Larger centers are working on this problem and propose to offer work for women next year. No legislation affecting trade and industrial education was passed this year. The cities of Seattle and Hilliard have taken advantage of the State part-time law, which is of the permissive-mandatory type. In addition to these centers dull-season trade extension classes were conducted in Asotin. At

present there are 3 centers promoting part-time education, 4 promoting unit trade schools, and 10 promoting evening classes. Conferences were held for trade and industrial teachers and administrators in several centers and a two weeks' conference on foremanship training was successfully conducted.

AGRICULTURAL EDUCATION.

Vocational agriculture in the schools of Washington has made very satisfactory progress during the past year. The percentage of boys taking agriculture in the different schools varied 1 per cent in the largest schools to 82 per cent in the strictly rural high schools. The increase in subsidy from $600 to $1,000 to each school was put into practice with great benefit to the work. The full-time supervisor made 57 visits to schools, held 8 conferences with boards of education, and 1 State and 2 district conferences of teachers in service. A new set of record blanks covering the agricultural work will be used during the coming year, with the hopes of obtaining more extensive statistics on the relative value of the various phases of the agricultural teachers work.

Nineteen schools, which is no increase over the previous year, were approved for aid and enrolled 492 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20, $37,441.39, a return of $1.14 on every dollar expended for salaries of teachers of vocational agriculture, which was $32,225.

One evening school was held with an enrollment of 15 farmers. Wherever agricultural teachers have decided on definite community projects on which to devote their energies splendid results have been obtained, but in those cases where the men have been content to be merely generally useful they have failed to accomplish any work of a constructive nature. There were three well-organized cow-testing associations, all of the work of which was done by the school boys. Several of the men were successful in the conduct of community fairs, and in not a single school where the agricultural teacher conducted community work was there a question of his reemployment or of the continuance of the agricultural work.

The teacher-training work at the agricultural college was continued as for the previous year. A well-qualified teacher has been placed in charge of the agricultural department of the local high school, which is used for supervised observation and practice teaching. Seven juniors and 18 seniors pursued the teacher-training courses and 12 men were graduated.

The increased allotment of Federal funds will permit the aiding of four additional schools the coming year and take care of the in-

creased amount of work which the schools now receiving aid desire to offer in the natural development of their agricultural departments.

HOME ECONOMICS EDUCATION.

For the first time the State of Washington has had a full-time person for supervision of home economics education. Nine all-day departments in high schools, enrolling 207 students and employing 12 teachers, were reimbursed from Federal funds. The greatest growth in the home economics work of the State was in evening classes, which was offered in 11 centers. Work was given in 25 classes, enrolling 1,810 adult students. Fifty-three evening-school teachers were employed. There is a real opportunity for successful part-time and evening-school work in home economics, as indicated by the interest and enrollment during the past year, but future development of the work is limited by the small funds available. There were three part-time classes, enrolling 151 students. This was an increase of 106 students over the previous year.

The training of vocational teachers of home economics was conducted at the university and at the State agricultural college. At the university 33 students were enrolled, and o fthis number 16 were seniors. At the State college, 30 students were enrolled, and of this number 26 were seniors. An extension course in teacher training was conducted in Spokane by members of the faculty of the State college. This course was designed especially to prepare evening and part-time teachers, and enrolled 22 students.

WEST VIRGINIA.

Members of State board: George M. Ford, superintendent of schools; George S. Laidley, city superintendent; E. W. Ogleboy, farmer and manufacturer; W. C. Cook, county superintendent; L. W. Burns, city superintendent; H. M. Gove, business man; T. N. Sycafoose, lawyer.

Executive officer: George M. Ford, State superintendent of schools, Charleston.

State director of vocational education: J. F. Marsh.

State supervisor of trade and industrial education: C. R. Jones (acting).

State supervisor of mining education: A. C. Callen.

State supervisors for agricultural education: C. H. Winkler and P. C. Rouser.

State supervisor for home economics education: Rachel H. Colwell.

INDUSTRIAL EDUCATION.

A total of 34 evening classes were approved for Federal aid this year, 24 of which were at coal-mining towns and camps. Approxi-

mately 500 miners received specific instruction in mining in special evening classes. This work was organized on a State-wide basis, and there is no question as to the value of this training to the men, to the coal-mining industry, and to the State. In addition to this trade-extension work at the mining camps, 68 mine foremen attended the summer course at the State university. As West Virginia is preeminently a coal-producing State, it is entirely logical to have mining, the principal occupation of its workers, receive major consideration in a program of industrial education.

Two part-time trade preparatory classes were operated at Wheeling for pattern makers and machinists' apprentices. There were no full-time unit trade schools.

The position of State supervisor of trade and industrial education was vacant throughout the year, but the work was promoted and supervised by the dean of the college of engineering, who gave considerable time to this work.

Teacher training has not thus far been developed in the State in an important way. Some work was done in training instructors in mining at the university; also some instructor training was done at Wheeling with teachers in service.

The State legislature passed a very good compulsory part-time law during the year.

AGRICULTURAL EDUCATION.

There has been little change in the program of vocational agricultural education in the State since the last report. The supervisory staff continued as before with headquarters at both the State university and the State board of education. Two or more visits were made to each vocational agricultural department, with a total number of 78 visits during the year. One general conference and two (two-day) group conferences were held. Special emphasis was given during the year to systematic itinerant teacher-training work and the conducting of a junior live-stock judging contest, which was held at the college of agriculture, with teams from seven vocational agricultural departments competing.

A new project record outline was published.

Twenty-eight all-day schools, a decrease of approximately 14 per cent over last year, were approved for aid and enrolled 557 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice in agriculture (farm enterprises) in 1919–20 $19,354.19, a return of 56 cents on every dollar expended for salaries of teachers of vocational agriculture, which was $34,070.74.

One evening class with an enrollment of 10 farmers was held. The requirement of at least a minimum of equipment prescribed by

the State office in each course was carried out during the year. Farm shop is being made a regular part of every course in crop production and farm live stock.

A new course offered at the State university for prospective teachers was the teaching of vocational agriculture, open only to teachers in service. This is an extension course which was taken by 16 teachers. Each prospective teacher was required to teach 20 periods under the supervision of the instructor in the vocational agricultural department of the local high school. Twenty-three students pursued the teacher-training course. A new full-time man will be added to the teacher-training staff next year to assist in the supervision of practice teaching and give a course in the problems of rural education. The teacher-training department has a record of steady growth during the past three or four years and will from now on probably train enough men to supply the demand for vocational agricultural teaching in West Virginia.

HOME ECONOMICS EDUCATION.

State supervision of home economics in West Virginia has been conducted on part-time by the head of the home economics department in the University of West Virginia, but in 1921–22 an assistant State supervisor of home economics will be employed and arrangements made for full-time supervision.

In 1920–21 three all-day classes employing 4 teachers and enrolling 63 pupils were approved. Four evening centers with 14 teachers and an enrollment of 218, were also approved.

Some interesting home economics work has been done in West Virginia through cooperation with other agencies as the Y. W. C. A., Red Cross, and hospitals with courses for training nurses. In Parkersburg a class in dietetics was reimbursed, which was composed of students who were nurses from two hospitals in the city.

The University of West Virginia, Morgantown, is approved for training white home economics teachers. In 1920–21 there were 120 students taking a full-time course in home economics and 10 seniors in the teacher-training work. Supervised teaching is conducted in the local schools, while an apartment in the home economics building affords facilities for supervised home management.

The West Virginia Institute, Charleston, is approved for training Negro teachers of home economics. In this institution facilities for supervised teaching are provided by the training school of the institute. Supervised home management is conducted in the dormitories.

In 1920–21 a State conference for home economics teachers in service was held.

WISCONSIN.

Members of State board: E. W. Schultz, manufacturer; R. S. Cooper, manufacturer; E. J. Kearney, manufacturer; George F. Comings, farmer; Miles L. Hineman, farmer; F. W. Ploetz, farmer; J. H. McQuaid, employee; Oliver Ellsworth, employee; A. W. McTaggert, employee; C. P. Cary, State superintendent of public instruction, ex officio; Thomas F. Konop, member of State industrial commission, ex officio.

Executive officer: John Callahan, Madison.

State director of vocational education: John Callahan, Madison.

State supervisor of vocational agricultural education: G. W. Gehrand.

State supervisors of trade and industrial education: W. F. Faulkes, E. E. Gunn, jr., and A. R. Graham.

State supervisor of vocational home-economics education: Margaret Johnson.

INDUSTRIAL EDUCATION.

Trade and industrial education is administered by three full-time supervisors.

Evening trade-extension classes were given in 43 cities in the State. No definite figures are available at the time of writing as to the number of classes, enrollment, number of teachers, etc., on trade and industrial work alone. However, the total combined enrollment in these 43 cities in trade and industries and home-economics subjects approximated 13,000 people.

Part-time schools were maintained in 42 cities, employing 350 teachers. No figures as to pupil enrollment are available at the time of writing. It is worthy of note that the tendency of part-time schools in Wisconsin is to emphasize the importance of those subjects having a trade-extension value while making the general continuation portion of the work more or less incidental.

Instructor training is carried on at Stout Institute. Work is being given to 14 selected tradesmen who are on two-year scholarships provided by the State board.

In addition, the three supervisors have held conferences at various points in the State at which the vocational teachers were assembled and subjects dealing with their problems and professional improvement were presented.

A recent change in the part-time law provides that: After September 1, 1921, all minors who (1) have not finished four years' schooling beyond the elementary grades, or (2) have not attended to the end of the term, quarter, semester, or other division of the school year in which they shall have reached their eighteenth year, or (3) are not in attendance at least half time in some other public, private,

or parochial school, shall attend the vocational school half time in the daytime from the end of the period of full-time compulsory education to the end of the division of the school year in which they are 16 years of age, and after that for eight hours per week at least eight months per year, or such time in excess of eight months as the regular school is in session, until the end of the division of the school year in which they are 18 years of age.

AGRICULTURAL EDUCATION.

The supervisory staff continued as for the previous year, with the State supervisor making 193 visits to schools. He held 1 general conference of teachers in service and 6 local conferences. A monthly publication for teachers in service was prepared in cooperation with the teacher-training department.

Twenty-nine schools, an increase of approximately 30 per cent over last year, were approved for aid and enrolled 1,092 pupils in vocational work. The pupils who completed their practical work made from directed or supervised practice (farm enterprises) in 1919–20 $15,048.92 (total average profit). There were 42 regular part-time two-week period schools held. In addition to these there were eight longer term short courses held during the nonbusy season of the farmers' year, being in the months of February and January. These short courses consist of four and eight week sessions.

During the past year the University of Wisconsin began the apprenticeship of giving practice teaching to prospective teachers of vocational agriculture. One of the country agricultural schools was used for this purpose. A member of the teacher-training department spent three-fourths of the year in approving teachers in service. Thirty juniors and 15 seniors pursued the teacher-training courses.

HOME ECONOMICS EDUCATION.

A State supervisor of home economics for vocational schools and classes has been employed on full time for two years.

A compulsory part-time education law has been in operation in Wisconsin since 1911 and the growth of general continuation schools has far surpassed that of other types of vocational schools and classes.

In 1920–21 there were no all-day classes reported as reimbursed from Federal funds, but there was a total of 40 general continuation schools on the programs of which at least 50 per cent of the time was given to home economics education.

There were some very successful evening classes for home making supported entirely from State funds.

In the development of evening classes for foreign women, in one or two centers the work was unusually successful because of the co-

operation between the teacher in charge and some of the girls of foreign parentage who had been in training in the part-time schools. Through the efforts of these girls the classes were recruited and they gave assistance with the instruction.

The University of Wisconsin is approved for the training of teachers of home economics. In this institution the supervised teaching is conducted in the university high school, as well as in the city vocational school and high school.

A practice house is maintained at the university for supervised home management.

WYOMING.

Members of State board: James Morgan, publisher; Mrs. Katherine Morton, State superintendent of public instruction; J. J. Early, city school superintendent; P. J. Quealy, mine owner; C. S. Parks, banker; W. V. Gage, housewife; Earl E. Hanway, publisher.

Executive officer: James R. Coxen, Laramie.

State director of vocational education: James R. Coxen.

State supervisor of trade and industrial education: James R. Coxen.

State supervisor for home economics education: Bess Chappell.

INDUSTRIAL EDUCATION.

The number of industrial classes and the enrollment in such classes is considerably greater than for last year. Additional work was promoted in Sunrise, Casper, and Sheridan this year. The principal item of progress for the year was the granting of State funds for vocational education to the extent of $4,000 for industrial education. General industrial courses which have been maintained in several centers in the past will probably be changed into unit trade schools for the coming year. Instructor-training work was conducted by the University of Wyoming extension division. Beginning July 1, however, all such work will be conducted by the State department of education. All instructor training will be on the itinerant basis. The need for day trade courses in Wyoming towns is very limited, although there are possibilities for evening and part-time classes in many centers.

AGRICULTURAL EDUCATION.

The work in vocational agriculture, while slow in growth, has been built upon a solid foundation and in no instance where it has been established has it been discontinued. On the contrary, the enrollment for the different schools shows an increase of about 41 per cent. Many applications for the organization of the work in new districts have been received, but funds will not permit the establish-

ment of more than six new schools for the coming year. The State was without a supervisor until the latter part of the year. Schools are visited on the average of four times during the year.

Five all-day schools, which is no increase over the previous year, were approved for aid and enrolled 126 pupils in vocational work. The pupils who completed their practical work made from, directed, or supervised practice in agriculture (farm enterprises) in 1919–20, $2.605.98 (net profit).

There was no resident teacher-training work during the past year. The State supervisor at the close of the year divided his time as between supervision and teacher-training in service. A class of three students enrolled in a summer course at the college of agriculture. Provisions have been made to offer resident teacher-training work during the coming fiscal year.

HOME ECONOMICS EDUCATION.

A member of the teacher-training staff of the State university was loaned for one-fourth of her time for supervisory work. This amount of time was not sufficient to do the needed promotional and supervisory work of so large a territory. Wyoming might well employ a full-time supervisor for the home economics work. One all-day class, enrolling 15 students, was reimbursed from Federal funds. This is a decrease of one school and 38 students over the previous year's record. Much attention was given to the development of evening classes and some splendid work was done. The possibilities of the work are very great and the women of the State are eager to have classes organized. Eleven classes, enrolling 238 students, were organized in six centers.

At the State university, 15 students were enrolled in the teacher-training course, none of whom were seniors. The university expects to emphasize this phase of its work during the coming year.

PART VIII.

STATISTICAL REPORT.

TABLE 1.—*Number of specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.	Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
		Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
United States:														
1921	3,859	1,721	30	82	1,609	[3] 836	498	121	217	[3] 914	235	76	603	[3] 388
1920	3,150	1,375	(1)	(1)	(1)	753	435	119	199	700	193	45	462	322
1919	2,039	863	(1)	(1)	(1)	575	325	83	167	463	127	27	309	138
1918	1,741	609	(1)	(1)	(1)	809	300	341	168	323	123	(2)	200	(2)
Alabama:														
1921	107	51	11	.....	40	23	13	5	5	23	7	.....	16	10
1920	86	40	.....	.....	.....	31	20	7	4	9	.....	.....	9	6
1919	48	27	.....	.....	.....	18	11	2	5	3	.....	.....	3	.....
1918	23	13	.....	.....	.....	9	4	3	2	1	.....	.....	1	.....
Arizona:														
1921	93	31	8	.....	23	17	9	.....	8	45	11	3	27	4
1920	69	15	.....	.....	.....	15	9	.....	6	36	11	6	19	3
1919	31	7	.....	.....	.....	10	5	.....	5	12	7	.....	5	2
1918	14	4	.....	.....	.....	5	5	.....	.....	5	.....	.....	5	.....
Arkansas:														
1921	106	84	.....	22	62	12	4	5	3	9	3	1	5	1
1920	58	47	.....	.....	.....	5	1	1	3	6	2	.....	4	.....
1919	20	17	.....	.....	.....	2	1	.....	1	1	.....	.....	1	.....
1918	15	11	.....	.....	.....	2	1	.....	1	2	1	.....	1	.....
California:														
1921	141	39	.....	.....	39	29	.....	6	23	40	.....	29	11	33
1920	98	32	.....	.....	.....	33	2	12	19	33	.....	25	8	.....
1919	72	22	.....	.....	.....	29	4	7	18	21	.....	17	4	.....
1918	64	10	.....	.....	.....	53	11	15	27	1	.....	.....	1	.....
Colorado:														
1921	62	21	.....	.....	21	28	24	3	1	13	.....	.....	13	.....
1920	60	17	.....	.....	.....	28	24	2	2	14	2	2	10	1
1919	36	6	.....	.....	.....	25	22	2	1	4	.....	.....	4	1
1918	11	4	.....	.....	.....	5	2	1	2	2	.....	.....	2	.....

[1] Agricultural schools were not separately reported before 1921.
[2] Part-time trade or industrial schools in 1918 included all types of part-time schools.
[3] No report for Wisconsin.

TABLE 1.—*Number of specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.	Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
		Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
Connecticut:														
1921	24	5	.....	.....	5	19	1	8	10	.....	.....	.....	.....	.....
1920	11	3	.....	.....	.....	8	1	5	2	.....	.....	.....	.....	.....
1919	27	3	.....	.....	.....	19	7	5	7	5	2	.....	3	.....
1918	28	3	.....	.....	.....	19	7	5	7	6	3	.....	3	.....
Delaware:														
1921	34	18	.....	.....	18	5	2	3	.....	11	2	.....	9	.....
1920	40	16	.....	.....	.....	6	3	3	.....	18	.....	.....	18	.....
1919	16	5	.....	.....	.....	6	3	3	.....	5	.....	.....	5	.....
1918	11	3	.....	.....	.....	4	4	.....	.....	4	.....	.....	4	.....
Florida:														
1921	37	18	.....	.....	18	9	8	.....	1	7	3	.....	4	3
1920	29	16	.....	.....	.....	4	4	.....	.....	5	.....	.....	5	4
1919	16	10	.....	.....	.....	1	1	.....	.....	5	.....	.....	5	.....
1918	13	8	.....	.....	.....	1	1	.....	.....	4	.....	.....	4	.....
Georgia:														
1921	55	2	.....	2	.....	19	13	1	5	30	13	7	10	4
1920	87	40	.....	.....	.....	15	10	1	4	20	10	.....	10	12
1919	51	27	.....	.....	.....	11	7	.....	4	11	.....	.....	11	2
1918	49	23	.....	.....	.....	16	5	5	6	10	3	.....	7	.....
Idaho:														
1921	51	14	.....	.....	14	15	3	9	3	22	7	.....	15	.....
1920	39	17	.....	.....	.....	15	7	7	1	7	2	.....	5	.....
1919	13	7	.....	.....	.....	4	1	3	.....	2	.....	.....	2	.....
1918	6	4	.....	.....	.....	2	.....	.....	2	.....	.....	.....	.....	.....
Illinois:														
1921	89	56	.....	.....	56	3	3	.....	.....	26	.....	.....	26	4
1920	126	54	.....	.....	.....	36	30	4	2	26	1	.....	25	10
1919	102	42	.....	.....	.....	21	10	7	4	29	9	.....	20	10
1918	45	15	.....	.....	.....	24	14	9	1	6	3	.....	3	.....
Indiana:														
1921	95	39	.....	.....	39	28	24	.....	4	14	7	.....	7	14
1920	113	41	.....	.....	.....	28	18	.....	10	28	18	.....	10	16
1919	90	32	.....	.....	.....	27	13	5	9	23	15	.....	8	8
1918	88	35	.....	.....	.....	37	24	10	3	16	13	.....	3	.....
Iowa:														
1921	138	76	.....	31	45	17	7	6	4	27	5	5	17	18
1920	97	43	.....	.....	.....	21	10	6	5	17	3	3	11	16
1919	20	10	.....	.....	.....	6	4	.....	2	4	1	.....	3	.....
1918	10	6	.....	.....	.....	4	2	1	1	.....	.....	.....	.....	.....

Kansas:													
1921	79	45			45	22	19		3	10	3	7	2
1920	52	32				13	9	1	3	7	4	3	
1919	31	16				11	8		3	4	3	1	
1918	8	6				2	1	1					
Kentucky:													
1921	65	31			31	12	8	1	3	21	1	20	1
1920	53	33				7	3	1	3	12		12	1
1919	48	25				6	2	1	3	17	1	16	
1918	21	8				4	1		3	9	1	8	
Louisiana:													
1921	40	31			31	1			1	8		8	
1920	36	28				1			1	7		7	
1919	28	21				1			1	6		6	
1918	21	16				1			1	4		4	
Maine:													
1921	35	18			18	6	4	1	1	11	7	4	
1920	31	15				5	2	1	2	11	8	3	
1919	23	9				6	5		1	8	5	3	
1918	27	8				7	3		4	12	6	6	
Maryland:													
1921	42	19			19	9	7	1	1	13	5	8	1
1920	35	16				9	7	1	1	10	3	7	
1919	21	5				11	10		1	5		5	
1918	9	5				3	3			1		1	
Massachusetts:													
1921	107	16			16	43	21	6	16	47	23	24	1
1920	86	17				41	20	5	16	27	19	8	1
1919	83	17				35	19		16	30	21	9	1
1918	83	17				38	20	2	16	28	19	9	
Michigan:													
1921	142	62			62	37	20	11	6	31	9	6	16	12
1920	101	57				21	9	7	5	23	10		13	
1919	72	49				13	5	5	3	10	4		6	
1918	60	43				8	4	3	1	9	4		5	
Minnesota:													
1921	100	47			47	32	21	5	6	14	2		12	7
1920	88	40				29	14	8	7	9		1	8	10
1919	53	23				18	8	5	5	9			9	3
1918	68	12				50	35	2	13	6			6	
Mississippi:													
1921	51	36			36	3	1	1	1	11	8		3	1
1920	45	36				2	1	1		6	2		4	1
1919	42	36				1	1			4			4	1
1918	34	30				1		1		3			3	
Missouri:													
1921	146	78	4		74	15	9		6	44	9		35	9
1920	110	45				14	9	1	4	38	7		31	13
1919	40	7				16	9	3	4	17	7		10	
1918	22	3				19	10	5	4					

TABLE 1.—*Number of specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.	Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
		Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
Montana:														
1921	32	15	.....	.....	15	10	8	.....	2	4	.....	.....	4	3
1920	25	9	.....	.....	.....	9	6	1	2	4	.....	.....	4	3
1919	17	9	.....	.....	.....	4	2	.....	2	4	.....	.....	4	.....
1918	13	9	.....	.....	.....	1	.....	.....	1	3	.....	.....	3	.....
Nebraska:														
1921	112	38	.....	.....	38	4	3	.....	1	68	6	1	61	2
1920	37	30	.....	.....	.....	3	2	.....	1	4	.....	.....	4	.....
1919	13	8	.....	.....	.....	3	2	.....	1	2	.....	.....	2	.....
1918	7	2	.....	.....	.....	4	4	.....	.....	1	.....	.....	1	.....
Nevada:														
1921	17	5	.....	.....	5	4	2	1	1	8	.....	.....	8	.....
1920	17	5	.....	.....	.....	6	5	1	.....	3	.....	.....	3	3
1919	11	3	.....	.....	.....	6	6	.....	.....	2	.....	.....	2	.....
1918	11	1	.....	.....	.....	10	10	.....	.....	.....	.....	.....	.....	.....
New Hampshire:														
1921	13	10	.....	.....	10	3	.....	.....	3	.....	.....	.....	.....	.....
1920	20	14	.....	.....	.....	6	.....	.....	6	.....	.....	.....	.....	.....
1919	21	12	.....	.....	.....	9	.....	3	6	.....	.....	.....	.....	.....
1918	26	17	.....	.....	.....	8	.....	4	4	1	.....	.....	1	.....
New Jersey:														
1921	100	22	7	.....	15	29	17	.....	12	25	15	1	9	24
1920	75	15	.....	.....	.....	30	16	2	12	29	19	1	9	1
1919	42	7	.....	.....	.....	18	10	.....	8	16	8	2	6	1
1918	71	15	.....	.....	.....	24	7	6	11	32	22	.....	10	.....
New Mexico:														
1921	24	8	.....	.....	8	7	5	.....	2	9	3	.....	6	.....
1920	25	9	.....	.....	.....	6	3	.....	3	9	2	.....	7	1
1919	17	5	.....	.....	.....	5	3	.....	2	7	2	.....	5	.....
1918	2	.....	.....	.....	.....	2	1	.....	1	.....	.....	.....	.....	.....
New York:														
1921	197	75	.....	.....	75	23	.....	.....	23	.....	.....	.....	.....	99
1920	92	69	.....	.....	.....	18	.....	.....	18	.....	.....	.....	.....	5
1919	72	52	.....	.....	.....	15	.....	.....	15	.....	.....	.....	.....	5
1918	114	54	.....	.....	.....	60	10	35	15	.....	.....	.....	.....	.....
North Carolina:														
1921	140	78	.....	25	53	52	50	2	.....	9	6	.....	3	1
1920	83	42	.....	.....	.....	32	32	.....	.....	7	6	.....	1	2
1919	36	30	.....	.....	.....	3	3	.....	.....	3	.....	.....	3	.....
1918	19	14	.....	.....	.....	4	4	.....	.....	1	.....	.....	1	.....

North Dakota:													
1921	31	15		2	13	4	2	2		12	2	10	
1920	25	10				5	1	2	2	10	1	9	
1919	19	8				1	1			10	1	9	
1918	14	7				3	1		2	4		4	
Ohio:													
1921	137	58			58	49	25	16	4	33	12	21	7
1920	154	59				55	35	18	2	36	12	23	4
1919	131	40				55	37	14	4	35	14	21	1
1918	61	18				30	24	3	3	13	6	7	
Oklahoma:													
1921	46	29			29	8	2	1	5	6		6	3
1920	47	30				5		1	4	12	1	11	
1919	24	10				10	9		1	4		4	
1918	26	13								13		13	
Oregon:													
1921	32	16			16	5		1	4	7	3	4	4
1920	27	7				9	3	2	4	4	1	2	7
1919	10	5				4			4	1		1	
1918	6					5	1		4	1	1		
Pennsylvania:													
1921	406	125			125	70	38	7	25	117	15	83	94
1920	329	50				52	25	5	22	86	20	66	141
1919	236	38				36	19	5	12	70	13	57	92
1918	393	42				273	39	220	14	78	26	52	
Rhode Island													
1921	16	3			3	12	8	3	1				
1920	11	2				8	4	3	6				1
1919	9					9	6	3					
1918	8					8	6	2					
South Carolina:													
1921	92	53			53	25	24	1		14		14	
1920	78	42				29	29			7	1	6	
1919	40	25				14	14			1		1	
1918	14	13				1	1						
South Dakota:													
1921	23	18			18	2			2	3		3	
1920	17	11								3		3	3
1919	11	9								2		2	
1918	1									1		1	
Tennessee:													
1921	90	54			54	15	10	4	1	15	12	3	6
1920	49	31				5	3		2	8	3	3	5
1919	29	21				5	4		1	3	1	1	
1918	23	22				1			1				
Texas:													
1921	175	95			95	40	29	2	9	35	8	27	5
1920	142	80				19	11		8	36	7	29	7
1919	67	46				11	6		5	9	1	8	1
1918	48	32				11	6		5	5	2	3	

TABLE 1.—*Number of specified type of vocational schools federally aided, by States for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.	Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
		Total.	Evening.	Part time.	All-day.	Total.	Evening.	Part time.	All-day.	Total.	Evening.	Part time.	All-day.	
Utah:														
1921	60	22	.....	.....	22	2	2	.....	.....	32	3	.....	29	4
1920	65	26	.....	.....	.....	4	3	.....	1	33	1	.....	32	2
1919	59	24	.....	.....	.....	4	2	.....	2	30	.....	.....	30	1
1918	28	15	.....	.....	.....	7	3	1	3	6	.....	.....	6	.....
Vermont:														
1921	4	1	.....	.....	1	2	.....	2	.....	1	1	.....	.....	.....
1920	12	2	.....	.....	.....	4	1	3	.....	6	5	.....	1	.....
1919	10	2	.....	.....	.....	6	3	3	.....	2	.....	.....	2	.....
1918	24	2	.....	.....	.....	6	5	1	.....	16	.....	.....	16	.....
Virginia:														
1921	75	32	.....	.....	52	14	6	3	5	8	6	.....	2	1
1920	70	47	.....	.....	.....	11	4	3	4	12	4	.....	8	.....
1919	53	36	.....	.....	.....	5	4	.....	1	10	8	1	1	2
1918	26	18	.....	.....	.....	4	2	1	1	4	4	.....	.....	.....
Washington:														
1921	60	19	.....	.....	19	16	11	1	4	21	11	1	9	4
1920	47	19	.....	.....	.....	11	5	1	5	10	1	2	7	7
1919	29	12	.....	.....	.....	13	5	.....	8	2	.....	.....	2	2
1918	18	5	.....	.....	.....	10	5	.....	5	3	.....	.....	3	.....
West Virginia:														
1921	72	37	.....	.....	37	28	26	2	.....	7	4	.....	3	.....
1920	74	35	.....	.....	.....	32	31	1	.....	7	5	.....	2	.....
1919	54	20	.....	.....	.....	30	28	2	.....	4	3	.....	1	.....
1918	22	11	.....	.....	.....	7	7	.....	.....	4	4	.....	.....	.....
Wisconsin:														
1921	31	31	.....	.....	31	(1)	.....	.....	.....	(1)	.....	.....	.....	(1)
1920	62	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36
1919	36	13	.....	.....	.....	10	4	5	1	8	1	5	2	5
1918	26	8	.....	.....	.....	12	4	4	4	6	4	.....	2	.....
Wyoming:														
1921	22	5	.....	.....	5	8	5	1	2	7	6	.....	1	2
1920	17	5	.....	.....	.....	7	5	.....	2	5	3	.....	2	.....
1919	10	5	.....	.....	.....	2	1	.....	1	3	.....	1	2	.....
1918	10	4	.....	.....	.....	4	3	1	.....	2	1	.....	1	.....

[1] No report.

TABLE 2.—*Number of teachers of vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*[1]

State.	Total.				Number of teachers of vocational courses in—														
					Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.		
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919
United States	9,906	7,669	6,252	5,257	2,019	1,570	1,201	895	[2] 3,998	3,176	3,002	3,276	[2] 2,065	1,637	1,433	1,086	[2] 1,824	1,286	616
Alabama	136	100	56	67	52	40	27	13	44	44	26	53	28	9	3	1	12	7	.....
Arizona	130	101	58	20	33	16	7	4	28	25	27	10	59	54	19	6	10	6	5
Arkansas	120	59	175	19	88	22	171	13	17	15	3	4	14	22	1	2	1	.....	.....
California	275	271	315	123	62	46	38	23	94	113	218	94	41	112	59	6	78	.....	.....
Colorado	179	156	118	23	27	18	7	5	124	109	101	16	16	21	4	2	12	8	6
Connecticut	154	83	164	220	5	3	3	36	149	80	142	169	.....	.....	19	15	.....	.....	.....
Delaware	70	51	43	22	16	12	5	3	43	25	33	15	11	14	5	4	.....	.....	.....
Florida	67	84	15	10	18	16	10	5	35	57	.....	2	8	5	5	3	6	6	.....
Georgia	181	153	94	111	70	57	40	42	64	53	36	50	40	30	15	19	7	13	3
Idaho	108	61	20	13	30	17	9	10	34	33	6	3	44	11	5	.....	.....	.....	.....
Illinois	160	323	243	76	36	59	42	16	4	137	96	51	45	56	79	9	75	71	26
Indiana	385	273	297	252	42	41	32	35	215	80	161	156	40	114	74	61	88	38	30
Iowa	240	203	22	42	45	43	10	6	48	43	8	36	52	40	4	.....	95	77	.....
Kansas	133	93	55	13	50	36	16	6	59	39	29	7	24	18	10	.....	.....	.....	.....
Kentucky	130	86	71	42	65	34	25	8	31	24	15	11	31	20	31	23	3	8	.....
Louisiana	60	52	28	38	32	28	21	16	16	16	.....	15	12	8	7	6	.....	.....	.....
Maine	82	64	60	50	18	15	9	8	34	22	29	27	30	27	22	15	.....	.....	.....
Maryland	80	66	75	15	19	16	5	5	36	35	65	9	24	15	5	1	1	.....	.....
Massachusetts	999	858	917	758	44	88	106	49	491	480	453	408	420	280	320	301	44	10	38
Michigan	625	184	228	132	63	58	49	43	367	68	118	44	144	58	61	45	51	.....	.....
Minnesota	234	206	150	324	58	52	34	69	119	121	95	246	45	17	13	9	12	16	8
Mississippi	100	78	57	56	71	56	49	48	7	6	1	5	14	7	5	3	8	9	2
Missouri	328	307	121	65	77	45	7	3	84	73	84	62	74	67	30	.....	93	122	.....
Montana	57	46	19	24	23	10	9	16	24	18	4	2	6	6	6	6	4	12	.....
Nebraska	149	42	23	19	39	30	8	2	24	8	13	16	84	4	2	1	2	.....	.....
Nevada	20	17	11	12	7	5	3	1	4	6	6	11	9	3	2	.....	.....	3	.....
New Hampshire	21	29	31	55	10	14	12	25	11	15	19	29	.....	.....	.....	1	.....	.....	.....
New Jersey	287	261	183	330	23	20	12	18	121	125	82	166	116	115	88	146	27	1	1
New Mexico	42	33	18	6	10	11	5	.....	16	12	4	6	16	9	9	.....	.....	1	.....
New York	938	392	298	395	96	89	52	97	268	235	214	298	.....	.....	.....	.....	574	68	32
North Carolina	509	129	39	20	190	39	30	14	282	69	5	4	36	19	4	2	1	2	.....

[1] Part-time continuation schools were not separately reported in 1918.

[2] No report for Wisconsin.

TABLE 2.—*Number of teachers of vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.				Number of teachers of vocational courses in—														
					Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.		
	1921	1920	1919	1918	1921	1920	1919	1018	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919
North Dakota	61	50	86	22	25	16	14	10	16	21	2	6	20	13	70	6			
Ohio	473	415	524	166	58	57	40	18	342	285	328	82	63	42	147	66	10	31	9
Oklahoma	72	71	54	32	31	36	15	14	28	18	30	18	9	17	9		4		
Oregon	66	84	12	18	20	11	5		16	28	5	13	13	19	2	5	17	26	
Pennsylvania	1,050	807	798	1,117	70	55	41	47	267	221	189	839	198	164	145	231	515	457	423
Rhode Island	56	49	45	29	6	5			49	43	45	29					1	1	
South Carolina	138	125	56	14	53	42	25	13	70	76	30	1	15	7	1				
Tennessee	150	88	61	19	56	37	24	19	60	26	23		27	20	14		7	5	
South Dakota	21	14	12	2	18	11	9						3	3	3	2			
Texas	222	188	87	63	86	77	31	32	83	62	41	21	46	43	14	10	7	6	1
Utah	125	179	83	36	24	26	24	17	7	56	9	8	56	54	48	11	38	43	2
Vermont	16	32	32	44	6	4	8	17	9	20	17	10	1	8	7	17			
Virginia	133	140	78	56	52	51	36	25	49	57	14	17	31	32	25	14	1		3
Washington	156	71	51	55	20	19	12	13	50	30	34	35	70	15	3	7	16	7	2
West Virginia	96	95	100	46	37	42	23	12	41	33	68	25	18	20	9	9			
Wisconsin	33	271	157	166	33	39	34	10	(1)		72	139	(1)		26	17	(1)	232	25
Wyoming	39	39	12	20	5	6	7	9	18	14	2	7	12	19	3	4	4		

[1] No report.

TABLE 3.—*Number and sex of teachers of vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.			Teachers of vocational courses in—																	
				Agricultural schools.				Trade or industrial schools.						Home economics schools.						Part-time general continuation schools.	
					All-day.			Evening.		Part-time.		All-day.		Evening.		Part-time.		All-day.			
	Both sexes.	Male.	Female.	Evening.	Part-time.	Full year, 12 months.	School year only.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States:																					
1921	9,906	6,393	3,513	28	62	1,834	95	2,131	90	431	41	1,111	194	2	1,037	.....	103	8	915	692	1,132
1920	7,669	4,992	2,677	(1)	(1)	1,461	109	1,711	68	255	95	884	163	1	785	4	133	11	703	558	728
1919	6,252	4,103	2,149	(1)	(1)	941	260	1,583	69	226	66	859	199	1	757	1	70	24	580	209	407
1918	5,257	3,236	2,021	(1)	(1)	686	209	1,200	197	367	460	762	290	2	686	(2)	(2)	10	388	(2)	(2)
Alabama:																					
1921	136	96	40	11	.....	41	.....	23	.....	5	.....	16	.....	.....	9	.....	.....	.....	.....	19	.....	12
1920	100	84	16	.....	.....	40	.....	25	.....	12	.....	7	.....	.....	.....	.....	.....	.....	.....	9	.....	7
1919	56	53	3	.....	.....	27	.....	12	.....	3	.....	11	.....	.....	.....	.....	.....	.....	.....	3	.....	.....
1918	67	60	7	.....	.....	13	.....	5	.....	.....	6	42	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
Arizona:																					
1921	130	70	60	8	.....	23	2	14	.....	.....	.....	14	.....	.....	19	.....	3	.....	.....	37	9	1
1920	101	44	57	.....	.....	16	.....	14	.....	.....	.....	11	.....	.....	20	.....	7	.....	.....	27	3	3
1919	58	33	25	.....	.....	7	.....	19	3	.....	.....	5	.....	1	12	.....	.....	.....	.....	6	1	4
1918	20	13	7	.....	.....	4	.....	9	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
Arkansas:																					
1921	120	106	14	.....	22	66	.....	5	.....	7	.....	5	.....	.....	8	.....	1	.....	.....	5	1	.....
1920	59	33	26	.....	.....	22	.....	4	.....	2	3	5	1	.....	17	.....	.....	.....	.....	5	.....	.....
1919	175	173	2	.....	.....	20	151	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	1	.....	.....
1918	19	17	2	.....	.....	12	1	2	.....	.....	.....	2	.....	.....	1	.....	.....	.....	.....	1	.....	.....
California:																					
1921	275	184	91	.....	.....	44	18	.....	.....	.....	4	90	.....	.....	.....	.....	28	.....	13	32	46
1920	271	146	125	.....	.....	37	9	16	.....	5	7	76	9	.....	.....	4	97	.....	11	.....	.....
1919	315	207	108	.....	.....	19	19	22	.....	6	5	140	45	.....	.....	1	42	.....	16	.....	.....
1918	123	88	35	.....	.....	8	15	20	.....	3	13	42	16	.....	.....	.....	.....	.....	6	.....	.....

[1] Agricultural schools were not separately reported as evening, part-time, and all-day schools before 1921. In 1920 Maryland reported 1 female teacher in agricultural schools, full year; California, 1 female teacher in agricultural schools, school year only. In 1919 Texas reported 1 female teacher in agricultural schools, school year only.

[2] Part-time schools were not separately reported in 1918. All types of part-time schools were included in trade or industrial part-time schools.

TABLE 3.—*Number and sex of teachers of vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Teachers of vocational courses in—																	
				Agricultural schools.				Trade or industrial schools.						Home economics schools.						Part-time general continuation schools.	
						All-day.		Evening.		Part-time.		All-day.		Evening.		Part-time.		All-day.			
	Both sexes.	Male.	Female.	Evening.	Part-time.	Full year, 12 months.	School year only.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Colorado:																					
1921	179	146	33	.....	.....	25	2	101	8	10	3	2	.....	.....	.....	.....	.....	1	15	5	7
1920	156	124	32	.....	.....	17	1	91	4	6	3	5	.....	.....	9	.....	2	.....	10	4	4
1919	118	109	9	.....	.....	6	1	93	2	3	1	2	.....	.....	.....	.....	.....	2	2	2	4
1918	28	19	4	.....	.....	4	1	10	.....	.....	2	4	.....	.....	.....	.....	.....	.....	2	.....	.....
Connecticut:																					
1921	154	135	19	.....	.....	5	.....	28	6	11	2	91	11	.....	.....	.....	.....	.....	.....	.....	.....
1920	83	75	8	.....	.....	3	.....	22	4	15	.....	35	4	.....	.....	.....	.....	.....	.....	.....	.....
1919	164	135	29	.....	.....	3	.....	57	6	14	.....	61	4	.....	10	.....	.....	.....	9	.....	.....
1918	220	172	48	.....	.....	36	.....	65	22	9	.....	62	11	.....	8	.....	.....	.....	7	.....	.....
Delaware:																					
1921	70	53	17	.....	.....	16	.....	19	6	18	.....	.....	.....	.....	2	.....	.....	.....	9	.....	.....
1920	51	37	14	.....	.....	12	.....	17	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	14	.....	.....
1919	43	34	9	.....	.....	5	.....	16	.....	13	4	.....	.....	.....	.....	.....	.....	.....	5	.....	.....
1918	22	18	4	.....	.....	3	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....
Florida:																					
1921	67	57	10	.....	.....	18	.....	31	2	.....	.....	2	.....	.....	4	.....	.....	.....	4	6	.....
1920	84	77	7	.....	.....	16	.....	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	4	2
1919	15	10	5	.....	.....	9	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....
1918	10	7	3	.....	.....	5	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....
Georgia:																					
1921	181	127	54	.....	2	68	.....	40	5	1	.....	16	2	.....	17	.....	9	.....	14	.....	7
1920	153	103	50	.....	.....	57	.....	34	4	.....	2	11	2	.....	16	.....	.....	.....	14	1	12
1919	94	75	19	.....	.....	35	5	26	2	.....	.....	7	1	.....	.....	.....	.....	.....	15	2	1
1918	111	86	25	.....	.....	34	8	25	3	5	6	11	.....	.....	8	.....	.....	3	8	.....	.....
Idaho:																					
1921	108	61	47	.....	.....	30	.....	4	.....	12	3	11	4	.....	17	.....	.....	4	23	.....	.....
1920	61	49	12	.....	.....	17	.....	16	.....	10	.....	5	2	.....	3	.....	.....	1	7	.....	.....
1919	20	16	4	.....	.....	9	.....	1	.....	5	.....	.....	.....	.....	.....	.....	.....	1	4	.....	.....
1918	13	13	.....	.....	.....	6	4	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....

Illinois:																						
1921	160	81	79			36	4											2	43	39	36
1920	323	241	82			59		109		13	1	14			1			8	47	38	33
1919	243	153	90			42		55		18	2	19	2		30			3	46	16	10
1918	76	67	9			15	1	27		20		4			3				6		
Indiana:																						
1921	385	286	99			42		156	4			50	5		31				9	38	50
1920	273	132	141			41		57				23			103				11	11	27
1919	297	192	105			32		89		3	5	62	2		66				8	6	24
1918	252	180	72			35		113	1	19	10	13			58				3		
Iowa:																						
1921	240	131	109			45		15		15		18		1	17		9		25	37	58
1920	203	115	88			43		22		5	1	15		1	13		10		16	29	48
1919	22	18	4			10		4				4			1				3		
1918	42	20	22			6		7	11	1		6	11								
Kansas:																						
1921	133	109	24			50		52				7			14				10		
1920	93	75	18			35	1	31		1		7			12				6		
1919	55	45	10			16		24				5			8				2		
1918	13	13					6	6		1											
Kentucky:																						
1921	130	89	41			31	34	16	4	2		6	3		1				30		3
1920	86	52	34			34		10	1		2	8	3						20		8
1919	71	37	34			25		5			2	6	2		2			1	28		
1918	42	18	24			8		2				8	1		1				22		
Louisiana:																						
1921	60	33	27			32							16					1	11		
1920	52	28	24			28							16						8		
1919	28	21	7			21													7		
1918	38	16	22			16							16						6		
Maine:																						
1921	82	52	30			18		28		4		2			24				6		
1921	64	37	27			15		16		2		4			23				4		
1919	60	39	21			9		25				4			13			1	8		
1918	50	35	15			8		17				10			15						
Maryland:																						
1921	80	54	26			19		22		1	1	12			15				9	1	
1920	66	49	17			15	1	28		1	1	5			8				7		
1919	75	70	5			5		60				5							5		
1918	15	13	2			5		8	1										1		
Massachusetts:																						
1921	999	479	520			44		247	18	44	2	137	43		356				64	7	37
1920	858	465	393			44	44	211	21	21	34	139	54		220				60	6	4
1919	917	495	422			53	53	229	12	12	8	131	61		267				53	17	21
1918	758	363	395			45	4	182	7	21	13	111	74		252				49		
Michigan:																						
1921	625	409	220			63		228		54	2	59	24	1	72		25		46		51
1920	184	124	60			58		29		21	2	16			30				28		
1919	228	149	79			49		59	10	24	8	17			41				20		
1918	132	72	60			43		17	13	6		6	2		28				17		

TABLE 3.—*Number and sex of teachers of vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Teachers of vocational courses in—																	
				Agricultural schools.				Trade or industrial schools.						Home economics schools.						Part-time general continuation schools.	
						All-day.		Evening.		Part-time.		All-day.		Evening.		Part-time.		All-day.			
	Both sexes.	Male.	Female.	Evening.	Part-time.	Full year, 12 months.	School year only.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Minnesota:																					
1921	234	153	81			58		53		16		24	26		11				34	2	10
1920	206	163	43			52		51		21	6	27	16				2		15	12	4
1919	150	111	39			34		51		6	3	20	15						13		8
1918	324	202	122			67	2	114	70	2	6	17	37						9		
Mississippi:																					
1921	100	79	21			61	10	1		2		4			11				3	1	7
1920	78	61	17			43	13	4			2				3				4	1	8
1919	57	50	7			41	8	1											5		2
1918	56	49	7			34	14			1	4								3		
Missouri:																					
1921	328	182	146	2		74	1	52	4			21	7		34				40	32	61
1920	307	157	150			45		41		3	2	21	6		34				33	47	75
1919	121	79	42			7		34	2	15	6	23	4		21				9		
1918	65	58	7				3	30	3	12		13	4								
Montana:																					
1921	57	47	10			23		19	1			4							6	1	3
1920	46	34	12			10		18		1		4							6	6	6
1919	19	13	6			9		2				2							6		
1918	24	18	6			8	8					2							6		
Nebraska:																					
1921	149	62	87			39		13	1			10			14		3		67		2
1920	42	38	4			30				2		6							4		
1919	23	20	3			8		5	1			7							2		
1918	19	18	1			2		16											1		
Nevada:																					
1921	20	11	9			7		2		1		1							9		
1920	17	13	4			3	2	5		1									3	2	1
1919	11	9	2			3		6											2		
1918	12	12				1		11													

New Hampshire:																						
1921	21	21				10						11										
1920	29	29				14						15										
1919	31	31				12				5		14										
1918	55	54	1			11	14			13		16										
New Jersey:																						
1921	287	155	132	7	7	9		68	2			50	1		75		11		30	14	13	
1920	261	142	119			20		76	2	8		38	1		81		7		27		1	
1919	183	89	94			12		47	2	5		25	3		57		6		25		1	
1918	330	146	184			18		67	29	8	1	52	9		104			1	41			
New Mexico:																						
1921	42	25	17			7	3	9	1			6			10				6			
1920	33	23	10			11		5				7			2				7		1	
1919	18	9	9			5		3				1			2				7			
1918	6	6						4				2										
New York:																						
1921	938	389	359			96						21	52							267	307	
1920	392	308	84			89						190	45							29	39	
1919	298	233	65			52						169	45							12	20	
1918	395	274	121			40	57	23	5			211	59									
North Carolina:																						
1921	509	455	54		25	165		146	14	119	3				33				3		1	
1920	129	107	22			39		68	1						18				1		2	
1919	39	35	4			30		5											4			
1918	20	18	2			8	6	4											2			
North Dakota:																						
1921	61	41	20		6	13	6	5		11					7				13			
1920	50	37	13			11	5	3		9		9			2				11			
1919	86	31	55			8	6	2							2			15	53			
1918	22	15	7			9	1	1	1			4							6			
Ohio:																						
1921	473	399	74			58		297		36	1	8			40				23		10	
1920	415	346	69			46	11	241		37	2	5			16		1		25	6	25	
1919	524	354	170			39	1	271	3	29	10	9	6		126				21	5	4	
1918	166	93	73			18		52		23	7				59				7			
Oklahoma;																						
1921	72	58	14			31		14			1	13							9		4	
1920	71	50	21			36					4	13	1				1	1	15			
1919	54	34	20			15		10	13			7						2	7			
1918	32	14	18			13	1		18													
Oregon:																						
1921	66	37	29			17	3			3	6	7					5		8	7	10	
1920	84	34	50			7	4		17	2		9			14		2		3	12	14	
1919	12	10	2			5						5							2			
1918	18	12	6					5				6	2	1	4							
Pennsylvania:																						
1921	1,050	504	546			70		121	5	16		125			53		[1] 3		142	172	341	
1920	897	427	470			50	5	127	5	13		76			53				111	156	308	
1919	798	353	445			37	4	108	4	10	3	59	5		48				97	135	281	
1918	1,117	494	623			38	9	196		169	351	75	48	1	99			6	125			

[1] County supervisors of vocational home economics.

TABLE 3.—*Number and sex of teachers of vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1910, 1919, and 1918*—Continued.

State.	Total.			Teachers for vocational courses in—																	
				Agricultural schools.				Trade or industrial schools.						Home economic schools.						Part-time general continuation schools.	
						All-day.		Evening.		Part-time.		All day.		Evening.		Part-time.		All-day.			
	Both sexes.	Male.	Female.	Evening.	Part-time.	Full year, 12 months.	School year only.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Rhode Island:																					
1921	56	48	8			6		26	1	13	6	3									
1920	49	39	10			5		11		17	7	6	2								1
1919	45	43	2					25		18	2										
1918	29	29						19		10											
South Carolina:																					
1921	138	123	15			53		68		2									15		
1920	125	118	7			42		76							1				6		
1919	56	55	1			25		30											1		
1918	14	14					13	1													
South Dakota:																					
1921	21	18	3			17	1												3		
1920	14	11	3			11													3		
1919	12	9	3			9													3		
1918	2		2																2		
Tennessee:																					
1921	150	114	36			56		42		4	2	12			18				9		7
1920	88	65	23			35	2	20				6			12		2		6	2	3
1919	61	47	14			24		23							10		1		3		
1918	19	19				19															
Texas:																					
1921	222	165	57			86		43	6	3		31			17				29	2	5
1920	188	136	52			73	4	28	4			30			12				31	1	5
1919	87	71	16			30	1 1	26				15			8				6		1
1918	63	53	10			32		16				5			7				3		
Utah:																					
1921	125	44	81			22	2	7							5				51	13	25
1920	179	98	81			26		48	3			5			2				52	19	24
1919	83	33	50			24		6				2	1						48	1	1
1918	36	25	11			15	2	4		1		3							11		

Vermont:																						
1921	16	10	6			6				4	5				1					2		
1920	32	13	19			4		1	2	8	9				6					6		
1919	32	25	7			8		11		5	1								1			
1918	44	25	19			12	5	6		2	2									17		
Virginia:																						
1921	133	100	33			52		28	1	8		12			24					7		1
1920	140	100	40			49	2	26		6	7	17	1	18						14		
1919	78	51	27			36		11	1			2			22		1			2	2	1
1918	56	41	15			12	13	13			1	3			14							
Washington:																						
1921	156	74	82			19	1	36	1	1		12			53		6			11	5	11
1920	71	49	22			19		18		1		11			2		2			11		7
1919	51	46	5			12		19				15								3		2
1918	55	47	8			5	8	21	1			13								7		
West Virginia:																						
1921	96	78	18			29	8	34		7					14					4		
1920	95	75	20			37	5	29		4						18				2		
1919	100	91	9			16	7	66		2					8					1		
1918	46	37	9			11	1	25							9							
Wisconsin:																						
1921	33	33				29	4	(1)	(1)												169	63
1920	271	208	63			39									3		19			4	10	15
1919	157	100	57			34		23	8	30	6	3	2		13					4		
1918	166	101	65			5	5	35	10	40	38	16										
Wyoming:																						
1921	39	24	15			5		14		1		3			11					1	1	3
1920	39	21	18			5	1	11				3			16			1		2		
1919	12	9	3			4	3	1				1					1			2		
1918	20	8	12			2	7	5	1	1					3					1		

[1] No report.

TABLE 4.—*Number of pupils enrolled in vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*[1]

State.	Total.				Number of pupils enrolled in vocational courses in—														
					Agricultural schools.				Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.[1]		
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919
United States...	305,224	265,058	194,895	164,186	42,709	31,301	19,933	15,453	83,532	86,737	84,765	117,934	63,806	48,938	39,414	30,799	115,177	98,082	50,783
Alabama	2,938	1,838	743	440	1,043	743	406	231	705	603	288	195	845	255	49	14	345	237	.....
Arizona	2,650	2,095	1,343	447	357	289	129	106	247	353	697	125	1,798	1,409	295	216	248	44	222
Arkansas	3,102	2,103	489	497	1,922	1,064	433	254	240	218	26	55	921	821	30	188	19	.....	.....
California	17,788	10,810	5,876	2,438	1,097	621	335	172	2,964	3,948	3,237	2,250	6,762	6,241	2,304	16	6,965	.....	.....
Colorado	4,126	3,951	3,288	1,527	548	398	286	187	2,865	2,215	2,730	1,285	333	667	85	55	380	671	237
Connecticut	3,974	2,743	5,009	6,563	77	45	55	216	3,897	2,698	4,211	5,934	.....	.....	743	413	.....	.....	.....
Delaware	1,452	1,130	655	668	283	191	70	58	959	608	434	494	210	331	151	116	.....	.....	.....
Florida	1,440	1,158	684	206	344	321	147	65	738	660	446	22	128	92	91	119	230	85	.....
Georgia	4,539	3,756	2,376	2,541	1,753	1,339	1,012	1,145	1,200	982	817	916	1,273	617	498	480	313	818	49
Idaho	2,249	1,301	338	243	1,053	524	230	222	540	629	62	21	656	148	46	.....	.....	.....	.....
Illinois	13,506	15,179	8,923	1,855	1,331	1,326	1,136	323	145	4,995	2,328	1,221	736	972	3,434	311	11,294	7,886	2,025
Indiana	6,481	13,625	9,569	7,765	952	951	1,912	813	729	3,457	3,555	5,035	1,585	5,054	3,067	1,917	3,215	4,163	1,035
Iowa	5,687	4,171	365	130	1,054	594	160	78	862	675	127	52	1,605	1,060	78	.....	2,166	1,842	.....
Kansas	2,513	1,742	846	505	901	605	263	82	982	554	372	423	630	583	211	.....	.....	.....	.....
Kentucky	3,236	2,666	2,381	788	1,040	1,104	785	131	598	948	520	137	1,471	506	1,076	520	127	108	.....
Louisiana	1,659	1,280	528	886	889	509	323	369	393	438	.....	265	377	333	205	252	.....	.....	.....
Maine	1,696	1,064	1,359	1,743	331	321	202	246	718	308	650	924	647	435	507	573	.....	.....	.....
Maryland	1,722	1,430	1,730	609	347	304	76	67	682	603	1,269	502	676	523	385	40	17	.....	.....
Massachusetts	28,866	23,086	25,475	19,027	463	366	458	505	12,605	15,667	16,222	10,933	10,595	5,388	7,368	7,589	5,203	1,665	1,427
Michigan	15,053	10,889	14,234	6,618	2,189	986	1,243	1,874	6,423	6,148	11,721	3,463	4,520	3,755	1,270	1,281	1,921	.....	.....
Minnesota	4,055	3,466	2,954	1,542	716	808	626	386	2,014	2,043	1,935	732	558	284	298	424	767	331	95
Mississippi	2,418	1,844	1,119	829	1,794	1,638	972	726	53	63	30	38	543	110	83	65	28	30	34
Missouri	11,385	12,975	2,322	1,398	2,120	1,009	109	40	1,791	1,673	1,598	1,358	2,039	1,357	615	.....	5,435	8,936	.....
Montana	985	855	520	448	294	200	168	179	316	363	179	13	208	157	173	256	67	135	.....
Nebraska	3,284	789	409	561	586	539	154	76	660	196	219	456	1,877	54	36	29	161	.....	.....
Nevada	264	253	215	251	66	51	50	12	70	139	135	239	128	35	30	.....	.....	28	.....
New Hampshire	424	507	513	741	143	184	132	251	281	323	381	472	.....	.....	.....	18	.....	.....	.....
New Jersey	13,306	8,311	6,058	9,433	895	505	450	327	3,837	3,904	2,173	4,426	5,276	3,869	3,410	4,680	3,298	33	25
New Mexico	814	751	318	79	226	256	108	.....	251	207	73	79	337	274	137	.....	.....	14	.....
New York	39,860	18,185	11,339	8,350	1,938	1,484	971	1,031	7,798	6,613	5,941	7,319	.....	.....	.....	.....	30,124	10,088	4,427
North Carolina	4,527	1,869	701	337	2,119	721	473	231	1,681	785	128	72	683	332	100	34	44	31	.....
North Dakota	1,406	1,580	537	485	323	353	197	266	586	890	54	113	497	337	286	106	.....	.....	.....
Ohio	14,023	10,783	13,319	8,736	1,401	1,115	745	363	10,513	7,663	7,884	6,110	1,515	1,013	4,391	2,263	594	992	299

Oklahoma	1,524	883	858	700	613	473	229	205	581	181	540	.....	154	229	89	405	176	.....	.....
Oregon	1,652	3,394	203	414	460	175	86	.....	326	1,434	63	264	405	1,349	54	150	46	436	.....
Pennsylvania	52,815	52,165	48,321	56,540	2,492	2,277	1,005	852	6,629	6,728	4,945	50,107	4,065	3,704	3,056	5,581	39,029	39,456	39,315
Rhode Island	1,121	930	1,374	711	31	43	.....	.....	1,008	847	1,374	711	.....	.....	.....	.....	82	40	.....
South Carolina	2,319	1,802	798	334	1,099	896	463	309	749	755	313	25	471	151	22	.....	.....	.....	.....
South Dakota	693	420	327	(2)	357	213	205	(2)	232	.....	.....	(2)	104	207	122	(2)	.....	.....	.....
Tennessee	1,992	1,998	1,654	430	1,421	698	633	430	.....	571	417	.....	571	572	604	.....	.....	157	.....
Texas	3,936	2,818	1,545	1,364	1,243	1,013	451	621	1,543	834	818	455	904	841	261	288	246	130	15
Utah	5,617	6,472	2,471	1,186	893	708	888	706	173	805	329	220	3,042	2,966	1,196	260	1,509	1,933	58
Vermont	129	423	391	631	60	129	90	96	51	162	237	89	18	141	64	446	.....	.....	.....
Virginia	3,625	3,152	1,721	1,612	849	800	402	267	1,415	1,465	683	762	134	887	579	583	20	.....	57
Washington	4,562	1,408	1,543	2,901	550	438	283	70	1,282	590	1,196	2,620	2,168	288	32	211	562	92	32
West Virginia	1,898	1,546	1,923	1,296	824	700	356	182	793	610	1,434	856	281	236	133	258	.....	.....	.....
Wisconsin	1,222	18,817	5,097	7,017	1,222	1,116	.....	491	(2)	(3)	1,954	5,947	(2)	(3)	1,712	579	(2)	17,701	1,431
Wyoming	691	645	134	364	.....	107	76	102	407	186	20	199	253	352	38	63	31	.....	.....

[1] Part-time general continuation schools were not separately classified in 1918.

[2] No report.

[3] Included in part-time general continuation schools.

TABLE 5.—*Number and sex of pupils enrolled in vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.			Pupils enrolled in vocational courses in—																	
				Agricultural schools.[1]					Trade or industrial schools.						Home economics schools.					Part-time general continuation schools.	
					Part-time.		All-day.		Evening.		Part-time.		All-day.		Evening.		Part-time, female.	All-day.			
	Both sexes.	Male.	Female.	Evening, male.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
United States:																					
1921[1]	305,224	174,835	130,389	439	1,866	61	37,754	2,589	42,804	2,858	10,937	1,867	20,803	4,263	.....	31,916	9,210	.....	22,680	60,232	54,945
1920	265,058	163,228	101,830	.....	.....	.....	29,351	1,950	46,930	1,424	11,714	5,445	17,444	3,780	5	24,763	7,733	.....	16,437	57,784	40,298
1919	[2]194,895	[2]120,351	74,544	.....	.....	.....	[2]18,399	1,534	42,094	1,391	17,276	5,340	15,111	3,553	.....	22,691	4,278	147	12,298	27,324	23,459
1918	[2]164,186	[2]101,139	[2]63,047	.....	.....	.....	[2]14,167	1,286	[2]39,625	6,708	32,605	20,400	[2]14,713	3,883	4	22,356	(3)	25	[2]8,414	(4)	(4)
Alabama:																					
1921	2,938	1,921	1,017	151	.....	.....	892	.....	480	.....	91	.....	134	.....	.....	180	.....	.....	665	173	172
1920	1,838	1,417	421	.....	.....	.....	703	40	407	25	121	.....	50	.....	.....	.....	.....	.....	255	136	101
1919	743	657	86	.....	.....	.....	369	37	173	.....	32	.....	83	.....	.....	.....	.....	.....	49	.....	.....
1918	440	357	83	.....	.....	.....	193	38	99	.....	31	31	34	.....	.....	.....	.....	.....	14	.....	.....
Arizona:																					
1921	2,650	757	1,893	.....	.....	.....	353	4	(1)	(1)	.....	.....	233	14	.....	992	.....	.....	806	171	77
1920	2,095	667	1,428	.....	.....	.....	289	.....	264	.....	.....	.....	89	.....	.....	531	401	.....	477	25	19
1919	1,343	866	477	.....	.....	.....	129	.....	645	.....	.....	.....	52	.....	.....	167	.....	.....	128	40	182
1918	447	194	253	.....	.....	.....	106	.....	88	37	.....	.....	.....	.....	.....	.....	.....	.....	216	.....	.....
Arkansas:																					
1921	3,102	1,922	1,180	.....	306	61	1,469	86	65	.....	.....	102	73	.....	.....	764	24	.....	133	9	10
1920	2,103	1,126	977	.....	.....	.....	918	116	92	.....	40	25	46	15	.....	734	.....	.....	87	.....	.....
1919	489	385	104	.....	.....	.....	359	74	14	.....	.....	.....	12	.....	.....	.....	.....	.....	30	.....	.....
1918	497	250	247	.....	.....	.....	195	59	34	.....	.....	.....	21	.....	.....	161	.....	.....	27	.....	.....
California:																					
1921	17,788	7,086	10,702	.....	.....	.....	1,093	4	.....	.....	102	635	2,083	144	.....	.....	6,446	.....	316	3,808	3,157
1920	10,810	3,325	7,485	.....	.....	.....	596	25	518	.....	316	1,071	1,895	148	.....	.....	6,013	.....	228	.....	.....
1919	5,876	2,840	3,036	.....	.....	.....	333	2	778	43	75	563	1,654	124	.....	.....	2,243	.....	61	.....	.....
1918	2,438	1,691	747	.....	.....	.....	172	.....	842	.....	46	606	631	125	.....	.....	.....	.....	16	.....	.....
Colorado:																					
1921	4,126	2,698	1,428	.....	.....	.....	524	24	1,688	517	310	320	30	.....	.....	.....	.....	.....	333	146	234
1920	3,951	2,571	1,380	.....	.....	.....	359	39	1,620	120	258	143	74	.....	.....	308	203	.....	156	260	411
1919	3,288	2,663	625	.....	.....	.....	193	43	2,236	9	131	324	30	.....	.....	.....	.....	.....	85	73	164
1918	1,527	1,392	135	.....	.....	.....	165	22	1,200	8	.....	50	27	.....	.....	.....	.....	.....	55	.....	.....
Connecticut:																					
1921	3,974	3,483	491	.....	.....	.....	77	.....	650	390	693	17	2,063	84	.....	.....	.....	.....	.....	.....	.....
1920	2,743	2,323	420	.....	.....	.....	45	.....	1,250	350	555	.....	473	70	.....	.....	.....	.....	.....	.....	.....
1919	5,009	3,839	1,170	.....	.....	.....	55	.....	2,080	260	481	.....	1,223	167	.....	360	.....	.....	383	.....	.....
1918	6,563	4,998	1,565	.....	.....	.....	185	31	3,513	989	322	.....	978	132	.....	166	.....	.....	247	.....	.....

[1] No report for Wisconsin trade or industrial, home economics, and part-time general continuation schools.

Delaware:																				
1921	1,452	1,132	320				283		511	110	338					44			166		
1920	1,130	799	331				191		414		194								331		
1919	655	504	151				70		329		105								151		
1918	668	538	130				44	14	494										116		
Florida:																				
1921	1,440	1,108	332				310	34	702	23			13			58			70	83	147
1920	1,158	986	172				292	29	641	19									92	53	32
1919	684	584	100				138	9	446										91		
1918	206	72	134				50	15	22										119		
Georgia:																				
1921	4,539	2,836	1,703		88		1,665		651	187	50		256	56		672	182		419	126	187
1920	3,756	2,421	1,335				1,285	54	509	87		37	247	102		259			358	380	438
1919	2,376	1,728	648				941	71	647	21			101	48					498	39	10
1918	2,541	1,595	946				823	322	444	90	99	79	204			143		25	312		
Idaho:																				
1921	2,249	1,584	665				1,053		110		333	6	88	3		332			324		
1920	1,301	1,117	184				495	29	427		145		50	7		50			98		
1919	338	283	55				221	9	10		52								46		
1918	243	243					222						21								
Illinois:																				
1921	13,506	7,754	5,752				1,331		145										736	6,278	5,016
1920	15,179	10,556	4,623				1,299	27	4,204		705		86			23			949	4,262	3,624
1919	8,923	4,229	4,694				1,013	123	1,676	24	462	29	137			1,383			2,051	941	1,084
1918	1,855	1,544	311				323		646		559		16			191			120		
Indiana:																				
1921	6,481	3,101	3,380				952			8			719	2		1,395			190	1,430	1,785
1920	13,625	6,296	7,329				951		2,834	6			617			4,815			239	1,894	2,269
1919	9,569	5,204	4,365				1,912		2,106	33	87	314	977	38		2,916			151	122	913
1918	7,765	5,417	2,348				813		3,549	73	189	358	866			1,835			82		
Iowa:																				
1921	5,687	3,060	2,627		321		733		271		250		341			762	201		642	1,144	1,022
1920	4,171	3,395	1,776				594		376		191		100			619	164		277	1,126	716
1919	365	287	78				160		69				58			21			57		
1918	130	130					78		29		5		18								
Kansas:																				
1921	2,513	1,875	638				901		813	8			161			399			231		
1920	1,742	1,149	593				605		435			10	109			492			91		
1919	846	635	211				263		320				52			184			27		
1918	505	505					82		390		33										
Kentucky:																				
1921	3,236	1,120	2,116				740	300	248	53	23		85	189		20			1,451	24	103
1920	2,666	1,295	1,371				669	435	302	68	17	28	307	226					506		108
1919	2,381	937	1,444				464	321	161	31		29	165	134		33		147	896		
1918	788	268	520				131		32		16		89			18			502		

[1] Agricultural schools were not reported separately as evening, part-time, and all-day schools until 1921.

[2] Includes pupils not separately reported by sex; in 1919 Michigan reported 1,243 pupils, and North Dakota 197 pupils in agricultural schools not classified by sex. In 1918 North Dakota reported 266 pupils in agricultural schools; 113 pupils in trade or industrial schools, 45 in evening, 68 in all-day schools, and 106 pupils in all-day home economics schools not classified by sex.

[3] Part-time schools were not separately reported in 1918; all types were included in part-time trade or industrial schools.

TABLE 5.—*Number and sex of pupils enrolled in vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Pupils enrolled in vocational courses in—																	
				Agricultural schools.					Trade or industrial schools.						Home economics schools.					Part-time general continuation schools.	
				Evening.	Part-time.		All-day.		Evening.		Part-time.		All-day.		Evening.		Part-time, female.	All-day.			
	Both sexes.	Male.	Female.	Evening, male.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
Louisiana:																					
1921	1,659	889	770				889							393					377		
1920	1,280	509	771				509							438					333		
1919	528	323	205				323												205		
1918	886	369	517				369							265					252		
Maine:																					
1921	1,696	1,043	653				325	6	698		14		6			481			106		
1920	1,064	619	445				321		240	10	14		44			354			81		
1919	1,359	695	664				178	24	490	133			27			208			299		
1918	1,743	1,145	598				246		375	25			524			316			257		
Maryland:																					
1921	1,722	1,001	721				302	45	492		20		170			379			297	17	
1920	1,430	868	562				265	39	409		20		174			206			317		
1919	1,730	1,345	385				76		1,179				90						345		
1918	609	521	88				67		454	48									40		
Massachusetts:																					
1921	28,866	13,649	15,217				458	5	5,512	436	3,493	333	2,465	366		10,089			506	1,721	3,482
1920	23,086	12,800	10,286				364	2	4,991	268	4,358	3,628	2,000	422		4,943			445	1,087	578
1919	25,475	13,322	12,153				452	6	5,440	173	4,634	3,451	1,832	692		6,918			490	964	463
1918	19,027	10,451	8,576				505		4,083	142	3,992		1,871	845		7,006			583		
Michigan:																					
1921	15,053	8,274	6,779				1,680	509	4,490	225	1,320	28	344	16		2,566	842		1,112	440	1,481
1920	10,899	6,931	3,958				986		3,975	77	1,663	126	307			2,446			1,309		
1919	[3] 14,234	[3] 12,881	1,353				[3] 1,243		4,037		7,434	83	167			851			419		
1918	6,618	4,375	2,243				1,827	47	2,224	862	255		69	53		894			387		
Minnesota:																					
1921	4,055	2,310	1,745				716		967	8	283		220	536		203			355	124	643
1920	3,466	2,474	992				782	26	1,060		209	105	232	437			11		273	191	140
1919	2,954	2,089	865				592	34	1,063		234	72	170	396					298	30	65
1918	1,542	642	900				325	61	93			118	224	297					424		
Mississippi:																					
1921	2,418	1,875	543				1,794		5		14		34			468			75	28	
1920	1,844	1,725	119				1,638		52		5	6				28			85	30	
1919	1,119	1,032	87				972		30										83	30	4
1918	829	764	65				726				38								65		
Missouri:																					
1921	11,385	6,387	4,998	71			1,932	117	1,181	212			288	110		887			1,152	2,915	2,520
1920	12,975	6,872	6,103				908	101	1,037		125		395	116		867			490	4,407	4,529

1919	2,322	1,525	797				108	1	898		183	33	336	148		448			167		
1918	1,398	1,255	143				40		504		526		185	143							
Montana:																					
1921	985	725	260				294		230				86						208	115	52
1920	855	635	220				200		234		16	1	112						157	73	62
1919	520	347	173				168		84				95						173		
1918	448	192	256				179						13						256		
Nebraska:																					
1921	3,284	1,304	1,980				586		426	30			204			278	60		1,539	88	73
1920	789	735	54				539				2		194						54		
1919	409	356	53				137	17	123				96						36		
1918	561	531	30				76		455	1									29		
Nevada:																					
1921	264	136	128				66		44		20		6						128		
1920	253	213	40				51		139										35	23	5
1919	215	182	33				47	3	135										30		
1918	251	247	4				12		235	4											
New Hampshire																					
1921	424	424					143						281								
1920	507	507					184						323								
1919	513	513					132				78		303								
1918	741	723	18				251				185		287						18		
New Jersey:																					
1921	13,306	6,048	7,258	217	477		201		2,216	183			1,363	75		3,811	811		654	1,574	1,724
1920	8,311	4,298	4,013				504	1	2,697	83	54	3	1,043	24		3,077	315		477		33
1919	6,058	2,509	3,549				420	30	1,439	44	30		620	40		2,635	385		390		25
1918	9,433	4,265	5,168				314	13	2,550	408	236	71	1,161		4	3,944			732		
New Mexico:																					
1921	814	477	337				226		203				48			140			197		
1920	751	463	288				256		80				127			26			248		14
1919	318	153	165				80	28	41				32			30			107		
1918	79	79							57				22								
New York:																					
1921	39,860	25,054	14,806				1,829	109					6,034	1,764					17,191	12,933	
1920	18,185	12,731	5,454				1,484						5,160	1,453					6,087	4,001	
1919	11,339	7,502	3,837				971						4,446	1,495					2,085	2,342	
1918	8,350	6,977	1,373				1,011	20	1,475				4,491	1,353							
North Carolina:																					
1921	4,527	3,509	1,018		644		1,310	165	1,511	51		119				595			88	44	
1920	1,869	1,497	372				702	19	769	16						302			30	26	5
1919	701	601	100				473		128										100		
1918	337	303	34				231		72										34		
North Dakota:																					
1921	1,406	908	498		30		293		68	1	517					153			344		
1920	1,580	1,243	337				353		150		355		385			67			270		
1919	[2] 257	[2] 251	286				[2] 197		54							56			230		
1918	[2] 485	[2] 379	[2] 106				[2] 266		[2] 45				[2] 68						[2] 106		

[2] Includes pupils not separately reported by sex: in 1919 Michigan reported 1,243 pupils, and North Dakota 197 pupils in agricultural schools not classified by sex. In 1918 North Dakota reported 266 pupils in agricultural schools; 113 pupils in trade or industrial schools, 45 in evening, 68 in all-day schools, and 106 pupils in all-day home economics schools not classified by sex.

TABLE 5.—*Number and sex of pupils enrolled in vocational courses in specified type of vocational schools federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Pupils enrolled in vocational courses in—																	
				Agricultural schools.				Trade or industrial schools.						Home economics schools.				Part-time general continuation schools.			
				Evening, male.	Part-time.		All-day.		Evening.		Part-time.		All-day.		Evening.		Part-time, female.	All-day.			
	Both sexes.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
Ohio:																					
1921	14,023	11,857	2,166				1,401		8,826	40	1,445	36	166			813			702	19	575
1920	10,783	9,320	1,463				1,115		6,343		1,154	29	137			336	14		663	571	421
1919	13,319	8,511	4,808				726	19	6,229	6	1,057	213	200	179		3,767			624	299	
1918	8,736	5,749	2,987				301	62	4,270	21	713	266	465	375		2,050			213		
Oklahoma:																					
1921	1,524	1,115	409				613		175	70		100	236						154	91	85
1920	883	654	229				473				29		152				10		219		
1919	858	733	125				193	36	540										89		
1918	700	276	424				276	19											405		
Oregon:																					
1921	1,652	999	653				431	29			236		93	7			161		244	249	212
1920	3,394	1,869	1,525				166	9	1,246	1	14		168	5		692	499		158	275	161
1919	203	144	59				86						58	5					54		
1918	414	264	150						56				208			150					
Pennsylvania:																					
1921	52,815	29,139	23,676				2,077	415	4,286	98	245		1,500	500		1,375	332		2,958	21,031	17,998
1920	52,165	29,685	22,480				1,971	306	4,561	158	243		1,452	314		1,446			2,258	21,458	17,998
1919	48,321	27,538	20,783				915	90	2,966	76	268	107	1,442	86		1,292			1,764	21,947	17,368
1918	56,540	30,362	26,178				850	2	4,943	3,408	23,242	17,117	1,327	70		3,834			1,747		
Rhode Island:																					
1921	1,121	898	223				31		354	14	466	150	24							23	59
1920	930	821	109				38	5	248		495	78	26							14	26
1919	1,374	1,361	13						565	11	795	2									
1918	711	660	51						485	51	175										
South Carolina:																					
1921	2,319	1,673	646				924	175	737		12								471		
1920	1,802	1,518	284				763	133	755							25			126		
1919	798	737	61				424	39	313										22		
1918	334	322	12				297	12	25												
South Dakota:																					
1921	693	583	110				355	2					228	4					104		
1920	420	191	229				191	22											207		
1919	327	150	177				150	55											122		
1918	(1)	(1)	(1)																		

Tennessee:																							
1921	1,992	1,421	571				1,421				([3])	([3])	([3])	([3])		317			254				
1920	1,998	1,265	733				604	94	465	4			99	3	5	397	67		103	92	65		
1919	1,654	764	890				364	269	326	16			74	1		559	21		24				
1918	430	349	81				349	81															
Texas:																							
1921	3,936	2,640	1,296				1,186	57	1,091	143	41		268			248			656	54	192		
1920	2,818	1,682	1,136				905	108	582	90			162			297			544	33	97		
1919	1,545	1,218	327				398	53	663	8			147			150			111	10	5		
1918	1,364	915	449				460	161	375				80			246			42				
Utah:																							
1921	5,617	1,956	3,661				893		173							79			2,963	890	619		
1920	6,472	2,691	3,781				768		744	3			58			65			2,901	1,121	812		
1919	2,471	1,240	1,231				888		304				25						1,196	23	35		
1918	1,186	926	260				706		115		37		68						260				
Vermont:																							
1921	129	111	18				60				51					18							
1920	423	266	157				120		51	16	95					136			5				
1919	391	327	64				90		161		76								64				
1918	631	185	446				96		56		33								446				
Virginia:																							
1921	3,625	2,204	1,421				815	34	637	20	456	21	281			1,132			209	15	5		
1920	3,152	2,047	1,105				739	61	693	2	258	155	357			685			202				
1919	1,721	874	847				379	23	471	192			20			537	34		8	4	53		
1918	1,612	823	789				229	38	533		1	168	60			583							
Washington:																							
1921	4,562	1,967	2,595				521	29	1,113	16	18		135			1,810	151		207	180	382		
1920	1,408	1,018	390				424	14	430		6		154			32	36		220	4	88		
1919	1,543	1,479	64				283		871				325						32		32		
1918	2,901	2,682	219				65	5	2,489	3			128						211				
West Virginia:																							
1921	1,898	1,324	374				546	278	687	15	91					218			63				
1920	1,546	1,078	468				488	212	533	20	57					207			29				
1919	1,923	1,653	270				241	115	1,396	22	16					122			11				
1918	1,296	961	335				106	76	855	1						258							
Wisconsin:																							
1921	1,222	1,060	162				1,060	162	([4])	([4])	([4])	([4])	([4])	([4])	([4])	([4])	([4])	([4])	([4])	([4])	([4])		
1920	18,817	15,272	3,545				1,116		([5])	([5])	([5])	([5])	([5])	([5])	([5])	([5])	([5])	([5])	([5])	14,156	3,545		
1919	5,097	2,262	2,835						446	289	1,045	120	54			54	1,583		75	717	714		
1918	7,017	3,966	3,051				303	188	1,249	523	1,857	1,536	557	225		506			73				
Wyoming:																							
1921	691	438	253				([3])		348		15		44			238			15	31			
1920	645	288	357				103	4	153	1			32			298			54				
1919	134	93	41				73	3	12				8				12		26				
1918	364	287	77				102		170	14	15					55			8				

[3] Part-time schools were not separately reported in 1918; all types were included in part-time trade or industrial schools.
[4] No report.
[5] All trade or industrial and home economics pupils are included in part-time general continuation enrollment.

TABLE 6.—*Number of vocational teacher-training institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.[1]				Number of institutions training vocational teachers of—															
					Agriculture.				Trade or industry.				Home economics.				Not specified subject.			
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918
United States	[2]150	135	144	94	61	64	60	40	68	70	68	45	79	85	78	60	2	5	11	.....
Alabama	4	4	4	4	2	2	2	1	2	2	1	2	2	2	2	2	.....	.....	1	.....
Arizona	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	1	1	1	.....	.....	.....	.....
Arkansas	3	3	3	.....	3	3	2	.....	2	1	1	.....	1	2	1	.....	.....	.....	.....	.....
California	6	6	7	6	1	1	1	1	1	1	2	2	6	6	6	5	.....	.....	.....	.....
Colorado	11	3	6	1	1	1	1	1	1	3	5	.....	11	1	1	1	.....	.....	.....	.....
Connecticut	9	2	4	2	1	1	1	.....	8	1	3	3	1	1	1	.....	.....	.....	.....	.....
Delaware	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	.....	.....	.....	.....
Florida	3	3	3	.....	2	2	2	.....	1	1	1	.....	2	2	2	.....	.....	.....	.....	.....
Georgia	6	5	5	5	2	2	3	1	5	2	4	1	1	2	2	3	.....	.....	.....	.....
Idaho	2	3	2	2	1	1	1	1	1	3	1	1	1	1	1	1	.....	.....	.....	.....
Illinois	3	2	2	3	1	.....	2	3	.....	1	1	1	1	2	2	2	.....	.....	.....	.....
Indiana	5	4	4	3	1	1	1	1	4	3	3	3	1	2	2	3	.....	2	1	.....
Iowa	3	2	3	.....	1	1	1	.....	3	2	2	.....	1	1	1	.....	.....	.....	.....	.....
Kansas	2	1	2	2	1	1	1	.....	.....	.....	.....	.....	1	2	2	2	.....	.....	.....	.....
Kentucky	3	2	2	2	2	2	2	2	3	1	.....	.....	2	2	2	.....	.....	.....	.....	.....
Louisiana	7	3	5	5	2	2	1	1	3	1	1	1	2	2	3	3	.....	.....	.....	.....
Maine	1	1	3	4	1	1	1	1	.....	.....	1	1	1	1	2	2	.....	.....	.....	.....
Maryland	1	1	1	1	1	1	1	1	1	1	1	.....	1	1	1	.....	.....	.....	.....	.....
Massachusetts	1	1	8	6	1	1	2	.....	1	1	5	5	1	1	1	2	.....	.....	.....	.....
Michigan	3	3	3	3	1	1	1	1	1	1	1	1	2	2	2	2	.....	.....	.....	.....
Minnesota	2	4	2	1	2	2	1	1	2	2	2	1	2	2	1	1	.....	.....	.....	.....
Mississippi	3	3	3	3	2	2	2	2	2	2	1	2	2	2	2	2	.....	.....	.....	.....
Missouri	3	1	1	1	1	1	1	1	3	1	1	.....	2	1	1	1	.....	.....	.....	.....
Montana	3	2	1	1	1	1	1	1	2	1	1	1	2	2	1	1	.....	.....	.....	.....
Nebraska	1	1	1	1	1	1	1	1	.....	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....
Nevada	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	1	1	1	1	.....	.....	.....	.....
New Hampshire	1	1	1	1	1	1	1	1	1	1	.....	.....	1	1	.....	1	.....	.....	.....	.....
New Jersey	2	2	2	2	2	2	1	1	1	2	2	1	2	2	2	3	.....	.....	1	.....
New Mexico	1	5	2	1	1	1	1	1	.....	2	.....	.....	1	4	2	1	.....	.....	.....	.....
New York	7	6	4	5	1	1	1	1	4	5	3	5	3	3	2	2	.....	.....	.....	.....
North Carolina	6	6	4	3	4	2	2	1	2	.....	.....	.....	3	2	2	2	.....	1	.....	.....
North Dakota	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	.....	.....	.....	.....
Ohio	4	8	14	1	1	1	3	1	3	6	8	.....	3	3	4	.....	.....	.....	.....	.....
Oklahoma	4	3	3	2	1	1	1	1	1	.....	.....	2	3	3	3	2	.....	.....	.....	.....
Oregon	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	.....	.....	.....	.....
Pennsylvania	[3]	3	3	3	.....	1	1	1	.....	3	2	3	.....	1	1	.....	.....	.....	.....	.....
Rhode Island	2	2	1	.....	1	2	1	.....	2	2	.....	.....	2	2	1	.....	.....	2	.....	.....

South Carolina	3	3	3	2	2	2	2	2	1	1	1	.....	2	2	2	.....	.....	.....	.....	.....	.....	.....
South Dakota	2	2	2	2	1	1	1	1	2	.....	.....	.....	1	2	2	2	.....	.....	.....	.....	.....	.....
Tennessee	2	2	3	.....	1	2	3	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Texas	9	6	5	2	3	2	.....	1	2	2	5	.....	1	4	.....	1	2	.....	.....	.....	.....	.....
Utah	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	.....	.....	.....	1	.....	.....
Vermont	1	1	1	2	1	1	1	1	.....	.....	.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....
Virginia	5	9	4	.....	3	4	1	.....	4	6	.....	.....	4	5	3	.....	.....	.....	.....	.....	.....	.....
Washington	2	3	2	2	1	1	1	1	1	1	1	1	2	2	2	2	.....	.....	.....	.....	.....	.....
West Virginia	3	2	5	1	1	1	1	1	2	2	1	.....	2	.....	1	1	.....	.....	.....	7	.....	.....
Wisconsin	2	2	2	2	1	1	1	.....	1	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....
Wyoming	1	1	1	1	1	1	1	.....	1	1	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....

[1] Different institutions, some of which conduct teacher-training work in two or more fields.
[2] No report for Pennsylvania.

TABLE 7.—*Total number of teachers of teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.				Number of teachers of teacher-training courses.															
					Agriculture.				Trade or industry.				Home economics.				Not specified subject.			
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918
United States	[1]1,109	1,082	829	524	[2]278	293	222	116	[2]382	539	219	95	[2]449	414	366	263	.....	16	22	[2] 50
Alabama	25	51	38	20	7	26	12	4	10	12	3	4	8	13	18	12	.....	.....	5	.....
Arizona	1	5	7	3	1	1	.....	.....	.....	.....	.....	.....	.....	4	7	3	.....	.....	.....	.....
Arkansas	10	7	6	.....	3	3	2	.....	2	.....	1	.....	5	4	3	.....	.....	.....	.....	.....
California	122	152	82	65	26	35	24	18	44	59	13	4	52	58	45	43	.....	.....	.....	.....
Colorado	28	27	30	12	5	7	14	5	11	9	5	.....	12	11	11	7	.....	.....	.....	.....
Connecticut	35	24	23	7	2	17	.....	.....	8	2	6	7	[1]25	5	17	.....	.....	.....	.....	.....
Delaware	5	5	13	6	1	1	1	1	1	1	4	1	3	3	8	4	.....	.....	.....	.....
Florida	12	10	12	.....	3	3	3	.....	1	2	3	.....	8	5	6	.....	.....	.....	.....	.....
Georgia	22	19	25	17	8	5	15	5	7	6	5	2	7	8	5	10	.....	.....	.....	.....
Idaho	6	11	6	4	2	1	1	.....	2	4	1	1	2	6	4	.....	.....	.....	.....	3
Illinois	37	25	36	26	6	.....	14	8	11	11	8	1	20	14	14	17	.....	.....	.....	.....
Indiana	33	31	23	27	12	2	6	.....	9	10	9	.....	12	4	6	.....	.....	15	2	27
Iowa	20	16	13	.....	3	4	3	.....	8	5	4	.....	9	7	6	.....	.....	.....	.....	.....
Kansas	9	8	8	24	3	3	3	.....	.....	.....	.....	.....	6	5	5	24	.....	.....	.....	.....
Kentucky	15	19	16	6	2	6	5	6	3	1	.....	.....	10	12	11	.....	.....	.....	.....	.....
Louisiana	40	17	3	31	11	2	2	2	14	10	.....	9	15	5	1	20	.....	.....	.....	.....
Maine	6	8	8	14	2	4	3	7	.....	.....	.....	2	4	4	5	5	.....	.....	.....	.....

[1] Five women for full time, balance on part time.
[2] No report for Pennsylvania.

TABLE 7.—*Total number of teachers of teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.				Number of teachers of teacher-training courses.															
					Agriculture.				Trade or industry.				Home economics.				Not specified subject.			
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918
Maryland	6	4	5	1	3	2	1	1	1	1	1	.....	2	1	3	.....	.....	.....	.....	.....
Massachusetts	51	53	57	17	8	15	4	.....	24	16	33	12	19	22	20	5	.....	.....	.....	.....
Michigan	15	13	13	11	2	2	2	2	6	4	4	2	7	7	7	7	.....	.....	.....	.....
Minnesota	23	24	32	22	5	5	6	8	5	7	13	5	13	12	13	9	.....	.....	.....	.....
Mississippi	18	20	24	21	7	7	4	5	1	1	1	.....	10	12	19	16	.....	.....	.....	.....
Missouri	26	18	14	8	5	5	4	.....	9	5	3	.....	12	8	7	.....	.....	.....	.....	8
Montana	13	9	4	6	2	2	1	2	7	2	1	2	4	5	2	2	.....	.....	.....	.....
Nebraska	16	28	32	16	4	28	15	6	5	.....	.....	.....	7	.....	17	10	.....	.....	.....	.....
Nevada	3	2	1	1	1	.....	.....	.....	.....	.....	.....	.....	2	2	1	1	.....	.....	.....	.....
New Hampshire	12	5	.....	9	6	2	.....	4	3	1	.....	.....	3	2	.....	5	.....	.....	.....	.....
New Jersey	44	18	24	5	24	7	6	1	9	7	6	1	11	4	8	1	.....	.....	1	.....
New Mexico	3	7	10	2	1	1	2	1	.....	1	.....	.....	2	5	8	1	.....	.....	.....	.....
New York	104	94	43	30	10	18	6	.....	66	51	23	22	28	25	14	8	.....	.....	.....	.....
North Carolina	28	22	19	10	17	8	11	2	.....	.....	.....	.....	11	13	8	8	.....	1	.....	.....
North Dakota	19	10	17	12	13	5	4	.....	1	.....	6	.....	5	5	7	.....	.....	.....	.....	12
Ohio	60	67	33	2	5	5	3	2	49	56	25	.....	6	6	5	.....	.....	.....	.....	.....
Oklahoma	10	28	.....	.....	1	2	.....	.....	1	.....	.....	.....	8	26	.....	.....	.....	.....	.....	.....
Oregon	9	10	12	6	2	4	3	2	3	2	4	1	4	4	5	3	.....	.....	.....	.....
Pennsylvania	(1)	37	20	18	(1)	4	6	2		29	11	16	(1)	4	3	.....	.....	.....	.....	.....
Rhode Island	24	20	2	.....	9	2	1	.....	9	11	.....	.....	6	7	1	.....	.....	.....	.....	.....
South Carolina	25	22	12	3	15	13	11	3	1	1	1	.....	9	8	.....	.....	.....	.....	.....	.....
South Dakota	14	8	8	17	2	2	2	5	2	.....	.....	.....	10	6	6	12	.....	.....	.....	.....
Tennessee	7	3	7	.....	4	3	4	.....	.....	.....	.....	.....	3	.....	3	.....	.....	.....	.....	.....
Texas	29	28	5	13	6	5	.....	3	8	8	5	.....	15	15	.....	10	.....	.....	.....	.....
Utah	28	14	10	5	11	7	1	2	7	3	1	1	10	4	1	2	.....	.....	7	.....
Vermont	6	9	2	6	1	3	1	2	.....	.....	.....	.....	5	6	1	4	.....	.....	.....	.....
Virginia	25	19	12	.....	5	4	2	.....	6	5	.....	.....	14	10	10	.....	.....	.....	.....	.....
Washington	9	13	10	8	2	1	2	3	2	4	2	.....	5	8	6	5	.....	.....	.....	.....
West Virginia	8	11	11	6	3	3	1	4	2	5	1	.....	3	3	2	2	.....	.....	7	.....
Wisconsin	40	25	35	.....	5	5	9	.....	22	9	13	.....	13	11	13	.....	.....	.....	.....	.....
Wyoming	8	6	6	7	2	3	2	.....	2	1	1	2	4	2	3	5	.....	.....	.....	.....

[1] No report.

TABLE 8.—*Number and sex of teachers of teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.			Number of teachers of teacher-training courses.							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States:											
1921[2]	1,109	676	433	275	3	328	54	73	376	.....	.....
1920	1,082	657	425	279	14	320	39	42	372	16	.....
1919	829	494	335	220	2	206	13	48	318	20	2
1918	524	(1)	(1)	116	.....	95	.....	.....	263	50	.....
Alabama:											
1921	25	17	8	7	.....	10	.....	.....	8	.....	.....
1920	51	38	13	26	.....	12	.....	.....	13	.....	.....
1919	38	24	14	12	.....	3	.....	4	14	5	.....
1918	20	(1)	(1)	4	.....	4	.....	.....	12	.....	.....
Arizona:											
1921	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....
1920	5	1	4	1	.....	.....	.....	.....	4	.....	.....
1919	7	2	5	.....	.....	.....	.....	2	5	.....	.....
1918	3	(1)	(1)	.....	.....	.....	.....	.....	3	.....	.....
Arkansas:											
1921	10	9	1	3	.....	2	.....	4	1	.....	.....
1920	7	3	4	3	.....	.....	.....	.....	4	.....	.....
1919	6	2	4	1	1	1	.....	.....	3	.....	.....
California:											
1921	122	72	50	24	2	33	11	15	37	.....	.....
1920	152	97	55	35	.....	48	11	14	44	.....	.....
1919	82	34	48	24	.....	10	3	.....	45	.....	.....
1918	65	(1)	(1)	18	.....	4	.....	.....	43	.....	.....
Colorado:											
1921	28	17	11	4	1	11	.....	2	10	.....	.....
1920	27	18	9	6	1	9	.....	3	8	.....	.....
1919	30	21	9	13	1	5	.....	3	8	.....	.....
1918	12	(1)	(1)	5	.....	.....	.....	.....	7	.....	.....
Connecticut:											
1921	35	27	8	2	.....	8	.....	[1] 17	[1] 8	.....	.....
1920	24	24	.....	17	.....	2	.....	5	.....	.....	.....
1919	23	6	17	.....	.....	6	.....	.....	17	.....	.....
1918	7	(1)	(1)	.....	.....	7	.....	.....	.....	.....	.....
Delaware:											
1921	5	2	3	1	.....	1	.....	.....	3	.....	.....
1920	5	2	3	1	.....	1	.....	.....	3	.....	.....
1919	13	6	7	1	.....	4	.....	1	7	.....	.....
1918	6	(1)	(1)	1	.....	1	.....	.....	4	.....	.....
Florida:											
1921	12	4	8	3	.....	1	.....	.....	8	.....	.....
1920	10	5	5	3	.....	2	.....	.....	5	.....	.....
1919	12	6	6	3	.....	3	.....	.....	6	.....	.....
Georgia:											
1921	22	15	7	8	.....	7	.....	.....	7	.....	.....
1920	19	11	8	5	.....	6	.....	.....	8	.....	.....
1919	25	19	6	15	.....	4	1	.....	5	.....	.....
1918	17	(1)	(1)	5	.....	2	.....	.....	10	.....	.....
Idaho:											
1921	6	4	2	2	.....	2	.....	.....	2	.....	.....
1920	11	5	6	1	.....	4	.....	.....	6	.....	.....
1919	6	2	4	1	.....	1	.....	.....	4	.....	.....
1918	4	(1)	(1)	.....	.....	1	.....	.....	.....	3	.....
Illinois:											
1921	37	19	18	6	.....	11	.....	2	18	.....	.....
1920	25	13	12	.....	.....	11	.....	2	12	.....	.....
1919	36	24	12	14	.....	8	.....	2	12	.....	.....
1918	26	(1)	(1)	8	.....	1	.....	.....	17	.....	.....
Indiana:											
1921	33	23	10	12	.....	8	1	3	9	.....	.....
1920	31	26	5	2	.....	9	1	.....	4	15	.....
1919	23	17	6	6	.....	9	.....	1	5	1	1
1918	27	(1)	(1)	.....	.....	.....	.....	.....	.....	27	.....
Iowa:											
1921	20	12	8	3	.....	7	1	2	7	.....	.....
1920	16	10	6	4	.....	4	1	2	5	.....	.....
1919	13	8	5	3	.....	4	.....	1	5	.....	.....
Kansas:											
1921	9	5	4	3	.....	.....	.....	2	4	.....	.....
1920	8	3	5	3	.....	.....	.....	.....	5	.....	.....
1919	8	3	5	3	.....	.....	.....	.....	5	.....	.....
1918	24	(1)	(1)	.....	.....	.....	.....	.....	24	.....	.....

[1] Teachers not reported separately by sex in 1918. [2] No report for Pennsylvania and Wisconsin.

TABLE 8.—*Number and sex of teachers of teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Number of teachers of teacher-training courses.							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Kentucky:											
1921	15	5	10	2	.....	3	.....	.....	10	.....	.....
1920	19	8	11	6	.....	1	.....	1	11	.....	.....
1919	16	6	10	5	.....	.....	.....	1	10	.....	.....
1918	6	(1)	(1)	6	.....	.....	.....	.....	.....	.....	.....
Louisiana:											
1921	40	20	20	11	.....	2	12	7	8	.....	.....
1920	17	2	15	2	.....	.....	10	.....	5	.....	.....
1919	3	2	1	2	.....	.....	.....	.....	1	.....	.....
1918	31	(1)	(1)	2	.....	9	.....	.....	20	.....	.....
Maine:											
1921	6	2	4	2	.....	.....	.....	.....	4	.....	.....
1920	8	4	4	4	.....	.....	.....	.....	4	.....	.....
1919	8	3	5	3	.....	.....	.....	.....	5	.....	.....
1918	14	(1)	(1)	7	.....	2	.....	5	.....	.....	.....
Maryland:											
1921	6	4	2	3	.....	1	.....	.....	2	.....	.....
1920	4	3	1	2	.....	1	.....	.....	1	.....	.....
1919	5	2	3	1	.....	1	.....	.....	3	.....	.....
1918	1	(1)	(1)	1	.....	.....	.....	.....	.....	.....	.....
Massachusetts:											
1921	51	28	23	8	.....	20	4	.....	19	.....	.....
1920	53	30	23	15	.....	15	1	.....	22	.....	.....
1919	57	35	22	4	.....	31	2	.....	20	.....	.....
1918	17	(1)	(1)	.....	.....	12	.....	.....	5	.....	.....
Michigan:											
1921	15	7	8	2	.....	5	1	.....	7	.....	.....
1920	13	4	9	2	.....	2	2	.....	7	.....	.....
1919	13	13	.....	2	.....	4	.....	7	.....	.....	.....
1918	11	(1)	(1)	2	.....	2	.....	.....	7	.....	.....
Minnesota:											
1921	23	10	13	5	.....	5	.....	.....	13	.....	.....
1920	24	11	13	5	.....	6	1	.....	12	.....	.....
1919	32	29	3	6	.....	10	3	13	.....	.....	.....
1918	22	(1)	(1)	8	.....	5	.....	.....	9	.....	.....
Mississippi:											
1921	18	8	10	7	.....	1	.....	.....	10	.....	.....
1920	20	9	11	7	.....	1	.....	1	11	.....	.....
1919	24	7	17	4	.....	1	.....	2	17	.....	.....
1918	21	(1)	(1)	5	.....	.....	.....	.....	16	.....	.....
Missouri:											
1921	26	13	13	5	.....	8	1	.....	12	.....	.....
1920	18	10	8	5	.....	5	.....	.....	8	.....	.....
1919	14	7	7	4	.....	3	.....	.....	7	.....	.....
1918	8	(1)	(1)	.....	.....	.....	.....	.....	.....	8	.....
Montana:											
1921	13	10	3	2	.....	7	.....	1	3	.....	.....
1920	9	4	5	2	.....	2	.....	.....	5	.....	.....
1919	4	2	2	1	.....	1	.....	.....	2	.....	.....
1918	6	(1)	(1)	2	.....	2	.....	.....	2	.....	.....
Nebraska:											
1921	16	7	9	4	.....	3	2	.....	7	.....	.....
1920	28	15	13	15	13	.....	.....	.....	.....	.....	.....
1919	32	15	17	15	.....	.....	.....	.....	17	.....	.....
1918	16	(1)	(1)	6	.....	.....	.....	.....	10	.....	.....
Nevada:											
1921	3	1	2	1	.....	.....	.....	.....	2	.....	.....
1920	2	.....	2	.....	.....	.....	.....	.....	2	.....	.....
1919	1	.....	1	.....	.....	.....	.....	.....	1	.....	.....
1918	1	(1)	(1)	.....	.....	.....	.....	.....	1	.....	.....
New Hampshire:											
1921	12	10	2	6	.....	3	.....	1	2	.....	.....
1920	5	4	1	2	.....	1	.....	1	1	.....	.....
1918	9	(1)	(1)	4	.....	.....	.....	.....	5	.....	.....
New Jersey:											
1921	44	34	10	24	.....	8	1	2	9	.....	.....
1920	18	13	5	7	.....	4	.....	2	5	.....	.....
1919	24	15	9	6	.....	8	.....	.....	9	1	.....
1918	5	(1)	(1)	1	.....	1	.....	.....	3	.....	.....

[1] Teachers not reported separately by sex in 1918.

TABLE 8.—*Number and sex of teachers of teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Number of teachers of teacher-training courses.							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
New Mexico:											
1921	3	1	2	1	.....	.....	.....	.....	2	.....	.....
1920	7	2	5	1	.....	1	.....	.....	5	.....	.....
1919	10	7	3	2	.....	.....	.....	5	3	.....	.....
1918	2	(1)	(1)	1	.....	.....	.....	.....	1	.....	.....
New York:											
1921	104	66	38	10	.....	56	10	.....	28	.....	.....
1920	94	66	28	18	.....	48	3	.....	25	.....	.....
1919	43	26	17	6	.....	19	4	1	13	.....	.....
1918	30	(1)	(1)	.....	.....	22	.....	.....	8	.....	.....
North Carolina:											
1921	28	17	11	17	.....	.....	.....	.....	11	.....	.....
1920	22	9	13	8	.....	.....	.....	.....	13	1	.....
1919	19	11	8	11	.....	.....	.....	.....	8	.....	.....
1918	10	(1)	(1)	2	.....	.....	.....	.....	8	.....	.....
North Dakota:											
1921	19	14	5	13	.....	1	.....	.....	5	.....	.....
1920	10	5	5	5	.....	.....	.....	.....	5	.....	.....
1919	17	10	7	4	.....	6	.....	.....	7	.....	.....
1918	12	(1)	(1)	.....	.....	.....	.....	.....	.....	12	.....
Ohio:											
1921	60	48	12	5	.....	43	6	.....	6	.....	.....
1920	67	61	6	5	.....	56	.....	.....	6	.....	.....
1919	33	28	5	3	.....	25	.....	.....	5	.....	.....
1918	2	(1)	(1)	2	.....	.....	.....	.....	.....	.....	.....
Oklahoma:											
1921	10	2	8	1	.....	1	.....	.....	8	.....	.....
1920	28	9	19	2	.....	.....	.....	7	19	.....	.....
Oregon:											
1921	9	5	4	2	.....	3	.....	.....	4	.....	.....
1920	10	6	4	4	.....	2	.....	.....	4	.....	.....
1919	12	9	3	3	.....	4	.....	2	3	.....	.....
1918	6	(1)	(1)	2	.....	1	.....	.....	3	.....	.....
Pennsylvania:											
1921[2]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1920	37	28	9	4	.....	24	5	.....	4	.....	.....
1919	20	17	3	6	.....	11	.....	.....	3	.....	.....
1918	18	.....	.....	2	.....	16	.....	.....	.....	.....	.....
Rhode Island:											
1921	24	18	6	9	.....	8	1	1	5	.....	.....
1920	20	13	7	2	.....	11	.....	.....	7	.....	.....
1919	2	1	1	1	.....	.....	.....	.....	1	.....	.....
South Carolina:											
1921	25	17	8	15	.....	1	.....	1	8	.....	.....
1920	22	14	8	13	.....	1	.....	.....	8	.....	.....
1919	12	12	.....	11	.....	1	.....	.....	.....	.....	.....
1918	3	.....	.....	3	.....	.....	.....	.....	.....	.....	.....
South Dakota:											
1921	14	6	8	2	.....	2	.....	2	8	.....	.....
1920	8	4	4	2	.....	.....	.....	2	4	.....	.....
1919	8	4	4	2	.....	.....	.....	2	4	.....	.....
1918	17	(1)	(1)	5	.....	.....	.....	.....	12	.....	.....
Tennessee:											
1921	7	7	.....	4	.....	.....	.....	3	.....	.....	.....
1920	3	3	.....	3	.....	.....	.....	.....	.....	.....	.....
1919	7	4	3	4	.....	.....	.....	.....	3	.....	.....
Texas:											
1921	29	11	18	6	.....	5	3	.....	15	.....	.....
1920	28	9	19	5	.....	4	4	.....	15	.....	.....
1919	5	5	.....	.....	.....	5	.....	.....	.....	.....	.....
1918	13	(1)	(1)	3	.....	.....	.....	.....	10	.....	.....
Utah:											
1921	28	25	3	11	.....	7	.....	7	3	.....	.....
1920	14	11	3	7	.....	3	.....	1	3	.....	.....
1919	10	8	2	1	.....	1	.....	.....	1	6	1
1918	5	(1)	(1)	2	.....	1	.....	.....	2	.....	.....
Vermont:											
1921	6	1	5	1	.....	.....	.....	.....	5	.....	.....
1920	9	3	6	3	.....	.....	.....	.....	6	.....	.....
1919	2	1	1	1	.....	.....	.....	.....	1	.....	.....
1918	6	(1)	(1)	2	.....	.....	.....	.....	4	.....	.....

[1] Teachers not reported separately by sex in 1918.
[2] No report.

TABLE 8.—*Number and sex of teachers of teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Number of teachers of teacher-training courses.							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Virginia:											
1921	25	11	14	5	.....	6	.....	.....	14	.....	.....
1920	19	9	10	4	.....	5	.....	.....	10	.....	.....
1919	12	2	10	2	.....	.....	.....	.....	10	.....	.....
Washington:											
1921	9	4	5	2	.....	2	.....	.....	5	.....	.....
1920	13	5	8	1	.....	4	.....	.....	8	.....	.....
1919	10	4	6	2	.....	2	.....	.....	6	.....	.....
1918	8	(1)	(1)	3	.....	.....	.....	.....	5	.....	.....
West Virginia:											
1921	8	5	3	3	.....	2	.....	.....	3	.....	.....
1920	11	8	3	3	.....	5	.....	.....	3	.....	.....
1919	11	9	2	1	.....	1	.....	.....	2	7	.....
1918	6	(1)	(1)	4	.....	.....	.....	.....	2	.....	.....
Wisconsin:											
1921 [2]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1920	40	27	13	5	.....	22	.....	.....	13	.....	.....
1919	25	14	11	5	.....	9	.....	.....	11	.....	.....
1918	35	22	13	9	.....	13	.....	.....	13	.....	.....
Wyoming:											
1921	8	5	3	2	.....	2	.....	1	3	.....	.....
1920	6	5	1	3	.....	1	.....	1	1	.....	.....
1919	6	4	2	2	.....	1	.....	1	2	.....	.....
1918	7	(1)	(1)	.....	.....	2	.....	.....	5	.....	.....

[1] Teachers not reported separately by sex in 1918
[2] No report.

TABLE 9.—*Number of pupils enrolled in vocational teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.				Pupils in courses training vocational teachers of—															
					Agriculture.				Trade or industry.				Home economics.				Not specified subject.			
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918
United States	14,755	12,456	7,364	6,589	2,936	2,310	1,334	1,534	6,384	6,150	2,774	1,101	4,954	3,652	3,098	3,319	481	344	158	635
Alabama	285	314	222	224	128	122	63	11	86	91	51	47	71	97	70	166	.....	.....	38	.....
Arizona	11	24	.....	34	11	14	.....	.....	.....	.....	.....	.....	.....	10	.....	34	.....	.....	.....	.....
Arkansas	91	161	90	.....	57	54	35	.....	16	13	14	.....	18	94	41	.....	.....	.....	.....	.....
California	613	1,620	359	169	134	125	193	47	211	1,433	127	105	78	62	39	17	190	.....	.....	.....
Colorado	203	330	187	184	49	123	21	9	73	93	64	.....	81	114	102	175	.....	.....	.....	.....
Connecticut	201	66	76	9	24	13	1	.....	155	50	36	9	22	3	39	.....	.....	.....	.....	.....
Delaware	49	51	10	51	16	14	4	7	11	11	6	12	22	26	.....	32	.....	.....	.....	.....
Florida	57	48	67	.....	16	14	3	.....	6	5	.....	.....	35	29	64	.....	.....	.....	.....	.....
Georgia	155	169	134	116	43	65	79	19	68	50	37	10	44	54	18	87	.....	.....	.....	.....
Idaho	58	64	41	57	31	8	2	.....	18	8	3	5	9	48	36	.....	.....	.....	.....	52
Illinois	391	385	606	193	122	.....	34	60	.....	285	132	4	.....	100	440	129	269	.....	.....	.....
Indiana	1,074	634	244	272	53	14	18	.....	741	276	147	.....	280	43	57	.....	.....	301	22	272
Iowa	824	181	325	.....	140	26	62	.....	173	77	28	.....	511	78	235	.....	.....	.....	.....	.....
Kansas	229	100	160	620	73	18	12	.....	.....	.....	.....	.....	156	82	148	620	.....	.....	.....	.....
Kentucky	216	146	224	21	43	28	54	21	36	.....	.....	.....	137	118	170	.....	.....	.....	.....	.....
Louisiana	84	203	38	418	34	49	15	25	16	4	.....	8	34	150	23	385	.....	.....	.....	.....
Maine	92	82	84	115	27	15	14	49	.....	.....	.....	4	65	67	70	62	.....	.....	.....	.....
Maryland	51	54	43	10	23	24	13	10	10	21	15	.....	18	9	15	.....	.....	.....	.....	.....
Massachusetts	882	749	897	129	149	79	69	.....	294	352	523	93	439	318	305	36	.....	.....	.....	.....
Michigan	668	186	272	141	57	61	30	45	560	50	171	15	51	75	71	81	.....	.....	.....	.....
Minnesota	500	366	235	1,353	190	100	52	850	230	190	125	352	80	76	58	151	.....	.....	.....	.....
Mississippi	245	268	179	138	100	46	66	47	15	4	4	.....	130	218	109	91	.....	.....	.....	.....
Missouri	493	242	81	53	62	58	16	.....	130	66	40	.....	301	118	25	.....	.....	.....	.....	53
Montana	191	81	46	100	40	51	23	15	73	1	.....	18	78	29	23	67	.....	.....	.....	.....
Nebraska	150	195	43	111	40	195	18	44	48	.....	.....	.....	62	.....	25	67	.....	.....	.....	.....
Nevada	20	4	10	16	3	.....	.....	.....	.....	.....	.....	.....	17	4	10	16	.....	.....	.....	.....
New Hampshire	47	20	3	35	8	3	3	8	2	2	.....	.....	37	15	.....	27	.....	.....	.....	.....
New Jersey	184	206	267	120	41	32	23	22	60	61	191	61	61	113	44	37	22	.....	9	.....
New Mexico	13	125	79	21	5	3	2	11	.....	5	.....	.....	8	117	77	10	.....	.....	.....	.....
New York	1,276	1,091	426	395	80	82	69	38	875	785	204	186	321	224	153	171	.....	.....	.....	.....
North Carolina	257	205	91	40	[2] 167	78	35	10	.....	.....	.....	.....	90	84	56	30	.....	43	.....	.....
North Dakota	229	131	77	145	164	68	5	.....	2	.....	12	.....	63	63	60	.....	.....	.....	.....	145
Ohio	1,492	1,286	356	27	24	.....	7	27	1,428	1,258	318	.....	40	28	31	.....	.....	.....	.....	.....

[1] No report from Pennsylvania.
[2] Includes teachers of trade or industry.

TABLE 9.—*Number of pupils enrolled in vocational teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.				Pupils in courses training vocational teachers of—															
					Agriculture.				Trade or industry.				Home economics.				Not specified subject.			
	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918	1921	1920	1919	1918
Oklahoma	141	141	.....	113	23	14	.....	.....	21	.....	.....	.....	97	127	.....	.....	.....	.....	.....	113
Oregon	182	127	61	132	46	16	6	6	33	18	2	40	103	93	53	86	.....	.....	.....	.....
Pennsylvania	(1)	404	422	100	(1)	32	37	15	(1)	332	352	85	(1)	40	33	.....	.....	.....	.....	.....
Rhode Island	198	238	17	.....	28	48	7	.....	117	67	.....	.....	53	123	10	.....	.....	.....	.....	.....
South Carolina	150	92	85	7	105	72	55	7	.....	.....	30	.....	45	20	.....	.....	.....	.....	.....	.....
South Dakota	151	71	194	.....	52	13	78	.....	8	.....	.....	.....	91	58	116	.....	.....	.....	.....	.....
Tennessee	35	31	58	.....	27	31	35	.....	.....	.....	.....	.....	8	.....	23	.....	.....	.....	.....	.....
Texas	858	450	73	654	196	255	.....	74	283	92	73	.....	379	103	.....	580	.....	.....	.....	.....
Utah	203	203	115	65	71	95	36	30	57	73	6	19	75	35	19	16	.....	.....	54	.....
Vermont	75	73	70	50	5	10	7	6	.....	.....	.....	.....	70	63	63	44	.....	.....	.....	.....
Virginia	383	269	5	.....	59	63	3	.....	82	85	.....	.....	242	121	2	.....	.....	.....	.....	.....
Washington	201	130	223	107	58	17	15	14	58	61	48	18	85	52	160	75	.....	.....	.....	.....
West Virginia	68	141	48	22	40	21	9	7	18	93	4	.....	10	27	.....	15	.....	.....	35	.....
Wisconsin	738	279	.....	.....	66	35	.....	.....	350	128	.....	.....	322	116	.....	.....	.....	.....	.....	.....
Wyoming	41	24	21	22	6	6	5	.....	20	10	11	10	15	8	5	12	.....	.....	.....	.....

[1] No report.

TABLE 10.—*Number and sex of pupils enrolled in vocational teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.			Pupils in courses training vocational teachers of—							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States:											
1921[2]	14,755	8,415	6,340	2,766	170	5,325	1,059	148	4,806	176	305
1920	12,456	6,985	5,471	2,150	160	4,560	1,590	76	3,576	199	145
1919	7,364	3,998	3,366	1,289	45	2,383	290	114	2,984	111	47
1918	6,589	(1)	(1)	1,534	.....	1,101	.....	.....	3,319	635	.....
Alabama:											
1921	285	204	81	128	.....	76	10	.....	71	.....	.....
1920	310	207	103	121	1	86	5	.....	97	.....	.....
1919	222	143	79	63	.....	46	5	.....	70	34	4
1918	224	(1)	(1)	11	.....	47	.....	.....	166	.....	.....
Arizona:											
1921	11	11	.....	11	.....	.....	.....	.....	.....	.....	.....
1920	24	14	10	14	.....	.....	.....	.....	10	.....	.....
1918	34	(1)	(1)	.....	.....	.....	.....	.....	34	.....	.....
Arkansas:											
1921	91	84	7	57	.....	16	.....	11	7	.....	.....
1920	161	66	95	54	.....	12	1	.....	94	.....	.....
1919	90	44	46	35	.....	9	5	.....	41	.....	.....
California:											
1921	613	329	284	117	17	145	66	.....	78	67	123
1920	1,620	623	997	103	22	520	913	.....	62	.....	.....
1919	359	233	126	153	40	80	47	.....	39	.....	.....
1918	169	(1)	(1)	47	.....	105	.....	.....	17	.....	.....
Colorado:											
1921	203	122	81	49	.....	73	.....	.....	81	.....	.....
1920	330	216	114	123	.....	93	.....	.....	114	.....	.....
1919	187	75	112	21	.....	54	10	.....	102	.....	.....
1918	184	(1)	(1)	9	.....	.....	.....	.....	175	.....	.....
Connecticut:											
1921	201	179	22	24	.....	155	.....	.....	22	.....	.....
1920	66	63	3	13	.....	50	.....	.....	3	.....	.....
1919	76	37	39	1	.....	36	.....	.....	39	.....	.....
1918	9	(1)	(1)	.....	.....	9	.....	.....	.....	.....	.....
Delaware:											
1921	49	25	24	16	.....	9	2	.....	22	.....	.....
1920	51	25	26	14	.....	11	.....	.....	26	.....	.....
1919	10	10	.....	4	.....	6	.....	.....	.....	.....	.....
1918	51	(1)	(1)	7	.....	12	.....	.....	32	.....	.....
Florida:											
1921	57	22	35	16	.....	6	.....	.....	35	.....	.....
1920	48	19	29	14	.....	5	.....	.....	29	.....	.....
1919	67	3	64	3	.....	.....	.....	.....	64	.....	.....
Georgia:											
1921	155	96	59	43	.....	53	15	.....	44	.....	.....
1920	169	115	54	65	.....	50	.....	.....	54	.....	.....
1919	134	112	22	79	.....	33	4	.....	18	.....	.....
1918	116	.....	.....	19	.....	10	.....	.....	87	.....	.....
Idaho:											
1921	58	44	14	26	5	18	.....	.....	9	.....	.....
1920	64	16	48	8	.....	8	.....	.....	48	.....	.....
1919	41	5	36	2	.....	3	.....	.....	36	.....	.....
1918	57	(1)	(1)	.....	.....	5	.....	.....	.....	52	.....
Illinois:											
1921	391	231	160	122	.....	.....	.....	.....	.....	109	160
1920	385	205	180	.....	.....	205	80	.....	100	.....	.....
1919	606	162	444	30	4	132	.....	.....	440	.....	.....
1918	193	(1)	(1)	60	.....	4	.....	.....	129	.....	.....
Indiana:											
1921	1,074	467	607	53	.....	414	327	.....	280	.....	.....
1920	634	299	335	14	.....	128	148	1	42	156	145
1919	244	165	79	18	.....	139	8	.....	57	8	14
1918	272	(1)	(1)	.....	.....	.....	.....	.....	.....	272	.....
Iowa:											
1921	824	267	557	140	.....	127	46	.....	511	.....	.....
1920	181	70	111	26	.....	44	33	.....	78	.....	.....
1919	325	90	235	62	.....	28	.....	.....	235	.....	.....
Kansas:											
1921	229	135	94	73	.....	.....	.....	62	94	.....	.....
1920	100	18	82	18	.....	.....	.....	.....	82	.....	.....
1919	160	12	148	12	.....	.....	.....	.....	148	.....	.....
1918	620	(1)	(1)	.....	.....	.....	.....	.....	620	.....	.....

[1] Pupils were not reported separately by sex in 1918.
[2] No report for Pennsylvania.

TABLE 10.—*Number and sex of pupils enrolled in vocational teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Pupils in courses training vocational teachers of—							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Kentucky:											
1921	216	118	98	43	.....	16	20	59	78	.....	.....
1920	140	28	118	28	.....	.....	.....	.....	118	.....	.....
1919	224	54	170	54	.....	.....	.....	.....	170	.....	.....
1918	21	(1)	(1)	21	.....	.....	.....	.....	.....	.....	.....
Louisiana:											
1921	84	44	40	34	.....	10	6	.....	34	.....	.....
1920	203	49	154	49	.....	.....	4	.....	150	.....	.....
1919	38	38	.....	15	.....	.....	.....	23	.....	.....	.....
1918	418	(1)	(1)	25	.....	8	.....	.....	385	.....	.....
Maine:											
1921	92	27	65	27	.....	.....	.....	.....	65	.....	.....
1920	82	14	68	14	1	.....	.....	.....	67	.....	.....
1919	84	14	70	14	.....	.....	.....	.....	70	.....	.....
1918	115	(1)	(1)	49	.....	4	.....	.....	62	.....	.....
Maryland:											
1921	51	33	18	23	.....	10	.....	.....	18	.....	.....
1920	54	45	9	24	.....	21	.....	.....	9	.....	.....
1919	43	27	16	12	1	15	.....	.....	15	.....	.....
1918	10	(1)	(1)	10	.....	.....	.....	.....	.....	.....	.....
Massachusetts:											
1921	882	417	465	149	.....	268	26	.....	439	.....	.....
1920	749	424	325	79	.....	345	7	.....	318	.....	.....
1919	897	477	420	69	.....	408	115	.....	305	.....	.....
1918	129	(1)	(1)	.....	.....	93	.....	.....	36	.....	.....
Michigan:											
1921	668	617	51	57	.....	560	.....	.....	51	.....	.....
1920	186	186	.....	61	.....	50	.....	75	.....	.....	.....
1919	272	272	.....	30	.....	171	.....	71	.....	.....	.....
1918	141	(1)	(1)	45	.....	15	.....	.....	81	.....	.....
Minnesota:											
1921	500	325	175	115	75	210	20	.....	80	.....	.....
1920	366	265	101	100	.....	165	25	.....	76	.....	.....
1919	235	166	69	52	.....	114	11	.....	58	.....	.....
1918	1,353	(1)	(1)	850	.....	352	.....	.....	151	.....	.....
Mississippi:											
1921	245	115	130	100	.....	15	.....	1	130	.....	.....
1920	268	48	220	46	.....	2	2	.....	218	.....	.....
1919	179	70	109	66	.....	4	.....	.....	109	.....	.....
1918	138	(1)	(1)	47	.....	.....	.....	.....	91	.....	.....
Missouri:											
1921	493	129	364	60	2	69	61	.....	301	.....	.....
1920	242	124	118	58	.....	66	.....	.....	118	.....	.....
1919	81	56	25	16	.....	40	.....	.....	25	.....	.....
1918	53	(1)	(1)	.....	.....	.....	.....	.....	.....	53	.....
Montana:											
1921	191	113	78	40	.....	73	.....	.....	78	.....	.....
1920	81	52	29	51	.....	1	.....	.....	29	.....	.....
1919	46	23	23	23	.....	.....	.....	.....	23	.....	.....
1918	100	(1)	(1)	15	.....	18	.....	.....	67	.....	.....
Nebraska:											
1921	150	80	70	40	.....	40	8	.....	62	.....	.....
1920	195	59	136	59	136	.....	.....	.....	.....	.....	.....
1919	43	18	25	18	.....	.....	.....	.....	25	.....	.....
1918	111	(1)	(1)	44	.....	.....	.....	.....	67	.....	.....
Nevada:											
1921	20	3	17	3	.....	.....	.....	.....	17	.....	.....
1920	4	.....	4	.....	.....	.....	.....	.....	4	.....	.....
1919	10	.....	10	.....	.....	.....	.....	.....	10	.....	.....
1918	16	(1)	(1)	.....	.....	.....	.....	.....	16	.....	.....
New Hampshire:											
1921	47	10	37	8	.....	2	.....	.....	37	.....	.....
1920	20	5	15	3	.....	2	.....	.....	15	.....	.....
1919	3	3	.....	3	.....	.....	.....	.....	.....	.....	.....
1918	35	(1)	(1)	8	.....	.....	.....	.....	27	.....	.....
New Jersey:											
1921	184	101	83	41	.....	60	.....	.....	61	.....	22
1920	206	93	113	32	.....	61	.....	.....	113	.....	.....
1919	267	166	101	23	.....	138	53	.....	44	5	4
1918	120		(1)	22	.....	61	.....	.....	37	.....	.....

[1] Pupils were not reported separately by sex in 1918.

TABLE 10.—*Number and sex of pupils enrolled in vocational teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Pupils in courses training vocational teachers of—							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
New Mexico:											
1921	13	13	.....	5	.....	.....	.....	8	.....	.....	.....
1920	125	8	117	3	.....	5	.....	.....	117	.....	.....
1919	79	3	76	2	.....	.....	.....	1	76	.....	.....
1918	21	(1)	(1)	11	.....	.....	.....	.....	10	.....	.....
New York:											
1921	1,276	709	567	80	.....	629	246	.....	321	.....	.....
1920	1,091	617	474	82	.....	535	250	.....	224	.....	.....
1919	426	241	185	69	.....	172	32	.....	153	.....	.....
1918	395	(1)	(1)	38	.....	186	.....	.....	171	.....	.....
North Carolina:											
1921	257	167	90	[2] 167	.....	.....	.....	.....	90	.....	.....
1920	205	121	84	78	.....	.....	.....	.....	84	43	.....
1919	91	35	56	35	.....	.....	.....	.....	56	.....	.....
1918	40	(1)	(1)	10	.....	.....	.....	.....	30	.....	.....
North Dakota:											
1921	229	119	110	117	47	2	.....	.....	63	.....	.....
1920	131	68	63	68	.....	.....	.....	.....	63	.....	.....
1919	77	17	60	5	.....	12	.....	.....	60	.....	.....
1918	145	(1)	(1)	.....	.....	.....	.....	.....	.....	145	.....
Ohio:											
1921	1,492	1,372	120	24	.....	1,348	80	.....	40	.....	.....
1920	1,286	1,250	36	.....	.....	1,250	8	.....	28	.....	.....
1919	356	325	31	7	.....	318	.....	.....	31	.....	.....
1918	27	(1)	(1)	27	.....	.....	.....	.....	.....	.....	.....
Oklahoma:											
1921	141	23	118	23	.....	.....	97	.....	21	.....	.....
1920	141	14	127	14	.....	.....	.....	.....	127	.....	.....
1918	113	(1)	(1)	.....	.....	.....	.....	.....	.....	113	.....
Oregon:											
1921	182	77	105	44	2	33	.....	.....	103	.....	.....
1920	127	34	93	16	.....	18	.....	.....	93	.....	.....
1919	61	8	53	6	.....	2	.....	.....	53	.....	.....
1918	132	(1)	(1)	6	.....	40	.....	.....	86	.....	.....
Pennsylvania:											
1921 [3]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1920	404	312	92	32	.....	280	52	.....	40	.....	.....
1919	422	389	33	37	.....	352	.....	.....	33	.....	.....
1918	100	(1)	(1)	15	.....	85	.....	.....	.....	.....	.....
Rhode Island:											
1921	198	137	61	20	8	117	.....	.....	53	.....	.....
1920	238	114	124	48	.....	66	1	.....	123	.....	.....
1919	17	7	10	7	.....	.....	.....	.....	10	.....	.....
South Carolina:											
1921	150	101	49	101	4	.....	.....	.....	45	.....	.....
1920	92	72	20	72	.....	.....	.....	.....	20	.....	.....
1919	85	85	.....	55	.....	30	.....	.....	.....	.....	.....
1918	7	(1)	(1)	7	.....	.....	.....	.....	.....	.....	.....
South Dakota:											
1921	151	60	91	52	.....	8	.....	.....	91	.....	.....
1920	71	13	58	13	.....	.....	.....	.....	58	.....	.....
1919	194	78	116	78	.....	.....	.....	.....	116	.....	.....
Tennessee:											
1921	35	35	.....	27	.....	.....	.....	8	.....	.....	.....
1920	31	31	.....	31	.....	.....	.....	.....	.....	.....	.....
1919	58	35	23	35	.....	.....	.....	.....	23	.....	.....
Texas:											
1921	858	402	456	196	.....	206	77	.....	379	.....	.....
1920	450	334	116	255	.....	79	13	.....	103	.....	.....
1919	73	73	.....	.....	.....	73	.....	.....	.....	.....	.....
1918	654	(1)	(1)	74	.....	.....	.....	.....	580	.....	.....
Utah:											
1921	203	128	75	71	.....	57	.....	.....	75	.....	.....
1920	203	153	50	95	.....	58	15	.....	35	.....	.....
1919	115	107	8	36	.....	6	.....	19	.....	46	8
Vermont:											
1921	75	5	70	5	.....	.....	.....	.....	70	.....	.....
1920	73	10	63	10	.....	.....	.....	.....	63	.....	.....
1919	70	7	63	7	.....	.....	.....	.....	63	.....	.....
1918	50	(1)	(1)	6	.....	.....	.....	.....	44	.....	.....

[1] Pupils were not reported separately by sex in 1918.
[2] Includes trade and industry.
[3] No report.

TABLE 10.—*Number and sex of pupils enrolled in vocational teacher-training courses in institutions federally aided, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.			Pupils in courses training vocational teachers of—							
				Agriculture.		Trade or industry.		Home economics.		Not specified subject.	
	Both sexes.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Virginia:											
1921	383	119	264	59	.....	60	22	.....	242	.....	.....
1920	269	147	122	63	.....	84	1	.....	121	.....	.....
1919	5	3	2	3	.....	.....	.....	.....	2	.....	.....
Washington:											
1921	201	82	119	49	9	33	25	.....	85	.....	.....
1920	130	73	57	17	.....	56	5	.....	52	.....	.....
1919	223	63	160	15	.....	48	.....	.....	160	.....	.....
1918	107	(1)	(1)	14	.....	18	.....	.....	75	.....	.....
West Virginia:											
1921	68	57	11	39	1	18	.....	.....	10	.....	.....
1920	141	87	54	21	.....	66	27	.....	27	.....	.....
1919	48	31	17	9	.....	4	.....	.....	.....	18	17
1918	22	(1)	(1)	7	.....	.....	.....	.....	15	.....	.....
Wisconsin:											
1921	738	416	322	66	.....	350	.....	.....	322	.....	.....
1920	279	163	116	.....	35	128	.....	.....	116	.....	.....
Wyoming:											
1921	41	24	17	6	.....	18	2	.....	15	.....	.....
1920	24	16	8	6	.....	10	.....	.....	8	.....	.....
1919	21	16	5	5	.....	11	.....	.....	5	.....	.....
1918	22	(1)	(1)	.....	.....	10	.....	.....	12	.....	.....

[1] Pupils were not reported separately by sex in 1918.

TABLE 11.—*State directors and supervisors—number paid or reimbursed out of Federal, State, and local funds, and number giving full time and part time to supervision, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State.	Total.	Federal and State funds.	State funds.	None, other, etc., funds.	Full time.	Part time.	No report of time.
United States:							
1921[1]	226	187	31	8	132	73	21
1920	217	180	30	7	117	86	14
1919	182	105	40	37	57	105	20
1918	139	54	44	41	63	51	25
Alabama:							
1921	5	5	.....	.....	4	1	.....
1920	4	4	.....	.....	3	1	.....
1919	3	.....	1	2	.....	3	.....
1918	4	.....	3	1	.....	.....	4
Arizona:							
1921	4	.....	4	.....	.....	.....	4
1920	4	3	1	.....	4	.....	.....
1919	4	3	1	.....	1	3	.....
1918	1	.....	1	.....	.....	1	.....
Arkansas:							
1921	5	4	1	.....	.....	5	.....
1920	4	3	1	.....	.....	4	.....
1919	5	4	.....	1	.....	4	1
1918	1	1	.....	.....	.....	1	.....
California:							
1921	8	6	2	.....	4	4	.....
1920	8	6	2	.....	4	4	.....
1919	8	2	2	4	4	4	.....
1918	3	2	1	.....	2	1	.....
Colorado:							
1921	3	3	.....	.....	3	.....	.....
1920	4	4	.....	.....	3	1	.....
1919	1	1	.....	.....	.....	1	.....
1918	1	1	.....	.....	.....	1	.....
Connecticut:							
1921	3	2	1	.....	.....	.....	3
1920	2	1	1	.....	.....	.....	2
1919	2	.....	2	.....	2	.....	.....
1918	10	.....	6	4	10	.....	.....

[1] No report for Pennsylvania and Vermont.

TABLE 11.—*State directors and supervisors—number paid or reimbursed out of Federal, State, and local funds, and number giving full time and part time to supervision, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.	Federal and State funds.	State funds.	None, other, etc., funds.	Full time.	Part time.	No report of time.
Delaware:							
1921	4	3		1		4	
1920	4	3	1			4	
1919	3	3			1	2	
1918	1	1			1		
Florida:							
1921	4	3	1		3	1	
1920	3	3			3		
1919	3	1		2		2	1
1918	3			3		2	1
Georgia:							
1921	7	6	1		5	2	
1920	5	4	1		2	3	
1919	5	4	1		1	4	
1918	3	1	2		1	2	
Idaho:							
1921	3	3			2	1	
1920	4	4			3	1	
1919	4	3		1	2	2	
1918	1	1				1	
Illinois:							
1921	6	6			4	2	
1920	5	5			5		
1919	3	3			2	1	
1918	3	1		2	2	1	
Indiana:							
1921	6	6			4	2	
1920	4		4		4		
1919	4		4		4		
1918	3		3		3		
Iowa:							
1921	7	7			4	3	
1920	4	4			3	1	
1919	3	3			1	1	1
1918	1	1				1	
Kansas:							
1921	3	2	1		2	1	
1920	3	2	1		2		1
1919	1	1				1	
1918	1	1				1	
Kentucky:							
1921	3	3			2	1	
1920	4	3	1		1	3	
1919	3		1	2		3	
1918	2	1	1			2	
Louisiana:							
1921	3	2	1		3		
1920	3	3			2	1	
1919	3	3			2	1	
1918	1	1			1		
Maine:							
1921	5	4	1			4	1
1920	6	4	2			5	1
1919	4	3		1		3	1
1918	3			3		3	
Maryland:							
1921	3	1		2	1		2
1920	3	1		2	1	2	
1919	3	3				3	
1918	4	2	2			4	
Massachusetts:							
1921	14	13	1		13		1
1920	12	11	1		10		2
1919	11	7	4		6	4	1
1918	10	7		3	6		4
Michigan:							
1921	4	4			2	1	1
1920	4	4			1	3	
1919	4	2	2		1	3	
1918	3	1		2		3	
Minnesota:							
1921	4	3	1		3	1	
1920	4	3	1			1	3
1919	4	2	1	1		2	2
1918	3	3				3	

TABLE 11.—*State directors and supervisors—number paid or reimbursed out of Federal, State, and local funds, and number giving full time and part time to supervision, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.	Federal and State funds.	State funds.	None, other, etc., funds.	Full time.	Part time.	No report of time.
Mississippi:							
1921	5	5			2	3	
1920	5	5			2	3	
1919	4	4			2	2	
1918	2	2			2		
Missouri:							
1921	8	8			6	2	
1920	4	3	1		4		
1919	4	3	1		4		
1918	1	1			1		
Montana:							
1921	3	3				1	2
1920	4	3	1			4	
1919	3	1		2		1	2
1918	3	1		2		1	2
Nebraska:							
1921	4	3	1		4		
1920	4	3	1		4		
1919	3	1	1	1	1	1	1
1918	3	1	1	1	1	2	
Nevada:							
1921	3	3			3		
1920	4	4			1	3	
1919	5	4	1			5	
1918	1		1		1		
New Hampshire:							
1921	2	1		1		1	1
1920	2	2				2	
1919	1	1				1	
1918	1	1				1	
New Jersey:							
1921	4	3		1	2	2	
1920	4	3		1	2	2	
1919	4	3		1	2	2	
1918	4	3	1		4		
New Mexico:							
1921	3	3				3	
1920	3	3			2	1	
1919	3	3				3	
1918	2		2		2		
New York:							
1921	10	10			9	1	
1920	13	13			12	1	
1919	5	5			3	2	
1918	5	4	1		5		
North Carolina:							
1921	6	5	1		6		
1920	5	4	1		4		1
1919	2	2				2	
1918	2	1		1		1	1
North Dakota:							
1921	1		1			1	
1920	1		1			1	
1919	2	2				2	
1918	4			4			4
Ohio:							
1921	8	7	1		6	2	
1920	6	6			4	2	
1919	2			2		2	
1918	4		1	3	2	1	1
Oklahoma:							
1921	4	3	1		3	1	
1920	3	1	2		1	2	
1919	4		4		1	3	
1918	2	2			2		
Oregon:							
1921	4	1	3		1	3	
1920	5	2	2	1		4	1
1919	3			3		3	
1918	4			4		2	2
Pennsylvania:							
1921[1]							
1920	9	9			7	2	
1919	9	4	5		7	1	1
1918	9		9		4	4	1

[1] No report.

TABLE 11.—*State directors and supervisors—number paid or reimbursed out of Federal, State, and local funds, and number giving full time and part time to supervision, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State.	Total.	Federal and State funds.	State funds.	None, other, etc., funds.	Full time.	Part time.	No report of time.
Rhode Island:							
1921	7	5	.....	2	.....	5	2
1920	5	3	.....	2	.....	3	2
1919	4	2	.....	2	.....	2	2
South Carolina:							
1921	4	2	2	.....	3	1	.....
1920	5	4	1	.....	2	3	.....
1919	5	4	1	.....	1	4	.....
1918	3	1	2	.....	1	2	.....
South Dakota:							
1921	3	2	1	.....	1	2	.....
1920	2	1	1	.....	.....	2	.....
1919	2	.....	.....	2	.....	1	1
1918	2	.....	2	.....	.....	.....	2
Tennessee:							
1921	7	5	2	.....	5	.....	2
1920	3	3	.....	.....	2	1	.....
1919	5	2	.....	3	.....	5	.....
Texas:							
1921	8	8	.....	.....	8	.....	.....
1920	8	8	.....	.....	8	.....	.....
1919	8	6	2	.....	2	6	.....
1918	4	2	2	.....	2	2	.....
Utah:							
1921	4	3	1	.....	4	.....	.....
1920	5	4	1	.....	3	2	.....
1919	4	1	2	1	2	1	1
1918	4	1	2	1	3	1	1
Vermont:							
1921 [1]	.....	.....	.....	.....	.....	.....	.....
1920	1	1	.....	.....	1	.....	.....
1919	1	1	.....	.....	1	.....	.....
1918	2	1	.....	1	1	1	.....
Virginia:							
1921	3	3	.....	.....	2	1	.....
1920	3	3	.....	.....	2	1	.....
1919	3	.....	.....	3	1	2	.....
1918	1	1	.....	.....	.....	.....	1
Washington:							
1921	5	5	.....	.....	1	4	.....
1920	5	4	1	.....	1	3	1
1919	5	2	.....	3	1	1	3
1918	2	2	.....	.....	1	1	.....
West Virginia:							
1921	6	5	.....	1	1	4	1
1920	7	7	.....	.....	.....	7	.....
1919	7	6	1	.....	.....	5	2
1918	5	2	1	2	.....	3	2
Wisconsin:							
1921	6	5	1	.....	5	.....	1
1920	5	5	.....	.....	5	.....	.....
1919	4	.....	4	.....	3	1	.....
1918	6	1	1	4	5	1	.....
Wyoming:							
1921	4	3	1	.....	1	3	.....
1920	4	3	1	.....	.....	4	.....
1919	1	1	.....	.....	.....	1	.....
1918	3	2	1	.....	1	2	.....

[1] No report.

TABLE 12.—*Amount of salaries of State directors and supervisors paid or reimbursed out of Federal and State funds, by States, for the years ending June 30, 1921, 1920, 1919, and 1918.*

State and year.	Total.	Source of salaries.	
		Federal funds.	State funds.
United States:			
1921 [1]	$502,361.00	$206,366.08	$295,994.92
1920	434,086.35	161,228.80	272,857.55
1919	245,175.64	81,120.78	164,054.86
1918	181,453.40	40,842.28	140,611.12
Alabama:			
1921	10,295.80	4,546.50	5,749.30
1920	9,520.85	4,066.67	5,454.18
1919	6,100.00	3,050.00	3,050.00
1918	3,333.33	1,666.66	1,666.67
Arizona:			
1921	12,000.00	.....	12,000.00
1920	13,104.14	5,052.07	8,052.07
1919	6,218.72	1,609.36	4,609.36
1918	3,000.00	.....	3,000.00
Arkansas:			
1921	10,875.00	5,178.50	5,687.50
1920	9,250.00	4,125.00	5,125.00
1919	8,400.00	3,650.00	4,750.00
1918	2,200.00	1,100.00	1,100.00
California:			
1921	21,850.00	7,125.00	14,725.00
1920	17,850.00	5,125.00	12,725.00
1919	13,000.00	3,000.00	10,000.00
1918	10,000.00	3,000.00	7,000.00
Colorado:			
1921	7,598.99	3,405.84	4,193.15
1920	12,428.19	3,318.40	9,109.79
1919	1,875.00	625.00	1,250.00
1918	2,500.00	625.00	1,875.00
Connecticut:			
1921	9,688.32	2,234.96	7,453.36
1920	7,528.10	1,264.05	6,264.05
1919	5,250.00	.....	5,250.00
1918	15,000.00	.....	15,000.00
Delaware:			
1921	6,200.00	3,100.00	3,100.00
1920	6,350.00	3,275.00	3,075.00
1919	5,866.86	2,933.43	2,933.43
1918	1,500.00	750.00	750.00
Florida:			
1921	5,775.00	2,825.00	2,950.00
1920	7,000.00	3,500.00	3,500.00
1919	404.42	202.21	202.21
Georgia:			
1921	11,123.47	5,512.00	6,611.47
1920	7,648.00	3,523.99	4,124.01
1919	5,379.74	2,389.88	2,989.86
1918	3,150.00	875.00	2,275.00
Idaho:			
1921	8,099.88	2,358.30	5,741.58
1920	5,143.03	2,171.52	2,971.51
1919	1,685.30	842.65	842.65
1918	424.96	212.48	212.48
Illinois:			
1921	17,566.64	8,783.32	8,783.32
1920	15,600.00	7,750.00	7,850.00
1919	7,800.00	3,900.00	3,900.00
1918	900.00	900.00	.....
Indiana:			
1921	12,567.75	4,783.86	7,783.89
1920	15,850.00	.....	15,850.00
1919	1,565.00	.....	1,565.00
1918	10,800.00	.....	10,800.00
Iowa:			
1921	10,928.74	5,104.37	5,824.37
1920	9,950.00	4,615.00	5,335.00
1919	5,303.94	2,481.97	2,821.97
1918	3,400.00	1,530.00	1,870.00
Kansas:			
1921	7,000.00	2,500.00	4,500.00
1920	7,000.00	2,500.00	4,500.00
1919	1,791.66	447.92	1,343.74
1918	2,000.00	1,000.00	1,000.00
Kentucky:			
1921	7,950.00	3,287.50	4,662.50
1920	6,250.00	2,625.00	3,625.00
1919	1,000.00	.....	1,000.00
1918	437.50	218.75	218.75

[1] No report for Pennsylvania and Vermont.

TABLE 12.—*Amount of salaries of State directors and supervisors paid or reimbursed out of Federal and State funds, by States, for the years ending June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Total.	Source of salaries.	
		Federal funds.	State funds.
Louisiana:			
1921	$9,000.00	$3,300.00	$5,700.00
1920	8,400.00	3,650.00	4,750.00
1919	9,550.76	3,433.33	6,117.43
1918	6,778.71	2,008.29	4,770.42
Maine:			
1921	4,234.76	1,879.41	2,355.35
1920	3,450.45	1,240.26	2,210.19
1919	5,558.32	1,689.40	3,868.92
Maryland:			
1921	3,953.27	1,479.36	2,473.91
1920	2,750.00	1,375.00	1,375.00
1919	3,600.00	1,800.00	1,800.00
1918	7,300.00	637.50	6,662.50
Massachusetts:			
1921	34,850.81	12,947.07	21,903.74
1920	34,550.00	11,750.00	22,800.00
1919	25,650.01	7,058.34	18,591.67
1918	13,700.00	5,465.00	8,235.00
Michigan:			
1921	12,400.00	6,200.00	6,200.00
1920	10,278.18	5,139.09	5,139.09
1919	3,999.99	1,999.99	2,000.00
1918	661.13	330.56	330.57
Minnesota:			
1921	12,750.00	4,375.00	8,375.00
1920	11,824.93	3,912.46	7,912.47
1919	9,100.00	2,550.00	6,550.00
1918	5,449.06	1,724.98	3,724.98
Mississippi:			
1921	10,895.83	5,260.41	5,635.42
1920	8,429.75	3,608.63	4,821.12
1919	8,422.46	3,541.21	4,881.25
1918	1,600.00	400.00	1,200.00
Missouri:			
1921	10,772.10	2,838.86	7,933.24
1920	9,946.30	3,223.15	6,723.15
1919	10,300.00	3,400.00	6,900.00
1918	200.00	200.00	.....
Montana:			
1921	5,191.65	2,041.66	3,149.99
1920	4,700.00	1,725.00	2,975.00
1919	625.00	312.50	312.50
1918	900.00	450.00	450.00
Nebraska:			
1921	13,299.93	5,115.77	8,184.16
1920	15,805.65	4,068.55	11,737.10
1919	4,720.00	1,210.00	3,510.00
1918	2,500.00	1,250.00	1,250.00
Nevada:			
1921	7,648.38	3,824.19	3,824.19
1920	4,365.46	2,182.73	2,182.73
1919	3,389.81	1,307.74	2,082.07
1918	2,000.00	.....	2,000.00
New Hampshire:			
1921	2,566.66	1,283.33	1,283.33
1920	1,996.64	983.32	983.32
1919	749.96	374.98	374.98
1918	500.00	250.00	250.00
New Jersey:			
1921	6,090.08	3,045.04	3,045.04
1920	5,199.96	2,599.98	2,599.98
1919	580.00	320.00	260.00
1918	10,200.00	2,850.00	7,350.00
New Mexico:			
1921	4,491.54	2,245.77	2,245.77
1920	6,466.74	2,933.37	3,533.37
1919	6,500.00	3,050.00	3,450.00
1918	1,100.02	.....	1,100.02
New York:			
1921	32,708.38	16,354.19	16,354.19
1920	18,912.94	9,456.46	9,456.48
1919	14,201.66	6,100.83	8,100.83
1918	13,624.66	3,017.50	10,607.16
North Carolina:			
1921	16,850.00	6,675.00	10,175.00
1920	11,278.26	4,114.13	7,164.13
1919	2,866.66	1,133.33	1,733.33
1918	2,600.00	1,300.00	1,300.00

TABLE 12.—*Amount of salaries of State directors and supervisors paid or reimbursed out of Federal and State funds, by States, for the years ending June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Total.	Source of salaries.	
		Federal funds.	State funds.
North Dakota:			
1921	$2,525.00	.....	$2,525.00
1920	2,500.00	.....	2,500.00
1919	728.72	$364.36	364.36
Ohio:			
1921	17,433.33	6,716.66	10,716.67
1920	10,553.33	5,276.67	5,276.66
Oklahoma:			
1921	10,525.02	2,843.75	7,681.27
1920	7,400.00	500.00	6,900.00
1919	2,466.66	.....	2,466.66
1918	3,600.00	2,700.00	900.00
Oregon:			
1921	3,881.04	500.00	3,381.04
1920	3,841.67	616.66	3,225.01
1919	500.00	500.00	.....
Pennsylvania:			
1921 [1]	.....	.....	.....
1920	19,875.00	9,937.49	9,937.51
1919	18,650.00	4,900.00	13,750.00
1918	22,100.00	.....	22,100.00
Rhode Island:			
1921	2,833.30	1,416.65	1,416.65
1920	2,814.75	1,407.38	1,407.37
1919	1,065.52	532.76	532.76
South Carolina:			
1921	7,999.94	1,673.07	6,326.87
1920	4,651.98	2,325.99	2,325.99
1919	1,229.11	1,229.11	.....
1918	1,081.31	1,081.31	.....
South Dakota:			
1921	3,383.20	1,291.60	2,091.60
1920	2,450.00	100.00	2,350.00
Tennessee:			
1921	9,329.95	4,081.63	5,248.32
1920	6,954.00	3,477.00	3,477.00
1919	650.00	.....	650.00
Texas:			
1921	21,937.80	10,968.90	10,968.90
1920	18,272.36	9,136.18	9,136.18
1919	3,760.93	1,880.47	1,880.46
Utah:			
1921	11,654.17	7,177.09	4,477.08
1920	9,116.66	2,908.33	6,208.33
1919	7,250.00	1,000.00	6,250.00
1918	7,750.00	1,250.00	6,500.00
Vermont:			
1921 [1]	.....	.....	.....
1920	1,375.00	687.50	687.50
1919	3,882.44	1,695.85	2,186.59
1918	2,075.16	1,037.58	1,037.58
Virginia:			
1921	8,517.04	4,258.51	4,258.53
1920	7,058.30	3,529.15	3,529.15
1918	1,041.66	520.83	520.83
Washington:			
1921	11,304.42	4,152.21	7,152.21
1920	6,804.16	1,889.58	4,914.58
1919	5,799.98	1,504.16	4,295.82
1918	5,800.00	1,233.34	4,566.66
West Virginia:			
1921	6,100.00	3,050.00	3,050.00
1920	5,986.08	2,493.04	3,493.04
1919	5,941.68	2,758.34	3,183.34
1918	1,600.00	800.00	800.00
Wisconsin:			
1921	24,000.00	7,310.00	16,690.00
1920	13,305.49	1,366.66	11,938.83
1919	11,112.00	.....	11,112.00
1918	5,570.00	220.00	5,350.00
Wyoming:			
1921	2,785.32	1,378.31	1,407.01
1920	2,230.00	703.34	1,626.66
1919	683.33	341.66	341.67
1918	3,075.00	237.50	2,837.50

[1] No report.

TABLE 13.—*Expenditure for vocational agricultural education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
United States:					
1921[1]	$3,317,239.70	$1,192,644.73	$2,124,594.97	$932,109.47	$1,192,485.50
1920	2,387,339.54	900,246.02	1,487,093.52	657,308.21	829,785.31
1919	1,503,973.29	572,015.05	931,958.28	416,624.44	515,333.80
1918	807,389.05	273,282.07	534,106.98	225,433.82	308,673.16
Alabama:					
1921	94,608.15	39,360.59	55,247.56	31,946.17	23,301.39
1920	66,224.60	29,415.80	36,808.80	22,124.52	14,684.28
1919	38,282.70	18,816.35	19,466.35	2,978.93	16,487.42
1918	9,700.00	4,850.00	4,850.00	.....	4,850.00
Arizona:					
1921	31,193.80	5,000.00	26,193.80	26,193.80	.....
1920	16,319.57	4,999.91	11,319.66	11,319.66	.....
1919	7,941.58	3,970.79	3,970.79	3,970.79	.....
1918	5,465.00	2,732.50	2,732.50	2,732.50	.....
Arkansas:					
1921	95,241.71	34,746.67	60,495.04	47,576.72	12,918.32
1920	66,043.45	27,797.35	38,246.10	23,027.77	15,218.33
1919	20,432.38	10,216.19	10,216.19	3,149.96	7,066.23
1918	6,289.92	3,144.96	3,144.96	1,037.48	2,107.48
California:					
1921	135,734.25	22,994.70	116,339.55	22,994.70	93,344.85
1920	83,225.44	18,395.76	64,829.69	18,395.76	46,433.93
1919	48,733.64	12,453.91	36,279.73	12,453.91	23,825.82
1918	8,393.33	4,196.66	4,196.67	4,196.67	.....
Colorado:					
1921	68,014.25	9,984.62	58,029.63	10,921.33	47,108.30
1920	47,442.87	7,403.94	40,038.93	6,987.37	33,051.56
1919	18,069.95	5,990.78	12,079.17	97.60	11,981.57
1918	11,212.50	3,737.50	7,475.00	.....	7,475.00
Connecticut:					
1921	13,265.45	5,000.00	8,265.45	8,265.45	.....
1920	8,878.06	4,439.03	4,439.03	4,439.03	.....
1919	6,993.76	3,496.88	3,496.88	3,496.88	.....
1918	1,691.76	845.88	845.88	845.88	.....
Delaware:					
1921	18,775.24	4,987.32	13,787.92	13,787.92	.....
1920	16,530.83	5,000.00	11,530.83	11,530.83	.....
1919	7,780.48	3,890.22	3,890.26	3,890.26	.....
1918	3,221.97	1,610.98	1,610.99	1,610.99	.....
Florida:					
1921	31,378.68	10,976.84	20,401.84	10,976.84	9,425.00
1920	25,266.70	10,077.10	15,189.60	10,077.10	5,112.50
1919	12,688.33	5,568.75	7,089.58	5,568.75	1,520.83
1918	5,460.55	2,730.27	2,730.28	2,730.28	.....
Georgia:					
1921	104,747.11	52,373.56	52,373.55	18,245.02	34,128.53
1920	74,297.62	37,148.81	37,148.81	11,865.37	25,283.44
1919	47,020.98	23,510.49	23,510.49	3,850.00	19,660.49
1918	28,967.32	14,483.66	14,483.66	2,875.00	11,608.66
Idaho:					
1921	43,319.95	6,476.75	36,843.20	14,149.89	22,693.31
1920	23,733.07	5,181.39	18,551.68	6,386.53	12,165.15
1919	9,725.84	4,862.92	4,862.92	125.00	4,737.92
1918	6,446.28	3,223.14	3,223.14	212.48	3,010.66
Illinois:					
1921	229,552.64	54,754.57	174,798.07	60,021.75	114,776.32
1920	123,843.06	43,803.67	80,039.39	18,117.86	61,921.53
1919	57,400.68	28,700.34	28,700.34	.....	28,700.34
1918	15,650.24	7,825.12	7,825.12	.....	7,825.12
Indiana:					
1921	80,537.69	39,439.63	41,098.06	829.19	40,268.87
1920	74,673.02	31,551.70	43,121.32	18,230.31	24,891.01
1919	40,610.64	20,049.04	20,561.60	7,024.58	13,537.02
1918	38,193.33	15,775.85	22,417.48	9,686.38	12,731.10
Iowa:					
1921	84,325.59	39,120.77	45,204.82	20,682.78	24,522.04
1920	46,360.48	23,180.24	23,180.24	15,290.79	7,889.45
1919	15,910.50	7,955.25	7,955.25	1,530.00	6,425.25
1918	6,916.64	3,458.32	3,458.32	591.96	2,866.36
Kansas:					
1921	89,756.60	28,373.30	61,383.30	28,398.30	32,985.00
1920	47,853.34	22,198.41	25,654.93	22,198.41	3,456.52
1919	18,744.58	9,372.29	9,372.29	9,372.29	.....
1918	4,863.44	1,760.03	3,103.41	1,760.03	1,343.38

[1] No report for Pennsylvania.

TABLE 13.—*Expenditure for vocational agricultural education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Kentucky:					
1921	$67,270.60	$32,797.60	$34,473.00	.....	$34,473.00
1920	61,848.38	29,175.98	32,672.40	$1,125.00	31,547.40
1919	34,181.36	17,090.68	17,090.68	.....	17,090.68
1918	4,183.88	2,091.94	2,091.94	218.75	1,873.19
Louisiana:					
1921	54,838.60	27,168.44	27,670.16	1,800.00	25,870.16
1920	47,229.29	22,442.87	24,786.42	1,500.00	23,286.42
1919	32,768.37	16,164.16	16,604.21	1,481.15	15,123.06
1918	19,918.71	9,956.78	9,961.93	1,100.00	8,861.93
Maine:					
1921	28,794.92	9,142.25	19,652.67	8,894.41	10,758.26
1920	21,334.43	7,290.16	14,044.27	7,369.36	6,674.91
1919	8,119.05	4,059.52	4,059.53	3,681.75	377.78
1918	12,039.00	1,750.00	10,289.00	3,000.00	7,289.00
Maryland:					
1921	23,108.19	11,554.06	11,554.13	.....	11,554.13
1920	15,584.02	7,792.01	7,792.01	.....	7,792.01
1919	6,254.16	3,127.08	3,127.08	.....	3,127.08
1918	4,438.12	2,219.06	2,219.06	225.00	1,994.06
Massachusetts:					
1921	116,706.00	6,105.73	110,600.27	63,366.01	47,234.26
1920	96,378.22	5,000.00	91,378.22	51,227.19	40,151.03
1919	80,665.12	5,000.00	75,665.12	43,355.54	32,309.58
1918	76,666.29	5,000.00	71,666.29	41,377.01	30,289.28
Michigan:					
1921	124,728.66	37,150.40	87,578.26	19,200.20	68,378.06
1920	189,449.99	30,053.11	159,396.88	15,026.55	144,370.33
1919	65,060.00	22,538.64	42,521.36	11,269.32	31,252.04
1918	47,102.17	14,916.90	32,185.27	7,623.74	24,561.53
Minnesota:					
1921	106,343.55	31,039.55	75,304.00	40,000.00	35,304.00
1920	53,894.65	24,831.65	29,063.00	29,063.00	.....
1919	137,821.74	18,623.74	119,198.00	114,923.00	4,275.00
1918	21,600.00	10,800.00	10,800.00	10,800.00	.....
Mississippi:					
1921	85,260.65	40,269.48	44,991.17	27,977.84	17,013.33
1920	61,955.18	32,215.58	32,729.60	4,008.55	28,731.05
1919	43,839.02	21,919.51	21,919.51	1,430.64	20,488.87
1918	19,134.41	9,567.20	9,567.21	1,666.67	7,900.54
Missouri:					
1921	147,980.00	47,986.00	99,994.00	55,431.50	44,562.50
1920	53,378.75	88,451.87	27,926.88	25,451.88	2,475.00
1919	6,566.48	3,283.24	3,283.24	1,828.57	1,454.67
1918	1,843.32	1,021.66	821.66	.....	821.66
Montana:					
1921	30,289.43	6,145.85	24,143.58	5,160.58	18,983.00
1920	17,745.24	5,000.00	12,745.24	4,000.00	8,745.24
1919	13,447.08	4,999.85	8,447.23	4,999.85	3,447.38
1918	10,000.00	5,000.00	5,000.00	5,000.00	.....
Nebraska:					
1921	77,933.36	22,324.75	55,608.61	28,645.44	26,963.17
1920	47,911.03	17,869.82	30,051.21	18,500.18	11,551.03
1919	13,328.78	6,664.39	6,664.39	3,749.69	2,914.70
1918	2,380.82	1,190.41	1,190.41	907.69	282.72
Nevada:					
1921	8,608.33	4,304.16	4,304.17	2,152.08	2,152.09
1920	8,502.38	4,251.18	4,251.20	2,125.60	2,125.60
1919	5,142.84	2,571.42	2,571.42	1,285.71	1,285.71
1918	720.00	360.00	360.00	180.00	180.00
New Hampshire:					
1921	18,423.93	5,000.00	13,423.93	7.20	13,416.73
1920	22,263.51	5,000.00	17,263.51	676.50	16,587.01
1919	14,732.77	5,000.00	9,732.77	374.98	9,357.79
1918	10,000.00	5,000.00	5,000.00	139.09	4,860.91
New Jersey:					
1921	38,431.66	15,956.72	22,474.94	11,737.49	10,737.45
1920	37,050.21	12,765.38	24,284.83	12,579.93	11,704.90
1919	20,543.25	9,574.03	10,969.22	5,872.11	5,097.11
1918	19,777.98	6,296.18	13,481.80	4,642.05	8,839.75
New Mexico:					
1921	16,036.49	7,110.85	8,925.64	3,739.62	5,186.02
1920	13,320.88	5,688.68	7,632.20	5,250.66	2,381.54
1919	7,439.06	3,719.53	3,719.53	3,719.53	.....
1918	700.02	350.01	350.01	350.01	.....

TABLE 13.—*Expenditure for vocational agricultural education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
New York:					
1921	$203,253.79	$48,839.00	$154,414.79	$120,800.02	$33,614.77
1920	163,722.94	31,511.54	132,211.40	112,407.00	19,804.40
1919	85,615.73	18,679.52	66,936.21	48,677.78	18,258.43
1918	73,874.38	19,535.60	51,338.78	46,394.22	7,944.56
North Carolina:					
1921	86,255.12	43,127.56	43,127.56	22,951.28	20,176.28
1920	52,912.48	26,456.24	26,456.24	13,884.37	12,571.87
1919	30,889.20	15,444.60	15,444.60	12,303.35	3,141.25
1918	9,169.52	4,584.76	4,584.76	3,845.80	738.96
North Dakota:					
1921	25,953.20	12,976.60	12,976.60	.....	12,976.60
1920	31,347.46	7,798.73	23,548.73	15,000.00	8,548.73
1919	18,658.82	5,117.80	13,541.02	341.02	13,200.00
1918	11,861.00	5,205.98	6,655.02	.....	6,655.02
Ohio:					
1921	111,408.57	44,563.43	66,845.14	44,563.43	22,281.71
1920	91,486.77	36,594.71	54,892.06	36,594.71	18,297.35
1919	60,770.02	23,612.49	37,157.53	23,612.49	13,545.04
1918	10,550.17	5,275.09	5,275.08	5,275.08	.....
Oklahoma:					
1921	48,830.58	24,415.29	24,415.29	.....	24,415.29
1920	49,109.20	23,354.10	25,755.10	7,071.05	18,684.05
1919	18,045.00	8,122.50	9,922.50	2,250.00	7,672.50
1918	27,295.91	6,150.00	21,145.91	2,165.91	18,980.00
Oregon:					
1921	34,757.90	9,263.25	25,494.65	14,741.96	10,752.69
1920	16,016.53	7,410.60	8,605.93	3,294.86	5,311.07
1919	6,833.34	3,416.67	3,416.67	.....	3,416.67
1918	500.00	250.00	250.00	.....	250.00
Pennsylvania:					
1921 [1]	.....	.....	.....	.....	.....
1920	106,746.19	53,373.16	53,373.03	20,657.68	32,715.35
1919	69,196.18	34,598.08	34,598.10	15,199.77	19,398.33
1918	67,464.02	30,744.79	36,719.23	16,897.90	19,821.33
Rhode Island:					
1921	5,808.34	2,904.16	2,904.18	1,590.46	1,313.72
1920	3,785.09	1,892.54	1,892.55	583.33	1,309.22
1919	18,608.14	9,304.07	9,304.07	4,719.84	4,584.23
South Carolina:					
1921	74,757.35	32,689.90	37,817.49	25,302.50	16,764.95
1920	59,583.44	26,151.92	33,431.52	13,885.79	19,545.73
1919	33,831.68	16,915.84	16,915.84	8,145.45	8,770.39
1918	15,001.27	5,295.09	9,706.18	5,209.30	4,496.88
South Dakota:					
1921	43,273.58	11,018.25	32,255.33	11,038.65	21,216.68
1920	22,220.00	5,230.00	16,990.00	6,530.00	10,460.00
1919	6,765.02	3,382.51	3,382.51	.....	3,382.51
Tennessee:					
1921	108,661.97	44,168.78	64,493.19	37,152.50	27,340.69
1920	42,357.15	21,179.18	21,177.97	10,589.61	10,588.36
1919	25,094.42	12,547.21	12,547.21	.....	12,547.21
1918	20,378.44	10,189.22	10,189.22	10,189.22	.....
Texas:					
1921	117,347.86	58,673.93	58,673.93	12,791.51	45,882.42
1920	81,131.00	40,565.48	40,565.52	13,833.19	26,732.33
1919	29,454.16	14,727.08	14,727.08	2,433.33	12,293.75
1918	13,959.96	6,979.98	6,979.98	2,008.33	4,971.65
Utah:					
1921	53,004.53	5,076.53	47,928.00	2,500.00	45,428.00
1920	32,142.08	5,000.00	27,142.08	.....	27,142.08
1919	50,945.52	5,000.00	45,945.52	1,000.00	44,945.52
1918	24,708.33	5,000.00	19,708.33	208.33	19,500.00
Vermont:					
1921	10,000.00	5,000.00	5,000.00	5,000.00	.....
1920	15,740.28	5,000.00	10,740.28	10,740.28	.....
1919	9,999.96	4,999.96	5,000.00	5,000.00	.....
1918	12,130.15	5,000.00	7,130.15	7,130.15	.....
Virginia:					
1921	88,206.55	40,149.93	48,056.62	48,056.62	.....
1920	36,555.40	18,277.70	18,277.70	18,277.70	.....
1919	70,050.39	32,119.94	37,930.45	37,930.45	.....
1918	20,529.78	10,264.89	10,264.89	10,264.89	.....

[1] No report.

TABLE 13.—*Expenditure for vocational agricultural education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Washington:					
1921	$35,575.73	$13,588.45	$21,987.28	$216.68	$21,770.60
1920	20,048.00	8,153.07	11,894.93	320.84	11,574.09
1919	32,725.00	10,870.76	21,854.24	.....	21,854.24
1918	8,585.38	3,002.69	5,582.69	2,227.69	3,355.00
West Virginia:					
1921	46,222.52	23,111.26	23,111.26	2,301.63	20,809.63
1920	16,769.98	8,384.99	8,384.99	1,200.00	7,184.99
1919	36,670.82	18,335.41	18,335.41	2,300.02	16,035.39
1918	8,964.78	4,482.39	4,482.39	800.00	3,682.39
Wisconsin:					
1921	67,183.48	23,591.74	33,591.74	.....	33,591.74
1920	40,010.98	20,005.49	20,005.49	.....	20,005.49
1919	53,683.10	26,841.54	26,841.56	1,366.66	25,474.90
1918	6,986.08	2,928.04	4,058.04	2,350.00	1,708.04
Wyoming:					
1921	11,074.97	4,983.33	6,091.64	.....	6,091.64
1920	8,666.30	4,270.25	4,396.05	.....	4,396.05
1919	10,058.18	4,789.08	5,269.10	.....	5,269.10
1918	4,997.10	2,498.55	2,498.55	237.50	2,261.05

NOTE.—1921 figures are provisional, subject to final audit of State accounts.

TABLE 14.—*Expenditure for vocational trade and industrial education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
United States:					
1921[1]	$3,121,690.23	$612,730.98	$2,508,959.25	$1,023,622.56	$1,485,336.69
1920	2,409,517.19	509,982.98	1,899,534.21	786,567.92	1,112,966.29
1919	1,624,753.92	424,523.28	1,200,230.64	535,336.69	671,408.91
1918	1,197,216.95	259,213.86	938,003.35	402,843.73	534,161.62
Alabama:					
1921	18,223.33	6,253.56	11,969.77	3,707.61	8,262.16
1920	8,091.86	4,045.82	4,046.04	2,022.96	2,023.08
1919	8,178.75	3,496.84	4,681.91	592.53	4,089.38
1918	2,262.58	1,131.04	1,131.54	.....	1,131.54
Arizona:					
1921	20,966.44	2,667.00	18,299.44	18,299.44	.....
1920	15,801.23	3,457.85	12,343.38	12,343.38	.....
1919	7,501.64	2,475.82	5,025.82	2,475.82	2,550.00
1918	1,610.00	805.00	805.00	805.00	.....
Arkansas:					
1921	11,328.49	4,186.12	7,142.37	2,216.49	4,925.88
1920	8,746.81	3,932.42	4,814.39	440.98	4,373.41
1919	1,795.22	897.61	897.61	.....	897.61
1918	1,007.72	503.86	503.86	32.98	470.88
California:					
1921	211,741.58	26,930.96	184,810.62	26,930.96	157,879.66
1920	158,370.80	21,781.00	136,589.80	21,781.00	114,808.80
1919	115,598.18	17,381.21	98,216.97	17,381.21	80,835.76
1918	14,361.29	7,180.64	7,180.65	7,180.65	.....
Colorado:					
1921	42,869.81	7,086.92	35,782.89	5,759.59	30,023.30
1920	36,288.34	5,935.15	30,353.19	5,391.65	24,961.54
1919	16,063.57	3,947.93	12,115.64	97.57	12,018.07
1918	7,962.16	2,613.34	5,348.82	.....	5,348.82
Connecticut:					
1921	193,136.35	29,551.45	163,584.90	132,725.92	30,858.98
1920	185,744.51	23,641.15	162,103.36	116,496.58	45,606.78
1919	136,933.49	15,747.60	121,185.89	116,115.89	5,070.00
1918	43,087.49	7,880.58	35,206.91	35,206.91	.....

[1] No report for Pennsylvania.

TABLE 14.—*Expenditure for vocational trade and industrial education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Delaware:					
1921	$11,021.00	$4,000.00	$7,021.00	$4,000.00	$3,021.00
1920	6,981.70	3,492.35	3,492.35	3,492.35	.....
1919	5,467.64	2,716.82	2,750.82	2,750.82	.....
1918	4,527.60	2,263.80	2,263.80	2,263.80	.....
Florida:					
1921	5,380.04	2,690.02	2,690.02	2,690.02	.....
1920	5,436.00	2,468.00	2,968.00	2,468.00	500.00
1919	2,048.00	1,024.00	1,024.00	1,024.00	.....
1918	87.10	43.55	43.55	43.55	.....
Georgia:					
1921	16,732.08	8,366.04	8,366.04	3,058.72	5,307.32
1920	12,332.28	6,166.14	6,166.14	2,672.97	3,493.17
1919	8,628.64	4,314.32	4,314.32	603.50	3,710.82
1918	8,619.22	4,309.61	4,309.61	404.50	3,905.11
Idaho:					
1921	11,948.90	4,000.00	7,948.90	1,650.95	6,297.95
1920	16,857.67	4,000.00	12,857.67	1,524.60	11,333.07
1919	2,389.32	1,042.75	1,346.57	889.35	457.22
1918	620.24	310.12	310.12	140.12	170.00
Illinois:					
1921	60,605.14	335.00	60,270.14	29,967.57	30,302.57
1920	46,182.20	23,091.10	23,091.10	.....	23,091.10
1919	29,077.26	14,538.63	14,538.63	.....	14,538.63
1918	15,975.12	7,987.56	7,987.56	.....	7,987.56
Indiana:					
1921	96,458.45	15,776.80	80,681.65	32,452.38	48,229.27
1920	122,478.11	12,621.43	109,856.68	69,030.60	40,826.08
1919	67,071.26	11,558.59	5,512.67	32,566.33	22,946.34
1918	31,349.65	9,590.21	21,759.44	11,267.05	10,492.39
Iowa:					
1921	24,767.91	5,415.25	19,352.66	6,411.63	12,941.03
1920	15,427.30	4,678.61	10,748.69	6,230.43	4,518.26
1919	3,041.66	1,520.83	1,520.83	.....	1,520.83
1918	1,740.25	870.25	870.25	.....	870.25
Kansas:					
1921	13,583.00	6,791.50	6,791.50	6,791.50	.....
1920	11,043.59	5,384.11	5,659.48	5,659.48	.....
1919	4,826.42	2,413.21	2,413.21	2,413.21	.....
1918	2,100.03	700.01	1,400.02	700.01	700.01
Kentucky:					
1921	9,504.57	4,647.21	4,587.36	.....	4,857.36
1920	15,302.90	6,108.60	9,194.30	.....	9,194.30
1919	9,651.90	4,825.95	4,825.95	.....	4,825.95
1918	8,367.00	2,981.00	5,386.00	.....	5,386.00
Louisiana:					
1921	23,638.72	6,848.40	16,790.32	.....	16,790.32
1920	24,675.00	5,478.72	19,196.28	.....	19,196.28
1919	13,413.75	4,109.04	9,304.71	.....	9,304.71
1918	13,705.63	4,965.05	8,740.58	432.00	8,308.58
Maine:					
1921	6,128.26	3,064.12	3,064.14	1,021.37	2,042.77
1920	7,267.20	3,581.71	3,682.49	2,199.55	1,482.94
1919	7,714.86	2,935.47	4,779.39	1,675.78	3,103.61
1918	3,665.95	1,657.00	2,008.95	500.00	1,508.95
Maryland:					
1921	23,344.95	10,446.39	12,898.58	.....	12,898.58
1920	17,426.68	8,086.68	9,340.00	.....	9,340.00
1919	9,235.42	4,617.71	4,617.71	584.13	4,033.58
1918	2,143.00	1,071.50	1,071.50	.....	1,071.50
Massachusetts:					
1921	678,357.47	66,247.71	612,109.76	306,054.88	306,054.88
1920	383,022.56	53,111.28	329,911.28	164,955.65	164,955.63
1919	337,195.23	39,176.24	298,018.99	149,009.50	149,009.49
1918	346,827.49	25,367.60	321,459.89	160,729.95	160,729.94
Michigan:					
1921	162,060.76	30,816.79	131,243.97	15,408.39	115,835.58
1920	94,421.68	25,102.11	69,319.57	12,551.06	56,768.51
1919	64,473.40	18,823.91	45,649.49	9,411.96	36,237.53
1918	25,341.00	7,160.51	18,180.49	3,580.26	14,600.23
Minnesota:					
1921	40,164.34	14,781.17	25,383.17	13,433.17	11,950.00
1920	82,257.15	13,459.00	68,798.15	9,298.15	59,500.00
1919	36,795.51	9,604.08	27,191.43	.....	27,191.43
1918	11,570.00	5,785.00	5,785.00	.....	5,785.00

TABLE 14.—*Expenditure for vocational trade and industrial education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Mississippi:					
1921	$4,353.62	$2,176.81	$2,176.81	$1,658.93	$517.88
1920	1,162.00	581.00	581.00	.....	581.00
1919	420.00	210.00	210.00	.....	210.00
Missouri:					
1921	79,868.49	15,632.21	64,236.28	16,426.57	47,809.71
1920	64,945.50	11,569.12	53,376.38	11,569.13	41,807.25
1919	43,670.71	14,492.81	29,177.90	6,700.47	22,477.43
1918	20,615.46	10,307.73	10,307.73	.....	10,307.73
Montana:					
1921	9,788.68	2,375.00	7,413.68	3,213.68	4,200.00
1920	7,510.50	2,523.09	4,987.41	2,333.34	2,654.07
1919	1,125.00	562.50	562.50	562.50	.....
1918	4,799.78	2,333.45	2,466.33	2,360.33	106.00
Nebraska:					
1921	12,440.39	4,287.54	8,152.85	5,014.01	3,138.84
1920	14,224.00	3,659.79	10,564.21	7,008.21	3,556.00
1919	7,529.92	2,712.04	4,817.88	2,408.94	2,408.94
1918	327.49	163.75	163.74	.....	163.74
Nevada:					
1921	7,834.74	2,821.70	5,013.04	3,668.86	1,344.18
1920	12,957.85	3,000.00	9,957.86	7,961.43	1,996.43
1919	11,818.13	1,751.00	10,067.13	10,067.13	.....
1918	6,666.66	3,333.33	3,333.33	3,333.33	.....
New Hampshire:					
1921	22,316.37	5,026.50	17,289.87	.....	17,289.87
1920	22,872.85	3,307.09	19,565.76	.....	19,565.76
1919	18,700.78	3,928.83	14,771.95	595.59	14,176.45
1918	6,230.72	3,115.36	3,115.36	.....	3,115.36
New Jersey:					
1921	114,404.68	26,306.00	88,098.68	44,049.34	44,049.34
1920	90,494.72	22,461.16	68,033.56	34,016.77	34,016.79
1919	51,891.40	17,401.57	34,489.83	17,244.92	17,244.91
1918	79,420.74	14,707.28	64,713.46	25,003.09	39,710.37
New Mexico:					
1921	10,954.40	2,333.34	8,621.06	3,374.57	5,246.49
1920	8,327.69	2,333.33	5,994.36	2,549.59	3,444.77
1919	4,655.27	2,327.64	2,327.63	2,327.63	.....
1918	1,639.31	819.66	819.65	819.65	.....
New York:					
1921	628,516.43	141,583.91	486,932.52	255,537.79	231,394.73
1920	385,346.93	73,760.64	311,586.29	183,175.94	128,410.35
1919	279,804.34	84,950.36	194,853.98	93,274.78	101,579.20
1918	228,036.52	56,633.57	171,402.95	74,135.98	97,268.97
North Carolina:					
1921	11,552.50	5,776.25	5,776.25	2,888.12	2,888.13
1920	3,105.02	1,552.51	1,552.51	776.25	776.26
1919	1,600.00	800.00	800.00	.....	800.00
1918	950.00	475.00	475.00	.....	475.00
North Dakota:					
1921	8,000.00	4,000.00	4,000.00	3,634.00	366.00
1920	22,403.60	4,000.00	18,403.60	.....	18,403.60
1919	285.00	95.00	190.00	.....	190.00
1918	4,666.00	1,410.00	3,256.00	.....	3,256.00
Ohio:					
1921	109,282.81	45,149.25	64,133.56	45,149.26	18,984.30
1920	92,821.24	37,129.71	55,691.53	37,129.71	18,561.82
1919	85,385.41	35,986.93	49,398.48	35,986.93	13,411.55
1918	25,555.25	11,005.10	14,550.15	11,005.10	3,545.05
Oklahoma:					
1921	22,392.69	4,581.41	17,811.28	.....	17,811.28
1920	13,379.09	4,686.24	8,692.85	.....	8,692.85
1919	6,214.74	2,782.79	3,431.95	987.08	2,444.87
1918	3,902.80	937.30	2,965.50	2,965.50	.....
Oregon:					
1921	11,572.45	5,150.01	6,422.44	3,249.03	3,173.41
1920	20,539.81	4,435.85	16,103.96	5,845.75	10,258.21
1919	6,382.56	2,832.56	3,550.00	.....	3,550.00
1918	4,949.10	2,474.55	2,474.55	.....	2,474.55
Pennsylvania:					
1921[1]	.....	.....	.....	.....	.....
1920	152,081.80	39,966.50	112,115.30	39,966.45	72,148.85
1919	96,287.84	39,280.46	57,007.38	16,502.91	40,504.47
1918	159,795.87	25,548.12	134,247.75	40,867.06	93,380.69

[1] No report.

TABLE 14.—*Expenditure for vocational trade and industrial education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Rhode Island:					
1921	$36,627.33	$14,506.78	$22,120.55	$2,407.12	$19,713.43
1920	25,507.70	11,505.42	14,002.28	1,470.38	12,531.90
1919	18,608.14	9,304.07	9,304.07	4,719.84	4,584.23
1918	7,324.02	3,662.01	3,662.01	1,330.23	2,331.78
South Carolina:					
1921	5,221.00	2,610.50	2,610.50	1,305.25	1,305.25
1920	4,309.00	2,154.50	2,154.50	1,077.25	1,077.25
1919	1,694.50	847.25	847.25	423.63	423.62
1918	88.00	44.00	44.00	.....	44.00
South Dakota:					
1921	18,750.00	4,000.00	14,750.00	.....	14,750.00
1918	506.25	168.75	337.50	337.50	.....
Tennessee:					
1921	23,092.12	7,253.29	15,838.83	3,626.65	12,212.18
1920	10,568.26	5,284.13	5,284.13	2,642.08	2,642.05
1919	7,593.96	3,796.98	3,796.98	.....	3,796.98
1918	3,210.00	1,605.00	1,605.00	1,605.00	.....
Texas:					
1921	27,854.06	13,182.60	14,671.46	1,488.80	13,182.66
1920	20,231.66	10,115.83	10,115.83	550.14	9,565.69
1919	11,700.90	5,850.45	5,850.45	.....	5,850.45
1918	3,169.18	1,584.59	1,584.59	.....	1,584.59
Utah:					
1921	1,716.90	261.90	1,455.00	.....	1,455.00
1920	13,844.84	2,295.08	11,549.76	.....	11,549.76
1919	3,696.10	1,848.05	1,848.05	.....	1,848.05
1918	7,086.23	2,362.07	4,724.16	.....	4,724.16
Vermont:					
1921	9,196.42	4,598.21	4,598.21	.....	4,598.21
1920	8,000.00	4,000.00	4,000.00	.....	4,000.00
1919	9,463.54	4,000.00	5,463.54	592.50	4,871.04
1918	3,928.88	1,964.44	1,964.44	438.00	1,526.44
Virginia:					
1921	33,814.67	10,577.80	23,236.87	8,498.35	14,738.52
1920	22,176.84	8,130.72	14,046.12	5,871.42	8,174.70
1919	4,628.16	1,896.38	2,731.78	1,422.27	1,309.51
1918	4,952.69	2,476.34	2,476.35	.....	2,476.35
Washington:					
1921	27,827.76	8,502.02	19,325.74	.....	19,325.74
1920	22,474.28	6,931.46	15,542.82	.....	15,542.82
1919	26,614.04	6,427.45	20,087.59	2,884.30	17,302.29
1918	11,480.50	4,172.58	7,307.92	750.00	6,557.92
West Virginia:					
1921	8,667.57	4,102.32	4,565.25	3,575.00	990.25
1920	6,984.10	3,058.10	3,926.00	2,782.50	1,143.50
1919	6,857.64	3,428.82	3,428.82	580.20	2,848.62
1918	5,202.62	2,601.31	2,601.31	500.00	2,101.31
Wisconsin:					
1921	184,124.78	11,873.56	172,251.22	.....	172,251.22
1920	84,899.08	.....	84,899.08	.....	84,899.08
1919	29,723.72	9,197.93	20,525.79	.....	20,525.79
1918	54,517.37	9,498.84	45,018.53	15,006.18	30,012.35
Wyoming:					
1921	9,557.78	3,159.68	6,398.10	2,276.64	4,121.46
1920	4,190.25	1,915.48	2,274.77	1,282.19	992.58
1919	1,400.00	642.85	757.15	47.60	709.55
1918	1,265.00	632.50	632.50	100.00	532.50

TABLE 15.—*Expenditure for home economics education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
United States:					
1921[1]	$1,760,824.28	$171,111.60	$1,589,712.68	$572,495.08	$1,017,217.60
1920	1,055,391.39	155,768.21	899,623.18	329,633.53	569,989.65
1919	554,195.42	115,952.01	438,243.41	155,536.88	282,706.53
1918	349,074.68	56,109.82	292,964.86	95,942.49	197,022.37
Alabama:					
1921	19,134.60	2,189.71	16,944.89	10,372.36	6,572.53
1920	4,908.05	1,719.27	3,188.78	740.99	2,447.79
1919	2,005.22	1,002.61	1,002.61	27.97	974.64
1918	250.00	62.50	187.50	.....	187.50
Arizona:					
1921	51,472.96	720.34	50,752.62	50,752.62	.....
1920	21,023.90	857.03	20,166.87	20,166.87	.....
1919	9,004.82	999.91	8,004.91	999.91	7,005.00
1918	2,000.00	1,000.00	1,000.00	1,000.00	.....
Arkansas:					
1921	6,099.28	870.72	5,228.56	2,475.42	2,753.14
1920	3,979.50	666.66	3,312.84	1,340.09	1,972.75
1919	900.00	450.00	450.00	.....	450.00
1918	1,475.00	737.50	737.50	.....	737.50
California:					
1921	79,315.04	8,687.98	70,627.06	8,687.98	61,939.08
1920	58,174.27	6,950.38	51,223.89	6,950.38	44,273.51
1919	18,428.01	3,650.93	14,777.08	3,650.92	11,126.16
1918	1,933.05	966.53	966.52	966.52	.....
Colorado:					
1921	24,750.74	2,393.10	22,357.64	5,910.46	16,447.18
1920	19,545.58	1,914.49	17,631.09	2,934.18	14,696.91
1919	3,660.00	1,430.00	2,230.00	.....	2,230.00
1918	2,940.00	720.00	2,220.00	.....	2,220.00
Connecticut:					
1919	6,734.34	1,983.07	4,751.27	4,751.27	.....
1918	4,340.38	.....	4,340.38	4,340.38	.....
Delaware:					
1921	9,869.75	1,000.00	8,869.75	8,869.75	.....
1920	4,800.00	1,000.00	3,800.00	3,800.00	.....
1919	2,000.00	1,000.00	1,000.00	1,000.00	.....
1918	1,730.00	865.00	865.00	865.00	.....
Florida:					
1921	3,698.00	1,267.75	2,430.25	1,267.75	1,162.50
1920	3,733.72	943.49	2,790.23	943.49	1,846.74
1919	3,920.00	1,000.00	2,920.00	1,000.00	1,920.00
1918	905.00	452.50	452.50	452.50	.....
Georgia:					
1921	6,368.26	3,184.13	3,184.13	1,503.83	1,680.30
1920	5,155.84	2,547.27	2,608.57	1,258.83	1,349.74
1919	3,820.90	1,910.45	1,910.45	1,130.67	779.78
1918	3,510.06	1,755.03	1,755.03	350.00	1,405.03
Idaho:					
1921	24,012.53	1,000.00	23,012.53	5,959.16	17,053.37
1920	4,714.62	1,000.00	3,714.62	1,357.31	2,357.31
1919	1,523.74	761.87	761.87	.....	761.87
Illinois:					
1921	240,386.66	20,552.96	219,833.70	99,640.37	120,193.33
1920	103,326.22	16,442.36	86,883.86	35,220.75	51,663.11
1919	25,131.11	12,331.77	12,799.34	.....	12,799.34
1918	3,070.18	1,535.09	1,535.09	.....	1,535.09
Indiana:					
1921	13,621.08	6,761.48	6,859.60	49.05	6,810.55
1920	54,566.33	5,409.19	49,157.14	30,968.35	18,188.79
1919	29,719.04	4,056.89	25,662.15	15,941.98	9,720.17
1918	8,095.30	2,704.59	5,390.71	2,692.28	2,698.43
Iowa:					
1921	29,361.63	4,019.95	25,341.68	11,020.44	14,321.24
1920	15,104.59	3,215.97	11,888.62	5,632.34	6,256.28
1919	877.50	438.75	438.75	.....	438.75
Kansas:					
1921	13,687.82	2,918.91	10,768.91	3,918.91	6,850.00
1920	7,223.59	2,335.13	4,888.46	4,888.46	.....
1919	2,054.72	1,027.36	1,027.36	1,027.36	.....
Kentucky:					
1921	25,985.69	3,283.35	22,702.34	.....	22,702.34
1920	14,462.81	2,626.65	11,836.16	.....	11,836.16
1919	6,514.09	1,970.00	4,544.09	.....	4,544.09
1918	4,512.62	1,281.85	3,230.77	.....	3,230.77

[1] No report for Pennsylvania and Wisconsin.

TABLE 15.—*Expenditure for home economics education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Louisiana:					
1921	$7,974.91	$2,935.02	$5,039.89	.....	$5,039.89
1920	7,582.99	2,348.02	5,234.97	.....	5,234.97
1919	4,661.09	1,761.01	2,900.08	.....	2,900.08
1918	2,570.00	905.00	1,665.00	.....	1,665.00
Maine:					
1921	8,902.92	2,254.30	6,648.62	$3,680.95	2,967.67
1920	6,180.50	1,803.70	4,376.80	2,746.22	1,630.58
1919	5,949.50	1,352.13	4,597.37	1,536.50	3,060.87
1918	4,175.00	775.00	3,400.00	1,000.00	2,400.00
Maryland:					
1921	12,038.96	3,890.73	8,148.23	.....	8,148.23
1920	7,073.20	3,536.60	3,536.60	.....	3,536.60
1919	2,925.00	1,462.50	1,462.50	.....	1,462.50
Massachusetts:					
1921	171,302.22	18,474.80	152,827.42	76,413.71	76,413.71
1920	90,265.66	14,779.84	75,485.82	37,742.91	37,742.91
1919	88,546.92	11,084.88	77,462.04	38,731.02	38,731.02
1918	91,163.94	7,389.92	83,774.02	41,887.01	41,887.01
Michigan:					
1921	77,244.67	7,776.71	69,467.96	3,988.36	65,479.60
1920	43,639.49	6,275.34	37,364.16	3,137.67	34,226.49
1919	28,850.50	4,706.39	24,144.11	2,353.20	21,790.91
1918	18,197.90	3,137.78	15,060.12	1,568.89	13,491.23
Minnesota:					
1921	20,426.22	4,875.06	15,551.16	7,351.16	8,200.00
1920	12,544.00	4,021.00	8,523.00	4,523.00	4,000.00
1919	11,308.75	3,015.00	8,293.75	4,800.00	3,493.75
1918	3,996.96	1,998.48	1,998.48	.....	1,998.48
Mississippi:					
1921	9,329.74	1,225.46	8,104.28	3,439.41	4,664.87
1920	2,039.97	1,000.00	1,039.97	119.98	919.99
1919	1,937.56	968.78	968.78	.....	968.78
1918	142.50	71.25	71.25	.....	71.25
Missouri:					
1921	64,592.84	8,266.45	56,326.39	13,350.67	42,975.72
1920	32,989.90	6,597.98	26,391.92	9,896.97	16,494.95
1919	10,774.47	4,961.25	5,813.22	3,158.13	2,655.09
Montana:					
1921	8,150.24	1,000.00	7,150.24	1,000.00	6,150.24
1920	7,600.00	1,000.00	6,600.00	1,000.00	5,600.00
1919	6,614.28	999.88	5,614.40	999.88	4,614.52
1918	2,000.00	1,000.00	1,000.00	1,000.00	.....
Nebraska:					
1921	86,870.15	1,837.52	85,032.63	50,554.38	34,478.25
1920	2,909.76	1,088.76	1,821.00	1,093.31	727.69
1919	1,810.00	905.00	905.00	452.50	452.50
1918	382.50	191.25	191.25	95.62	95.63
Nevada:					
1921	8,346.43	1,000.00	7,346.43	5,259.82	2,086.61
1920	3,250.00	1,000.00	2,250.00	1,387.50	862.50
1919	1,250.00	625.00	625.00	312.50	312.50
New Hampshire:					
1918	214.28	107.14	107.14	.....	107.14
New Jersey:					
1921	70,902.60	11,273.88	59,628.72	29,814.36	29,814.36
1920	47,575.29	9,019.18	38,556.11	19,278.05	19,278.06
1919	34,815.78	6,764.39	28,051.39	14,025.69	14,025.70
1918	30,276.94	3,824.45	26,452.49	11,314.02	15,138.47
New Mexico:					
1921	13,931.56	1,000.00	12,931.56	7,895.88	5,035.68
1920	6,822.91	1,000.00	5,822.91	3,492.60	2,330.31
1919	3,612.22	999.90	2,612.32	2,612.32	.....
North Carolina:					
1921	3,765.14	1,882.57	1,882.57	941.28	941.29
1920	910.00	455.00	455.00	227.50	227.50
1919	1,171.26	585.63	585.63	.....	585.63
North Dakota:					
1920	15,196.47	1,000.00	14,196.47	6,297.86	7,898.61
1919	11,043.00	1,105.00	9,938.00	.....	9,938.00
1918	3,314.00	1,000.00	2,314.00	.....	2,314.00
Ohio:					
1921	37,984.53	15,193.18	22,791.35	15,193.18	7,598.17
1920	25,367.54	12,374.69	12,992.85	12,374.69	618.16
1919	35,035.00	8,945.00	26,090.00	8,945.00	17,145.00
1918	7,624.73	2,737.17	4,887.56	2,737.17	2,150.39

TABLE 15.—*Expenditure for home economics education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Oklahoma:					
1920	$25,870.80	$1,523.07	$24,347.73	$7,526.18	$18,821.55
1919	14,310.04	1,002.24	13,307.80	4,567.40	8,740.40
1918	19,665.54	1,700.00	17,965.54	1,935.54	15,030.00
Oregon:					
1921	9,712.93	1,815.10	7,897.83	4,867.22	3,030.61
1920	3,332.00	1,116.00	2,216.00	1,100.00	1,116.00
1919	1,797.65	797.65	1,000.00	.....	1,000.00
1918	1,050.00	525.00	525.00	.....	525.00
Pennsylvania:					
1921[1]	.....	.....	.....	.....	.....
1920	123,566.28	21,898.39	101,667.89	59,765.75	41,902.14
1919	74,382.42	15,143.26	59,239.16	35,067.03	24,172.13
1918	72,592.00	10,949.20	61,642.80	36,300.68	25,342.12
South Carolina:					
1921	13,790.00	886.02	12,903.98	9,456.48	3,447.50
1920	4,939.00	1,063.22	3,875.78	2,641.03	1,234.75
1919	900.00	450.00	450.00	225.00	225.00
South Dakota:					
1921	32,751.72	857.97	31,893.75	15,446.88	16,446.87
1920	21,365.00	830.00	20,535.00	6,770.00	13,765.00
1919	3,000.00	950.00	2,050.00	.....	2,050.00
1918	1,735.00	425.00	1,310.00	.....	1,310.00
Tennessee:					
1921	41,945.01	2,201.50	39,743.51	14,285.22	25,458.29
1920	4,171.42	2,085.71	2,085.71	1,042.83	1,042.88
1919	3,128.54	1,564.27	1,564.27	.....	1,564.27
Texas:					
1921	36,651.00	5,375.00	31,276.00	11,900.00	19,376.00
1920	29,224.97	4,380.28	24,844.69	11,903.65	12,941.04
1919	5,058.90	2,529.45	2,529.45	.....	2,529.45
1918	1,066.50	533.25	533.25	.....	533.25
Utah:					
1920	52,519.61	1,000.00	51,519.61	9,000.00	42,519.61
1919	47,700.00	1,000.00	46,700.00	.....	46,700.00
1918	8,000.00	1,000.00	7,000.00	.....	7,000.00
Vermont:					
1920	1,498.82	749.41	749.41	.....	749.41
1919	2,297.00	1,000.00	1,297.00	.....	1,297.00
1918	3,200.00	1,000.00	2,200.00	2,200.00	.....
Virginia:					
1921	9,363.39	2,816.87	6,546.52	2,816.89	3,729.63
1920	18,423.16	2,253.50	16,169.66	9,639.79	6,529.87
1919	16,838.04	1,690.13	15,147.91	8,220.63	6,927.28
1918	2,495.49	1,126.75	1,368.74	.....	1,368.74
Washington:					
1921	28,226.15	3,579.43	24,646.72	.....	24,646.72
1920	10,096.43	2,833.70	7,262.73	.....	7,262.73
1919	2,000.93	731.42	1,269.51	.....	1,269.51
1918	7,832.50	600.00	7,232.50	.....	7,232.50
West Virginia:					
1921	3,563.50	1,349.00	2,214.50	1,217.50	997.00
1920	2,514.50	1,069.75	1,444.75	600.00	844.75
1919	1,311.50	655.75	653.75	.....	655.75
1918	534.00	267.00	267.00	.....	267.00
Wisconsin:					
1921[1]	.....	.....	.....	.....	.....
1920	124,454.18	1,467.04	122,987.14	.....	122,987.14
1919	14,465.77	5,029.11	9,436.66	.....	9,436.66
1918	14,629.96	2,374.71	12,255.25	4,085.08	8,170.17
Wyoming:					
1921	3,939.56	611.50	3,328.06	1,271.69	2,056.37
1920	2,027.90	751.90	1,276.00	124.00	1,152.00
1919	2,018.86	766.43	1,252.43	.....	1,252.43
1918	1,147.05	573.52	573.52	.....	573.53

[1] No report.

TABLE 16.—*Expenditure for part-time general continuation education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
United States:					
1921[1]	$1,541,164.72	$283,852.57	$1,257,312.15	$372,303.19	$885,008.96
1920	991,779.15	190,431.46	801,347.69	217,079.56	584,268.13
1919	378,008.11	64,999.81	313,008.30	78,028.99	234,979.31
1918	347,399.89	54,435.03	292,964.86	95,942.49	197,022.37
Alabama:					
1921	6,279.47	2,205.49	4,073.98	653.83	3,420.15
1920	2,716.00	1,011.19	1,704.81	349.97	1,354.84
1918	220.00	110.00	110.00	.....	110.00
Arizona:					
1921	7,012.60	1,518.00	5,494.60	5,494.60	.....
1919	866.78	433.39	433.39	433.39	.....
Arkansas:					
1921	150.00	75.00	75.00	75.00	.....
California:					
1921	171,408.42	6,089.85	165,318.57	6,089.85	159,228.72
Colorado:					
1921	11,547.70	2,428.99	9,118.71	1,593.74	7,524.97
1920	1,797.72	898.86	898.86	898.86	.....
1919	4,786.24	1,183.74	3,602.50	.....	3,602.50
Connecticut:					
1919	5,634.99	1,773.07	3,861.92	3,861.92	.....
1918	8,415.45	3,940.00	4,475.45	4,475.45	.....
Delaware:					
1920	4,800.00	1,000.00	3,800.00	3,800.00	.....
Florida:					
1921	2,596.36	1,298.18	1,298.18	1,298.18	.....
1920	1,397.74	698.87	698.87	698.87	.....
Georgia:					
1921	5,431.90	2,715.95	2,715.95	87.70	2,628.25
1920	6,517.20	3,258.60	3,258.60	244.99	3,013.61
1919	953.00	476.50	476.50	50.00	426.50
1918	483.00	241.50	241.50	.....	241.50
Illinois:					
1921	265,475.14	81,876.84	183,598.30	50,860.73	132,737.57
1920	101,601.38	42,678.38	58,923.00	8,122.31	50,800.69
1919	20,433.76	10,216.88	10,216.88	.....	10,216.88
1918	909.74	454.87	454.87	.....	454.87
Indiana:					
1921	54,041.72	11,269.14	39,772.58	7,871.46	31,901.12
1920	50,635.68	9,015.31	41,620.37	16,302.53	25,317.84
1919	5,923.25	2,461.63	3,461.62	761.66	2,699.96
Iowa:					
1921	56,490.76	10,664.59	45,826.17	11,388.56	34,437.61
1920	35,547.17	8,185.27	27,361.90	13,143.04	14,218.86
Kentucky:					
1921	845.00	422.50	422.50	.....	422.50
1920	340.00	170.00	170.00	.....	170.00
1918	458.00	229.00	229.00	.....	229.00
Maryland:					
1921	255.00	127.50	127.50	.....	127.50
Massachusetts:					
1921	61,483.48	7,851.46	53,832.02	26,916.01	26,916.01
1920	25,458.62	6,008.05	19,450.57	9,725.29	9,725.28
1919	15,688.07	5,163.26	10,524.81	5,262.40	5,262.41
1918	17,026.53	4,192.07	12,834.46	6,417.23	6,417.23
Michigan:					
1921	54,975.90	4,475.01	50,500.89	2,237.51	48,263.38
1918	14,955.99	4,399.46	10,556.53	2,199.73	8,356.80
Minnesota:					
1921	12,887.81	5,475.22	7,412.59	2,912.59	4,500.00
1920	6,300.22	2,625.17	3,675.05	875.05	2,800.00
1919	1,845.78	705.78	1,140.00	.....	1,140.00
Mississippi:					
1921	2,051.76	1,025.88	1,025.88	341.92	683.96
1920	1,509.40	754.70	754.70	.....	754.70
1919	1,134.40	567.20	567.20	.....	567.20
1918	1,214.94	607.47	607.47	.....	607.47
Missouri:					
1921	87,948.05	17,441.10	70,506.95	17,626.74	52,880.21
1920	68,859.92	14,902.63	53,957.29	15,034.55	38,922.74
1918	5,555.60	2,777.80	2,777.80	.....	2,777.80
Montana:					
1921	3,750.00	1,625.00	2,125.00	250.00	1,875.00
1920	4,019.00	1,476.91	2,542.09	417.64	2,124.45

[1] No report for Pennsylvania and Wisconsin.

TABLE 16.—*Expenditure for part-time general continuation education, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of expenditure.				
	Total.	From Federal money.	From State and local money.		
			Total.	State.	Local.
Nebraska:					
1921	$4,013.29	$1,800.00	$2,213.29	$1,103.75	$1,109.54
Nevada:					
1920	2,695.00	1,000.00	1,695.00	750.00	945.00
New Hampshire:					
1918	3,555.00	1,777.50	1,777.50	1,777.50	.....
New Jersey:					
1921	38,471.76	18,790.00	19,681.76	9,840.88	9,840.88
1920	175.00	87.50	87.50	43.75	43.75
1919	97.50	48.75	48.75	24.38	24.37
New Mexico:					
1920	243.00	121.50	121.50	121.50	.....
New York:					
1921	481,491.54	70,791.96	410,699.58	201,962.32	208,737.26
1920	57,256.56	10,150.93	47,105.63	28,020.08	19,085.55
1919	29,604.86	9,868.28	19,736.58	.....	19,736.58
1918	33,513.53	11,171.17	22,342.36	.....	22,342.36
North Carolina:					
1921	1,400.00	700.00	700.00	350.00	350.00
1920	400.00	200.00	200.00	100.00	100.00
Ohio:					
1921	12,643.59	5,638.75	7,004.84	5,638.75	1,366.09
1920	14,510.20	5,804.10	8,706.10	5,804.10	2,902.00
1919	1,132.50	453.00	679.50	453.00	226.50
1918	9,863.44	4,931.72	4,931.72	4,931.72	.....
Oklahoma:					
1921	3,064.00	1,532.00	1,532.00	.....	1,532.00
Oregon:					
1921	8,048.76	2,110.42	5,938.34	1,757.95	4,180.39
1920	3,601.15	1,708.57	1,892.58	248.00	1,644.58
Pennsylvania:					
1921 [1]	.....	.....	.....	.....	.....
1920	385,472.22	47,627.09	337,845.13	103,051.56	234,793.57
1919	276,662.84	27,690.49	248,972.35	66,391.18	182,581.17
1918	248,521.07	18,248.67	230,272.40	75,962.11	154,310.29
Rhode Island:					
1921	2,000.00	1,000.00	1,000.00	.....	1,000.00
1920	1,800.00	900.00	900.00	.....	900.00
1918	1,585.28	792.64	792.64	178.75	613.89
Tennessee:					
1921	39,230.01	844.00	38,386.01	13,606.47	27,779.54
1920	2,915.56	1,457.78	1,457.78	728.89	728.89
Texas:					
1921	5,604.34	2,733.96	2,870.38	136.42	2,733.96
1920	3,159.50	1,579.75	1,579.75	265.58	1,314.17
1919	450.00	225.00	225.00	.....	225.00
Utah:					
1921	25,572.37	3,796.78	20,775.59	1,754.90	19,020.69
1920	18,048.55	1,667.00	16,381.55	8,333.00	8,048.55
1919	935.00	467.50	467.50	.....	467.50
Virginia:					
1921	1,346.69	499.99	846.70	333.34	513.36
1919	2,528.12	1,054.73	1,473.39	791.06	682.33
1918	1,122.32	561.16	561.16	.....	561.16
Washington:					
1921	12,759.38	5,815.72	6,943.66	.....	6,943.66
1920	8,322.52	4,161.26	4,161.26	.....	4,161.26
1919	690.00	345.00	345.00	.....	345.00
Wisconsin:					
1921 [1]	.....	.....	.....	.....	.....
1920	182,677.86	22,280.06	160,397.80	.....	160,397.80
1919	10,358.70	3,583.29	6,775.41	.....	6,775.41
Wyoming:					
1921	720.00	360.00	360.00	119.99	240.01

[1] No report.

TABLE 17.—*Expenditure for vocational teacher training, by States, for the years ended June 30, 1921, 1920, 1919, and 1918.*

State and year	Total.	Amount of expenditure for training teachers of vocational—											
		Agriculture.				Trade or industry.				Home economics.			
		Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.
United States:													
1921[1]	$1,931,140.99	$651,792.28	$302,691.34	$299,561.88	$49,539.06	$590,655.79	$272,015.65	$281,024.31	$37,615.83	$688,692.92	$304,918.39	$291,210.93	$92,563.60
1920	1,646,692.08	556,580.32	250,835.31	232,013.23	73,731.78	490,654.69	226,764.66	210,199.28	53,690.75	599,427.07	253,603.58	219,766.81	126,056.68
1919	981,169.34	306,895.47	131,884.59	126,227.34	48,783.54	262,007.47	116,281.43	111,261.57	34,464.47	412,266.40	176,018.80	162,732.83	73,514.77
1918	[2] 428,140.44	121,244.10	56,642.57	53,023.21	11,578.32	81,785.30	38,998.81	36,253.67	6,532.82	205,800.16	89,313.44	91,891.19	24,595.53
Alabama:													
1921	46,462.23	20,977.38	9,708.78	11,268.60		12,703.31	5,917.97	6,635.34	150.00	12,781.54	5,873.44	6,908.10	
1920	37,508.20	14,989.86	7,360.74	7,629.12		11,981.69	5,936.89	6,044.80		10,536.65	5,182.67	5,353.98	
1919	16,485.10	4,192.73	2,086.42	902.77	1,203.54	4,029.02	1,952.01	731.99	1,345.02	8,263.35	4,131.69	1,102.56	3,029.10
1918	7,184.07	448.15	224.07		224.08	2,013.86	1,006.93		1,006.93	4,722.06	2,361.02		2,361.04
Arizona:													
1921	9,608.68	3,230.84	1,615.42	1,615.42		2,999.42	1,499.71	1,499.71		3,378.42	1,689.21	1,689.21	
1920	17,662.19	5,421.34	2,710.67	2,710.67		4,421.40	2,210.70	2,210.70		7,819.45	3,909.73	3,909.72	
1919	9,727.10	1,626.32	813.16	813.16		2,100.76	1,050.38	1,050.38		6,000.02	3,000.01	3,000.01	
1918	1,116.56									1,116.56	558.28	558.28	
Arkansas:													
1921	33,901.09	16,224.33	7,943.73	6,402.12	1,878.48	7,757.50	3,877.71	3,879.79		9,919.26	4,880.97	2,231.43	2,806.86
1920	22,436.83	11,607.51	5,803.75	4,389.49	1,414.27	5,149.96	2,574.97	1,301.70	1,273.29	5,679.36	2,839.66	308.02	2,531.68
1919	12,238.83	5,388.72	2,694.36	2,694.36		2,342.22	1,171.11	1,171.11		4,507.89	2,253.94	2,253.95	
1918	144.04	144.04	72.02	72.02									
California:													
1921	61,392.54	15,021.74	7,510.87	7,510.87		24,968.11	12,484.06	12,484.05		21,402.69	5,949.18	5,949.17	9,504.34
1920	62,436.31	16,180.74	8,090.37	8,090.37		19,996.50	9,998.25	9,998.25		26,259.07	5,261.07	5,261.07	15,736.93
1919	32,049.60	10,045.40	5,022.70	5,022.70		10,571.14	5,285.57	5,285.57		11,433.06	4,127.63	4,127.63	3,177.80
1918	8,756.73	2,534.89	1,267.45	1,267.44		3,101.49	1,550.75	1,550.74		3,120.35	1,560.18	1,560.17	
Colorado:													
1921	45,365.86	13,086.39	3,144.84	3,144.81	6,796.74	11,517.54	2,585.45	2,585.46	6,346.63	20,761.93	4,253.21	4,253.23	12,255.49
1920	44,864.23	17,142.60	2,559.29	2,184.32	12,398.99	6,130.76	1,338.69	963.69	3,828.38	21,590.87	2,950.64	2,575.65	16,064.58
1919	32,805.66	12,216.67	1,220.67		10,996.00	2,766.00	922.00		1,844.00	17,822.99	3,661.99		14,161.00
1918	14,866.00	4,416.00	1,000.00		3,416.00					10,450.00	3,000.00		7,450.00
Connecticut:													
1921	27,419.72	7,356.76	2,432.88	2,432.88	2,491.00	7,298.60	3,649.30	3,649.30		12,764.36	6,082.18	6,082.18	600.00
1920	24,791.75	7,275.04	2,189.58	2,189.60	2,895.86	6,568.78	3,284.38	3,284.40		10,947.93	5,473.96	5,473.97	
1919	17,030.11	3,406.02	1,703.01	1,703.01		5,109.04	2,554.52	2,554.52		8,515.05	4,257.52	4,257.53	
1918	7,715.77	1,930.00	965.00	965.00		2,595.00	1,297.50	1,297.50		3,190.77	1,595.38	1,595.39	
Delaware:													
1921	19,104.70	9,800.08	4,899.78	4,900.30		3,500.00	1,749.99	1,750.01		5,804.62	2,902.29	2,902.33	
1920	16,239.98	8,785.28	4,392.59	4,392.69		2,005.28	1,002.63	1,002.65		5,449.42	2,724.70	2,724.72	
1919	8,621.07	869.85	434.92	434.93		2,173.65	1,086.82	1,086.83		5,577.57	2,788.78	2,788.79	
1918	5,564.35	1,485.30	742.64	742.66		1,960.59	980.27	980.32		2,118.46	1,059.23	1,059.23	

[1] No report for Pennsylvania.

[2] Expenditures for Oklahoma were not reported by type of school in 1918. Expenditures were: State funds, $10,269.25; Federal funds, $9,041.53; total, $19,310.88.

TABLE 17.—*Expenditure for vocational teacher training, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Total.	Amount of expenditure for training teachers of vocational—											
		Agriculture.				Trade or industry.				Home economics.			
		Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.
Florida:													
1921	$18,392.74	$8,181.96	$4,093.95	$4,088.01	.....	$4,464.22	$2,232.11	$2,232.11	.....	$5,746.56	$2,873.28	$2,873.28	.....
1920	19,998.84	9,134.38	4,567.19	4,567.19	.....	4,736.28	2,368.14	2,368.14	.....	6,128.18	3,064.09	3,064.09	.....
1919	10,333.66	3,241.72	1,620.86	1,536.66	$84.20	3,130.80	1,523.30	1,607.50	.....	3,961.14	1,980.57	1,980.57	.....
1918	2,933.16	110.00	55.00	55.00	.....	.....	.....	.....	.....	2,823.16	1,411.58	1,411.58	.....
Georgia:													
1921	58,630.09	31,008.47	15,377.82	11,732.10	3,898.55	11,399.21	5,681.24	4,743.07	$974.90	16,222.41	8,111.15	5,275.40	$2,835.86
1920	41,919.32	23,112.64	10,891.49	9,160.30	3,060.85	5,335.55	2,679.18	1,801.28	855.09	13,441.13	6,720.57	3,165.70	1,554.86
1919	19,056.52	12,264.36	6,132.18	2,424.54	3,707.64	2,527.86	1,263.93	1,080.36	183.57	4,264.30	2,132.15	355.32	1,776.83
1918	13,136.00	5,664.66	2,832.33	1,216.58	1,615.75	1,471.34	735.67	200.00	535.67	6,000.00	3,000.00	300.00	2,700.00
Idaho:													
1921	30,567.20	7,544.33	2,748.89	3,676.50	1,118.94	12,020.42	5,010.30	6,124.87	885.25	11,002.45	2,240.81	3,561.64	5,200.00
1920	24,000.16	3,944.90	1,930.46	1,414.44	600.00	9,805.74	4,124.80	4,745.94	935.00	10,249.52	3,944.74	1,899.39	4,405.39
1919	6,487.38	2,098.69	1,048.46	812.81	237.42	1,359.31	679.67	619.64	60.00	3,029.38	1,514.69	92.70	1,421.99
1918	1,806.34	459.68	229.84	229.84	.....	60.00	30.00	30.00	.....	1,286.66	643.33	643.33	.....
Illinois:													
1921	83,683.90	25,970.79	13,101.13	6,082.20	6,787.46	24,997.95	12,511.16	7,475.23	5,011.56	32,715.16	16,228.79	5,530.12	10,956.25
1920	67,986.23	21,684.36	10,839.07	5,465.15	5,380.14	24,621.06	12,306.01	5,399.40	6,915.65	21,680.81	10,837.33	3,344.13	7,499.35
1919	29,920.39	7,637.79	3,818.90	.....	3,818.89	9,044.26	4,522.13	.....	4,522.13	13,238.34	6,619.17	.....	6,619.17
1918	17,347.04	6,180.00	3,090.00	.....	3,090.00	136.58	68.29	.....	68.29	11,030.46	5,515.23	.....	5,515.23
Indiana:													
1921	59,119.67	19,207.13	9,516.08	2,305.02	7,386.03	24,440.17	12,220.06	3,440.26	8,779.85	15,472.37	7,736.16	1,740.42	5,995.79
1920	32,716.06	7,762.56	3,631.28	1,056.62	3,074.66	16,812.89	8,156.44	902.51	7,753.94	8,140.61	3,820.30	606.61	3,713.70
1919	23,594.37	5,435.34	2,517.67	468.45	2,449.22	12,238.43	5,919.21	509.42	5,809.80	5,920.60	2,760.29	481.70	2,678.61
1918	14,089.32	2,923.28	1,461.64	.....	1,461.64	6,050.79	3,025.40	.....	3,025.39	5,115.25	2,557.63	.....	2,557.62
Iowa:													
1921	50,992.40	18,273.52	6,622.56	11,650.96	.....	10,845.84	5,422.92	5,422.92	.....	21,873.04	7,128.24	14,744.80	.....
1920	37,830.42	12,570.60	4,836.41	7,734.19	.....	7,781.32	3,890.64	3,890.68	.....	17,478.50	6,953.02	10,525.48	.....
1919	22,352.66	8,297.62	2,251.25	6,046.37	.....	2,795.92	1,397.96	1,283.96	114.00	11,259.12	4,560.56	6,698.56	.....
Kansas:													
1921	21,439.09	9,214.94	4,607.47	4,607.47	.....	3,938.72	1,969.36	1,969.36	.....	8,285.43	4,142.69	4,142.74	.....
1920	11,177.58	3,986.48	1,993.24	1,993.24	.....	1,646.24	823.12	823.12	.....	5,544.86	2,772.43	2,772.43	.....
1919	5,072.05	315.28	157.64	157.64	.....	.....	.....	.....	.....	4,756.77	2,378.39	2,378.38	.....
1918	3,440.26	.....	.....	.....	.....	.....	.....	.....	.....	3,440.26	1,720.13	1,720.13	.....
Kentucky:													
1921	41,709.53	13,780.89	5,822.03	7,958.86	.....	9,117.89	4,585.81	4,532.08	.....	18,810.75	9,395.06	9,415.69	.....
1920	28,199.62	7,983.80	3,991.90	3,991.90	.....	3,164.06	1,582.03	1,582.03	.....	17,051.76	8,525.88	8,525.88	.....
1919	18,606.52	7,210.90	3,605.45	3,605.45	.....	.....	.....	.....	.....	11,395.62	5,697.81	5,697.81	.....
1918	14,931.34	7,706.62	3,853.31	3,853.31	.....	.....	.....	.....	.....	7,224.72	3,612.36	3,612.36	.....

Louisiana:													
1921	35,696.40	7,985.44	3,988.85	3,913.52	83.07	10,314.81	3,908.08	.....	6,406.73	17,396.15	6,906.07	10,490.08	.....
1920	48,536.22	7,981.97	3,709.23	4,272.74	.....	27,957.31	3,909.86	3,287.10	20,760.35	12,596.94	5,500.96	7,095.98	.....
1919	28,309.75	4,215.40	2,107.69	2,107.71	.....	6,729.29	2,530.46	1,635.05	2,563.78	17,365.06	7,591.38	9,773.68	.....
1918	18,596.85	240.00	120.00	120.00	.....	2,003.26	900.00	.....	1,103.26	16,353.59	5,160.37	11,193.22	.....
Maine:													
1921	19,049.87	6,026.77	3,013.34	3,013.43	.....	4,983.40	2,491.69	2,491.71	.....	8,039.70	4,019.85	4,019.85	.....
1920	13,987.75	5,386.00	2,692.40	2,693.60	.....	1,518.79	759.37	759.42	.....	7,082.96	3,541.48	3,541.48	.....
1919	16,371.64	2,673.08	1,121.54	1,551.54	.....	1,600.00	607.20	992.80	.....	12,098.56	2,732.20	9,366.36	.....
1918	19,500.00	5,000.00	1,200.00	3,800.00	.....	3,200.00	.....	3,200.00	.....	11,300.00	2,200.00	9,100.00	.....
Maryland:													
1921	20,066.79	5,724.78	2,827.13	518.44	2,379.21	8,235.07	3,622.76	2,880.44	1,731.87	6,106.94	3,051.32	413.21	2,642.41
1920	13,345.52	3,704.34	1,852.17	135.47	1,716.70	6,669.32	3,334.66	1,908.00	1,426.66	2,971.86	1,485.93	174.54	1,311.39
1919	10,252.72	3,076.94	1,538.47	1,538.47	.....	3,829.06	1,914.53	1,914.53	.....	3,346.72	1,673.36	1,673.36	.....
1918	1,081.54	743.58	371.79	371.79	.....	.....	.....	.....	.....	337.96	168.98	168.98	.....
Massachusetts:													
1921	84,818.52	26,286.08	7,502.91	18,783.17	.....	28,865.09	8,938.55	19,926.54	.....	29,667.35	10,027.22	19,640.13	.....
1920	74,962.70	21,378.84	5,257.54	16,121.30	.....	28,796.82	8,927.03	19,869.79	.....	24,787.04	7,796.81	16,990.23	.....
1919	54,271.20	13,452.30	3,660.71	9,791.59	.....	23,702.07	6,728.39	16,973.68	.....	17,116.83	4,445.09	12,671.74	.....
1918	9,188.04	976.54	488.27	488.27	.....	7,277.93	3,638.96	3,638.97	.....	933.57	466.79	466.78	.....
Michigan:													
1921	51,606.32	11,722.90	5,861.45	5,861.45	.....	24,550.94	12,275.47	12,275.47	.....	15,332.48	7,666.24	7,666.24	.....
1920	42,637.51	12,216.80	6,108.40	6,108.40	.....	18,282.48	9,141.24	9,141.24	.....	12,138.23	6,069.12	6,069.11	.....
1919	29,863.22	9,865.73	4,932.87	4,932.86	.....	9,005.88	4,502.94	4,502.94	.....	10,991.61	5,495.80	5,495.81	.....
1918	15,956.20	5,355.93	2,677.97	2,677.96	.....	3,720.87	1,860.43	1,860.44	.....	6,879.40	3,439.70	3,439.70	.....
Minnesota:													
1921	54,744.34	22,829.00	9,215.41	13,613.59	.....	14,188.70	6,697.85	7,490.85	.....	17,726.64	6,737.12	10,989.52	.....
1920	43,476.69	18,544.36	7,919.18	10,625.18	.....	12,431.17	6,215.58	6,215.59	.....	12,501.16	6,250.58	6,250.58	.....
1919	32,348.86	14,178.62	5,275.31	8,903.31	.....	7,783.58	3,891.79	3,891.79	.....	10,386.66	4,651.66	5,735.00	.....
1918	18,569.16	7,910.00	3,955.00	3,955.00	.....	2,668.00	1,334.00	1,334.00	.....	7,991.16	3,995.58	3,995.58	.....
Mississippi:													
1921	46,878.57	25,278.48	9,438.41	15,553.14	.286.93	8,029.79	4,014.89	3,754.85	260.05	13,570.30	6,157.02	7,256.53	156.75
1920	30,559.03	14,121.53	7,060.76	7,060.77	.....	3,550.32	1,775.15	1,775.17	.....	12,887.18	6,006.09	6,881.09	.....
1919	20,971.16	8,628.80	4,314.40	4,314.40	.....	2,501.10	1,250.55	1,250.55	.....	9,841.26	4,920.63	4,920.63	.....
1918	7,413.66	1,756.98	878.49	878.49	.....	156.68	78.34	78.34	.....	5,500.00	2,750.00	2,750.00	.....
Missouri:													
1921	55,258.50	22,528.44	10,442.20	12,086.24	.....	12,836.09	5,668.50	7,167.59	.....	19,893.97	9,428.44	10,465.53	.....
1920	32,209.11	9,552.08	4,776.04	4,776.04	.....	6,628.48	3,314.24	3,314.24	.....	16,028.55	8,014.27	8,014.28	.....
1919	12,894.01	2,133.18	1,066.59	957.49	109.10	2,613.53	1,306.76	1,306.77	.....	8,147.30	4,073.65	2,148.56	1,925.09
1918	4,509.22	1,347.68	673.84	.....	673.84	.....	.....	.....	.....	3,161.54	1,580.77	.....	1,580.77
Montana:													
1921	21,405.60	7,144.05	3,459.40	3,684.65	.....	6,616.99	3,246.07	3,370.92	.....	7,644.56	3,294.53	4,350.03	.....
1920	17,980.11	6,013.16	3,006.58	3,006.58	.....	5,024.78	2,512.39	2,512.39	.....	6,942.17	3,471.08	3,471.09	.....
1919	7,193.28	2,163.33	1,081.66	1,081.67	.....	.....	.....	.....	.....	5,029.95	2,514.98	2,514.97	.....
1918	5,753.39	3,153.39	1,576.70	1,576.69	.....	600.00	300.00	300.00	.....	2,000.00	1,000.00	1,000.00	.....
Nebraska:													
1921	28,316.20	10,877.16	5,208.81	4,017.68	1,650.67	4,792.31	2,373.11	2,419.20	.....	12,646.73	5,287.86	5,351.03	2,007.84
1920	25,485.60	11,723.99	5,588.19	3,496.28	2,639.52	3,120.90	1,438.55	1,682.35	.....	10,640.71	3,656.97	5,344.23	1,639.51
1919	14,887.20	6,512.36	3,256.18	1,703.09	1,553.09	.....	.....	.....	.....	8,374.84	4,187.42	2,153.71	2,033.71
1918	5,882.49	1,575.00	787.50	393.75	393.75	.....	.....	.....	.....	4,307.49	2,153.75	1,076.87	1,076.87

TABLE 17.—*Expenditure for vocational teacher training, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Total.	Amount of expenditure for training teachers of vocational—											
		Agriculture.				Trade or industry.				Home economics.			
		Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.
Nevada:													
1921	$12,941.45	$4,006.88	$2,003.36	$2,003.52	.....	$3,093.60	$1,546.74	$1,546.86	.....	$5,840.97	$2,920.45	$1,693.25	$1,227.27
1920	9,195.79	3,840.15	1,920.06	1,920.09	.....	3,199.92	1,599.92	1,600.00	.....	2,155.72	1,077.82	1,077.90	.....
1919	5,648.60	844.47	363.43	481.04	.....	2,061.75	1,030.88	1,030.87	.....	2,742.38	1,266.21	1,476.17	.....
1918	528.68	.....	.....	.....	.....	.....	.....	.....	.....	528.68	264.33	264.35	.....
New Hampshire:													
1921	9,855.74	5,217.68	2,608.84	2,608.84	.....	772.21	386.11	386.10	.....	3,865.85	1,932.92	1,932.93	.....
1920	5,212.10	1,858.94	929.46	929.48	.....	616.01	308.01	308.00	.....	2,737.15	1,368.58	1,368.57	.....
1919	5,547.52	537.68	268.84	268.84	.....	1,252.62	626.31	626.31	.....	3,757.22	1,878.61	1,878.61	.....
1918	2,782.70	284.24	142.12	142.12	.....	.....	.....	.....	.....	2,498.46	1,249.23	1,249.23	.....
New Jersey:													
1921	45,781.12	11,724.74	5,862.21	5,862.53	.....	16,392.67	8,196.28	8,196.39	.....	17,663.71	8,832.15	8,831.56	.....
1920	38,461.80	11,312.68	5,656.33	5,656.35	.....	16,248.20	8,124.10	8,124.10	.....	10,900.92	5,450.42	5,450.50	.....
1919	21,408.95	6,728.31	3,247.25	3,481.06	.....	8,693.43	4,293.14	4,400.29	.....	5,987.21	2,982.87	3,004.34	.....
1918	5,016.12	2,408.74	1,343.52	1,065.22	.....	852.07	233.88	618.19	.....	1,755.31	798.67	956.64	.....
New Mexico:													
1921	19,404.39	5,496.73	2,748.35	2,748.38	.....	5,352.11	2,663.55	2,688.56	.....	8,555.55	4,274.77	2,836.43	1,444.35
1920	22,116.70	7,295.88	3,537.88	3,732.10	$25.90	6,774.02	3,345.37	3,428.65	.....	8,046.80	3,116.75	3,926.70	1,003.35
1919	16,277.44	3,859.36	958.92	2,900.44	.....	4,844.17	1,811.28	3,032.89	.....	7,573.91	2,229.80	4,635.63	708.48
1918	1,431.05	1,207.45	600.00	600.00	7.45	.....	.....	.....	.....	223.60	109.80	109.80	4.00
New York:													
1921	198,485.00	53,742.68	26,871.33	26,871.35	.....	78,954.97	39,477.47	37,898.25	$1,579.25	65,787.35	32,893.65	32,893.70	.....
1920	151,275.84	43,347.38	21,673.68	21,673.70	.....	60,875.42	30,437.67	30,437.75	.....	47,053.04	23,526.48	23,526.56	.....
1919	91,983.87	32,923.35	16,461.59	16,461.76	.....	31,133.42	15,566.70	15,566.72	.....	27,927.10	13,963.55	13,963.55	.....
1918	56,327.88	15,294.63	7,647.31	7,647.32	.....	20,729.12	10,364.55	10,364.57	.....	20,304.13	10,152.06	10,152.07	.....
North Carolina:													
1921	45,259.58	16,691.90	8,044.84	8,647.06	.....	9,626.40	4,731.95	4,894.45	.....	18,941.28	9,449.96	9,491.32	.....
1920	33,043.67	14,516.82	7,258.37	7,258.45	.....	5,652.79	2,826.35	2,826.44	.....	12,874.06	6,437.00	6,437.06	.....
1919	12,203.68	5,583.86	2,791.93	2,791.93	.....	.....	.....	.....	.....	6,619.82	3,309.91	3,309.91	.....
1918	10,480.46	4,231.12	2,115.56	2,115.56	.....	.....	.....	.....	.....	6,249.34	3,124.67	3,124.67	.....
North Dakota:													
1921	16,405.06	5,556.78	2,778.39	2,778.39	.....	509.92	254.96	254.96	.....	10,338.36	5,044.17	5,294.19	.....
1920	30,215.02	19,850.00	2,612.50	.....	17,237.50	.....	.....	.....	.....	10,365.02	4,800.00	704.78	4,860.24
1919	36,923.34	13,375.00	1,875.00	.....	11,500.00	12,650.00	1,350.00	.....	11,300.00	10,898.34	1,775.00	23.34	9,100.00
1918	10,750.00	3,750.00	1,875.00	1,875.00	.....	2,700.00	1,350.00	1,350.00	.....	4,300.00	1,775.00	2,525.00	.....
Ohio:													
1921	101,155.48	27,339.29	13,669.65	13,669.64	.....	47,379.66	23,689.83	23,689.83	.....	26,436.53	13,218.26	13,218.27	.....
1920	78,949.74	21,231.59	10,615.80	10,615.79	.....	34,197.07	17,098.53	17,098.54	.....	23,521.08	11,760.54	11,760.54	.....
1919	41,143.29	12,559.64	5,154.82	5,154.82	2,250.00	14,965.06	7,482.53	7,482.53	.....	13,618.59	6,009.30	6,009.29	1,600.00
1918	2,680.00	1,340.00	670.00	670.00	.....	.....	.....	.....	.....	1,340.00	670.00	670.00	.....

Oklahoma:													
1921	32,447.79	8,067.56	4,017.09	2,147.97	1,902.50	8,084.82	3,316.76	4,268.06	500.00	16,295.41	7,148.72	2,548.11	6,598.58
1920	57,267.68	9,501.01	2,253.67	2,907.69	4,339.65	2,130.28	1,033.62	1,096.66	.....	45,636.39	6,509.81	2,612.00	36,514.58
1919	25,068.57	4,276.66	2,100.00	.....	2,176.66	.....	.....	.....	.....	20,791.91	7,594.00	.....	13,197.91
1918	19,310.88	[1]	.....	.....	.....	[1]	.....	.....	.....	[1]	.....	.....	.....
Oregon:													
1921	20,000.00	7,295.60	3,647.80	702.50	2,945.30	4,318.06	2,159.03	60.00	2,099.03	8,386.34	4,193.17	37.49	4,155.68
1920	20,000.00	7,579.20	3,789.60	1,360.79	2,428.81	4,196.74	2,098.37	82.48	2,015.89	8,224.06	4,112.03	216.72	3,895.31
1919	10,273.40	3,264.74	1,632.37	392.37	1,240.00	2,654.60	1,327.30	248.30	1,079.00	4,354.06	2,177.03	87.03	2,090.00
1918	5,678.18	1,391.62	695.81	.....	695.81	1,586.56	793.28	.....	793.28	2,700.00	1,350.00	.....	1,350.00
Pennsylvania:													
1921[2]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1920	67,588.48	23,638.98	11,800.26	11,838.72	.....	30,965.55	15,457.58	15,507.97	.....	12,983.95	6,481.41	6,502.54	.....
1919	37,715.16	14,293.55	7,146.77	7,146.78	.....	18,641.46	9,320.72	9,320.74	.....	4,780.15	2,377.10	2,403.05	.....
1918	10,040.00	3,911.75	1,955.85	1,955.90	.....	6,128.25	3,064.12	3,064.13	.....	.....	.....	.....	.....
Rhode Island:													
1921	18,116.57	7,767.19	3,883.59	1,549.63	2,333.97	4,389.16	2,194.58	1,994.52	200.06	5,960.22	2,980.11	1,823.80	1,156.31
1920	12,859.52	4,066.99	2,033.48	1,488.13	545.38	4,304.26	2,152.13	1,941.65	210.48	4,488.27	2,244.13	1,828.00	416.14
1919	1,902.52	811.16	405.58	405.58	.....	.....	.....	.....	.....	1,091.36	545.68	545.68	.....
South Carolina:													
1921	33,072.48	13,491.92	6,745.96	6,745.96	.....	6,736.26	3,368.13	3,368.13	.....	12,844.30	6,422.15	1,698.69	4,723.46
1920	30,887.91	14,719.29	7,359.64	2,022.86	5,336.79	6,183.94	3,091.96	1,537.47	1,554.51	9,984.68	4,431.00	1,113.88	4,439.80
1919	20,804.15	8,678.89	4,339.43	1,386.73	2,952.73	2,908.14	1,454.06	907.17	546.91	9,217.12	4,608.56	231.43	4,377.13
1918	2,546.14	2,546.14	1,273.07	1,273.07	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota:													
1921	19,227.19	5,308.21	2,436.43	502.09	2,369.69	1,800.00	900.00	.....	900.00	12,118.98	5,512.83	1,556.42	5,049.73
1920	12,303.91	5,339.10	2,669.55	.....	2,669.55	.....	.....	.....	.....	6,964.81	2,142.03	1,382.40	3,440.38
1919	9,205.48	3,804.22	1,900.00	1,904.22	.....	.....	.....	.....	.....	5,401.26	2,000.00	3,401.26	.....
1918	15,244.55	2,696.25	898.75	1,797.50	.....	.....	.....	.....	.....	12,548.30	2,000.00	10,548.30	.....
Tennessee:													
1921	46,438.40	21,816.42	10,908.22	10,908.20	.....	10,234.87	5,117.42	5,117.45	.....	14,387.11	7,164.29	7,222.82	.....
1920	30,939.60	13,378.32	6,689.16	2,981.54	3,707.62	8,007.16	4,003.58	2,595.76	1,407.82	9,554.12	4,777.06	56.41	4,720.65
1919	11,916.49	7,221.46	2,963.59	583.90	3,673.97	2,301.65	1,150.82	.....	1,150.83	2,393.38	1,196.69	.....	1,196.69
1918	4,780.00	1,320.00	660.00	660.00	.....	900.00	450.00	450.00	.....	2,560.00	1,280.00	1,280.00	.....
Texas:													
1921	88,003.80	22,696.42	11,348.21	11,348.21	.....	36,510.44	12,481.40	24,029.04	.....	28,796.94	14,398.46	14,398.48	.....
1920	68,197.04	19,237.40	9,618.70	9,618.70	.....	22,052.98	11,026.49	11,026.49	.....	26,906.66	13,453.33	13,453.33	.....
1919	43,451.31	12,623.08	6,311.54	6,311.54	.....	10,643.10	4,446.55	6,196.55	.....	20,185.13	9,481.27	10,703.86	.....
1918	22,418.94	8,536.64	4,268.32	4,268.32	.....	.....	.....	.....	.....	13,882.30	6,941.15	6,941.15	.....
Utah:													
1921	18,158.35	7,595.76	3,797.87	3,697.89	100.00	4,172.22	2,086.10	1,986.12	100.00	6,390.37	3,195.18	2,395.19	800.00
1920	20,000.18	6,991.94	3,495.97	3,495.97	.....	4,698.44	2,349.18	259.44	2,089.82	8,309.80	4,154.85	2,904.95	1,250.00
1919	12,750.00	3,747.52	1,873.76	1,873.76	.....	3,048.25	1,524.13	1,524.12	.....	5,954.23	1,602.11	4,352.12	.....
1918	3,274.31	1,825.31	912.66	912.65	.....	929.00	464.50	464.50	.....	520.00	260.00	260.00	.....
Vermont:													
1921	17,221.10	5,416.13	2,670.00	.....	2,746.13	.....	.....	.....	.....	11,804.97	.....	5,330.00	6,474.97
1920	16,305.08	5,083.42	2,540.00	.....	2,543.42	286.90	143.45	143.45	.....	10,934.76	5,460.00	.....	5,474.76
1919	12,117.40	3,673.13	1,000.00	2,673.13	.....	1,941.52	970.78	970.74	.....	6,502.75	3,000.00	3,502.75	.....
1918	11,927.27	6,315.00	2,000.00	4,315.00	.....	1,282.13	641.06	641.07	.....	4,330.14	2,000.00	2,330.14	.....

[1] Expenditures for Oklahoma were not reported by type of school in 1918. Expenditures were: State funds, $10,269.35; Federal funds, $9,041.53; total, $19,310.88.
[2] No report.

TABLE 17.—*Expenditure for vocational teacher training, by States, for the years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Total.	Amount of expenditure for training teachers of vocational—											
		Agriculture.				Trade or industry.				Home economics.			
		Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.	Total.	Federal.	State.	Local.
Virginia:													
1921	$47,293.35	$16,831.18	$8,415.58	$8,415.60	.....	$11,875.78	$5,937.87	$5,473.37	$464.54	$18,586.39	$8,130.54	$7,129.48	$3,326.37
1920	40,632.64	16,764.50	8,382.23	8,382.27	.....	11,831.21	5,915.56	5,634.29	281.36	12,036.93	5,949.12	5,041.20	1,046.61
1919	17,070.44	4,129.27	1,899.50	1,899.51	$330.26	3,207.57	1,101.05	1,033.52	1,073.00	9,733.60	3,997.89	3,452.19	2,283.52
Washington:													
1921	24,744.75	9,575.28	4,769.96	2,660.93	2,144.39	5,880.27	2,940.10	1,714.06	1,226.11	9,289.20	4,513.97	2,129.94	2,645.29
1920	20,659.23	7,975.20	3,817.27	2,441.76	1,716.17	5,747.32	2,873.56	491.25	2,382.51	6,936.71	3,458.54	940.70	2,537.47
1919	15,356.66	2,522.18	722.89	1,298.47	500.82	8,164.94	3,292.53	1,999.98	2,872.43	4,669.54	2,198.47	333.33	2,137.74
1918	3,009.52	773.49	386.74	386.75	.....	1,042.03	521.01	521.02	.....	1,194.00	597.00	597.00	.....
West Virginia:													
1921	21,324.94	10,634.70	5,317.33	5,317.37	.....	5,070.24	2,535.11	2,535.13	.....	5,620.00	2,810.00	2,810.00	.....
1920	12,091.67	4,633.96	2,316.98	2,316.98	.....	4,992.78	2,496.39	2,496.39	.....	2,464.93	1,232.46	1,232.47	.....
1919	11,225.96	4,179.18	2,089.59	2,089.59	.....	5,305.44	2,652.72	2,652.72	.....	1,741.34	870.67	870.67	.....
1918	2,050.00	1,350.00	675.00	675.00	.....	.....	.....	.....	.....	700.00	350.00	350.00	.....
Wisconsin:													
1921	54,664.11	15,622.28	7,742.05	7,640.23	240.00	27,987.14	10,350.35	17,636.79	.....	11,054.69	5,513.64	5,541.05	.....
1920	23,688.09	7,847.78	3,923.89	3,923.89	.....	8,733.64	4,366.82	4,366.82	.....	7,106.67	3,553.33	3,553.34	.....
1919	22,171.13	5,374.45	2,687.22	2,687.23	.....	5,403.89	2,701.94	2,701.95	.....	11,392.79	5,696.39	5,696.40	.....
1918	14,230.18	.....	.....	.....	.....	7,640.20	3,820.10	3,820.10	.....	6,589.98	3,294.99	3,294.99	.....
Wyoming:													
1921	15,509.79	4,614.30	2,300.14	2,314.16	.....	6,132.90	3,047.79	3,085.11	.....	4,762.59	2,306.67	2,455.92	.....
1920	11,852.43	4,364.63	2,182.31	2,182.32	.....	4,822.18	2,411.08	2,411.10	.....	2,665.62	1,332.81	1,332.81	.....
1919	7,259.92	737.16	207.50	529.66	.....	4,233.54	2,116.76	2,116.78	.....	2,289.22	1,106.33	1,182.89	.....
1918	4,152.05	.....	.....	.....	.....	979.55	489.77	489.78	.....	3,172.50	1,586.25	1,586.25	.....

TABLE 18.—*Reimbursement of trade or industrial and home economics evening, part-time, and all-day schools; and part-time general continuation schools—Amount of Federal money expended for each type of school, by States, for years ended June 30, 1921, 1920, 1919, and 1918.*

State and year.	Amount of Federal money expended for—								
	Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
United States:									
1921 [1]	$612,730.98	$116,991.28	$112,546.44	$371,319.70	[2] $171,111.60	$26,586.58	$11,454.58	$127,133.67	$283,852.57
1920	509,982.98	103,823.26	109,404.67	296,755.05	155,768.21	25,369.34	6,084.84	124,314.03	190,431.46
1919	426,219.72	83,066.28	86,027.72	257,125.72	115,952.01	23,175.93	6,516.44	86,259.64	64,999.81
1918	257,552.90	79,233.85	37,460.70	140,858.35	56,109.82	542.28	791.57	54,775.97	54,435.03
Alabama:									
1921	6,253.56	1,795.49	1,144.25	3,313.82	2,189.71	50.25	.....	2,139.46	2,205.49
1920	4,045.82	1,627.70	383.46	2,034.66	1,719.27	.....	.....	1,719.27	1,011.19
1919	3,496.84	1,295.50	431.25	1,720.09	1,002.61	.....	.....	1,002.61	.....
1918	1,131.04	321.04	185.00	735.00	62.50	.....	.....	62.50	110.00
Arizona:									
1921	2,667.00	601.28	.....	2,065.72	720.34	50.53	50.00	619.81	1,518.00
1920	3,457.85	312.94	793.60	2,351.31	857.03	73.26	187.95	595.82	.....
1919	2,374.43	1,385.81	.....	988.62	958.90	479.41	.....	479.49	433.39
1918	805.00	805.00	.....	.....	1,000.00	.....	.....	1,000.00	.....
Arkansas:									
1921	4,186.12	200.00	991.19	2,994.93	870.72	187.47	72.00	611.25	75.00
1920	3,932.42	348.75	1,265.75	2,317.92	666.66	220.75	.....	445.91	.....
1919	897.61	83.75	.....	813.86	450.00	.....	.....	450.00	.....
1918	503.86	133.38	.....	370.48	737.50	.....	.....	737.50	.....
California:									
1921	26,930.96	.....	1,013.81	25,917.15	8,687.98	.....	5,645.20	3,042.78	6,089.85
1920	21,781.00	434.00	1,157.73	20,231.27	6,950.38	.....	4,447.71	2,502.67	.....
1919	17,381.21	385.41	888.75	16,107.05	3,650.93	.....	2,767.43	883.50	.....
1918	7,180.64	440.73	926.52	5,813.39	966.53	.....	.....	966.53	.....
Colorado:									
1921	7,086.92	3,950.92	2,586.00	550.00	2,393.10	.....	.....	2,393.10	2,428.99
1920	5,935.15	2,994.43	1,815.72	1,125.00	1,914.49	228.40	.....	1,686.09	898.86
1919	3,947.93	2,559.50	670.50	717.93	1,430.00	.....	.....	1,430.00	1,183.74
1918	2,613.34	1,260.00	.....	1,353.34	720.00	.....	.....	720.00	.....
Connecticut:									
1921	29,351.45	2,291.00	9,850.48	17,409.97	.....	.....	.....	.....	.....
1920	23,611.15	1,190.72	7,880.39	14,570.04	.....	.....	.....	.....	.....
1919	15,717.60	1,937.50	5,910.22	7,899.88	1,983.07	210.00	.....	1,773.07	.....
1918	7,880.58	.....	.....	7,880.58	.....	.....	.....	.....	3,940.00

[1] No report for Pennsylvania.
[2] Includes $5,936.77 from Wisconsin not reported by type of school.

TABLE 18.—*Reimbursement of trade or industrial and home economics evening, part-time, and all-day schools; and part-time general continuation schools—Amount of Federal money expended for each type of school, by States, for years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of Federal money expended for—								
	Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
Delaware:									
1921	$1,000.00	$1,295.00	$2,705.00		$1,000.00	$60.00		$940.00	
1920	3,492.35	1,354.00	2,138.35		1,000.00			1,000.00	
1919	2,716.82	1,880.35	836.47		1,000.00			1,000.00	
1918	2,263.80	2,263.80			865.00			865.00	
Florida:									
1921	2,690.02	1,995.00		$695.02	1,267.75	124.00		1,143.75	$1,298.18
1920	2,468.00	2,468.00			943.49			943.49	698.37
1919	1,024.00	1,024.00			1,000.00			1,000.00	
1918	43.55	43.55			452.50			452.50	
Georgia:									
1921	8,366.04	4,134.48	416.66	3,814.90	3,184.13	431.75	$519.84	2,232.54	2,715.95
1920	6,166.14	2,405.25	222.50	3,538.39	2,547.27	366.91		2,180.36	3,258.60
1919	4,314.32	1,945.45		2,368.87	1,910.45			1,910.45	476.50
1918	4,309.61	1,393.00	1,165.11	1,751.50	1,273.64			1,273.64	241.50
Idaho:									
1921	4,000.00	408.00	2,296.50	1,295.50	1,000.00	205.15		794.85	
1920	4,000.00	300.50	1,719.50	1,980.00	1,000.00	72.50		927.50	
1919	1,042.75	81.00	961.75		761.87			761.87	
1918	310.12	45.00	45.12	220.00					
Illinois:									
1921	335.00	335.00			20,552.96			20,552.96	81,876.88
1920	23,091.10	11,946.60	6,082.36	5,062.14	16,442.36	40.00		16,402.36	42,678.38
1919	14,538.63	6,234.25	4,580.29	3,724.09	12,331.77	3,391.16		8,940.61	10,216.87
1918	7,987.56	3,855.59	4,131.97		1,535.09	34.28		1,500.81	454.84
Indiana:									
1921	15,776.80	9,066.00		6,710.80	6,761.48	2,055.50		4,705.98	11,269.14
1920	12,621.43	2,661.21		9,960.22	5,409.19	2,838.03		2,571.16	9,015.31
1919	11,558.59	2,398.69	2,092.51	7,067.39	4,056.89	2,087.52		1,969.37	2,461.63
1918	9,590.21	4,357.17	3,279.49	1,953.55	2,704.59			2,704.59	
Iowa:									
1921	5,415.25	717.50	903.33	3,794.42	4,019.95	665.57	808.99	2,545.39	10,664.59
1920	4,678.61	673.20	522.00	3,483.41	3,215.97	823.65	342.93	2,049.39	8,187.25
1919	1,520.83	227.75		1,293.08	438.75	50.00		388.75	
1918	870.25	71.50	48.75	750.00					

Kansas:									
1921	6,791.50	3,291.50	.....	3,500.00	2,918.91	1,168.91	.....	1,750.00	.....
1920	5,384.11	2,135.50	81.00	3,167.61	2,335.13	1,146.90	.....	1,188.23	.....
1919	2,413.21	1,117.85	.....	1,295.36	1,027.36	667.36	.....	360.00	.....
1918	700.01	628.61	71.40	.....	.....	.....	.....	.....	.....
Kentucky:									
1921	4,647.21	880.87	123.00	3,643.34	3,283.35	16.20	.....	3,267.15	422.50
1920	6,108.60	671.55	57.00	5,380.05	2,626.65	.....	.....	2,626.65	170.00
1919	4,825.95	468.50	229.25	4,128.20	1,970.00	36.60	.....	1,933.40	.....
1918	2,981.00	482.00	.....	2,499.00	1,281.85	.....	.....	1,281.85	229.00
Louisiana:									
1921	6,848.40	.....	.....	6,848.40	2,935.02	.....	.....	2,935.02	.....
1920	5,478.72	.....	.....	5,478.72	2,348.02	.....	.....	2,348.02	.....
1919	4,109.04	.....	.....	4,109.04	1,761.01	.....	.....	1,761.01	.....
1918	4,965.05	432.00	.....	4,533.05	905.00	.....	.....	905.00	.....
Maine:									
1921	3,064.12	1,151.87	738.92	1,173.33	2,254.30	837.90	.....	1,416.40	.....
1920	3,584.71	684.11	662.50	2,238.10	1,803.70	1,062.57	.....	741.13	.....
1919	2,935.47	1,758.15	.....	1,177.32	1,352.13	409.00	.....	943.13	.....
1918	1,657.00	1,499.00	.....	158.00	775.00	.....	.....	775.00	.....
Maryland:									
1921	10,416.37	2,507.50	1,368.00	6,570.87	3,890.73	171.60	.....	3,719.13	127.50
1920	8,086.68	2,417.26	1,080.05	4,589.37	3,112.58	638.58	.....	2,474.00	.....
1919	4,617.71	1,939.62	.....	2,678.09	1,462.50	.....	.....	1,462.50	.....
1918	1,071.50	1,071.50	.....	.....	.....	.....	.....	.....	.....
Massachusetts:									
1921	66,247.71	5,829.37	23,139.87	37,278.47	18,474.80	6,812.96	.....	11,661.84	7,651.46
1920	53,111.28	5,148.60	18,625.01	29,337.67	14,779.84	5,921.96	.....	8,857.88	6,008.05
1919	39,176.24	2,797.80	13,311.53	23,066.91	11,084.88	4,166.71	.....	6,918.17	5,163.26
1918	25,367.60	5,040.42	8,124.46	12,202.72	7,389.92	.....	.....	7,389.92	4,192.07
Michigan:									
1921	30,816.79	7,617.22	13,332.74	9,866.83	7,776.71	687.17	2,614.53	4,475.01	.....
1920	25,102.11	5,707.67	10,458.84	8,935.60	6,275.34	1,370.37	.....	4,904.97	.....
1919	18,823.91	5,734.43	7,842.90	5,246.58	4,706.39	1,053.00	.....	3,653.39	.....
1918	7,160.51	4,478.03	.....	2,682.48	3,137.78	.....	.....	3,137.78	4,399.46
Minnesota:									
1921	14,781.17	1,537.27	2,981.89	10,259.01	4,875.06	151.16	.....	4,723.90	5,475.22
1920	13,459.00	2,766.00	4,529.00	6,164.00	4,021.00	.....	21.00	4,000.00	2,625.17
1919	9,604.08	2,509.07	2,566.50	4,528.51	3,015.00	.....	.....	3,015.00	705.78
1918	5,785.00	3,000.00	1,125.00	1,660.00	1,998.48	.....	.....	1,998.48	.....
Mississippi:									
1921	2,176.81	168.75	161.45	1,846.61	1,225.46	644.16	.....	581.30	1,025.88
1920	581.00	371.00	210.00	.....	1,000.00	80.02	.....	919.98	754.70
1919	210.00	210.00	.....	.....	968.78	.....	.....	968.78	567.20
1918	.....	.....	.....	.....	71.25	.....	.....	71.25	607.47
Missouri:									
1921	15,632.21	2,692.44	.....	12,939.77	8,266.45	1,603.07	.....	6,663.38	17,441.10
1920	11,569.12	2,234.62	.....	9,334.50	6,597.98	1,696.70	.....	4,901.28	14,902.63
1919	14,492.81	2,302.26	2,916.57	9,273.98	4,961.25	2,477.34	.....	2,483.91	.....
1918	10,307.73	3,803.25	.....	6,504.48	.....	.....	.....	.....	2,777.80

TABLE 18.—*Reimbursement of trade or industrial and home economics evening, part-time, and all-day schools; and part-time general continuation schools—Amount of Federal money expended for each type of school, by States, for years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of Federal money expended for—								
	Trade or industrial schools.				Home economics schools.				Part-time general continuation schools.
	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
Montana:									
1921	$2,375.00	$1,061.00		$1,314.00	$1,000.00			$1,000.00	$1,625.00
1920	2,523.09	665.75	$189.75	1,667.59	1,000.00			1,000.00	1,476.91
1919	2,360.33	207.00		2,153.33	999.88			999.88	
1918	562.50			562.50	1,000.00			1,000.00	
Nebraska:									
1921	4,287.54	444.35		3,843.19	1,837.52	$619.88	$733.33	484.31	1,800.00
1920	3,659.79		36.00	3,623.79	1,088.76			1,088.76	
1919	2,712.04	217.50		2,494.54	905.00			905.00	
1918	163.75	163.75			191.25			191.25	
Nevada:									
1921	2,821.70	1,800.00	488.37	533.33	1,000.00			1,000.00	
1920	3,000.00	2,000.00	1,000.00		1,000.00			1,000.00	1,000.00
1919	1,751.00	1,751.00			625.00			625.00	
1918	3,333.33	3,333.33							
New Hampshire:									
1921	5,026.50			5,026.50					
1920	3,307.09			3,307.09					
1919	3,928.83		595.50	3,333.33					
1918	3,115.36			3,115.36	107.14			107.14	1,777.50
New Jersey:									
1921	26,306.00	13,153.00		13,153.00	11,273.88	2,848.26	357.44	8,068.18	18,790.00
1920	22,461.16	10,000.00	944.66	11,516.50	9,019.18	3,202.37	471.75	5,345.06	87.50
1919	17,401.57	4,799.50	978.00	11,624.07	6,764.39	1,603.59	640.00	4,520.80	48.75
1918	14,707.28	9,511.97	3,499.76	1,695.55	3,824.45			3,824.45	
New Mexico:									
1921	2,333.34	963.40		1,369.94	1,000.00	140.00		860.00	
1920	2,333.33	659.83		1,673.50	1,000.00	64.17		935.83	121.50
1919	2,327.64	158.08		2,169.56	999.90	45.00		954.90	
1918	819.65	608.45		211.21					
New York:									
1921	141,583.91			141,583.91					70,791.96
1920	73,760.64			73,760.64					10,150.93
1919	84,950.36			84,950.36					9,868.28
1918	56,633.57	2,814.28		53,819.29					11,171.17
North Carolina:									
1921	5,776.25	5,101.25	675.00		1,882.57	589.01		1,293.56	700.00
1920	1,552.51	1,552.51			455.00	255.00		200.00	200.00
1919	800.00	800.00			585.63			585.63	
1918	475.00	475.00			298.75			298.75	

North Dakota:									
1921	4,000.00	366.00	3,634.00		1,000.00			1,000.00	
1920	4,000.00	146.80	3,093.20	760.00	1,000.00	126.25		873.75	
1919	95.00	95.00			1,000.00			1,000.00	
1918	1,410.00	150.00		1,260.00	1,000.00			1,000.00	
Ohio:									
1921	45,149.25	19,386.67	20,939.38	4,823.20	15,193.18	1,246.60		13,946.58	5,638.75
1920	37,129.71	15,568.44	19,591.70	1,969.57	12,374.69	756.50	240.00	11,378.19	5,804.10
1919	35,986.93	13,543.23	15,286.60	7,157.10	8,945.00	2,844.25		6,100.75	453.00
1918	11,005.10	7,888.00		3,117.10	2,737.17			2,737.17	4,931.72
Oklahoma:									
1921	4,581.41	1,290.88	168.00	3,122.53	1,891.71			1,891.71	1,532.00
1920	4,686.24		1,578.50	3,107.74	1,523.07		13.50	1,509.57	
1919	2,782.79	2,075.23		707.56	1,002.24			1,002.24	
1918	937.30	937.30			1,700.00			1,700.00	
Oregon:									
1921	5,150.01		461.50	4,688.51	1,815.10		453.25	1,361.85	2,110.42
1920	4,435.85	783.23	1,210.76	2,441.86	1,116.00	16.00		1,100.00	1,708.57
1919	2,832.56			2,832.56	797.65			797.65	
1918	2,474.55	823.75		1,650.80	525.00			525.00	
Pennsylvania:									
1921[1]									
1920	39,966.50	6,459.14	4,969.75	28,537.61	21,898.39	1,700.35		20,198.04	47,627.09
1919	39,280.46	6,341.72	6,890.11	26,048.63	15,143.26	1,069.22		14,074.04	27,690.49
1918	25,548.12	5,103.17	3,017.77	17,427.18	10,949.20			10,949.20	18,248.67
Rhode Island:									
1921	14,506.78	1,597.50	10,649.30	2,259.98					1,000.00
1920	11,505.42	781.33	9,672.49	1,051.60					900.00
1919	9,304.07	1,839.56	7,464.51						
1918	3,662.01	1,262.23	2,399.78						792.64
South Carolina:									
1921	2,610.50	2,418.50	192.00		886.02			886.02	
1920	2,154.50	2,154.50			1,063.22			1,063.22	
1919	847.25	847.25			450.00			450.00	
1918	44.00	44.00							
South Dakota:									
1921	4,000.00			4,000.00	857.97			857.97	
1920					830.00			830.00	
1919					950.00			950.00	
1918	168.75		168.75		425.00			425.00	
Tennessee:									
1921	7,253.29	3,885.55	1,173.00	2,194.74	2,201.50	1,357.50		844.00	2,498.75
1920	5,284.13	2,886.43	217.50	2,180.20	2,085.71	391.00	200.00	1,494.71	1,457.78
1919	3,796.98	632.89		3,164.09	1,564.27	539.07	147.00	878.20	55.39
1918	1,605.00			1,605.00					
Texas:									
1921	13,182.60	3,912.10	252.50	9,018.00	5,375.00	700.00		4,675.00	2,733.96
1920	10,115.83	1,847.14		8,268.69	4,380.28	417.54		3,962.74	1,579.75
1919	5,850.45	1,772.00		4,078.45	2,529.45	272.00		2,257.45	225.00
1918	1,581.59	1,035.69		548.90	533.25			533.25	

[1] No report.

TABLE 18.—*Reimbursement of trade or industrial and home economics evening, part-time, and all-day schools; and part-time general continuation schools—Amount of Federal money expended for each type of school, by States, for years ended June 30, 1921, 1920, 1919, and 1918*—Continued.

State and year.	Amount of Federal money expended for—								
	Trade or industrial schools.				Home economics schools.				Part time general continuation schools.
	Total.	Evening.	Part-time.	All-day.	Total.	Evening.	Part-time.	All-day.	
Utah:									
1921	$261.90	$261.90			$1,014.67	$30.40		$984.27	$3,796.78
1920	2,295.08	721.88		$1,573.20	1,000.00	40.18		959.82	1,667.00
1919	1,848.05	860.90		987.15	1,000.00			1,000.00	467.50
1918	2,362.07	860.00	$393.75	1,108.32	1,000.00			1,000.00	
Vermont:									
1921	4,598.21		4,598.21		40.00	40.00			
1920	4,000.00	205.00	3,795.00		458.71	257.50		201.21	
1919	4,000.00	592.50	3,407.50		1,000.00			1,000.00	
1918	1,964.44	438.00	1,526.44		1,000.00			1,000.00	
Virginia:									
1921	10,577.80	1,725.38	4,005.09	4,847.33	2,816.87	1,638.65		1,178.22	499.99
1920	8,130.72	1,077.95	2,872.60	4,180.17	2,253.50	958.88		1,294.62	
1919	1,896.38	1,111.69		784.69	1,690.13	1,397.82	$40.00	252.31	1,054.73
1918	2,476.34	1,892.59		583.75	1,126.75			1,126.75	561.16
Washington:									
1921	8,502.02	3,393.02	150.00	4,959.00	3,579.43	679.43	200.00	2,700.00	5,815.72
1920	6,931.46	2,702.50	60.00	4,168.96	2,833.70	106.75	160.00	2,566.95	4,161.26
1919	6,427.45	770.80		5,656.65	731.42			731.42	345.00
1918	4,172.58	1,086.75		3,085.83	600.00			600.00	
West Virginia:									
1921	4,102.32	3,148.32	954.00		1,349.00	412.00		937.00	
1920	3,058.10	2,528.10	530.00		1,069.75	372.25		697.50	
1919	3,428.82	2,677.58	751.24		655.75	205.75		450.00	
1918	2,601.31	2,601.31			267.00	267.00			
Wisconsin:									
1921	11,873.56	(1)	(1)	(1)	[1] 5,936.77	(1)	(1)	(1)	11,873.55
1920									22,280.06
1919	9,197.93	1,596.21	7,415.77	185.95	3,562.07	171.13	2,856.83	534.11	3,583.29
1918	9,498.84	2,374.71	7,124.13		2,374.71		791.57	1,583.14	
Wyoming:									
1921	3,159.68	616.00	450.00	2,093.68	611.50	361.50		250.00	360.00
1920	1,915.48	229.12		1,686.36	751.90	124.00		627.90	
1919	642.85	100.00		542.85	766.43		65.18	701.25	
1918	632.50	405.00	227.50		573.52	241.00		332.52	

[1] Home economics schools classed as part-time and all-day.

NOTE.—1921 figures are provisional subject to final audit of State accounts.

TABLE 19.—*Availability of Federal funds 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, for the fiscal year ended June 30, 1921.*

State.	Total allotment for trade, industry, and home economics.	Home economics schools.		All-day and evening schools.	
		Maximum amount available (20 per cent of allotment).	Amount expended.[1]	Maximum amount available (66⅔ per cent of allotment.)	Amount expended.[1]
United States	$1,277,073.99	$255,414.75	[2] $171,111.60	$851,382.66	[3] $657,874.99
Alabama	10,948.53	2,189.71	2,189.71	7,299.02	7,299.02
Arizona	5,000.00	1,000.00	720.34	3,333.33	3,337.34
Arkansas	5,990.48	1,198.10	870.72	3,993.65	3,993.65
California	43,439.90	8,687.98	8,687.98	28,959.93	28,959.93
Colorado	11,965.52	2,393.10	2,393.10	7,977.01	6,894.02
Connecticut	29,551.45	5,910.29	.....	19,700.97	19,700.97
Delaware	5,000.00	1,000.00	1,000.00	3,333.33	2,295.00
Florida	6,475.18	1,295.04	1,267.75	4,316.87	3,957.77
Georgia	15,920.45	3,184.09	3,184.13	10,613.63	10,613.67
Idaho	5,000.00	1,000.00	1,000.00	3,333.33	2,703.50
Illinois	102,764.80	20,552.96	20,552.96	68,509.87	20,887.96
Indiana	33,807.42	6,761.48	6,761.48	22,538.28	22,538.28
Iowa	20,099.80	4,019.96	4,019.95	13,399.87	7,722.88
Kansas	14,594.55	2,918.91	2,918.91	9,729.70	9,710.41
Kentucky	16,416.75	3,283.35	3,283.35	10,944.50	7,787.56
Louisiana	14,675.13	2,935.03	2,935.02	9,783.42	9,783.42
Maine	11,274.00	2,254.80	2,254.30	7,516.00	4,579.50
Maryland	19,453.65	3,890.73	3,890.73	12,969.10	12,969.10
Massachusetts	92,373.97	18,474.79	18,474.80	61,582.65	61,582.64
Michigan	39,222.37	7,844.47	7,776.71	26,148.25	25,260.76
Minnesota	25,131.45	5,026.29	4,875.06	16,754.30	16,671.34
Mississippi	6,127.32	1,225.46	1,225.46	4,084.88	3,240.82
Missouri	41,343.70	8,268.74	8,266.45	27,562.47	23,898.66
Montana	5,000.00	1,000.00	1,000.00	3,333.33	3,375.00
Nebraska	9,187.60	1,837.52	1,837.52	6,125.07	6,125.06
Nevada	5,000.00	1,000.00	1,000.00	3,333.33	3,333.33
New Hampshire	7,539.75	1,507.95	.....	5,026.50	5,026.50
New Jersey	56,369.88	11,273.98	11,273.88	37,579.92	37,579.88
New Mexico	5,000.00	1,000.00	1,000.00	3,333.33	3,333.34
New York	212,375.87	42,475.17	.....	141,583.92	141,583.91
North Carolina	9,412.88	1,882.58	1,882.57	6,275.26	6,983.82
North Dakota	5,000.00	1,000.00	1,000.00	3,333.33	1,366.09
Ohio	78,771.50	15,754.30	15,193.18	52,514.33	39,403.05
Oklahoma	9,462.58	1,892.52	1,891.71	6,308.39	.....
Oregon	9,075.53	1,815.10	1,815.10	6,050.35	6,503.61
Pennsylvania	136,864.97	27,372.99	([2])	91,243.32	([3])
Rhode Island	15,506.78	3,101.35	.....	10,337.85	3,857.48
South Carolina	6,645.17	1,329.03	886.02	4,430.11	3,304.52
South Dakota	5,000.00	1,000.00	857.97	3,333.33	4,857.97
Tennessee	13,035.62	2,607.12	2,201.50	8,690.41	8,281.79
Texas	27,726.77	5,545.35	5,375.00	18,484.51	18,305.10
Utah	5,111.27	1,022.25	1,014.67	3,407.51	1,276.57
Vermont	5,000.00	1,000.00	40.00	3,333.33	40.00
Virginia	14,084.37	2,816.87	2,816.87	9,389.58	9,389.58
Washington	17,897.17	3,579.43	3,579.43	11,931.45	11,931.45
West Virginia	6,745.98	1,349.19	1,349.00	4,497.32	4,497.32
Wisconsin	29,683.88	5,936.77	5,936.77	19,789.25	[3] 17,810.33
Wyoming	5,000.00	1,000.00	611.50	3,333.33	3,321.18

[1] Provisional figures subject to final audit of State accounts.
[2] No report for Pennsylvania.
[3] Trade and industry amounts not distributed.

TABLE 20.—*Availability of Federal funds for each class of teacher training, by States—amount expended for training teachers of agriculture, of trade or industry, and of home economics compared with 60 per cent of total allotment for maintenance of teacher training for the fiscal year ended June 30, 1921.*

State.	Allotment.	Maximum amount available for one class of training (60 per cent of allotment).	Amount expended for training teachers of—		
			Agriculture.[1]	Trade or industry.[1]	Home economics.[1]
United States...	$1,088,228.08	$653,217.51	$293,991.34	[2] $272,035.64	[2] $304,818.38
Alabama	23,331.14	13,998.66	9,708.78	5,917.97	5,873.44
Arizona	10,000.00	6,000.00	1,615.42	1,499.71	1,689.21
Arkansas	17,180.58	10,308.35	1,943.73	3,877.71	4,880.97
California	25,944.10	15,566.46	7,510.87	12,484.05	5,949.17
Colorado	10,000.00	6,000.00	3,144.84	2,585.45	4,253.21
Connecticut	12,164.36	7,298.62	2,432.88	3,649.30	6,082.18
Delaware	10,000.00	6,000.00	4,899.78	1,749.99	2,902.29
Florida	10,000.00	6,000.00	4,093.95	2,232.11	2,773.28
Georgia	28,471.04	17,082.62	15,377.82	5,681.24	8,111.15
Idaho	10,000.00	6,000.00	2,748.89	5,010.30	2,240.81
Illinois	61,529.00	36,817.40	13,101.13	12,511.16	16,228.79
Indiana	29,472.30	17,683.38	9,516.08	12,220.06	7,736.16
Iowa	24,276.98	14,566.19	6,622.56	5,422.92	7,128.24
Kansas	18,451.84	11,451.84	4,607.47	1,969.36	4,142.69
Kentucky	24,987.72	14,992.63	5,822.03	4,585.81	9,395.06
Louisiana	18,074.70	10,844.82	3,988.85	3,908.08	6,906.07
Maine	10,000.00	6,000.00	3,013.34	2,491.69	4,019.85
Maryland	14,134.98	8,480.99	2,827.13	3,622.76	3,051.32
Massachusetts	36,734.74	22,040.84	7,502.91	8,938.55	10,027.22
Michigan	30,664.96	18,398.98	5,861.45	12,275.47	7,666.24
Minnesota	22,650.38	13,590.23	9,215.41	6,697.85	6,737.12
Mississippi	19,610.32	11,766.19	9,438.41	4,014.89	6,157.02
Missouri	35,937.28	21,562.37	10,442.20	5,668.50	9,428.44
Montana	10,000.00	6,000.00	3,459.40	3,246.07	3,294.53
Nebraska	13,009.58	7,805.71	5,208.81	2,393.11	5,287.86
Nevada	10,000.00	6,000.00	2,003.36	1,546.74	2,920.45
New Hampshire	10,000.00	6,000.00	2,608.84	386.11	1,932.92
New Jersey	27,685.88	16,611.53	5,862.21	8,196.28	8,832.15
New Mexico	10,000.00	6,000.00	2,748.35	2,663.55	4,274.77
New York	99,448.88	59,669.33	26,871.33	39,477.47	32,893.65
North Carolina	24,075.28	14,445.17	8,044.84	4,731.95	9,449.96
North Dakota	10,000.00	6,000.00	2,778.39	254.96	5,044.17
Ohio	52,019.40	31,211.64	13,669.65	23,689.83	13,218.26
Oklahoma	18,083.08	10,849.85	4,017.09	3,316.76	7,148.72
Oregon	10,000.00	6,000.00	3,647.80	2,159.03	4,193.17
Pennsylvania	83,642.64	50,185.58	[3]	[3]	[3]
Rhode Island	10,000.00	6,000.00	3,883.59	2,194.58	2,980.11
South Carolina	16,536.24	9,921.74	6,745.98	3,368.13	6,422.15
South Dakota	10,000.00	6,000.00	2,406.43	900.00	5,512.83
Tennessee	23,840.68	14,304.39	10,908.22	5,117.42	7,164.29
Texas	42,519.54	25,511.72	11,348.21	12,481.40	14,398.46
Utah	10,000.00	6,000.00	3,797.87	2,086.10	3,195.18
Vermont	10,000.00	6,000.00			
Virginia	22,496.56	13,497.94	8,415.58	5,937.87	8,130.54
Washington	12,461.54	7,476.92	4,769.96	2,940.10	4,513.97
West Virginia	13,325.00	7,995.00	5,317.33	2,535.11	2,810.00
Wisconsin	25,467.36	15,280.42	7,742.05	10,350.35	5,513.64
Wyoming	10,000.00	6,000.00	2,300.14	3,047.79	2,306.67

[1] Provisional figures; subject to final auditing of State accounts.
[2] No report for Pennsylvania.

TABLE 21.—*Unexpended balance and amount to be sent to State for vocational agriculture, by States—amount sent to State during the year ended June 30, 1921, amount expended during the year, and unexpended balance in State treasury June 30, together with allotment and amount to be sent during the year ending June 30, 1922.*

State.	1921			1922	
	Sent to State.	Expended by State.[1]	Unexpended balance in State treasury June 30 (a−b).	Allotment to State.	To be sent to State (d−c).[1]
	a	b	c	d	e
United States....	$1,266,875.30	$1,192,644.73	$74,230.57	$1,510,993.69	$1,436,763.12
Alabama	44,774.62	39,360.59	5,414.03	53,659.50	48,245.47
Arizona	5,000.00	5,000.00		6,321.60	6,321.60
Arkansas	34,746.67	34,746.67		42,653.92	42,653.92
California	22,994.70	22,994.70		31,956.93	31,956.93
Colorado	9,984.62	9,984.62		14,192.71	14,192.71
Connecticut	5,000.00	5,000.00		12,964.84	12,964.84
Delaware	5,000.00	4,987.32	12.68	5,000.00	4,987.32
Florida	13,514.47	10,976.14	2,538.33	17,877.53	15,339.20
Georgia	52,444.73	52,373.56	71.17	63,263.40	63,192.23
Idaho	6,476.75	6,476.75		9,128.63	9,128.63
Illinois	54,754.57	54,754.57		60,684.65	60,684.65
Indiana	39,439.63	39,439.63		42,240.37	42,240.37
Iowa	39,127.45	39,120.77	6.68	44,603.76	44,597.08
Kansas	30,323.85	28,373.30	1,950.55	33,595.76	31,645.21
Kentucky	43,933.70	32,797.60	11,136.10	52,032.08	40,895.98
Louisiana	29,379.40	27,168.44	2,210.96	34,151.75	31,940.79
Maine	9,142.25	9,142.25		13,669.65	13,669.65
Maryland	16,139.02	11,554.06	4,584.96	16,931.89	12,346.93
Massachusetts	6,105.73	6,105.73		5,897.69	5,897.69
Michigan	37,567.45	37,150.40	417.05	41,636.82	41,219.77
Minnesota	31,039.55	31,039.55		38,972.02	38,972.02
Mississippi	40,269.48	40,269.48		45,244.89	45,244.89
Missouri	47,987.88	47,986.00	1.88	53,026.12	53,024.24
Montana	6,145.85	6,145.85		10,997.64	10,997.64
Nebraska	22,324.77	22,324.75	.02	26,002.10	26,002.08
Nevada	5,000.00	4,304.16	695.84	5,000.00	4,304.16
New Hampshire	5,000.00	5,000.00		5,000.00	5,000.00
New Jersey	15,956.72	15,956.72		19,871.14	19,871.14
New Mexico	7,110.85	7,110.85		8,619.74	8,619.74
New York	48,839.00	48,839.00		52,390.89	52,390.89
North Carolina	47,818.02	43,127.56	4,690.46	60,368.07	55,677.61
North Dakota	13,014.97	12,976.60	38.37	16,301.41	16,263.04
Ohio	53,242.80	44,563.43	8,679.37	60,762.16	52,082.79
Oklahoma	33,866.03	24,415.29	9,450.74	43,444.61	33,993.87
Oregon	9,263.25	9,263.25		11,449.71	11,449.71
Pennsylvania	76,861.98	76,861.98		90,816.85	90,816.85
Rhode Island	5,000.00	2,904.16	2,095.84	5,000.00	2,904.16
South Carolina	32,689.90	32,689.90		40,553.77	40,553.77
South Dakota	12,847.68	11,018.25	1,829.43	15,602.30	13,772.87
Tennessee	44,168.78	44,168.78		50,385.46	50,385.46
Texas	74,936.80	58,670.83	16,265.97	91,935.55	75,669.58
Utah	5,076.53	5,076.53		6,822.84	6,822.84
Vermont	5,000.00	5,000.00		7,074.97	7,074.97
Virginia	40,149.93	40,149.93		47,716.69	47,716.69
Washington	13,588.45	13,588.45		17,738.66	17,738.66
West Virginia	25,149.42	23,111.26	2,038.16	31,944.15	29,905.99
Wisconsin	33,677.05	33,591.74	85.31	40,488.47	40,403.16
Wyoming	5,000.00	4,983.33	16.67	5,000.00	4,983.33

[1] Provisional figures: subject to final audit of State accounts.

TABLE 22.—*Unexpended balance and amount to be sent to State for vocational trade, industry, and home economics, by States—amount sent to State during the year ended June 30, 1921, amount expended during the year, and unexpended balance in State treasury June 30, together with allotment and amount to be sent during the year ending June 30, 1922.*

State.	1921			1922	
	Sent to State.	Expended by State.[1]	Unexpended balance in State treasury June 30 (a−b).[1]	Allotment to State.	To be sent to State (d−c).[1]
	a	b	c	d	e
United States....	$1,277,073.99	$1,204,560.12	$72,513.87	$1,523,074.10	$1,450,560.23
Alabama	10,948.53	10,648.76	299.77	14,181.95	13,882.18
Arizona	5,000.00	4,905.34	94.66	5,000.00	4,905.34
Arkansas	5,990.48	5,131.84	858.64	8,088.90	7,230.26
California	43,439.90	41,708.79	1,731.11	64,927.09	63,195.98
Colorado	11,965.52	11,909.01	56.51	12,621.02	12,564.51
Connecticut	29,551.45	29,551.45	.....	26,072.40	26,072.40
Delaware	5,000.00	5,000.00	.....	5,000.00	5,000.00
Florida	6,475.18	5,255.95	1,219.23	9,907.96	8,688.73
Georgia	15,920.45	14,266.12	1,654.33	20,267.26	18,612.93
Idaho	5,000.00	5,000.00	.....	5,000.00	5,000.00
Illinois	102,764.80	102,764.80	.....	122,676.28	122,676.28
Indiana	33,807.42	33,807.42	.....	41,290.16	41,290.16
Iowa	20,099.80	20,099.79	.01	24,378.19	24,378.18
Kansas	14,594.55	9,710.41	4,884.14	17,207.23	12,323.09
Kentucky	16,416.75	8,353.06	8,063.69	17,641.03	9,577.34
Louisiana	14,675.13	9,783.42	4,891.71	17,491.22	12,599.51
Maine	11,274.00	5,318.42	5,955.58	8,341.51	2,385.93
Maryland	19,453.65	14,464.60	4,989.05	24,209.09	19,220.04
Massachusetts	92,373.97	92,373.97	.....	101,641.30	101,641.30
Michigan	39,222.37	38,593.50	628.87	62,416.33	61,787.46
Minnesota	25,131.45	25,131.45	.....	29,281.65	29,281.65
Mississippi	6,127.32	4,428.15	1,699.17	6,686.18	4,987.01
Missouri	41,343.70	41,339.76	3.94	44,187.38	44,183.44
Montana	5,000.00	5,000.00	.....	5,000.00	5,000.00
Nebraska	9,187.60	7,925.06	1,262.54	11,285.76	10,023.22
Nevada	5,000.00	3,821.70	1,178.30	5,000.00	3,821.70
New Hampshire	7,539.75	5,026.50	2,513.25	7,789.96	5,276.71
New Jersey	56,369.88	56,369.88	.....	68,914.69	68,914.69
New Mexico	5,000.00	3,333.34	1,666.66	5,000.00	3,333.34
New York	212,375.87	212,375.87	.....	239,184.56	239,184.56
North Carolina	9,412.88	8,358.82	1,054.06	13,654.37	12,600.31
North Dakota	5,000.00	5,000.00	.....	5,000.00	5,000.00
Ohio	78,771.50	65,981.18	12,790.32	102,390.00	89,599.68
Oklahoma	9,462.58	8,005.12	1,457.46	15,021.84	13,564.38
Oregon	9,075.53	9,075.53	.....	10,887.94	10,887.94
Pennsylvania	136,864.97	136,864.97	.....	156,149.84	156,149.84
Rhode Island	15,506.78	15,506.78	.....	16,405.74	16,405.74
South Carolina	6,645.17	3,496.52	3,148.65	8,186.08	5,037.43
South Dakota	5,000.00	4,857.97	142.03	5,000.00	4,857.97
Tennessee	13,035.62	11,953.54	1,082.08	17,019.61	15,937.53
Texas	27,726.77	21,291.56	6,435.21	42,120.89	35,685.68
Utah	5,111.27	5,073.35	37.92	6,002.95	5,965.03
Vermont	5,000.00	4,638.21	361.79	5,000.00	4,638.21
Virginia	14,084.37	13,894.66	189.71	18,767.11	18,577.40
Washington	17,897.17	17,897.17	.....	20,848.56	20,848.56
West Virginia	6,745.98	5,451.32	1,294.66	10,275.02	8,980.36
Wisconsin	29,683.88	29,683.88	.....	34,655.05	34,655.05
Wyoming	5,000.00	4,131.18	868.82	5,000.00	4,131.18

[1] Provisional figures; subject to final audit of State accounts.

TABLE 23.—*Unexpended balance and amount to be sent to State for vocational teacher training, by States—amount sent to State during the year ended June 30, 1921, amount expended during the year, and unexpended balance in State treasury June 30, together with allotment and amount to be sent during the year ended June 30, 1922.*

State.	1921			1922	
	Allotments.	Expended by State (a−b).[1]	Unexpended balance in State treasury.[1]	Allotments.	To be sent to State (d−c).
	a	b	c	d	e
United States...	$1,088,228.08	[2] $969,399.69	$120,226.73	$1,086,765.93	$966,539.20
Alabama	23,331.14	21,500.19	1,830.95	22,305.56	20,474.61
Arizona	10,000.00	4,805.34	5,194.66	10,000.00	4,805.34
Arkansas	17,180.58	16,702.41	478.17	16,644.37	16,166.20
California	25,944.10	25,944.10	.....	32,552.12	32,552.12
Colorado	10,000.00	9,983.50	16.50	10,000.00	9,983.50
Connecticut	12,164.36	12,164.36	.....	13,114.76	13,114.76
Delaware	10,000.00	9,552.60	447.40	10,000.00	9,552.60
Florida	10,000.00	9,193.40	806.60	10,000.00	9,193.40
Georgia	28,471.04	[2] 29,170.21	[3] 699.17	27,507.82	26,808.65
Idaho	10,000.00	10,000.00	.....	10,000.00	10,000.00
Illinois	61,529.00	41,841.08	19,687.92	61,604.37	41,916.45
Indiana	29,472.30	29,472.30	.....	27,836.09	27,836.09
Iowa	24,276.98	19,173.72	5,103.26	22,836.05	17,732.79
Kansas	18,451.84	10,719.52	7,732.32	16,806.36	9,074.04
Kentucky	24,987.72	19,802.90	5,184.82	22,955.83	17,771.01
Louisiana	18,074.70	14,803.00	3,271.70	17,084.23	13,812.53
Maine	10,000.00	9,524.88	475.12	10,000.00	9,524.88
Maryland	14,134.98	9,501.21	4,633.77	13,770.49	9,136.72
Massachusetts	36,734.74	26,468.68	10,266.06	36,593.94	26,327.88
Michigan	30,664.96	25,803.16	4,861.80	34,846.64	29,984.84
Minnesota	22,650.38	22,650.38	.....	22,675.56	22,675.56
Mississippi	19,610.32	19,610.32	.....	17,009.27	17,009.27
Missouri	35,937.28	25,539.14	10,398.14	32,335.48	21,937.34
Montana	10,000.00	10,000.00	.....	10,000.00	10,000.00
Nebraska	13,009.58	12,869.78	139.80	12,314.38	12,174.58
Nevada	10,000.00	6,470.55	3,529.45	10,000.00	6,470.55
New Hampshire	10,000.00	4,927.87	5,072.13	10,000.00	4,927.87
New Jersey	27,685.88	22,890.64	4,795.24	29,978.23	25,182.99
New Mexico	10,000.00	9,686.67	313.33	10,000.00	9,686.67
New York	99,448.88	99,242.45	206.43	98,650.39	98,443.96
North Carolina	24,075.28	23,032.83	1,042.45	24,309.38	23,266.93
North Dakota	10,000.00	8,077.52	1,922.48	10,000.00	8,077.52
Ohio	52,019.40	50,577.74	1,441.66	54,709.10	53,267.44
Oklahoma	18,083.08	14,482.57	3,600.51	19,266.88	15,666.37
Oregon	10,000.00	10,000.00	.....	10,000.00	10,000.00
Pennsylvania	83,642.64	83,642.64	.....	82,832.38	8,283.38
Rhode Island	10,000.00	9,058.28	941.72	10,000.00	9,058.28
South Carolina	16,536.24	16,536.24	.....	15,993.88	15,993.88
South Dakota	10,000.00	8,849.26	1,150.74	10,000.00	8,849.26
Tennessee	23,840.68	23,189.93	650.75	22,207.82	21,557.07
Texas	42,519.54	38,228.07	4,291.47	44,296.50	40,005.03
Utah	10,000.00	9,079.15	920.85	10,000.00	9,079.15
Vermont	10,000.00	8,000.00	2,000.00	10,000.00	8,000.00
Virginia	22,496.56	22,483.99	12.57	21,935.22	21,922.65
Washington	12,461.54	12,224.03	237.51	12,886.69	12,649.18
West Virginia	13,325.00	10,662.44	2,662.56	13,903.85	11,241.29
Wisconsin	25,467.36	23,606.04	1,861.32	25,092.29	23,140.97
Wyoming	10,000.00	7,654.60	2,345.40	10,000.00	7,654.60

[1] Provisional figures; subject to final auditing of State accounts.
[2] Includes $1,398.31 over expenditure.
[3] Decrease.

TABLE 24.—*Allotment of Federal vocational education funds to the States for the year ending June 30, 1921.*

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 maintenance of teacher training.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
					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 maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of $5,000.	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of $5,000.	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of $10,000.
United States	$3,632,177.37	$1,266,875.30	$1,277,073.99	$1,088,288.08	$3,500,000.00	$1,250,000.00	$1,250,000.00	$1,000,000.00	$132,177.37	$16,875.30	$27,073.99	$88,228.08
Alabama	79,054.29	44,774.62	10,948.53	23,331.14	79,054.29	44,774.62	10,948.53	23,331.14				
Arizona	20,000.00	5,000.00	5,000.00	10,000.00	7,673.56	3,573.90	1,869.72	2,229.94	12,326.44	1,426.10	3,130.28	7,770.06
Arkansas	57,917.73	34,746.67	5,990.48	17,180.58	57,917.73	34,746.67	5,990.48	17,180.58				
California	92,378.70	22,994.70	43,439.90	25,944.10	92,378.70	22,994.70	43,439.90	25,944.10				
Colorado	31,950.14	9,984.62	11,965.52	10,000.00	30,669.18	9,984.62	11,965.52	8,719.04	1,280.96			1,280.96
Connecticut	46,715.81	5,000.00	29,551.45	12,164.36	44,626.64	2,910.83	29,551.45	12,164.36	2,089.17	2,089.17		
Delaware	20,000.00	5,000.00	5,000.00	10,000.00	7,742.89	2,665.65	2,869.48	2,207.76	12,257.11	2,334.35	2,130.52	7,792.24
Florida	29,989.65	13,514.47	6,475.18	10,000.00	28,202.33	13,514.47	6,475.18	8,212.68	1,787.32			1,787.32
Georgia	96,836.22	52,444.73	15,920.45	28,471.04	96,836.22	52,444.73	15,920.45	28,471.04				
Idaho	21,476.75	6,476.75	5,000.00	10,000.00	12,095.60	6,476.75	2,065.93	3,552.92	9,381.15		2,934.07	6,447.08
Illinois	219,048.37	54,754.57	102,764.80	61,529.00	219,048.37	54,754.57	102,764.80	61,529.00				
Indiana	102,719.35	39,439.63	33,807.42	29,472.30	102,719.35	39,439.63	33,807.42	29,472.30				
Iowa	83,504.23	39,127.45	20,099.80	24,276.98	83,504.23	39,127.45	20,099.80	24,276.98				
Kansas	63,370.24	30,323.85	14,594.55	18,451.84	63,370.24	30,323.85	14,594.55	18,451.84				
Kentucky	85,338.17	43,933.70	16,416.75	24,987.72	85,338.17	43,933.70	16,416.75	24,987.72				
Louisiana	62,129.23	29,379.40	14,675.13	18,074.70	62,129.23	29,379.40	14,675.13	18,074.70				
Maine	30,416.25	9,142.25	11,274.00	10,000.00	28,517.09	9,142.25	11,274.00	8,100.84	1,899.16			1,899.16
Maryland	49,727.65	16,139.02	19,453.65	14,134.98	49,727.65	16,139.02	19,453.65	14,134.98				
Massachusetts	135,214.44	6,105.73	92,373.97	36,734.74	135,214.44	6,105.73	92,373.97	36,734.74				
Michigan	107,454.78	37,567.45	39,222.37	30,664.96	107,454.78	37,567.45	39,222.37	30,664.96				
Minnesota	78,821.38	31,039.55	25,131.45	22,650.38	78,821.38	31,039.55	25,131.45	22,650.38				
Mississippi	66,007.12	40,269.48	6,127.32	19,610.32	66,007.12	40,269.48	6,127.32	19,610.32				
Missouri	125,268.86	47,987.88	41,343.70	35,937.28	125,268.86	47,987.88	41,343.70	35,937.28				
Montana	21,145.85	6,145.85	5,000.00	10,000.00	14,192.79	6,145.85	3,943.40	4,103.54	6,953.06		1,056.60	5,896.46
Nevada	20,000.00	5,000.00	5,000.00	10,000.00	3,023.82	1,735.30	395.08	893.44	16,976.18	3,264.70	4,604.92	9,106.56
Nebraska	44,521.95	22,324.77	9,187.60	13,009.58	44,521.95	22,324.77	9,187.60	13,009.58				
New Hampshire	22,539.75	5,000.00	7,539.75	10,000.00	16,682.91	4,444.70	7,539.75	4,698.46	5,856.84	555.30		5,301.54
New Jersey	100,012.48	15,956.72	56,369.88	27,685.88	100,012.48	15,956.72	56,369.88	27,685.88				

New Mexico	22,110.85	7,110.85	5,000.00	10,000.00	12,058.84	7,110.85	1,376.45	3,571.54	10,052.01		3,623.55	6,428.46
New York	360,663.75	48,839.00	212,375.87	99,448.88	360,663.75	48,839.00	212,375.87	99,448.88				
North Carolina	81,306.18	47,818.02	9,412.88	24,075.28	81,306.18	47,818.02	9,412.88	24,075.28				
North Dakota	28,014.97	13,014.97	5,000.00	10,000.00	21,180.90	13,014.97	1,869.03	6,296.90	6,834.07		3,130.97	3,703.10
Ohio	184,033.70	53,242.80	78,771.50	52,019.40	184,033.70	53,242.80	78,771.50	52,019.40				
Oklahoma	61,411.69	33,866.03	9,462.58	18,083.08	61,411.69	33,866.03	9,462.58	18,083.08				
Oregon	28,338.78	9,263.25	9,075.53	10,000.00	25,680.08	9,263.25	9,075.53	7,341.30	2,658.70			2,658.70
Pennsylvania	297,369.59	76,861.98	136,864.97	83,642.64	297,369.59	76,861.98	136,864.97	83,642.64				
Rhode Island	30,506.78	5,000.00	15,506.78	10,000.00	21,882.62	454.82	15,506.78	5,921.02	8,624.16	4,545.18		4,078.98
South Carolina	55,871.31	32,689.90	6,645.17	16,536.24	55,871.31	32,689.90	6,645.17	16,536.24				
South Dakota	27,847.68	12,847.68	5,000.00	10,000.00	21,485.31	12,847.68	2,266.17	6,371.46	6,362.37		2,733.83	3,628.54
Tennessee	81,045.08	44,168.78	13,035.62	23,840.68	81,045.08	44,168.78	13,035.62	23,840.68				
Texas	145,183.11	74,936.80	27,726.77	42,519.54	145,183.11	74,936.80	27,726.77	42,519.54				
Utah	20,187.80	5,076.53	5,111.27	10,000.00	14,261.86	5,076.53	5,111.27	4,074.06	5,925.94			5,925.94
Vermont	20,000.00	5,000.00	5,000.00	10,000.00	13,614.54	4,737.00	4,993.30	3,884.24	6,385.46	263.00	6.70	6,115.76
Virginia	76,730.86	40,149.93	14,084.37	22,496.56	76,730.86	40,149.93	14,084.37	22,496.56				
Washington	43,947.16	13,588.45	17,897.17	12,461.54	43,947.16	13,588.45	17,897.17	12,461.54				
West Virginia	45,220.40	25,149.42	6,745.98	13,325.00	45,220.40	25,149.42	6,745.98	13,325.00				
Wisconsin	88,828.29	33,677.05	29,683.88	25,467.36	88,828.29	33,677.05	29,683.88	25,467.36				
Wyoming	20,000.00	5,000.00	5,000.00	10,000.00	5,472.73	2,602.50	1,277.45	1,592.78	14,527.27	2,397.50	3,722.55	8,407.22

TABLE 25.—*Allotment of Federal vocational education funds to the States for the year ending June 30, 1922.*

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 maintenance of teacher training.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
					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 maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of $5,000.	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of $5,000.	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of $10,000.
United States	$4,120,833.72	$1,510,993.69	$1,523,074.10	$1,086,765.93	$4,000,000.00	$1,500,000.00	$1,500,000.00	$1,000,000.00	$120,833.72	$10,993.69	$23,074.10	$86,765.93
Alabama	90,147.01	53,659.50	14,181.95	22,305.56	90,147.01	53,659.50	14,181.95	22,305.56				
Arizona	21,321.60	6,321.60	5,000.00	10,000.00	12,768.38	6,321.60	3,272.54	3,174.24	8,553.22		1,727.46	6,825.76
Arkansas	67,387.19	42,653.92	8,088.90	16,644.37	67,387.19	42,653.92	8,088.90	16,644.37				
California	129,436.14	31,956.93	64,927.09	32,552.12	129,436.14	31,956.93	64,927.09	32,552.12				
Colorado	36,813.73	14,192.71	12,621.02	10,000.00	35,739.37	14,192.71	12,621.02	8,925.64	1,074.36			1,074.36
Connecticut	52,152.00	12,964.84	26,072.40	13,114.76	52,152.00	12,964.84	26,072.40	13,114.76				
Delaware	20,000.00	5,000.00	5,000.00	10,000.00	8,464.43	2,983.34	3,362.76	2,118.33	11,535.57	2,016.66	1,637.24	7,881.67
Florida	37,785.49	17,877.53	9,907.96	10,000.00	36,985.09	17,877.53	9,907.96	9,199.60	800.40			800.40
Georgia	111,038.48	63,263.40	20,267.26	27,507.82	111,038.48	63,263.40	20,267.26	27,507.82				
Idaho	24,128.63	9,128.63	5,000.00	10,000.00	16,545.56	9,128.63	3,314.59	4,102.34	7,583.07		1,685.41	5,897.66
Illinois	244,965.30	60,684.65	122,676.28	61,604.37	244,965.30	60,684.65	122,676.28	61,604.37				
Indiana	111,366.62	42,240.37	41,290.16	27,836.09	111,366.62	42,240.37	41,290.16	27,836.09				
Iowa	91,818.00	44,603.76	24,378.19	22,836.05	91,818.00	44,603.76	24,378.19	22,836.05				
Kansas	67,609.35	33,595.76	17,207.23	16,806.36	67,609.35	33,595.76	17,207.23	16,806.36				
Kentucky	92,628.94	52,032.08	17,641.03	22,955.83	92,628.94	52,032.08	17,641.03	22,955.83				
Louisiana	68,727.20	34,151.75	17,491.22	17,084.23	68,727.20	34,151.75	17,491.22	17,084.23				
Maine	32,011.16	13,669.65	8,341.51	10,000.00	29,306.61	13,669.65	8,341.51	7,295.45	2,704.55			2,704.55
Maryland	54,911.47	16,931.89	24,209.09	13,770.49	54,911.47	16,931.89	24,209.09	13,770.49				
Massachusetts	144,132.93	5,897.69	101,641.30	36,593.94	144,132.93	5,897.69	101,641.30	36,593.94				
Michigan	138,899.79	41,636.82	62,416.33	34,846.64	138,899.79	41,636.82	62,416.33	34,846.64				
Minnesota	90,929.23	38,972.02	29,281.65	22,675.56	90,929.23	38,972.02	29,281.65	22,675.56				
Mississippi	68,940.34	45,244.89	6,686.18	17,009.27	68,940.34	45,244.89	6,686.18	17,009.27				
Missouri	129,548.98	53,026.12	44,187.38	32,335.48	129,548.98	53,026.12	44,187.38	32,335.48				
Montana	25,997.64	10,997.64	5,000.00	10,000.00	21,001.25	10,997.64	4,789.65	5,213.96	4,996.39		210.35	4,786.04
Nebraska	49,602.24	26,002.10	11,285.76	12,314.38	49,602.24	26,002.10	11,285.76	12,314.38				
Nevada	20,000.00	5,000.00	5,000.00	10,000.00	2,973.73	1,813.68	424.75	735.30	17,026.27	3,186.32	4,575.25	9,264.70
New Hampshire	22,789.96	5,000.00	7,789.96	10,000.00	16,764.73	4,765.88	7,789.96	4,208.89	6,025.23	234.12		5,791.17
New Jersey	118,764.06	19,871.14	68,914.69	29,978.23	118,764.06	19,871.14	68,914.69	29,978.23				

New Mexico	23,619.74	8,619.74	5,000.00	10,000.00	13,851.55	8,619.74	1,808.81	3,423.00	9,768.19		3,191.19	6,577.00
New York	390,225.84	52,390.89	239,184.56	98,650.39	390,225.84	52,390.89	239,184.56	98,650.39				
North Carolina	98,331.82	60,368.07	13,654.37	24,309.38	98,331.82	60,368.07	13,654.37	24,309.38				
North Dakota	31,301.41	16,301.41	5,000.00	10,000.00	24,903.14	16,301.41	2,457.02	6,144.71	6,398.27		2,542.98	3,855.29
Ohio	217,861.26	60,762.16	102,390.00	54,709.10	217,861.26	60,762.16	102,390.00	54,709.10				
Oklahoma	77,733.33	43,444.61	15,021.84	19,266.88	77,733.33	43,444.61	15,021.84	19,266.88				
Oregon	32,337.65	11,449.71	10,887.94	10,000.00	29,779.15	11,449.71	10,887.94	7,441.50	2,558.50			2,558.50
Pennsylvania	329,799.07	90,816.85	156,149.84	82,832.38	329,799.07	90,816.85	156,149.84	82,832.38				
Rhode Island	31,405.74	5,000.00	16,405.74	10,000.00	22,591.02	444.05	16,405.74	5,741.23	8,814.72	4,555.95		4,258.77
South Carolina	64,733.73	40,553.77	8,186.08	15,993.88	64,733.73	40,553.77	8,186.08	15,993.88				
South Dakota	30,602.30	15,602.30	5,000.00	10,000.00	24,485.56	15,602.30	2,836.63	6,046.63	6,116.74		2,163.37	3,953.37
Tennessee	89,612.89	50,385.46	17,019.61	22,207.82	89,612.89	50,385.46	17,019.61	22,207.82				
Texas	178,352.94	91,935.55	42,120.89	44,296.50	178,352.94	91,935.55	42,120.89	44,296.50				
Utah	22,825.79	6,822.84	6,002.95	10,000.00	17,094.65	6,822.84	6,002.95	4,268.86	5,731.14			5,731.14
Vermont	22,074.97	7,074.97	5,000.00	10,000.00	13,485.01	7,074.97	3,062.29	3,347.75	8,589.96		1,937.71	6,652.25
Virginia	88,419.02	47,716.69	18,767.11	21,935.22	88,419.02	47,716.69	18,767.11	21,935.22				
Washington	51,473.91	17,738.66	20,848.56	12,886.69	51,473.91	17,738.66	20,848.56	12,886.69				
West Virginia	56,123.02	31,944.15	10,275.02	13,903.85	56,123.02	31,944.15	10,275.02	13,903.85				
Wisconsin	100,145.81	40,488.47	34,655.05	25,002.29	100,145.81	40,488.47	34,655.05	25,002.29				
Wyoming	20,000.00	5,000.00	5,000.00	10,000.00	7,442.86	3,999.36	1,596.86	1,846.64	12,557.14	1,000.64	3,403.14	8,153.36

TABLE 26.—*Allotment of Federal vocational education funds to States for the year ending June 30, 1925.*

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 maintenance of teacher training.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
					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 maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of $5,000.	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of $5,000.	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of $10,000.
United States..	$4,615,159.82	$1,759,219.51	$1,769,174.36	$1,086,765.93	$4,500,000.00	$1,750,000.00	$1,750,000.00	$1,000,000.00	$115,159.82	$9,219.51	$19,174.38	$86,765.93
Alabama	101,453.92	62,602.75	16,545.61	22,305.56	101,453.92	62,602.75	16,545.61	22,305.56				
Arizona	22,375.20	7,375.20	5,000.00	10,000.00	14,367.41	7,375.20	3,817.97	3,174.24	8,007.79		1,182.03	6,825.76
Arkansas	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33	49,762.91	9,437.05	16,644.37				
California	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48	37,283.09	75,748.27	32,552.12				
Colorado	41,282.69	16,558.17	14,724.52	10,000.00	40,208.33	16,558.17	14,724.52	8,925.64	1,074.36			1,074.36
Connecticut	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21	15,125.65	30,417.80	13,114.76				
Delaware	20,000.00	5,000.00	5,000.00	10,000.00	9,522.11	3,480.56	3,923.22	2,118.33	10,477.89	1,519.44	1,076.78	7,881.67
Florida	42,416.41	20,857.12	11,559.29	10,000.00	41,616.01	20,857.12	11,559.29	9,199.60	800.40			800.40
Georgia	124,960.26	73,807.30	23,645.12	27,507.82	124,960.26	73,807.30	23,645.14	27,507.82				
Idaho	25,650.07	10,650.07	5,000.00	10,000.00	18,619.43	10,650.07	3,867.02	4,102.34	7,030.64		1,132.98	5,897.66
Illinois	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46	70,798.76	143,122.33	61,604.37				
Indiana	125,288.37	49,280.43	48,171.85	27,836.09	125,288.37	49,280.43	48,171.85	27,836.09				
Iowa	103,315.00	52,037.72	28,441.23	22,836.05	103,315.00	52,037.72	28,441.23	22,836.05				
Kansas	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52	39,195.06	20,075.10	16,806.36				
Kentucky	104,241.12	60,704.09	20,581.20	22,955.83	104,241.12	60,704.09	20,581.20	22,955.83				
Louisiana	77,334.36	39,843.70	20,406.43	17,084.23	77,334.36	39,843.70	20,406.43	17,084.23				
Maine	35,679.68	15,947.92	9,731.76	10,000.00	32,975.13	15,947.92	9,731.76	7,295.45	2,704.55			2,704.55
Maryland	61,768.31	19,753.88	28,243.94	13,770.49	61,768.31	19,753.88	28,243.94	13,770.49				
Massachusetts	162,056.10	6,880.64	118,581.52	36,593.94	162,056.10	6,880.64	118,581.52	36,593.94				
Michigan	156,241.98	48,576.29	72,819.05	34,846.64	156,241.98	48,576.29	72,819.05	34,846.64				
Minnesota	102,304.84	45,467.36	34,161.92	22,675.56	102,304.84	45,467.36	34,161.92	22,675.56				
Mississippi	77,595.52	52,785.71	7,800.54	17,009.27	77,595.52	52,785.71	7,800.54	17,009.27				
Missouri	145,751.23	61,863.81	51,551.94	32,335.48	145,751.23	61,863.81	51,551.94	32,335.48				
Montana	28,418.51	12,830.58	5,587.93	10,000.00	23,632.47	12,830.58	5,587.93	5,213.96	4,786.04			4,786.04
Nebraska	55,816.89	30,335.79	13,166.72	12,314.38	55,816.89	30,335.79	13,166.72	12,314.38				
Nevada	20,000.00	5,000.00	5,000.00	10,000.00	3,346.80	2,115.96	495.54	735.30	16,653.20	2,884.04	4,504.46	9,264.70
New Hampshire	24,648.48	5,560.20	9,088.28	10,000.00	18,857.37	5,560.20	9,088.28	4,208.89	5,791.11			5,791.11
New Jersey	133,561.71	23,183.00	80,400.48	29,978.23	133,561.71	23,183.00	80,400.48	29,978.23				

New Mexico	25,056.37	10,056.37	5,000.00	10,000.00	15,589.65	10,056.37	2,110.28	3,423.00	9,466.72		2,889.72	6,577.00
New York	438,821.74	61,122.70	279,048.65	98,650.39	438,821.74	61,122.70	279,048.65	98,650.39				
North Carolina	110,668.89	70,429.41	15,930.10	24,309.38	110,668.89	70,429.41	15,930.10	24,309.38				
North Dakota	34,018.31	19,018.31	5,000.00	10,000.00	28,029.54	19,018.31	2,866.52	6,144.71	5,988.77		2,133.48	3,855.29
Ohio	245,053.28	70,889.18	119,455.00	54,709.10	245,053.28	70,889.18	119,455.00	54,709.10				
Oklahoma	87,477.73	50,685.37	17,525.48	19,266.88	87,477.73	50,685.37	17,525.48	19,266.88				
Oregon	36,060.59	13,357.99	12,702.60	10,000.00	33,502.09	13,357.99	12,702.60	7,441.50	2,558.50			2,558.50
Pennsylvania	370,960.18	105,952.99	182,174.81	82,832.38	370,960.18	105,952.99	182,174.81	82,832.38				
Rhode Island	34,140.03	5,000.00	19,140.03	10,000.00	25,399.31	518.05	19,140.03	5,741.23	8,741.72	4,481.95		4,258.77
South Carolina	72,857.04	47,312.73	9,550.43	15,993.88	72,857.04	47,312.73	9,550.43	15,993.88				
South Dakota	33,202.68	18,202.68	5,000.00	10,000.00	27,558.71	18,202.68	3,309.40	6,046.63	5,643.97		1,690.60	3,953.37
Tennessee	100,847.07	58,783.03	19,856.22	22,207.82	100,847.07	58,783.03	19,856.22	22,207.82				
Texas	200,695.68	107,258.15	49,141.03	44,296.50	200,695.68	107,258.15	49,141.03	44,296.50				
Utah	24,963.42	7,959.98	7,003.44	10,000.00	19,232.28	7,959.98	7,003.44	4,268.86	5,731.14			5,731.14
Vermont	23,254.13	8,254.13	5,000.00	10,000.00	15,174.55	8,254.13	3,572.67	3,347.75	8,079.58		1,427.33	6,652.25
Virginia	99,499.65	55,669.47	21,894.96	21,935.22	99,499.65	55,669.47	21,894.96	21,935.22				
Washington	57,905.11	20,695.10	24,323.32	12,886.69	57,905.11	20,695.10	24,323.32	12,886.69				
West Virginia	63,159.55	37,268.18	11,987.52	13,903.85	63,159.55	37,268.18	11,987.52	13,903.85				
Wisconsin	112,669.72	47,236.54	40,430.89	25,002.29	112,669.72	47,236.54	40,430.89	25,002.29				
Wyoming	20,000.00	5,000.00	5,000.00	10,000.00	8,375.56	4,665.92	1,863.00	1,846.64	11,624.44	334.08	3,137.00	8,153.36

TABLE 27.—*Allotment of Federal vocational education funds to the States for the year ending June 30, 1924.*

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 maintenance of teacher training.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
					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 maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of $10,000.	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of $10,000.	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of $10,000.
United States.	$5,190,448.02	$2,036,502,12	$2,067,179.97	$1,086,765.93	$5,000,000.00	$2,000,000.00	$2,000,000.00	$1,000,000.00	$190,448.02	$36,502.12	$67,179.97	$86,765.93
Alabama	112,760.83	71,546.00	18,909.27	22,305.56	112,760.83	71,546.00	18,909.27	22,305.56				
Arizona	30,000.00	10,000.00	10,000.00	10,000.00	15,966.43	8,428.80	4,363.39	3,174.24	14,033.57	1,571.20	5,636.61	6,825.76
Arkansas	84,301.47	56,871.90	10,785.20	16,644.37	84,301.47	56,871.90	10,785.20	16,644.37				
California	161,730.82	42,609.25	86,569.45	32,552.12	161,730.82	42,609.25	86,569.45	32,552.12				
Colorado	45,751.64	18,923.62	16,828.02	10,000.00	44,677.28	18,923.62	16,828.02	8,925.64	1,074.36			1,074.36
Connecticut	65,164.41	17,286.45	34,763.20	13,114.76	65,164.41	17,286.45	34,763.20	13,114.76				
Delaware	30,000.00	10,000.00	10,000.00	10,000.00	10,579.79	3,977.78	4,483.68	2,118.33	19,420.21	6,022.22	5,516.32	7,881.67
Florida	47,047.33	23,836.71	13,210.62	10,000.00	46,246.93	23,836.71	13,210.62	9,199.60	800.40			800.40
Georgia	138,882.04	84,351.20	27,023.02	27,507.82	138,882.04	84,351.20	27,023.02	27,507.82				
Idaho	32,171.51	12,171.51	10,000.00	10,000.00	20,693.30	12,171.51	4,419.45	4,102.34	11,478.21		5,580.55	5,897.66
Illinois	306,085.62	80,912.87	163,568.38	61,604.37	306,085.62	80,912.87	163,568.38	61,604.37				
Indiana	139,210.12	56,320.49	55,053.54	27,836.09	139,210.12	56,320.49	55,053.54	27,836.09				
Iowa	114,811.99	59,471.68	32,504.26	22,836.05	114,811.99	59,471.68	32,504.26	22,836.05				
Kansas	84,543.69	44,794.35	22,942.98	16,806.36	84,543.69	44,794.35	22,942.98	16,806.36				
Kentucky	115,853.30	69,376.10	23,521.37	22,955.83	115,853.30	69,376.10	23,521.37	22,955.83				
Louisiana	85,941.52	45,535.66	23,321.63	17,084.23	85,941.52	45,535.66	23,321.63	17,084.23				
Maine	39,348.21	18,226.19	11,122.02	10,000.00	36,643.66	18,226.19	11,122.02	7,295.45	2,704.55			2,704.55
Maryland	68,625.14	22,575.86	32,278.79	13,770.49	68,625.14	22,575.86	32,278.79	13,770.49				
Massachusetts	182,115.68	10,000.00	135,521.74	36,593.94	179,979.27	7,863.59	135,521.74	36,593.94	2,136.41	2,136.41		
Michigan	173,584.17	55,515.76	83,221.77	34,846.64	173,584.17	55,515.76	83,221.77	34,846.64				
Minnesota	113,680.45	51,962.69	39,042.20	22,675.56	113,680.45	51,962.69	39,042.20	22,675.56				
Mississippi	87,335.79	60,326.52	10,000.00	17,009.27	86,250.70	60,326.52	8,914.91	17,009.27	1,085.09		1,085.09	
Missouri	161,953.48	70,701.50	58,916.50	32,335.48	161,953.48	70,701.50	58,916.50	32,335.48				
Montana	34,663.52	14,663.52	10,000.00	10,000.00	26,263.68	14,663.52	6,386.20	5,213.96	8,399.84		3,613.80	4,786.04
Nebraska	62,031.53	34,669.47	15,047.68	12,314.38	62,031.53	34,669.47	15,047.68	12,314.38				
Nevada	30,000.00	10,000.00	10,000.00	10,000.00	3,719.87	2,418.24	566.33	735.30	26,280.13	7,581.76	9,433.67	9,264.70
New Hampshire	30,386.61	10,000.00	10,386.61	10,000.00	20,950.01	6,354.51	10,386.61	4,208.89	9,436.60	3,645.49		5,791.11
New Jersey	148,359.34	26,494.85	91,886.26	29,978.23	148,359.34	26,494.85	91,886.26	29,978.23				

New Mexico	31,492.99	11,492.99	10,000.00	10,000.00	17,327.74	11,492.99	2,411.75	3,423.00	14,165.25	.....	7,588.25	6,577.00
New York	487,417.64	69,854.51	318,912.74	98,650.39	487,417.64	69,854.51	318,912.74	98,650.39	.....	.....	.....	.....
North Carolina	123,096.97	80,490.76	18,205.83	24,309.38	123,005.97	80,490.76	18,205.83	24,309.38	.....	.....	.....	.....
North Dakota	41,735.22	21,735.22	10,000.00	10,000.00	31,155.96	21,735.22	3,276.03	6,144.71	10,579.26	.....	6,723.97	3,855.29
Ohio	272,245.31	81,016.21	136,520.00	54,709.10	272,245.31	81,016.21	136,520.00	54,709.10	.....	.....	.....	.....
Oklahoma	97,222.14	57,926.14	20,029.12	19,266.88	97,222.14	57,926.14	20,029.12	19,266.88	.....	.....	.....	.....
Oregon	39,783.53	15,266.28	14,517.25	10,000.00	37,225.03	15,266.28	14,517.25	7,441.50	2,558.50	.....	.....	2,558.50
Pennsylvania	412,121.29	121,089.13	208,199.78	82,832.38	412,121.29	121,089.13	208,199.78	82,832.38	.....	.....	.....	.....
Rhode Island	41,874.32	10,000.00	21,874.32	10,000.00	28,207.61	592.06	21,874.32	5,741.23	13,666.71	9,407.94	.....	4,258.77
South Carolina	80,980.35	54,071.70	10,914.77	15,993.88	80,980.35	54,071.70	10,914.77	15,993.88	.....	.....	.....	.....
South Dakota	40,803.06	20,803.06	10,000.00	10,000.00	30,631.86	20,803.06	3,782.17	6,046.63	10,171.20	.....	6,217.83	3,953.37
Tennessee	112,081.25	67,180.61	22,692.82	22,207.82	112,081.25	67,180.61	22,692.82	22,207.82	.....	.....	.....	.....
Texas	223,038.42	122,580.74	56,161.18	44,296.50	223,038.42	122,580.74	56,161.18	44,296.50	.....	.....	.....	.....
Utah	30,000.00	10,000.00	10,000.00	10,000.00	21,369.92	9,097.13	8,003.93	4,268.86	8,630.08	902.87	1,996.07	5,731.14
Vermont	30,000.00	10,000.00	10,000.00	10,000.00	16,864.09	9,433.29	4,083.05	3,347.75	13,135.91	566.71	5,916.95	6,652.25
Virginia	110,580.29	63,622.25	25,022.82	21,935.22	110,580.29	63,622.25	25,022.82	21,935.22	.....	.....	.....	.....
Washington	64,336.32	23,651.55	27,798.08	12,886.69	64,336.32	23,651.55	27,798.08	12,886.69	.....	.....	.....	.....
West Virginia	70,196.07	42,592.20	13,700.02	13,903.85	70,196.07	42,592.20	13,700.02	13,903.85	.....	.....	.....	.....
Wisconsin	125,193.64	53,984.62	46,206.73	25,002.29	125,193.64	53,984.62	46,206.73	25,002.29	.....	.....	.....	.....
Wyoming	30,000.00	10,000.00	10,000.00	10,000.00	9,308.26	5,332.48	2,129.14	1,846.64	20,691.74	4,667.52	7,870.86	8,153.36

TABLE 28.—*Allotment of Federal vocational education funds to the States for the year ending June 30, 1925.*

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 maintenance of teacher training.	Allotted on the basis of population.				Special allotment to guarantee minimum			
					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 maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of $10,000.	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of $10,000.	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of $10,000.
United States..	$6,168,716.08	$2,526,826.66	$2,555,123.49	$1,086,765.93	$6,000,000.00	$2,500,000.00	$2,500,000.00	$1,000,000.00	$168,716.08	$26,826.66	$55,123.49	$86,765.93
Alabama	135,374.64	89,432.49	23,636.59	22,305.56	135,374.64	89,432.49	23,636.59	22,305.56				
Arizona	30,536.01	10,536.01	10,000.00	10,000.00	19,164.49	10,536.01	5,454.24	3,174.24	11,371.52		4,545.76	6,825.76
Arkansas	101,215.74	71,089.87	13,481.50	16,644.37	101,215.74	71,089.87	13,481.50	16,644.37				
California	194,025.49	53,261.56	108,211.81	32,552.12	194,025.49	53,261.56	108,211.81	32,552.12				
Colorado	54,689.55	23,654.52	21,035.03	10,000.00	53,615.19	23,654.52	21,035.03	8,925.64	1,074.36			1,074.36
Connecticut	78,176.82	21,608.06	43,454.00	13,114.76	78,176.82	21,608.06	43,454.00	13,114.76				
Delaware	30,000.00	10,000.00	10,000.00	10,000.00	12,695.16	4,972.23	5,604.60	2,118.33	17,304.84	5,027.77	4,395.40	7,881.67
Florida	56,309.15	29,795.88	16,513.27	10,000.00	55,508.75	29,795.88	16,513.27	9,199.60	800.40			800.40
Georgia	166,725.58	105,438.99	33,778.77	27,507.82	166,725.58	105,438.99	33,778.77	27,507.82				
Idaho	35,214.38	15,214.38	10,000.00	10,000.00	24,841.04	15,214.38	5,524.32	4,102.34	10,373.34		4,475.68	5,897.66
Illinois	367,205.93	101,141.09	204,460.47	61,604.37	367,205.93	101,141.09	204,460.47	61,604.37				
Indiana	167,053.64	70,400.62	68,816.93	27,836.09	167,053.64	70,400.62	68,816.93	27,836.09				
Iowa	137,805.97	74,339.60	40,630.32	22,836.05	137,805.97	74,339.60	40,630.32	22,836.05				
Kansas	101,478.02	55,992.94	28,678.72	16,806.36	101,478.02	55,992.94	28,678.72	16,806.36				
Kentucky	139,077.68	86,720.13	29,401.72	22,955.83	139,077.68	86,720.13	29,401.72	22,955.83				
Louisiana	103,155.85	56,919.58	29,152.04	17,084.23	103,155.85	56,919.58	29,152.04	17,084.23				
Maine	46,685.26	22,782.74	13,902.52	10,000.00	43,980.71	22,782.74	13,902.52	7,295.45	2,704.55			2,704.55
Maryland	82,338.79	28,219.82	40,348.48	13,770.49	82,338.79	28,219.82	40,348.48	13,770.49				
Massachusetts	215,996.11	10,000.00	169,402.17	36,593.94	215,825.60	9,829.49	169,402.17	36,593.94	170.51	170.51		
Michigan	208,268.56	69,394.70	104,027.22	34,846.64	208,268.56	69,394.70	104,027.22	34,846.64				
Minnesota	136,431.68	64,953.37	48,802.75	22,675.56	136,431.68	64,953.37	48,802.75	22,675.56				
Mississippi	103,561.05	75,408.15	11,143.63	17,009.27	103,561.05	75,408.15	11,143.63	17,009.27				
Missouri	194,357.98	88,376.87	73,645.63	32,335.48	194,357.98	88,376.87	73,645.63	32,335.48				
Montana	38,329.40	18,329.40	10,000.00	10,000.00	31,526.12	18,329.40	7,982.76	5,213.96	6,803.28		2,017.24	4,786.04
Nebraska	74,460.82	43,336.84	18,809.60	12,314.38	74,460.82	43,336.84	18,809.60	12,314.38				
Nevada	30,000.00	10,000.00	10,000.00	10,000.00	4,466.01	3,022.80	707.91	735.30	25,533.99	6,977.20	9,292.09	9,264.70
New Hampshire	32,983.26	10,000.00	12,983.26	10,000.00	25,135.29	7,943.14	12,983.26	4,208.89	7,847.97	2,056.86		5,791.11
New Jersey	177,954.62	33,118.57	114,857.82	29,978.23	177,954.62	33,118.57	114,857.82	29,978.23				

New Mexico	34,366.24	14,366.24	10,000.00	10,000.00	20,803.93	14,366.24	3,014.69	3,423.00	13,562.31		6,985.31	6,577.00
New York	584,609.45	87,318.14	398,640.92	98,650.39	584,609.45	87,318.14	398,640.92	98,650.39				
North Carolina	147,680.12	100,613.45	22,757.29	24,309.38	147,680.12	100,613.45	22,757.29	24,309.38				
North Dakota	47,169.02	27,169.02	10,000.00	10,000.00	37,408.76	27,169.02	4,095.03	6,144.71	9,760.26		5,904.97	3,855.29
Ohio	326,629.36	101,270.26	170,650.00	54,709.10	326,629.36	101,270.26	170,650.00	54,709.10				
Oklahoma	116,710.96	72,407.68	25,036.40	19,266.88	116,710.96	72,407.68	25,036.40	19,266.88				
Oregon	47,229.42	19,082.85	18,146.57	10,000.00	44,670.92	19,082.85	18,146.57	7,441.50	2,558.50			2,558.50
Pennsylvania	494,443.52	151,361.41	260,249.73	82,832.38	494,443.52	151,361.41	260,249.73	82,832.38				
Rhode Island	47,342.90	10,000.00	27,342.90	10,000.00	33,824.21	740.08	27,342.90	5,741.23	13,518.69	9,259.92		4,258.77
South Carolina	97,226.97	67,589.62	13,643.47	15,993.88	97,226.97	67,589.62	13,643.47	15,993.88				
South Dakota	46,003.83	26,003.83	10,000.00	10,000.00	36,778.18	26,003.83	4,727.72	6,046.63	9,225.65		5,272.28	3,953.37
Tennessee	134,549.60	83,975.76	28,366.02	22,207.82	134,549.60	83,975.76	28,366.02	22,207.82				
Texas	267,723.90	153,225.92	70,201.48	44,296.50	267,723.90	153,225.92	70,201.48	44,296.50				
Utah	31,376.32	11,371.41	10,004.91	10,000.00	25,645.18	11,371.41	10,004.91	4,268.86	5,731.14			5,731.14
Vermont	31,791.61	11,791.61	10,000.00	10,000.00	20,243.17	11,791.61	5,103.81	3,347.75	11,548.44		4,896.19	6,652.25
Virginia	132,741.56	79,527.82	31,278.52	21,935.22	132,741.56	79,527.82	31,278.52	21,935.22				
Washington	77,198.71	29,564.43	34,747.59	12,886.69	77,198.71	29,564.43	34,747.59	12,886.69				
West Virginia	84,269.13	53,240.25	17,125.03	13,903.85	84,269.13	53,240.25	17,125.03	13,903.85				
Wisconsin	150,241.48	67,480.78	57,758.41	25,002.29	150,241.48	67,480.78	57,758.41	25,002.29				
Wyoming	30,000.00	10,000.00	10,000.00	10,000.00	11,173.67	6,665.60	2,661.43	1,846.64	18,826.33	3,334.40	7,338.57	8,153.36

Figures based on population figures released by the Census Bureau May 25, 1921.

TABLE 29.—*Allotment of Federal vocational education funds to the States for the year ending June 30, 1926, and annually thereafter.*

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 maintenance of teacher training.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
					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 maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors—To guarantee minimum of $10,000.	Trade, industry, and home economics: For salaries of teachers—To guarantee minimum of $10,000.	Teacher training: For salaries of teachers and maintenance of teacher training—To guarantee minimum of $10,000.
United States	$7,154,901.51	$3,021,987.39	$3,046,148.19	$1,086,765.93	$7,000,000.00	$3,000,000.00	$3,000,000.00	$1,000,000.00	$154,901.51	$21,987.39	$46,148.19	$86,765.93
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	10,000.00	22,362.54	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	172,354.27	120,736.14	27,308.75	24,309.38	172,354.27	120,736.14	27,308.75	24,309.38	.....	.....	.....	.....
North Dakota	52,602.82	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	381,013.41	121,524.31	204,780.00	54,709.10	381,013.41	121,524.31	204,780.00	54,709.10	.....	.....	.....	.....
Oklahoma	136,199.77	86,889.21	30,043.68	19,266.88	136,199.77	86,889.21	30,043.68	19,266.88	.....	.....	.....	.....
Oregon	54,675.30	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	52,811.48	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	113,473.58	81,107.54	16,372.16	15,993.88	113,473.58	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	312,409.38	183,871.11	84,241.77	44,296.50	312,409.38	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	90,061.12	35,477.32	41,697.11	12,886.69	90,061.12	35,477.32	41,697.11	12,886.69	.....	.....	.....	.....
West Virginia	98,342.19	63,888.31	20,550.03	13,903.85	98,342.19	63,888.31	20,550.03	13,903.85	.....	.....	.....	.....
Wisconsin	175,289.31	80,976.93	69,310.09	25,002.29	175,289.31	80,976.93	69,310.09	25,002.29	.....	.....	.....	.....
Wyoming	30,000.00	10,000.00	10,000.00	10,000.00	13,039.07	7,998.72	3,193.71	1,846.64	16,960.93	2,001.28	6,803.29	8,153.36

These figures are based on the 1920 census. They will be changed by the 1930 census.

TABLE 30.—*Summary table showing the amount of Federal allotments under the vocational education act for the year ending June 30, 1921, and of State funds for vocational education for specified periods, by States.*

State.	Federal allotment for year ending June 30, 1921.	State funds.	
		Amount.	Period covered by appropriation.
Alabama	$79,054.29	$80,000.00	Year ending Sept. 30, 1921.
Arizona	20,000.00	15,000.00	Annually, year ending June 30.
		351,330.00	Biennium ending June 30, 1921.
Arkansas	57,917.72	100,000.00	Do.
California	92,378.70	92,378.70	Year 1920–21.
Colorado	31,950.14	27,560.00	Year 1920.
		31,950.00	Year 1921.
		10,000.00	Annually.
Connecticut	46,715.81	200,000.00	Year ending June 30, 1921.
		45,000.00	Do.
		16,000.00	Do.
Delaware	20,000.00	25,225.00	Annually 1920–21.
		2,000.00	Annually.
Florida	29,989.65	35,000.00	Year ending June 30, 1921.
		5,000.00	Do.
Georgia	96,836.22	39,000.00	Year 1921.
Idaho	21,476.75	38,419.77	Biennium ending December, 1920.
Illinois	219,048.37	219,048.37	Year beginning July 1 ,1920.
Indiana	102,719.35	377,838.54	Year 1920–21.
Iowa	83,504.23	50,000.00	Year beginning July 1, 1920.
		9,000.00	Annually.
Kansas	63,370.24	63,370.00	Year ending June 30, 1921.
Kentucky	85,338.17	24,987.00	Do.
		2,500.00	Do.
Louisiana	62,129.23	62,129.23	Year 1920–21.
		50,000.00	Annually.
Maine	30,416.25	80,000.00	Year 1920–21.
		20,000.00	Do.
Maryland	49,727.65	5,000.00	Annually.
Massachusetts	135,214.44	624,672.06	Year 1920–21.
Michigan	107,454.78	57,241.00	Year ending June 30, 1920.
Minnesota	78,821.38	78,821.00	Year 1920–21.
Mississippi	66,007.12	32,932.43	Year ending June 30, 1920.
Missouri	125,268.86	205,820.75	Biennium ending Dec. 31, 1921.
Montana	21,145.85	21,500.00	Year ending Feb. 28, 1921.
Nebraska	44,521.95	100,000.00	Biennium ending Apr. 1, 1921.
Nevada	20,000.00	34,000.00	Biennium ending Dec. 31, 1922.
New Hampshire	22,539.75	14,638.08	Year ending Aug. 30, 1921
New Jersey	100,012.48	288,284.75	Year ending June 30, 1921.
		10,000.00	Do.
New Mexico	22,110.85	22,111.85	Year ending Dec. 31, 1921.
New York	360,663.75	550,000.00	Year ending July 1, 1921.
North Carolina	81,306.18	81,306.18	Year ending June 30, 1921.
North Dakota	28,014.97	34,500.00	Annually.
Ohio	184,033.70	184,033.70	Year ending June 30, 1921.
Oklahoma	61,411.69	25,000.00	Do.
Oregon	28,338.78	40,813.18	Biennium ending Dec. 31, 1920.
Pennsylvania	297,369.59	650,000.00	Two years, 1919–1921.
Rhode Island	30,506.78	15,000.00	Year ending June 30, 1921.
South Carolina	55,871.31	55,200.00	Scholastic year 1919–20.
South Dakota	27,847.68	20,500.00	Annually.
Tennessee	81,045.08	81,045.07	Year ending June 30, 1921.
		40,000.00	Year ending July 1, 1921.
Texas	145,183.11	145,183.11	For scholastic year 1920–21.
		25,000.00	Do.
Utah	20,187.80	112,500.00	Biennium beginning July 1, 1919.
Vermont	20,000.00	10,000.00	Scholastic year 1920–21.
Virginia	76,730.86	76,730.86	Fiscal year ending Feb. 28, 1921.
		90,000.00	Biennium 1920–1922.
		30,000.00	Do.
Washington	43,947.16	24,000.00	Year ending Mar. 31, 1921.
West Virginia	45,220.40	204,000.00	Two years 1921–22; beginning July 1, 1921.
Wisconsin	88,828.29	255,000.00	Year ending June 30, 1921.
Wyoming	20,000.00	3,800.00	Year 1920–21.

REMARKS.

Arizona: $341,339 in addition to the annual appropriation of $15,000.

California: State funds equal in amount to Federal funds are deposited in the vocational education fund when Federal money is received without reference to fiscal years.

Colorado: $10,000 annual appropriation for administration and supervision.

Connecticut: $300,000 are for trade schools; $45,000 for vocational education. Additional funds are available for administration and supervision.

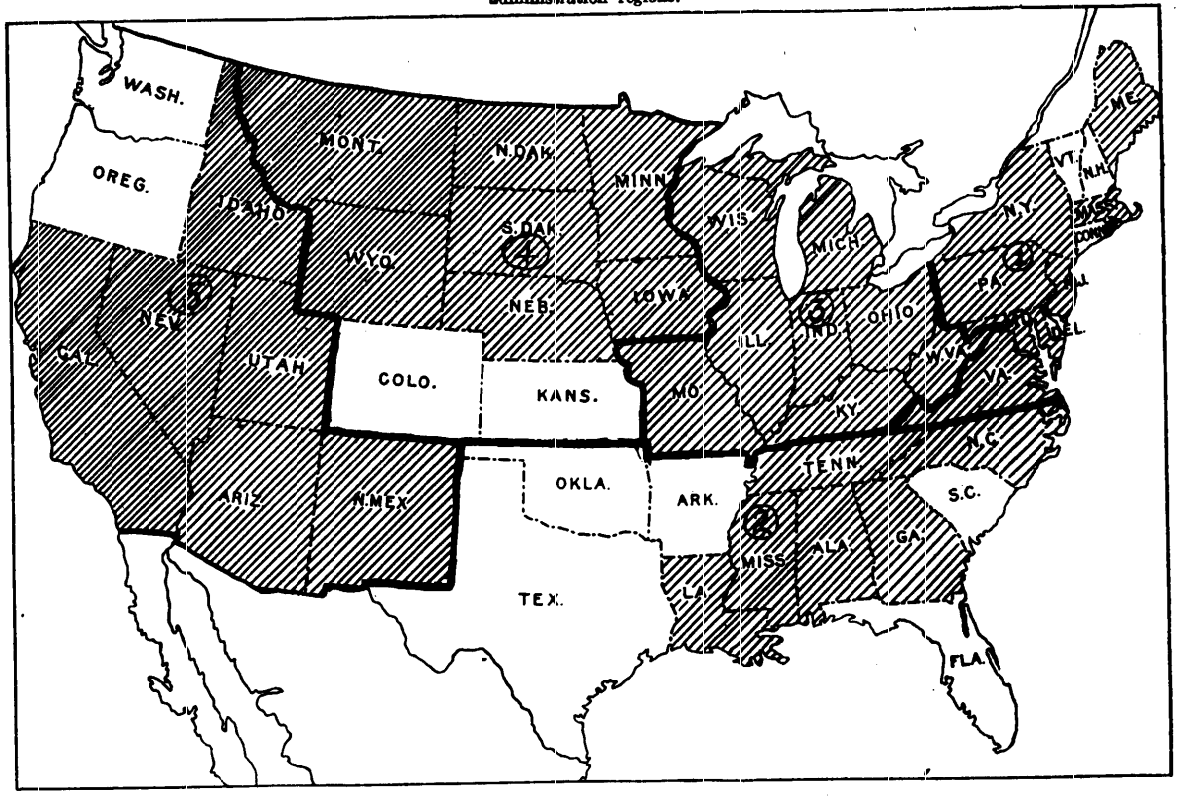
Dela ware: $25,225 for promotion of trade and industrial schools in Wilmington; $2,000 for administration and supervision.
Florida: $5,000 for administration, research, etc.
Idaho: For the biennium ending December 31, 1922, the State legislature has been asked for $45,544.19.
Indiana: The amount estimated for the year is $377,838.54.
Iowa: $9,000 annually is provided for administration.
Kentucky: $2,500 is provided for inspection and supervision of vocational courses.
Louisiana: $50,000 annual appropriation to promote industrial education in the city of New Orleans.
Maine: $80,000 for industrial education; $20,000 for instruction, equipment, supervision, and payment of the actual necessary expenses of the State board.
Michigan: State funds are one-half Federal funds: the balance is from local funds.
New Jersey: $10,000 for supervision and continuation schools.
New York: $550,000, approximately.
Pennsylvania: Year begins on July 1.
South Dakota: The annual appropriation is divided into $600 for expenses of State board; $3,400 for administration and supervision; $8,600 for teaching vocational agriculture; and $8,000 for teaching home economics.
Tennessee: About 2 per cent ($40,000) of the general education fund may be used for vocational education.
Texas: $25,000 to promote vocational education in small towns and rural schools. Of the $145,183.11, only $18,420 can be used, and this for administration and supervision. A clause in the legislative act of Texas prohibits the use of State funds appropriated for vocational education except to preserve the good faith of the State. The Federal funds are matched by local funds.
Utah: The appropriation includes $20,000 for health vocations, and $20,000 for year-round education in health vocations and civic and patriotic services.
Vermont: State funds of $5,000 are provided for vocational agriculture and $5,000 for vocational trade or industry; $35,000 is appropriated for teacher-training; part of this amount is expected to apply on training vocational teachers.
Virginia: $90,000 for vocational agriculture in local communities; $30,000 for salaries of teachers of home economics.
West Virginia: The total $204,000 is divided: $30,000 for mining and industrial extension at West Virginia University; $50,000 for West Virginia Trades School, Montgomery; $60,000 for preparatory branch, West Virginia University; $10,000 for West Virginia Collegiate Institute (colored); $4,000 for Bluefield Colored Institute, at Bluefield; $50,000 appropriated directly for Smith-Hughes work.
Wisconsin: Of this $255,000, $185,000 is State aid to vocational schools; $30,000 for administration and supervision; $15,000 for university and other scholarships; $25,000 for part-time instruction in agriculture.

TABLE 31.—*Interest earned on Federal vocational education funds deposited with State treasurers for the year ended June 30, 1921.*

Arkansas	$92.95	Missouri	$881.15
Connecticut	103.54	Montana	445.51
Delaware	15.05	New Hampshire	336.96
Florida	177.93	New Jersey	1,220.17
Georgia	154.72	New York	4,566.17
Idaho	118.50	North Dakota	363.80
Illinois	1,875.15	Ohio	1,090.50
Indiana	723.60	Oklahoma	581.91
Iowa	542.62	Rhode Island	169.72
Kansas	486.08	South Dakota	331.54
Kentucky	690.86	Utah	115.68
Maine	445.51	Virginia	233.30
Maryland	355.77	West Virginia	410.93
Massachusetts	1,844.36	Wisconsin	736.99
Minnesota	322.33	Wyoming	225.71
Mississippi	310.95		

REHABILITATION OF PERSONS DISABLED IN INDUSTRY OR OTHERWISE.

States shaded had accepted the provisions of the Federal Vocational Rehabilitation (Civilian) Act to June 30, 1921. Numerals indicate administration regions.



B. VOCATIONAL REHABILITATION OF PERSONS DISABLED IN INDUSTRY OR OTHERWISE.

PART I.

INITIATION OF THE NATIONAL PROGRAM.

AIMS AND METHODS.

The chief aim in a program of vocational rehabilitation is to reestablish the disabled person in a definite employment in which he can compete successfully with his fellow workers upon his ability rather than upon charity and tolerance, at a wage equal, if possible, to that which he earned at the time of his injury, and with the same possibilities of advancement. In accomplishing such a purpose experience has shown that disabled persons can not be rehabilitated in groups. They must be treated individually because they naturally differ from one another in native ability, capacity, education, experience, spirit, and degree of disability.

As speedy restoration of earning power is of vital importance, reestablishment in employment must be effected in a manner that assures its being accomplished as quickly as efficient preparation will permit. The plan of rehabilitation followed must, therefore, fit the needs of the individual and, while training for employment may sometimes be advisable, prompt placement in a suitable job will be far more effective in the rehabilitation of many injured persons.

Inasmuch as placement is the ultimate object, all plans for rehabilitation of an individual, whether through physical restoration, placement without training, or placement through training, must be built upon a sensible choice of a suitable job. Any service which when rendered is directed toward the ultimate placement of the disabled person in such a job may properly be considered a part of rehabilitation.

HOW VOCATIONAL REHABILITATION IS ACTUALLY CARRIED ON.

Rehabilitation work is essentially a matter of dealing with individuals, not with groups. It involves separate study and treatment in the light of all the factors discovered of each person eligible.

There are three processes involved in any program of rehabilitation: First, the selection of a suitable occupation; second, the prepa-

ration for that occupation; and third, the placing, including the follow-up, of the disabled person in that occupation.

It is essential that these phases of rehabilitation shall in any given case be handled by the same person. Any attempt to assign them to different persons results in confusion, differences of opinion, loss of time, and the necessity of the disabled person adapting himself to more than one person in the State organization.

Potential cases are reported to the State department of rehabilitation by the agency administering the workmen's compensation or liability laws, or by some other cooperating agency or individual interested in the welfare of the disabled person.

The receipt of the report is the inception of the case. The next stage in the rehabilitation process is prompt contact with the injured person for the purpose of making what is technically known as the survey. Making the survey consists in securing and recording all information necessary for a determination of the physical, mental, and economic resources of the disabled person. The survey is necessary primarily for the purpose of serving as a basis upon which to formulate the plan of rehabilitation, which is the next step in the rehabilitation process.

This formulation of the plan of rehabilitation involves a determination of what is technically known as the "job objective." The "job objective" is a particular job or occupation for which, in the light of all available information and study, it is believed the disabled person is best qualified, or for which he can be trained to qualify.

The second element in the plan of rehabilitation involves whatever provisions are made either for the establishment of the disabled person in an occupation, or in a training program for the occupation. It frequently happens that the survey reveals that the disabled person is qualified to enter without training some form of employment, and he is thereupon placed in such employment and followed up therein until it is definitely established that he can carry on successfully in competition with the average worker.

The State rehabilitation service does not delegate the placement of its applicants into the hands of employment bureaus. Actual placement and follow-up in placement is carried on by the rehabilitation service, and by that person in the service who has first contact with the case.

If the plan of rehabilitation involves a program of preparation for a particular job, the rehabilitation service at the earliest possible moment inducts the applicant into some form of training. What it really does is to use all possible legitimate and suitable training institutions as well as tutors, correspondence schools, and whatever training facilities exist in industrial or commercial establishments.

In other words, in order to secure appropriate training the rehabilitation service places its trainees either in already existing educational institutions giving the kind of training desired, or, if such facilities are not available, places the disabled person to be trained in what is known technically as employment training.

In employment training an agreement is made with an employer to organize within his own establishment a program of training especially devised in many instances for the particular case. Throughout the training, whether in an institution or in an industrial or commercial establishment, the trainee is periodically followed up, not only for the purpose of ascertaining his progress but to render whatever assistance the State's service may give to further the work of rehabilitation.

The next step in the rehabilitation process after the completion of the training program is the securing for the disabled person of appropriate employment. In the case of employment training, training frequently merges naturally into employment, but in the case of institutional training there is an hiatus between the period of preparation and the induction into employment. In either case the applicant for rehabilitation must be supervised while in employment and followed up periodically for the purpose of determining whether or not he is able to carry on successfully in competition with normal workers. When the disabled person demonstrates his ability to carry on successfully in the particular occupation in which he has been placed, rehabilitation may be said to have been effected. Throughout the whole process of rehabilitation the service cooperates to the fullest extent with any agency or agencies which may be in position to render a specific service to disabled persons.

In order to accomplish the work of rehabilitation in a particular case it may be frequently necessary for the State rehabilitation service to enlist the cooperation of a variety of agencies. For instance, although the rehabilitation service under the Federal act may not use Federal funds for purposes of physical reconstruction, yet it frequently happens that it is expedient to see that physical reconstruction takes place, rather than to train the disabled person around his disability. In such event every effort is made to secure for the disabled person directly or indirectly such surgical treatment as will either entirely or in large part remove the disability so that the disabled person may be reestablished in his former occupation or established in a new one.

The experience of the Industrial Rehabilitation Division in cooperation with States active in the work, as well as a study of the experiences of agencies operating under private auspices, demonstrates that the rehabilitation of persons disabled in industry requires many activities besides those of training for suitable occupa-

tions. "Rendering a person disabled fit to engage in a remunerative occupation" is now conceived as a complex specialized personal service which may take one or more of the following forms:

(1) Service leading to physical reconstruction enabling the person to return to his former occupation or to enter a new one.

(2) Service leading to the supplying of a prosthetic or special mechanical appliance and instruction in its use, enabling the person to return to his former occupation or to enter a new one.

(3) Service providing persons having certain disease tendencies with working conditions or work favorable to the maintenance of health.

(4) Service providing the disabled person with an opportunity to establish himself in business or in industry in independent employment.

(5) Service providing suitable placement for the disabled person not susceptible of formal training.

(6) Service providing suitable training for a specific occupation.

In actual practice rehabilitation frequently consists of a combination of two or even more of the foregoing services. Closely correlated with each of these types of service and offered always in connection with all of them is a general service of cooperation, advisement, guidance, and follow-up. Without this service none of the others are possible of application. The disabled person should, however, be made to feel that he has a voice in all decisions concerning the plans for his own rehabilitation. Tactful methods by the rehabilitation agent lead him to feel that he makes the decision, when in reality he is made receptive of advice and guidance. This service keeps the person in complete sympathy with every step in the process of rehabilitation. If a receptive attitude and willingness to be advised are not set up rehabilitation in any case is likely to fail.

The following statements are intended to develop the six forms of rehabilitation service given above:

MAJOR SERVICES IN REHABILITATION.

1. *Physical reconstruction.*—So many persons applying for vocational rehabilitation have disabilities that may be either wholly or partially corrected by medical or surgical measures that every effort should be made to discover whether the maximum physical restoration has been attained, even though the disability is of many years' standing. Persons who are disabled by stiff or limited joints, fractures with deformities, tendon adhesions, nerve injuries, and loss of function of groups of muscles resulting from infantile paralysis or other causes will be far better served by being put in the way of

physical reconstruction (if this is possible) than by being trained around their disabilities. No argument is needed to prove that to restore the physical condition and capacity of the disabled person is a higher and more efficient type of service than to prepare him for a new occupation without such measures. If the rehabilitation service is to render any assistance at all its first obligation is to determine the possibility of physical rehabilitation, and no effort should be spared to assist the person to secure the best of medical or surgical treatment.

One of the first principles in vocation rehabilitation, provided the person had been satisfactorily employed at the time of injury or onset of disease, is that he be returned, if possible, to the same occupation. In most cases this makes for the efficiency, satisfaction, and happiness of the person because of his being returned to employment and employment conditions with which he is familiar. The first question, then, should always be, Is physical reconstruction possible? If not, can prosthetic or mechanical appliances be provided for the purpose of restoring the lost functions?

2. *Mechanical appliances.*—In most cases of amputation, the application of prosthetic or special mechanical appliances is the first requisite to successful rehabilitation. This is true whether the person is returned to his former occupation or is prepared to engage in a new one. It is not uncommon for persons engaged even in heavy manual labor, such as coal mining, to return to the occupation in which they sustained an injury resulting in a leg amputation. The only feasible plan of rehabilitation in the recent case of a man of 50 years of age, with a double leg amputation below the knees, in view of his limited education, his inability to profit by a course of training, and his disinclination to enter a new employment, was to provide artificial legs so that he might again engage in the only work he knew, that of driving a delivery wagon. On the other hand, even in cases where the person is trained for an occupation in which the lost member is not actually used in the particular processes involved, there are other reasons why prostheses should be supplied. There are few employments in which an artificial arm or leg is not of at least an indirect use.

3. *Favorable working conditions.*—In cases of arrested tuberculosis, compensating heart trouble, and other similar conditions, the maintenance of health depends largely upon suitable work or working conditions. In these cases the rehabilitation service must find employment where such working conditions exist, or make recommendations to the plant surgeon, the health officer, or other authority, that suitable arrangements be made in the plant in which the person expects to secure employment. For instance, the removal of the salvage department of a large manufacturing concern from the main

building to a detached open shed, in the interest of workers with arrested tuberculosis, was a form of rehabilitation service.

4. *Independent employment.*—In a number of cases the rehabilitation service is instrumental in furnishing opportunity for the disabled person to establish himself in a business or an industry, not as a worker, but rather as a foreman, manager, or proprietor. In such event his knowledge of and experience in a particular line of work is capitalized to the greatest extent. This kind of service is illustrated in the case of a man who suffered a left-hand amputation which prevented his return as a worker to an establishment manufacturing imitation leather lunch boxes, suitcases, etc. The rehabilitation service advised the industrial accident commission that the monthly payments of compensation which the man was receiving should be commuted to the payment of a lump sum for the purpose of providing capital to set him up in his own business in the line with which he was thoroughly familiar. This was done and the man is now successfully operating his own factory.

5. *Suitable placement.*—Persons engaged in rehabilitation service find that a large percentage of potential cases are not susceptible of formal training. Service for these becomes, therefore, direct placement in an occupation in which the handicap will not materially affect the production or service of the worker. This function of placement, however, embraces much more than the services ordinarily rendered by an employment bureau. It furnishes assistance that will make it possible for the handicapped person to adjust himself to new and strange working conditions, often a difficult process because of his disability.

The object must be so to place or train the disabled person that he will be enabled to compete with able-bodied workers in the selected field. Those who render this service must have an extensive knowledge of occupational opportunities in the territories in which they work. Such knowledge can be secured only as a result of continuous studies and investigations of employments and employment conditions.

6. *Suitable training.*—When the process of rehabilitation requires a training program, it may take the form of what is known as employment training (placement training, or training on the job), or of training in an institution. At times these two forms are combined, but in all cases the instruction given is for some specific job objective. If the applicant has a sufficient background of education and a capacity to profit by a course of instruction, then his case from the standpoint of training is not difficult, and the service offered usually leads to success.

The experience of those who are engaged in industrial rehabilitation shows that victims of accidents naturally fall into two groups.

The smaller group consists of those who by their own ambition, energy, and integrity rehabilitate themselves. These do not come to the public rehabilitation service for assistance. The other group who do apply for assistance are for the most part those who, because of age, disinclination to apply themselves, lack of determination, ambition, ability to study, or capacity to profit by a course of instruction, must be rehabilitated by a plan, in most cases, embracing little or no formal instruction. Within this larger group, however, are found at times individuals who because of unfavorable circumstances or lack of opportunity have been unable to locate in the vocation for which they are best suited by natural qualifications or innate talent. With such persons the agents of industrial rehabilitation have many opportunities for skillful guidance. A large proportion of these are capable of profiting by formal courses of instruction and are frequently elevated considerably in the plane of employment when placement is found for them.

Disabled persons can not be rehabilitated in groups. Because of varying degrees of disability, education, capacity, age, energy, spirit, determination, etc., each case presents its own problems and difficulties and requires its own specific solution. The whole work is organized on what is known as the case method. The disabled person is interviewed for the purpose of securing a complete inventory regarding his disability, education, occupational experience, capacities, personality, financial resources, attitude toward rehabilitation, and his desires concerning return to employment. All these conditions are thoroughly studied for the purpose of developing the best solution of the problem of rehabilitation.

MINOR SERVICES.

The purpose of the foregoing statements is to describe the varieties of service required in any program of rehabilitation. These activities are its major functions, but there are many other phases of the work, usually considered minor functions, which at times become matters of great importance. Among these are the problems of maintenance for the disabled person while he is undergoing rehabilitation, travel to and from the place of training, support, and maintenance of his dependents, etc. Most public agencies conducting rehabilitation service are prevented by legislation from supplying financial assistance for maintenance, proshetic appliances, and travel, but it becomes their business none the less to see that these are provided, if rehabilitation in particular cases is to be effected. These supplemental or minor functions may be likened to the scaffolding which is necessary to the construction of a building. Without the scaffolding the erection of the building would be impossible. So, without the

interest, assistance, and cooperation of other agencies, organizations, or individuals, rehabilitation is impossible.

Formal educational programs in the majority of cases are a secondary phase in the service of industrial rehabilitation. A young woman, with double amputation of the legs above the knees, who was trained to retouch photographic negatives, is now as effective a worker as others in the same line of work who suffer no physical disability. In this case providing a suitable wheel chair, a course of instruction in an art school, and placement in a photographic establishment was real rehabilitation service. On the other hand, a young man who lost a leg and arm needed only the loan of some capital to make him a successful merchant in a retail business. In this case discovering a person able to finance the project, securing his willingness to make the loan, and helping the disabled person to set up his own business, although requiring no educational program, was nevertheless a high type of rehabilitation service.

PROVISIONS OF THE ACT OF JUNE 2, 1920.

The Federal act for vocational rehabilitation which became a law June 2, 1920, provides for cooperation of the Federal Government with the States in the vocational rehabilitation and return to remunerative occupation of persons disabled in industry or otherwise. For the promotion of this work an appropriation of $750,000 for the fiscal year ended June 30, 1921, and of $1,000,000 for each of the three succeeding fiscal years is provided. These appropriations are to be apportioned to the States on the basis of population, no State to receive less than $5,000 as its allotment for any fiscal year.

Before a State can be certified to receive allotments provided in the act it must, through legislative action, to quote the act—

(1) Accept the provisions of the act.

(2) Empower and direct the State Board for Vocational Education to cooperate with the Federal Board for Vocational Education in the administration of the provisions of this act.

(3) In those States where a State workmen's compensation board, or other State board, department, or agency exists, charged with the administration of the State workman's compensation or liability laws, provided that a plan of cooperation be formulated between such State board, department, or agency and the State board charged with the administration of this act, such plan to be effective when approved by the governor of the State.

(4) Provide for the supervision and support of the courses of vocational rehabilitation to be provided by the State board.

(5) Appoint as custodian for said appropriations the State treasurer.

The Federal Board for Vocational Education is the agency charged with the administration of the act, and the procedure set up is similar to that set up in the vocational education (Smith-Hughes) act of 1917.

Rehabilitation of disabled persons is a responsibility of the State, and the Federal Government does not assume the direction of the work within the States, nor does it undertake to establish direct contact with persons disabled in the States. The service of vocational rehabilitation provided in the act is purely a State's relations' service.

Expenditure of Federal money in the States under the act may be approved only on the fulfillment of the following conditions, to quote the act once more:

(1) That for each dollar of Federal money expended in the State under supervision and control of the State board, at least an equal amount for the same purpose; that no portion of the appropriation made by this act shall be used by any institution for handicapped persons except for the special training of such individuals entitled to the benefits of this act as shall be determined by the Federal Board.

(2) That the State board shall annually submit to the Federal Board for approval plans showing (*a*) the kinds of vocational rehabilitation and schemes of placement for which it is proposed the appropriation shall be used; (*b*) the plan of administration and supervision; (*c*) courses of study; (*d*) methods of instruction; (*e*) qualification of teachers, supervisors, directors, and other necessary administrative officers or employees; (*f*) plans for the training of teachers, supervisors, and director.

(3) That the State board shall make an annual report to the Federal Board on or before September first of each year on the work done in the State and on the receipts and expenditures of money under the provisions of this act.

(4) That no portion of any moneys appropriated by this act for the benefit of the States shall be applied, directly or indirectly, to the purchase, preservation, erection, or repair of any building or buildings or equipment, or for the purchase or rental of any land.

(5) That all courses for vocational rehabilitation given under the supervision and control of the State board and all courses for vocational rehabilitation maintained shall be available, under such rules and regulations as the Federal Board shall prescribe, to any civil employee of the United States disabled while in the performance of his duty.

"Persons disabled" is construed by the act to mean "any person who, by reason of a physical defect or infirmity, whether congenital or acquired by accident, injury, or disease, is or may be expected to be totally or partially incapacitated for remunerative occupation." "Rehabilitation" is construed to mean "rendering of a person disabled fit to engage in remunerative occupation."

Upon the Federal Board the act imposes certain general duties, involved in carrying out the provisions of the act, and certain specific duties involved in the responsibility for ascertaining whether the States are prepared properly to use moneys available, and are in fact expending the Federal money in accordance with plans prepared in the States and approved by the Federal Board. In carrying into effect the provisions of the act the Federal Board is authorized to cooperate with such public and private agencies as it may deem advisable.

The Federal Board must make an annual report to Congress on the administration of the act, including in its report the reports of State boards.

Finally, there is appropriated to the Federal Board the sum of $75,000 annually for a period of four years for administrative expenses and for making studies, investigations, and reports regarding vocational rehabilitation of disabled persons.

INITIATION OF THE NATIONAL PROGRAM.

The Federal act became effective shortly before the beginning of the fiscal year 1920–21. Report of progress to date of writing this report, therefore, relates to an initial period of approximately 15 months. During this period the activities of the vocational rehabilitation staff of the Federal Board have been devoted largely to the promotion of acceptance legislation in the States. When the act had been accepted by any State, and local funds became available, agents of the Federal Board visited State officials and rendered such assistance as they were able to give in organization of the service. In most cases States were visited by Federal agents several times during the year, to insure efficient promotion of the work. Actual accomplishments during the year are shown elsewhere in this report.

Although a number of States, as noted above, had prior to the passage of the Federal act enacted rehabilitation legislation, certain provisions in these State acts were such that cooperative relations with the Federal Government could not be set up without further legislation. In several instances, for example, the State laws provided that the work of industrial rehabilitation should be carried on by the compensation boards, while the Federal act designated the State board for vocational education as the agency of rehabilitation. Some State laws restricted rehabilitation service to workers in industry injured in the course of employment. Under the terms of the Federal act, the Federal Board must cooperate with the State board for vocational education, and the service of rehabilitation must be offered to all disabled regardless of the origin of the disability. In such cases new legislation, or a revision of old legislation, was required to bring the State law into uniformity with the Federal act.

Under the provisions of the Federal act, which provides an appropriation annually for making studies, investigations, and reports, there was set up during the fiscal year an agreement between the Federal Board and the National Tuberculosis Association providing for a study by the association, involving an analysis of the operations or processes of the leading industries of the country to determine the health hazards for tuberculous persons and persons likely to become tuberculous, and to ascertain in what particular processes or depart-

ments of various industries persons who have had tuberculosis can be employed with profit to themselves and the industries. The Federal Board pledged financial support to this work for a period of three years, the time estimated for completing the study, provided appropriations by Congress made funds available.

To date, September 30, 1921, the following States have accepted the Federal act. Acceptance in other States is pending. In some States the legislature has not met since the passage of the Federal act.

Alabama.	Maine.	Nevada.	South Dakota.
Arizona.	Maryland.	New Jersey.	Tennessee.
California.	Massachusetts.	New Mexico.	Utah.
Georgia.	Michigan.	New York.	Virginia.
Idaho.	Minnesota.	North Carolina.	West Virginia.
Illinois.	Mississippi.	North Dakota.	Wisconsin.
Iowa.	Missouri.	Ohio.	Wyoming.
Kentucky.	Montana.	Pennsylvania.	Indiana.
Louisiana.	Nebraska.	Rhode Island.	

The following States have set up special administrative machinery for the conduct of vocational rehabilitation work:

Alabama.	Maine.	Nevada.	Tennessee.
California.	Massachusetts.	New Jersey.	Utah.
Georgia.	Michigan.	New York.	West Virginia.
Idaho.	Minnesota.	North Carolina.	Wisconsin.
Illinois.	Mississippi.	Ohio.	
Indiana.	Missouri.	Pennsylvania.	
Iowa.	Montana.	South Dakota.	

The activities of the rehabilitation staff of the Federal Board since the close of the last fiscal year have been in general a continuation of activities initiated during the year ended June 30, 1921. Time has been devoted largely to promotion of work in those States which are actively cooperating with the Federal Government in rehabilitation work.

Some time has been given to preliminary preparation for acceptance legislation which will in all probability be enacted in several States whose legislatures meet next January. Several of the States which have accepted the act inaugurated their work during the first quarter of the present fiscal year, and each of these States has received assistance from the Board's staff.

A number of States have already so expanded their State organization that they are enabled either entirely or in large part to carry the load of cases which have been reported to them. Practically all of the States which have accepted the act have submitted plans for the present fiscal year for the approval of the Board, and there is every indication that the year 1921–22 will see tremendous strides forward in the work. As an indication of the extent to which the States are responding to the proposal on the part of the Federal

Government to cooperate with them in promoting vocational rehabilitation, attention may be directed to the following summary table which shows amount of State appropriations already made available for expenditure in the fiscal year 1921–22:

State.	Federal appropriation.	State appropriation.[1]	State.	Federal appropriation.	State appropriation.[1]
Alabama	$22,305.56	$21,872.93	Nebraska	$12,314.38	$12,500.00
Arizona	5,000.00	2,500.00	Nevada	5,000.00	5,000.00
California	32,552.12	35,000.00	New Jersey	29,978.23	100,000.00
Georgia	27,507.82	27,508.30	New Mexico	5,000.00	2,500.00
Idaho	5,000.00	5,000.00	New York	98,650.39	74,733.84
Illinois	61,604.67	62,000.00	North Carolina	24,309.38	12,000.00
Indiana	27,836.09	27,836.58	North Dakota	6,144.71	(4)
Iowa	22,836.05	22,836.45	Ohio	54,709.10	55,000.00
Kentucky	22,955.83	.....	Pennsylvania	82,832.38	50,000.00
Louisiana	17,084.23	(2)	Rhode Island	5,741.23	5,000.00
Maine	7,295.45	7,295.45	South Dakota	6,046.63	(4)
Maryland	13,770.49	.....	Tennessee	22,207.82	22,207.82
Massachusetts	36,593.94	10,000.00	Utah	5,000.00	5,000.00
Michigan	34,846.64	34,846.64	Virginia	21,935.22	10,000.00
Minnesota	22,675.56	25,000.00	West Virginia	13,903.85	15,000.00
Mississippi	17,009.27	(3)	Wisconsin	25,002.29	22,400.00
Missouri	32,335.48	40,419.44	Wyoming	5,000.00	5,000.00
Montana	5,213.96	5,000.00			

[1] To date, Sept. 29, 1921.
[2] Private funds until legislature meets, January, 1922.
[3] State and private funds.
[4] State and other available funds.

ACTIVITIES OF THE STAFF.

The Division of Rehabilitation, in carrying out its responsibilities, throughout the fiscal year, engaged in several kinds of activities, including: (1) The service of carrying to the States information in regard to rehabilitation, and promoting the acceptance of the act by the governor or legislature; (2) the service of assisting in ratification in some States of the governor's acceptance by the legislature with an appropriation for the administration of the rehabilitation work; (3) the service of assisting in setting up efficient organizations for inaugurating the work in those States which had accepted the Federal act.

These services required arranging conferences with representatives of State boards, compensation agencies, members of State legislatures, social service organizations, and others. In addition every assistance has been given to State boards and their representatives in the preparation of their State plans.

The rehabilitation staff of the Federal Board has made extensive studies of the work done in rehabilitation, and of the conditions surrounding disabled persons in the various States, both from the employment and social standpoint. In these studies much material has been gathered in consultation with organizations dealing generally with the handicapped and an effort has been made to stimulate on the part of these associations a further study of the problems. The agents of the division have counseled with individuals who, them-

selves disabled, have overcome their handicaps, for the purpose of learning more of the psychology of the disabled.

Compensation agencies and insurance companies have been consulted in regard to compensation laws and as to their experience with disabled persons. The support of employers' and employees' organizations have been secured.

PUBLICATIONS.

During the last fiscal year the rehabilitation staff has prepared three bulletins and several short articles.

Bulletin 57, Industrial Rehabilitation Series No. 1, published in September, 1920, contains a statement of policies to be observed in the administration of the industrial rehabilitation act, and has been very generally circulated through the country, not only being placed in the hands of State agencies which are administering the act but also in the hands of the various cooperating agencies.

Bulletin 64, Industrial Rehabilitation Series No. 2, published in March, 1921, deals with administration and case procedure. In this bulletin an attempt is made to approach the subject of rehabilitation from the standpoint of the States. This was especially true in that part of the bulletin which is devoted to case procedure. The subject matter is based upon an actual study of rehabilitation work done in the States.

A third bulletin of the Industrial Rehabilitation Series, No. 3, entitled "The Service of Advisement and Cooperation," is at this writing in press. This bulletin deals very specifically and with many illustrations with all services which are essential to a successful program of rehabilitation.

Misc. 282, a statement on "Problems of Maintenance in Vocational Rehabilitation," published April 7, 1921, deals with the securing of maintenance for disabled persons.

Misc. 289, a statement on "Institutional and Employment Training," published April 20, 1921, deals with the subject of training. It describes and specifies both institutional training and employment training. It emphasizes the aims of rehabilitation as they effect the selection of one type of training or another and indicates the advantages and disadvantages of each.

Misc. 293, a statement on "Information Relative to Several Industrial Rehabilitation Cases Now in Progress in Some of the States that Have Accepted the Federal Act for Industrial Rehabilitation," published June 3, 1921, gives the history of a number of cases, describing the disability and program of rehabilitation in each case.

Misc. 295, a statement on "Suggested Systems for Recording Information Required for Annual Reports on Industrial Rehabilita-

tion," published June 6, 1921, was prepared to furnish the States with a basis for an accounting system which would simplify and facilitate the keeping of records on rehabilitation cases.

A statement entitled, "What the United States is Prepared To Do for the Civilian Blind," was published July 13, 1921.

CONFERENCES.

During the year the Federal Board for Vocational Education has held conferences on vocational rehabilitation of the civilian disabled, as follows:

(1) Washington, D. C., October 14, 15, and 16, for executive officers, State directors, and representatives of compensation boards and commissions east of the Mississippi.

(2) Salt Lake City, November 8, 9, and 10, for the benefit of State executive officers, State directors, and representatives of compensation boards and commissions west of the Mississippi.

(3) At Kansas City, Mo., December 3 and 4, in conjunction with the conference on trade and industrial education, for State executive officers, State directors, and representatives of compensation boards and commissions.

(4) At Montgomery, Ala., January 3, 4, and 5, in conjunction with the conference on trades and industrial education, home economics, and agriculture, for State executive officers, State directors, and representatives of compensation boards and commissions.

(5) At Minneapolis, Minn., January 11 and 12. At this conference were present many officials from the Middle West States already engaged in rehabilitation work.

(6) At Atlantic City, N. J., February 21, 22, and 23. This was the fourth annual regional conference of State directors, State supervisors, and teacher-trainers in agriculture, trades and industries, and home economics.

(7) At Salt Lake City, April 21–23, in conjunction with a regional conference of the Federal Board on vocational education. There were present State directors and supervisors from the western section of the United States.

(8) At Chicago, Ill., May 9, 10, and 11, in conjunction with the regional conference of the Federal Board. At this conference were present State directors from the Middle West and other persons interested in the work of civilian rehabilitation.

PERSONNEL OF THE STAFF.

The Board's staff is composed of specialists, one in the field of agricultural education, one in that of trade and industrial education, one in commercial education, one in labor and compensation, one in

employment of women, and one an adviser in the medical field. Each of these persons is engaged in special research work pertaining to the problems of rehabilitation within their respective fields. In addition to these special services they render a general service, sharing equally the administrative work in the field. Working jointly they have produced three bulletins on administration and case procedure in the service of vocational rehabilitation. These bulletins have been given wide circulation throughout the States.

STATISTICS FOR THE YEAR ENDED JUNE 30, 1921.

In considering the accompanying tabulation (Tables 1 to 8) from the annual statistical and financial reports of the States covering the year ended June 30, 1921, and showing progress of work in the States during the year, it should be borne in mind that a number of States listed above did not initiate work under the Federal act until late in the fiscal year. In some instances practical work with cases did not begin until after the close of the year. This will explain why the total number of cases reported is comparatively small. Work done in the States during the first quarter of the present fiscal year, 1921–22, is not covered in the State reports.

Reports from 22 States give the following totals:

Cases listed	3,393
Cases surveyed	2,132
Put in training	476
Placed under supervision	635
Self-rehabilitated	442
Rehabilitated by State	623
Miscellaneous closures	701

STATUS AND ORGANIZATION OF VOCATIONAL REHABILITATION IN THE STATES.

As noted above, in a number of the States that are now cooperating with the Federal Government in the service of vocational rehabilitation, organization of the work was not effected until late in the fiscal year of 1920–21. In some cases the work was not begun until the early part of the succeeding year. As the States are required to report to the Federal Board only at the close of the fiscal year, exact statistical information as to the work accomplished during the time that has elapsed since June 30, 1920, is not available.

The statistical tables appearing in a following section of this report were made up from the annual reports of State boards; hence the tables show a number of States as not having done any rehabilitation work, and the figures representing actual cases handled by them, therefore, are relatively small. The service of rehabilitation, however, is well under way in all of the 33 States now cooperating,

and in the majority of them the work has assumed such proportions that an expansion of the program or organization, if not already begun, is under consideration.

In the section giving a summary of progress by States, which immediately follows, no attempt has been made to show the volume of work done or to describe its character. The methods followed in the general conduct of the work are for the most part uniform, and the variations in case procedure are unimportant and immaterial.

In the States having agencies administering compensation or liability laws, working cooperative relations exist between them and the State boards for vocational education. The cooperation consists not only in the reporting of cases, but in a number of the States it consists of assistance in the making of surveys, training reports, and in the rendering of other services.

In all of the States the work was naturally begun in a small way and on a conservative basis. Usually the organization consisted of one agent who not only directed the service but in addition did the actual field work. In some cases the State director of vocational education or a supervisor of trades and industries began the work by engaging in actual field service. The usual type of organization is as follows: The executive officer of the State board, being responsible for the administration of rehabilitation, delegates the function of supervision to his State director of vocational education, who has general oversight of the office and field service. A supervisor of rehabilitation does the actual field work. Experience has demonstrated that in a number of the States rehabilitation is decidedly more than a one or two man job, and already in some States field assistants have been provided.

PART II.

SUMMARY OF PROGRESS BY STATES.

The following States have not accepted by legislative enactment the Federal act to date, June 30, 1921: Arkansas, Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.

ALABAMA.

The Legislature of the State of Alabama accepted the Federal act October 6, 1920, with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State director of vocational education. The State superintendent of public instruction, who is the executive officer of the State board, is responsible for the administration of the act.

By January 17, 1921, an organization for the administration of rehabilitation within the States had been effected, together with the appointment of a supervisor in charge of rehabilitation work.

ARIZONA.

The State of Arizona accepted the Federal act by proclamation of the governor June 26, 1920, and on March 14, 1921, this acceptance was ratified by the legislature, with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of the State director of vocational education. The State superintendent of public instruction as the executive officer of the State board is responsible for the administration of the act.

As the State act did not become effective prior to July 1, 1921, no actual rehabilitation work was accomplished in this State during the fiscal year ending June 30, 1921. A program is now under way for the inauguration of the service and actual case work will begin in the near future.

CALIFORNIA.

The Legislature of the State of California on April 23, 1921, accepted the Federal act with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor who is responsible to the commissioner of vocational education. The State commissioner of vocational education is the executive officer of the State board.

As the State act did not become effective prior to August 27, 1921, no actual rehabilitation work was accomplished in this State during the fiscal year ending June 30, 1921; however, since the State act became effectiye an organization has been established and work started.

Prior to the enactment of State legislation accepting the Federal act the State of California had been engaged in rehabilitation service under the authority of a State act putting rehabilitation in the hands of the State commission administering compensation laws. This commission is still engaged in the work, confining it to persons injured in industry, but there is a very close cooperation with the State department of vocational education.

GEORGIA.

The Legislature of the State of Georgia accepted the Federal act on August 16, 1920, with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor who is directly responsible to the State superintendent of public instruction, who, as executive officer of the State board, is responsible for the administration of the act.

Actual rehabilitation work was begun in this State early in December, 1920.

IDAHO.

The State of Idaho accepted the Federal act by proclamation of the governor December 27, 1920, and on February 25, 1921, the acceptance was ratified by the legislature, with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State director of vocational education. The State commissioner of education, who is the executive officer of the State board, is responsible for the administration of the act.

Actual rehabilitation work was begun in this State in the spring of 1921.

ILLINOIS.

The State of Illinois accepted the Federal act July 9, 1921, with an appropriation matching the Federal allotment. The actual work of rehabilitation is under the direction of a supervisor, who is directly

responsible to the State superintendent of public instruction, who, as executive officer of the State board, is responsible for the administration of the act.

As the State act did not become effective prior to July 9, 1921, no actual rehabilitation work was accomplished in this State during the fiscal year ending June 30, 1921.

INDIANA.

The State of Indiana accepted the Federal act by proclamation of the governor on June 29, 1920, and on March 10, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State director for vocational education. The State superintendent of public instruction, who is executive officer of the State board, is responsible for the administration of the act.

The rehabilitation service was not established in Indiana until late in the spring of 1921.

IOWA.

The State of Iowa accepted the Federal act by proclamation of the governor on September 3, 1920, and on March 8, 1921, the acceptance was ratified by the legislature.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State director of vocational education. The State superintendent of public instruction, who is the executive officer of the State board, is responsible for the administration of the act.

Actual work in Iowa began on June 1, 1921.

KENTUCKY.

The State of Kentucky accepted the Federal act by proclamation of the governor December 6, 1920. The State legislature does not meet until January, 1922, and as the State has no funds with which to match the Federal allotment no work can be done prior to the meeting of the legislature.

LOUISIANA.

The State of Louisiana accepted the Federal act by proclamation of the governor on December 1, 1920.

The State legislature does not meet in Louisiana until January, 1922. This State has, however, been carrying on some rehabilitation work and matching the Federal allotment in part with available local funds.

MAINE.

The State of Maine accepted the Federal act by proclamation of the governor on December 16, 1920, and on April 4, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of an acting supervisor, who is responsible to the State superintendent of public instruction, who is the executive officer of the State board and is responsible for the administration of the act.

Rehabilitation work was begun in this State near the close of the fiscal year ending June 30, 1921.

MARYLAND.

The State of Maryland accepted the Federal act by proclamation of the governor December 6, 1920.

The State legislature does not meet until January, 1922, and as the State has no funds to match the Federal allotment no rehabilitation work can be done prior to the meeting of the legislature.

MASSACHUSETTS.

The Legislature of the State of Massachusetts accepted the Federal act May 27, 1921, with an appropriation sufficient to promote the work of industrial rehabilitation.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State director of vocational education. The State commissioner of education, who is the executive officer of the State board, is responsible for the administration of the act.

The State act did not become effective prior to the expiration of the fiscal year 1920–21, and no actual rehabilitation work was accomplished in this State by the State board. Prior to the acceptance by the State legislature of the Federal act providing for the cooperation of the State department of vocational education with the Federal Board in the administration of the Federal act this State had been engaged in industrial rehabilitation work under the authority of a State act placing the service under the supervision and direction of the industrial accident commission. Much effective work was done, but when cooperative relations were set up with the State board the accident commission terminated its work.

MICHIGAN.

The State of Michigan accepted the Federal act by proclamation of the governor, November 10, 1920, and on April 29, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The actual work of rehabilitation will be carried on under the direction of a supervisor, who is responsible to the State director of vocational education. The State superintendent of public instruction, who is the executive officer of the State board, is responsible for the administration of the act.

As the State act did not become effective prior to August 18, 1921, no actual rehabilitation work was accomplished in this State during the fiscal year preceding. By September, 1921, a complete State organization was effected and the work begun.

MINNESOTA.

The Legislature of the State of Minnesota accepted the Federal act April 23, 1919, with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a director of reeducation of injured persons, who is directly responsible to the State board of education. The director has two assistants—one a specialist in placement and the other a general field man.

The work of rehabilitation in Minnesota began April 23, 1919, under State enactment, but actual cooperation with the Federal Government by the State board for vocational education did not begin until July, 1920.

MISSISSIPPI.

The State of Mississippi accepted the Federal act by proclamation of the governor October 19, 1920. As the State legislature does not meet until January, 1922, opportunity has not been had for ratification of the governor's acceptance by legislative enactment.

This State is, however, cooperating with the Federal Board in the administration of vocational rehabilitation, using local contributions for the support of the work.

The actual work is under the direction of a supervisor who is responsible to the State director of vocational education. The State superintendent of public instruction, who is executive officer of the State board, is responsible for the administration of the act.

Actual work was begun in the early part of April, 1921.

MISSOURI.

The State of Missouri accepted the Federal act by proclamation of the governor, November 29, 1920, and on April 7, 1921, the acceptance was ratified by the legislature with an appropriation in excess of the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State superintendent of public instruction, who is the executive officer of the State board and is re-

sponsible for the administration of the act. Resident agents for the cities of St. Louis and Kansas City have been appointed as assistants to the State supervisor.

The work was inaugurated in May, 1921.

MONTANA.

The State of Montana accepted the Federal act by proclamation of the governor, October 23, 1920, and on March 5, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

As the State act did not become effective until July 1, 1921, no rehabilitation work was done in this State during the fiscal year ended June 30, 1920.

NEBRASKA.

The State of Nebraska accepted the Federal act by proclamation of the governor, October 18, 1920, and on April 4, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of the State director of vocational education. The State superintendent of public instruction, who is the executive officer of the State board, is responsible for the administration of the act.

The work began in the late spring of 1921.

NEVADA.

Nevada is one of the three States which passed legislation for the promotion of industrial rehabilitation with a provision of acceptance anticipating the enactment of Federal legislation. The original State act was passed March 28, 1919.

The actual work of rehabilitation is under the direction of the State director of vocational education. The State superintendent of public instruction is the executive officer of the State board and is responsible for the administration of the act.

The work was begun early in the year 1921.

NEW JERSEY.

The Legislature of New Jersey accepted the Federal act September 17, 1920, with an appropriation far in excess of the Federal allotment. The State of New Jersey is one of the 12 States which had enacted rehabilitation legislation prior to the passage of the Federal act. The work was done by a division in the commission of labor and industry. Upon the passage of the acceptance act a plan of organization was formulated whereby the actual work of rehabilitation would continue to be done by the acting director of rehabilita-

tion of the commission of labor and industry. This acting director has a number of assistants, one of whom acts in a general capacity and five others serve as special investigators or examiners. Some of these are engaged on a part-time basis. The entire work of rehabilitation in this State as administered under the Federal act is, of course, under the direction of the State board for vocational education which is responsible for the administration of it.

The State commissioner of education, who is the executive of the State board, delegates his responsibility in connection with industrial rehabilitation to an assistant commissioner of education, who is director of vocational education.

Because of the nature of the original State rehabilitation act which still remains in force, the department of rehabilitation in the State of New Jersey is enabled to carry on many activities through the use of State funds provided for purposes which are not permitted under the Federal act. For instance, physical reconstruction may be provided and in addition there is a subsistence allowance of $10 per week for a period not to exceed 20 weeks for those disabled persons who need training.

NEW MEXICO.

The State of New Mexico accepted the Federal act by proclamation of the governor, November 16, 1920, and on March 22, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The actual work of rehabilitation is under the direction of a supervisor of trades and industrial education, who is responsible to the State superintendent of public instruction. The State superintendent is executive officer of the State board and is responsible for the administration of the Federal act.

This State did not begin its work until late in the fiscal year ending June 30, 1921.

NEW YORK.

New York is one of the three States which passed legislation for the promotion of industrial rehabilitation with a provision of acceptance anticipating the enactment of Federal legislation. The original State act was passed March 18, 1920.

The actual work of rehabilitation is under the direction of a State director of industrial rehabilitation who is responsible to the State director for vocational education, who in turn is responsible to the commissioner of education. The commissioner of education is executive of the New York State Board of Regents and is responsible for the administration of the Federal act.

The organization of the rehabilitation division of the State of New York was not begun until the spring of 1921, and to date the organi-

zation of the personnel has not been completed. The organization contemplates four district offices, one at Albany and the others at Buffalo, Syracuse, and New York City, each of the State directors having several assistants.

The original act provided for subsistence to persons taking training of $10 per week for 20 weeks. This provision for maintenance contemplated the use of a fund which would accrue from death benefits paid to the State industrial accident commission by insurance carriers for persons killed in industry and without dependents.

NORTH CAROLINA.

The Legislature of the State of North Carolina accepted the Federal act on August 26, 1920.

The actual work of rehabilitation is under the direction of a supervisor, who is responsible to the State director of vocational education. The State superintendent of public instruction, who is executive officer of the State board, is responsible for the administration of the State act.

The State act did not make local funds effective prior to July 1, 1921, and when some preliminary attempt was made to carry on the work it was discovered that inasmuch as the State had no compensation laws, maintenance for possible trainees was in most cases impossible to secure. In the spring of 1921 the legislature defeated proposed accident compensation legislation, but did provide a subsistence fund for work in industrial rehabilitation. This fund will provide in each case for weekly payments not in excess of $10 for a period which shall not exceed 20 weeks.

The work did not begin, however, until July 1, 1921.

NORTH DAKOTA.

The State of North Dakota accepted the Federal act by proclamation of the governor July 20, 1920, and on March 9, 1921, the acceptance was ratified by the legislature.

The work is supported by private and local funds. The actual work of rehabilitation is under the direction of the State director for vocational education, who is the executive officer of the State board. The State director has a volunteer assistant in the work.

OHIO.

The State of Ohio accepted the Federal act by proclamation of the governor, July 27, 1920, and on May 14, 1921, the acceptance was ratified by the legislature with an appropriation matching Federal funds.

The work of rehabilitation is under the direction of a supervisor who is responsible to the State superintendent of public instruction. The State superintendent is the executive officer of the State board responsible for the administration of the act. The central office of the rehabilitation service is located at the State capitol, and the organization contemplated is that there be in addition two district offices, one in the northeastern part of the State and the other in the southwestern part with possible additions as the work increases.

In this State there have, however, already been set up cooperative relations with seven of the municipalities throughout the State, who had through certain organizations for service to disabled persons been carrying on rehabilitation as well as other service. The State supervisor has at the writing of this report worked out in each of the cities a plan of cooperation with the State department which will make for the complete service throughout the Commonwealth.

PENNSYLVANIA.

The State of Pennsylvania accepted the Federal act by proclamation of the governor, December 28, 1920, and on March 2, 1921, the acceptance was ratified by the legislature with an appropriation of five-eighths of the Federal allotment.

The State of Pennsylvania is one of the 12 States which had enacted rehabilitation legislation prior to the passage of the Federal act. The work was done by a bureau of rehabilitation in the department of labor and industry under the direction of a chief of rehabilitation. Upon the acceptance of the Federal act a plan of organization was formulated whereby the work of rehabilitation was to be continued under the direction of the bureau of rehabilitation of the department of labor and industry. The bureau of rehabilitation has a central office at the State capitol with seven district offices, located at Altoona, Dubois, Erie, Pittsburgh, Philadelphia, Pottsville, and Wilkes-Barre. Each of these offices has several agents who are known locally as adjusters. This comprehensive organization enables the rehabilitation service to cover the Commonwealth in its entirety.

The entire work of rehabilitation in this State as administered under the Federal act is, of course, under the direction of the State board for vocational education, which is responsible for the administration of it. The State superintendent of public instruction, who is the executive officer of the State board, is directly responsible for the administration of the Federal act.

RHODE ISLAND.

The State of Rhode Island accepted the Federal act by proclamation of the governor, November 29, 1920, and on April 15, 1921, the

acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The work of industrial rehabilitation is under the direction of a deputy commissioner of education, who is responsible to the State commissioner of education, who is executive officer of the State board and as such is responsible for the administration of the act.

Rhode Island is one of the 12 States which had enacted rehabilitation legislation prior to the passage of the Federal act. The benefits of the act were, however, limited to persons injured in industry or other occupations.

Work under the Federal act was begun in this State in the late spring of 1921.

SOUTH DAKOTA.

The Legislature of South Dakota accepted the Federal act November 22, 1920.

The actual work of rehabilitation is under the direction of a supervisor who is responsible to the State superintendent of public instruction, who is executive officer of the State board, and as such is responsible for the administration of the Federal act.

Rehabilitation work in this State was not begun until August 15, 1921.

TENNESSEE.

The State of Tennessee accepted the Federal act by proclamation of the governor June 12, 1920, and on March 24, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment.

The actual work of industrial rehabilitation is under the direction of a supervisor of industrial rehabilitation who is directly responsible to the State board for vocational education.

Work began in this State late in the fiscal year ended June 30, 1921.

UTAH.

The State of Utah accepted the Federal act by proclamation of the governor, November 14, 1920, and on February 23, 1921, the acceptance was ratified by the legislature with an appropriation matching the Federal allotment. The work of rehabilitation is under the direction of a supervisor who is responsible to the State director of vocational education. The State superintendent of public instruction is executive officer of the State board and is responsible for the administration of the act.

Work in this State was begun in the spring of 1921.

VIRGINIA.

The State of Virginia accepted the Federal act by proclamation of the governor, December 7, 1920. The legislature meets in this State in January, 1922, when an attempt will be made to have the governor's acceptance ratified by legislation. Virginia is one of the 12 States which passed legislation prior to the passage of the Federal act.

No actual work of rehabilitation was done, however, until after the acceptance of the Federal act, when a special bureau of rehabilitation was created in the State. This bureau consists of the chairman of the industrial accident commission, the State superintendent of education, and the governor of the State. The bureau is responsible for the administration of the joint rehabilitation work of the accident commission and the State board for vocational education. The State supervisor of trades and industrial education is the director of industrial rehabilitation and is responsible to the aforementioned bureau.

Work was begun in this State in the early spring of 1921. Funds for the work come from appropriations made by the State legislature for the administration of the rehabilitation work of the accident commission.

WEST VIRGINIA.

The State of West Virginia accepted the Federal act by proclamation of the governor, August 30, 1920, and in June, 1921, the acceptance was ratified by the legislature with an appropriation slightly in excess of the Federal allotment. The actual work of industrial rehabilitation is under the direction of the State director for vocational education, who is the executive officer of the State board. For the work of rehabilitation he has four assistants who work from the central office. The work began in the spring of 1921.

WISCONSIN.

The State of Wisconsin accepted the Federal act by proclamation of the governor, December 18, 1920, and in June, 1921, the acceptance was ratified by the legislature with an appropriation slightly less than the Federal allotment. The actual work of rehabilitation is under the direction of a State supervisor of rehabilitation who is responsible to the State director for vocational education, who is executive officer of the State board. The State supervisor is assisted by two special agents, one of whom works in the city of Milwaukee. Actual rehabilitation work began shortly after the beginning of the fiscal year 1921–22.

WYOMING.

The legislature of the State of Wyoming accepted the Federal act February 21, 1921. The actual work of industrial rehabilitation is under the direction of the State director for vocational education. The State superintendent of public instruction, who is the executive officer of the State board, is responsible for the administration of the act. Special legislation was enacted in this State providing for a maximum payment of $10 per week for a period of 40 weeks for all disabled persons taking training, whether injured in industry or otherwise.

Work was not begun in this State until the early part of the fiscal year 1921–22.

PART III.

PUBLICATIONS.

Industrial Rehabilitation: A Statement of Policies. Bulletin No. 57, Industrial Rehabilitation Series, No. 1.

This Bulletin, published in September, 1920, contains a statement of policies to be observed in the administration of the industrial rehabilitation act.

Industrial Rehabilitation: General Administration and Case Procedure. Bulletin No. 64, Industrial Rehabilitation Series, No. 2.

This bulletin, published in September, 1920, contains a statement of policies tional rehabilitation of persons disabled in industry or otherwise has been prepared under the direction of Lewis H. Carris, administrative head, Federal Board for Vocational Education.

A first draft of the bulletin (as Misc. 240) has been given wide circulation among State officers and others interested in the development of industrial rehabilitation, as well as among employees of the Rehabilitation (Soldier and Sailor) Division of the Federal Board administering district and local offices in the States. In the final form of the bulletin this tentative draft has been materially revised and rearranged.

Industrial Rehabilitation: Service of Advisement and Cooperation. Bulletin No. 70, Industrial Rehabilitation Series, No. 3.

This bulletin on services of advisement and cooperation in civilian vocational rehabilitation of persons disabled in industry or otherwise has been prepared through cooperation of all members of the industrial rehabilitation staff, but acknowledgement is due Mr. Frederic G. Elton and Mr. John Aubel Kratz, members of the staff, who gathered much of the material for the contents and prepared the first draft; and to Dr. Frank Harrison, of the United States Public Health Service, who has been making special studies and investigations of physical rehabilitation as it applies to vocational rehabilitation, for his advice and counsel in the preparation of material. This bulletin is intended to deal more specifically with some of the concrete problems of industrial rehabilitation.

PART IV.

STATISTICAL REPORT.

TABLE 1.—*Vocational rehabilitation: Personnel of State rehabilitation staffs—number of full-time and part-time State directors and supervisors and number of other personnel, by States, for the year ended June 30, 1921.*

State.	State rehabilitation staff.								Number of other personnel.
	Number of directors.				Number of supervisors.				
	Total.	Full-time.	Part-time.	Not specified time.	Total.	Full-time.	Part-time.	Not specified time.	
United States [1]	24	5	14	5	11	7	3	1	47
Alabama	1		1		1	1			1
Arkansas	1			1	1			1	
Georgia					1	1			1
Idaho	1		1		1	1			1
Indiana					1	1			
Iowa	1			1	1	1			
Louisiana					1		1		
Maine									1
Minnesota	2	1	1						11
Mississippi					1	1			
Missouri	2		2		1	1			3
Nebraska	1			1					
Nevada	1		1						1
New Jersey	2	1	1						6
New Mexico	1			1	1		1		
New York	2	2							
Ohio	1		1						
Pennsylvania	2		2						13
Rhode Island	1			1					1
South Dakota	1		1						5
Tennessee	1	1							1
Utah	2		2						
Virginia					1		1		
West Virginia	1		1						2
Wyoming [2]									

[1] To June 30 the 12 States following had not legally accepted the Federal act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.

[2] No report.

TABLE 2.—*Vocational rehabilitation: Expenditure for personnel of State rehabilitation staffs, by States, for the year ended June 30, 1921.*

State.	Total.	Expenditures.									
		From Federal funds.				From State funds.				From other and not specified funds.	
		Total.	For salary of State directors.	For salary of State supervisors.	For other personnel.	Total.	For salary of State directors.	For salary of State supervisors.	For other personnel.	Total.	For salary of State supervisors.
Total [1]	$56,903.87	$11,956.83	$4,699.44	$3,068.74	$4,663.65	$11,361.85	$5,724.53	$3,252.06	$2,860.26	$354.17	$354.17
Alabama	2,509.16	1,254.58	333.33	687.50	233.75	1,254.58	333.33	687.50	233.75	.....	.....
Georgia	2,000.02	999.98	.....	875.00	124.98	1,000.04	.....	875.00	125.04	.....	.....
Idaho	1,206.64	301.66	.....	216.66	85.00	904.98	.....	649.98	255.00	.....	.....
Indiana	500.00	250.00	.....	250.00	.....	250.00	.....	250.00	.....	.....	.....
Iowa	266.67	133.33	.....	133.33	.....	133.34	.....	133.34	.....	.....	.....
Minnesota	7,778.13	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Mississippi	708.34	354.17	.....	354.17	.....	.....	.....	.....	.....	354.17	354.17
Missouri	787.48	304.15	.....	104.17	199.98	483.33	275.00	208.33	.....	.....	.....
Nevada	1,101.32	550.67	274.99	.....	275.66	550.67	275.00	.....	275.67	.....	.....
New Jersey	4,365.16	2,694.28	750.00	.....	1,944.28	1,670.88	1,500.08	.....	170.80	.....	.....
New Mexico	312.48	156.24	.....	156.24	.....	156.24	.....	156.24	.....	.....	.....
New York	5,032.24	2,766.12	2,266.12	.....	500.00	2,766.12	2,266.12	.....	500.00	.....	.....
Pennsylvania	25,452.89	(3)	475.00	.....	.....	(3)	475.00	.....	.....	.....	.....
South Dakota	650.00	325.00	.....	.....	325.00	325.00	.....	.....	325.00	.....	.....
Tennessee	500.00	250.00	175.00	.....	75.00	250.00	175.00	.....	75.00	.....	.....
Virginia	583.34	291.67	.....	291.67	.....	291.67	.....	291.67	.....	.....	.....
West Virginia	2,650.00	1,325.00	425.00	.....	900.00	1,325.00	425.00	.....	900.00	.....	.....
Wyoming [4]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] To June 30, the 12 States following had not legally accepted the Federal act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington. The total for all expenditures includes expenditures in Minnesota not distributed by funds.

[2] Minnesota did not distribute the funds.

[3] Only amounts paid State directors reported separately.

[4] No report.

TABLE 3.—*Vocational rehabilitation: Live roll of cases at beginning and end of fiscal year, new cases listed, and closures during the year, by States, for the year ended June 30, 1921.*

State.	Number of cases.									Closures during the year.			Live roll June 30, 1921.		
	Total.			Live roll July 1, 1920.			New cases listed during the year.								
	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.
Total [1]	5,619	[2] 3,496	[2] 301	1,013	[2] 323	[2] 60	4,606	[2] 3,173	[2] 241	2,557	2,404	153	3,062	[2] 1,809	[2] 166
Alabama	115	104	11	.....	.....	.....	115	104	11	29	25	4	86	79	7
Arkansas	2	1	1	.....	.....	.....	2	1	1	2	1	1	.....	.....	.....
Georgia	207	175	32	.....	.....	.....	207	175	32	94	82	12	113	91	22
Idaho	64	62	2	.....	.....	.....	64	62	2	2	2	.....	62	60	2
Indiana	376	362	14	.....	.....	.....	376	362	14	41	39	2	335	323	12
Iowa	40	40	.....	.....	.....	.....	40	40	.....	.....	.....	.....	40	40	.....
Louisiana	30	22	8	19	11	8	11	11	.....	1	1	.....	29	21	8
Maine	101	60	41	100	60	40	1	.....	1	5	1	4	96	59	37
Minnesota	931	881	50	264	252	12	667	629	38	240	230	10	691	651	40
Mississippi	95	79	16	.....	.....	.....	95	79	16	14	13	1	81	66	15
Missouri	9	8	1	.....	.....	.....	9	8	1	.....	.....	.....	9	8	1
Nevada	15	15	.....	.....	.....	.....	15	15	.....	6	6	.....	9	9	.....
New Jersey	1,363	1,263	100	.....	.....	.....	1,363	1,263	100	1,293	1,196	97	70	67	3
New Mexico	14	14	.....	.....	.....	.....	14	14	.....	2	2	.....	12	12	.....
New York	102	98	4	.....	.....	.....	102	98	4	46	43	3	56	54	2
Ohio	47	35	12	.....	.....	.....	47	35	12	5	5	.....	42	30	12
Pennsylvania	1,822	[3]	[3]	630	[3]	[3]	1,192	[3]	[3]	735	720	15	1,087	[3]	[3]
Rhode Island	7	7	.....	.....	.....	.....	7	7	.....	.....	.....	.....	7	7	.....
Tennessee	7	6	1	.....	.....	.....	7	6	1	.....	.....	.....	7	6	1
Utah	81	77	4	.....	.....	.....	81	77	4	22	18	4	59	59	.....
Virginia	109	107	2	.....	.....	.....	109	107	2	16	16	.....	93	91	2
West Virginia	82	80	2	.....	.....	.....	82	80	2	4	4	.....	78	76	2
Wyoming [4]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] To June 30 the 12 States following had not legally accepted the Federal act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.

[2] Number for Pennsylvania not reported separately by sex.

[3] No report.

TABLE 4.—*Vocational rehabilitation: Live roll of cases June 30, 1921, classified as listed pending survey, surveyed pending further disposition, in training and in employment under supervision, by sex, by States.*

State.	Number of cases live roll June 30, 1921.											
	Total.				Male.				Female.			
	Listed pending survey.	Surveyed pending further disposition.	In training.	In employment under supervision.	Listed pending survey.	Surveyed pending further disposition.	In training.	In employment under supervision.	Listed pending survey.	Surveyed pending further disposition.	In training.	In employment under supervision.
Total [1]	2,392	1,183	543	501	2,305	1,118	473	489	87	65	70	12
Alabama	35	42	9	.....	31	40	8	.....	4	2	1	.....
Georgia	60	38	12	3	47	33	8	3	13	5	4	.....
Idaho	34	20	4	4	33	19	4	4	1	1	.....	.....
Indiana	288	38	8	1	278	37	7	1	10	1	1	.....
Iowa	38	2	.....	.....	38	2	.....	.....	.....	.....	.....	.....
Louisiana	29	.....	.....	.....	21	.....	.....	.....	8	.....	.....	.....
Maine	.....	47	47	.....	.....	27	30	.....	.....	20	17	.....
Minnesota	397	78	216	.....	386	73	192	.....	11	5	24	.....
Mississippi	10	47	24	.....	9	42	15	.....	1	5	9	.....
Missouri	7	2	.....	.....	7	1	.....	.....	.....	1	.....	.....
Nevada	10	4	8	.....	10	4	8	.....	.....	.....	.....	.....
New Jersey	.....	.....	4	66	.....	.....	3	64	.....	.....	1	2
New Mexico	10	1	3	.....	10	1	3	.....	.....	.....	.....	.....
New York	28	11	17	.....	27	11	16	.....	1	.....	1	.....
Ohio	11	4	29	1	9	2	21	1	2	2	8	.....
Pennsylvania	1,324	767	118	417	1,294	751	114	407	30	16	4	10
Rhode Island	.....	.....	7	.....	.....	.....	7	.....	.....	.....	.....	.....
Tennessee	7	.....	.....	.....	6	.....	.....	.....	1	.....	.....	.....
Utah	38	13	5	3	35	8	5	3	3	5	.....	.....
Virginia	66	17	5	.....	64	17	5	.....	2	.....	.....	.....
West Virginia	.....	52	27	6	.....	50	27	6	.....	2	.....	.....
Wyoming [2]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] To June 30 the 12 States following had not legally accepted the Federal act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.
[2] No report.

TABLE 5.—*Vocational rehabilitation: Cases listed pending survey at beginning and end of fiscal year, by sex, by States, for the year ending June 30, 1921.*

State.	Number of cases listed pending survey.											
	Total.		Male.		Female.		Increase or decrease during the year.					
							Total.		Male.		Female.	
	June 30, 1921.	July 1, 1920.	June 30, 1921.	July 1, 1920.	June 30, 1921.	July 1, 1920.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Total [1]	2,392	437	2,305	397	87	40	1,955	.....	1,908	.....	47	.....
Alabama	35	.....	31	.....	4	.....	35	.....	31	.....	4	.....
Georgia	60	.....	47	.....	13	.....	60	.....	47	.....	13	.....
Idaho	34	.....	33	.....	1	.....	34	.....	33	.....	1	.....
Indiana	288	.....	278	.....	10	.....	288	.....	278	.....	10	.....
Iowa	38	.....	38	.....	.....	.....	38	.....	38	.....	.....	.....
Louisiana	29	19	21	11	8	8	10	.....	10	.....	.....	.....
Maine	.....	39	.....	22	.....	17	.....	39	.....	22	.....	17
Minnesota	397	91	386	86	11	5	306	.....	300	.....	6	.....
Mississippi	10	.....	9	.....	1	.....	10	.....	9	.....	1	.....
Missouri	7	.....	7	.....	.....	.....	7	.....	7	.....	.....	.....
Nevada	11	.....	10	.....	.....	.....	10	.....	10	.....	.....	.....
New Mexico	10	.....	10	.....	.....	.....	10	.....	10	.....	.....	.....
New York	28	.....	27	.....	1	.....	28	.....	27	.....	1	.....
Ohio	11	.....	9	.....	2	.....	11	.....	9	.....	2	.....
Pennsylvania	1,324	288	1,294	278	30	10	1,036	.....	1,016	.....	20	.....
Tennessee	7	.....	6	.....	1	.....	7	.....	6	.....	1	.....
Utah	38	.....	35	.....	3	.....	68	.....	35	.....	3	.....
Virginia	66	.....	64	.....	2	.....	36	.....	64	.....	2	.....
Wyoming [2]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] To June 30 the 12 States following had not legally accepted the Federal act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.
[2] No report.

TABLE 6.—*Vocational rehabilitation: Progress of cases during the year ended June 30, 1921—listings of new cases, surveys, original initiations into training, placements, and closures, by States.*

State.	Actions taken during the year ended June 30, 1921.														
	Surveys.	Original initiations into a training program.	Placements.			Closures.									
			Total.	After training.	Without training.	Total.	Self rehabilitated.	Rehabilitated by State.			Could not locate.	Service rejected.	Not susceptible.	Deceased.	Other.
								Total.	Male.	Female.					
Total [1]	2,095	450	565	110	455	2,555	970	457	444	13	266	93	207	16	546
Alabama	53	11				29	1				3	8	6		11
Arkansas						2	1								1
Georgia	56	15	4	3	1	94					83		5		6
Idaho	28	4	4		4	2					2				
Indiana	62	8				41					9	11	6	2	13
Iowa	2														
Louisiana			1	1		1		1	1						
Maine	40	1	1	1		5									5
Minnesota	361	155	57	49	8	240	56	30	28	2	32	27	19	5	71
Mississippi	83	24	2		2	14	6					3	3	1	1
Missouri	2														
Nevada	26	11	2	2		4									
New Jersey	65	4	66	1	65	1,293	807					8	66		412
New Mexico	4	3				2						1			1
New York	74	22	8	4	4	46	4	8	7	1		17	5		12
Ohio	44	37				5	1					1	1		1
Pennsylvania	1,036	118	417	47	370	735	84	417	407	10	133	7	90	4	
Rhode Island	7	7													
Utah	43	7	3	2	1	22		1	1		1	9	3	2	6
Virginia	27	5				16	9				2		1	2	2
West Virginia	82	33				4	1					1	2		
Wyoming [2]															

[1] To June 30, the 12 States following had not legally accepted the Federal Act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.

[2] No report

TABLE 7.—*Vocational rehabilitation: Cooperating agencies; financial aid contributed and other service rendered, by States, for the year ended June 30, 1921.*

State and cooperating agency.	Cooperative service rendered other than financial aid.	Financial aid contributed.
ALABAMA.		
Individuals	Services not designated separately by agency: Reporting cases and making surveys.	$78.00
Red Cross		323.94
Churches		221.00
Masons		25.00
County officials		30.28
War students		70.00
State workmen's compensation commission.		.....
Birmingham Association for the Blind		.....
Welfare organizations		.....
City school officials		.....
Salvation Army		.....
State college officials		.....
GEORGIA		
Associated Charities	In investigations and placements	.....
State board of health	Advisory	.....
General Welfare Board	Reporting cases and general cooperation	.....
American Red Cross	.....do	.....
Agencies of Federal Board	.....do	.....
County demonstration agents	.....do	.....
County officers	.....do	.....
State colleges	.....do	.....
School superintendents	.....do	.....
Hospitals	.....do	.....
Industrial commission	.....do	.....
IDAHO.		
Rotary clubs	Notification of cases	.....
Kiwanis clubs	.....do	.....
Commercial clubs	.....do	.....
Federated Women's Clubs	.....do	.....
Business Women's Clubs	.....do	.....
Red Cross chapters	.....do	.....
Methodist Church Brotherhood, Boise	For maintenance	50.00
Congregational Men's Club, Boise	.....do	50.00
Presbyterian Men's Brotherhood, Boise	.....do	50.00
County commissioners, Bear Lake County.	Per month for maintenance	15.00
Soldiers' rehabilitation office, Seattle	Information and assistance	.....
Soldiers' rehabilitation office, Boise	.....do	.....
Soldiers' rehabilitation office, Pocatello	.....do	.....
Soldiers' rehabilitation office, Spokane	Information and assistance and supervision of trainee	.....
Idaho Accident Board	Information and assistance	.....
Golden rule store	Position for trainee	.....
Rialto Theater, Blackfoot	Training agency	.....
State Federation of Labor	Information and assistance	.....
Various local labor unions	.....do	.....
LOUISIANA.		
Louisiana Commission for the Blind		4,950.00
MINNESOTA.		
Dunwoody Institute	Clinic to advise on difficult cases	.....
United Charities, St. Paul	Assisted in maintenance, 1 case	.....
Board of Control, St. Paul	.....do	.....
Catholic Bureau, St. Paul	Assisted in maintenance, 2 cases	.....
Mutual Aid Blind Association	Advice in blind cases	.....
Associated Charities, Minneapolis	Assisted in maintenance, 6 cases	.....
Society for the Blind, Minneapolis	Advice in blind cases	.....
Visiting nurses, Minneapolis	Advice in 2 cases	.....
Jewish Charities, Minneapolis	Assisted in maintenance, 1 case	.....
Red Cross, Koochiching County	.....do	.....
Red Cross, Beltrami County	.....do	.....
St. Louis County Association for Blind	Advice in blind cases	.....
MISSISSIPPI.		
Member State Department of Education	Reported cases	100.50
State Home Economics Teachers' Association.	.....do	31.20
Counties, through county superintendent of education.	.....do	355.46
Red Cross chapters	Reported cases, financial aid, etc	52.87
Private donations		619.91

TABLE 7.—*Vocational rehabilitation: Cooperating agencies, etc.*—Continued.

State and cooperating agency.	Cooperative service rendered other than financial aid.	Financial aid contributed.
NEVADA.		
Industrial insurance commission	Send men for reeducation	.....
Labor commission	....do	.....
——— ——— commissioners	Agreed to pay maintenance of county charge [1]	.....
NEW JERSEY.		
Institute for Crippled and Disabled Men, New York.	Gratuitous vocational training for physically handicapped individuals.	.....
NEW MEXICO.		
Red Cross	.....	(1)
NEW YORK.		
State industrial commission	Assistance in securing names of persons disabled in industry.	.....
State department of health	Assistance in organizing work	.....
UTAH.		
State of Utah	.....	$269.97
State board for vocational education	Free service of supervisor (part time)	.....
State industrial commission	Names of applicants and suitable compensation rates	.....
State public utilities commission	Information on eligible cases	.....
WEST VIRGINIA.		
State compensation commissioner	Reported cases; and general conference offered services in several places.	.....
Red Cross	Will give some aid in 1921-22	.....
Salvation Army	Has helped much in locating cases	.....
Local hospitals	Located cases	.....
Chamber of commerce	In some cases offered office room, etc	.....

[1] Undetermined.

TABLE 8.—*Vocational rehabilitation: Expenditures from Federal and State funds and from contributions (private sources), by States, for year ended June 30, 1921.*

State.	Amount of expenditure.				
	Total.	From Federal funds.	From State funds.	From local funds.	From contributions (private sources).
Total [1]	$273,312.23	$89,458.98	$180,227.19	$1,801.14	$1,825.02
Alabama	4,782.83	1,914.31	2,120.29	.....	748.23
Georgia	4,824.17	2,359.30	2,464.87	.....	.....
Idaho	2,524.63	1,231.70	1,292.93	.....	.....
Indiana	1,053.68	526.83	526.85	.....	.....
Iowa	1,008.94	299.47	709.47	.....	.....
Louisiana	9,900.05	4,950.02	4,950.03	.....	.....
Maine	20,301.74	6,075.63	14,226.11	.....	.....
Minnesota	27,727.81	13,727.99	13,999.82	.....	.....
Mississippi	2,153.56	1,076.77	.....	.....	1,076.79
Missouri	1,434.70	507.51	927.19	.....	.....
Montana	25,000.00	25,000.00	.....	.....	.....
Nevada	2,871.64	1,205.60	1,666.04	.....	.....
New Jersey	80,626.97	5,221,97	[2] 5,387.82	.....	.....
New Mexico	738.80	369.40	369.40	.....	.....
Ohio	2,388.28	1,194.14	1,194.14	.....	.....
Pennsylvania	97,642.22	41,498.72	54,342.36	1,801.14	.....
Rhode Island	1,001.14	381.45	619.69	.....	.....
South Dakota	650.00	325.00	325.00	.....	.....
Tennessee	2,201.48	606.65	1,594.83	.....	.....
Utah	539.79	269.82	269.97	.....	.....
Virginia	1,493.28	743.39	749.89	.....	.....
West Virginia	4,946.62	2,473.31	2,473.31	.....	.....
Wyoming [3]	.....	.....	.....	.....	.....

[1] To June 30 the 12 States following had not legally accepted the Federal act: Colorado, Connecticut, Delaware, Florida, Kansas, New Hampshire, Oklahoma, Oregon, South Carolina, Texas, Vermont, and Washington.

[2] In addition to $5,387.82 to match Federal funds New Jersey appropriated $70,017.18 for other rehabilitation purposes.

[3] No report.

TABLE 9.—*Allotments to the States under the industrial rehabilitation act for the year ending June 30, 1921.*

State.	Total.	Allotted on basis of population.	Special allotment to guarantee minimum of $5,000.
United States	$777,951.44	$750,000.00	$27,951.44
Alabama	17,498.35	17,498.35	.....
Arizona	5,000.00	1,672.45	3,327.55
Arkansas	12,885.44	12,885.44	.....
California	19,458.08	19,458.08	.....
Colorado	6,539.29	6,539.29	.....
Connecticut	9,123.27	9,123.27	.....
Delaware	5,000.00	1,655.82	3,344.18
Florida	6,159.50	6,159.50	.....
Georgia	21,353.29	21,353.29	.....
Idaho	5,000.00	2,664.69	2,335.31
Illinois	46,146.75	46,146.75	.....
Indiana	22,104.22	22,104.22	.....
Iowa	18,207.73	18,207.73	.....
Kansas	13,838.88	13,838.88	.....
Kentucky	18,740.79	18,740.79	.....
Louisiana	13,556.03	13,556.03	.....
Maine	6,075.63	6,075.63	.....
Maryland	10,601.23	10,601.23	.....
Massachusetts	27,551.06	27,551.66	.....
Michigan	22,998.71	22,998.71	.....
Minnesota	16,987.79	16,987.79	.....
Mississippi	14,707.75	14,707.75	.....
Missouri	26,952.96	26,952.96	.....
Montana	5,000.00	3,077.68	1,922.32
Nebraska	9,757.19	9,757.19	.....
Nevada	5,000.00	670.07	4,329.93
New Hampshire	5,000.00	3,523.84	1,476.16
New Jersey	20,764.41	20,764.41	.....
New Mexico	5,000.00	2,678.66	2,321.34
New York	74,586.66	74,586.66	.....
North Carolina	18,056.46	18,056.46	.....
North Dakota	5,000.00	4,722.68	277.32
Ohio	39,014.56	39,014.56	.....
Oklahoma	13,562.31	13,562.31	.....
Oregon	5,505.97	5,505.97	.....
Pennsylvania	62,731.95	62,731.95	.....
Rhode Island	5,000.00	4,440.77	559.23
South Carolina	12,402.17	12,402.17	.....
South Dakota	5,000.00	4,778.59	221.41
Tennessee	17,880.51	17,880.51	.....
Texas	31,889.66	31,889.66	.....
Utah	5,000.00	3,055.54	1,944.46
Vermont	5,000.00	2,913.18	2,086.82
Virginia	16,872.42	16,872.42	.....
Washington	9,346.15	9,346.15	.....
West Virginia	9,993.75	9,993.75	.....
Wisconsin	19,100.52	19,100.52	.....
Wyoming	5,000.00	1,194.59	3,805.41

TABLE 10.—*Allotment of industrial rehabilitation Federal funds to States for the years ending June 30, 1922 and 1923.*

State.	Allotment to States.		
	Total.	On basis of population.	From special funds.
United States	$1,017,774.65	$1,000,000.00	$17,774.65
Alabama	22,305.56	22,305.56	.....
Arizona	5,000.00	3,174.24	1,825.76
Arkansas	16,644.37	16,644.37	.....
California	32,552.12	32,552.12	.....
Colorado	8,825.64	8,825.64	.....
Connecticut	13,114.76	13,114.76	.....
Delaware	5,000.00	2,118.33	2,881.67
Florida	9,199.60	9,199.60	.....
Georgia	27,507.82	27,507.82	.....
Idaho	5,000.00	4,102.34	897.66

TABLE 10.—*Allotment of industrial rehabilitation Federal funds to States for the years ending June 30, 1922 and 1923*—Continued.

States.	Allotment to States.		
	Total.	On basis of population.	From special funds.
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	18,806.36	
Kentucky	22,955.83	22,955.83	
Louisiana	17,084.23	17,084.23	
Maine	7,295.45	7,295.45	
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	5,213.96	5,213.96	
Nebraska	12,314.38	12,314.38	
Nevada	5,000.00	735.30	$4,264.70
New Hampshire	5,000.00	4,208.89	791.11
New Jersey	29,978.23	29,978.23	
New Mexico	5,000.00	3,423.00	1,577.00
New York	98,650.39	98,650.39	
North Carolina	24,309.38	24,309.38	
North Dakota	6,144.71	6,144.71	
Ohio	54,709.10	54,709.10	
Oklahoma	19,266.88	19,266.88	
Oregon	7,441.50	7,441.50	
Pennsylvania	82,832.38	82,832.38	
Rhode Island	5,741.23	5,741.23	
South Carolina	15,993.88	15,993.88	
South Dakota	6,046.63	6,046.63	
Tennessee	22,207.82	22,207.82	
Texas	44,296.50	44,296.50	
Utah	5,000.00	4,268.86	731.14
Vermont	5,000.00	3,347.75	1,652.25
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	5,000.00	1,846.64	3,153.36

TABLE 11.—*Interest earned on Federal (civilian) vocational rehabilitation funds deposited with State treasurers for the year ended June 30, 1921.*

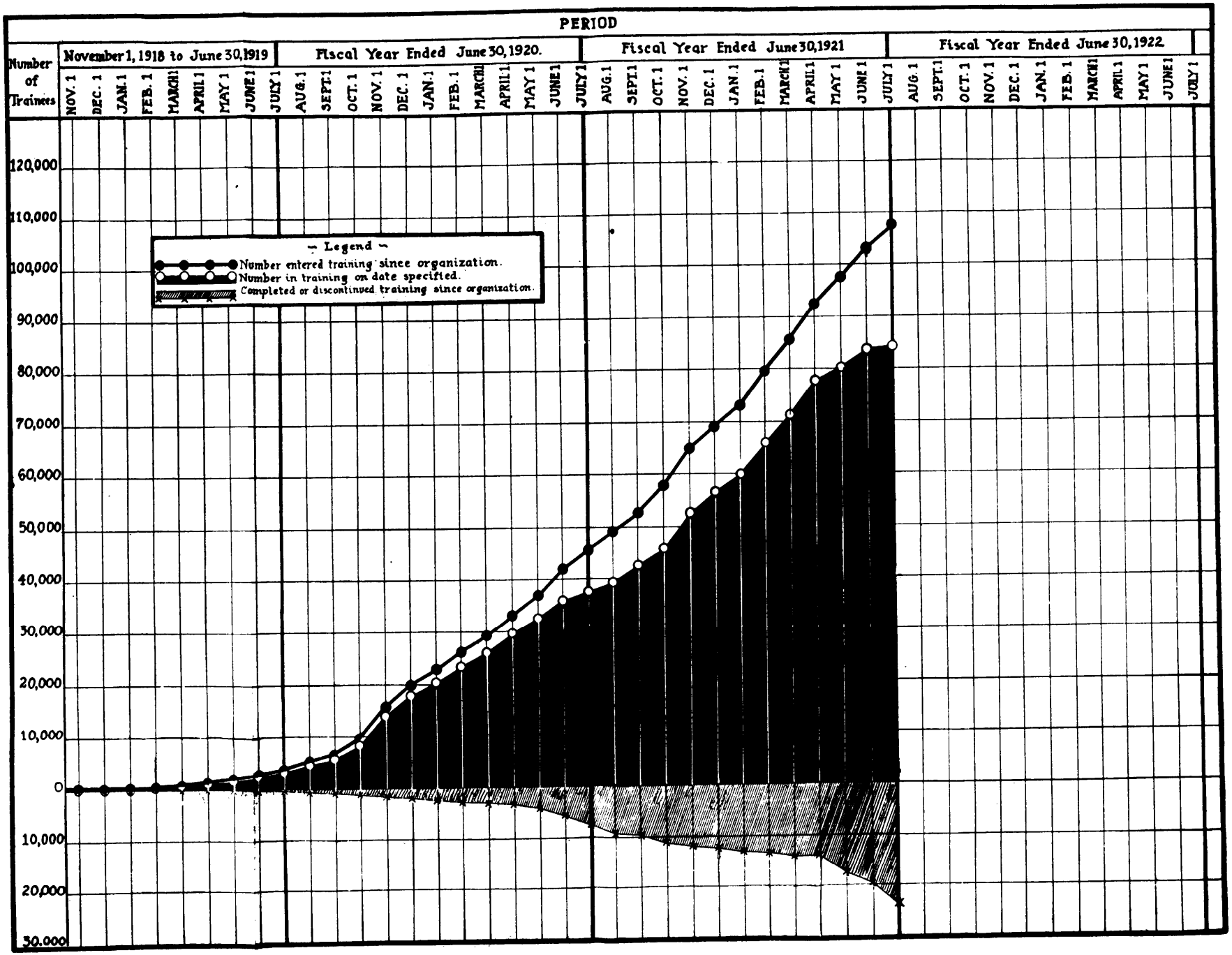
Arkansas	$10.54	North Carolina	$236.36
Georgia	107.35	North Dakota	63.20
Idaho	33.87	Ohio	48.40
Indiana	124.61	Oklahoma	175.02
Iowa	14.65	Pennsylvania	175.30
Maine	31.23	South Dakota	26.80
Minnesota	64.75	Tennessee	131.06
Mississippi	76.10	Utah	22.14
Missouri	231.38	Virginia	127.02
Montana	31.11	Wisconsin	86.02
New York	666.12		

SECTION III

REHABILITATION OF DISABLED SOLDIERS, SAILORS, AND MARINES

SOLDIER AND SAILOR REHABILITATION.

Number entered training and completed or discontinued training since organization to date specified and number in training on date specified, by months.



REHABILITATION OF DISABLED SOLDIERS, SAILORS, AND MARINES.

PART I.

GENERAL SURVEY.

FOREWORD.

In previous annual reports of the Federal Board detailed accounts have been given of the progress from year to year of the soldier rehabilitation work under direction of the Board. For a general account of the work reference may be made to the "Brief historical sketch," and to the "General survey of the work" in the fourth annual report (pp. 261–265 and 272–293).

During the past year, as in other years, changes in policy, procedure, and organization have become necessary or expedient under changing conditions, and this report deals with some of the more important of these developments. A running account of developments from month to month has been given in the Vocational Summary, issued monthly by the Federal Board, to July, 1921.

Progressive decentralization of administration whereby authority has been conferred upon district and local office organizations in proportion as they have developed capacity for exercising these powers with discretion, has been a matter of policy consistently followed by the Board from the beginning. Administrative changes during the past fiscal year, made consistently with this policy, have enabled disabled men to deal with the Board's representatives less through correspondence and more through personal contact.

An important administrative development is found in the establishment of a Cooperation Section, upon which was devolved the task of coordinating, so far as was possible under the soldier rehabilitation act, the work of the several independent Government agencies dealing with ex-service men. Cooperation with veteran organizations, also, to the end that contact might more easily be established with disabled men entitled to vocational training, was a duty of this section. The program of cooperation was extended to embrace such agencies capable of rendering special services, as the Red Cross, the Elks, Rotary, Kiwanis Clubs, chambers of commerce, Masonic bodies, civic organizations, Y. M. C. A., Knights of Columbus, and other fraternal, civic, and commercial organizations.

Facilities for industrial, commercial, and agricultural training were enlarged during the year, training centers for tuberculous trainees established, and more liberal provisions made for cases of defective eyesight under the supervisor for the blind.

By the close of the fiscal year personal-service workers were administering, through the Cooperation Section, those "humanizing services" specified by the President's special commission, April 7, 1921.

Expansion of the Board's activities, increase in the number of trainees, and in the number of shops and institutions offering placement and institutional training were inevitable developments. As shown in the statistical section of this report, average expenditure per trainee has decreased as the number in training has increased. It was expected that this would be true, and it may reasonably be presumed that as the general program of rehabilitation is brought more upon an established basis of procedure, and the cost incident to experimentation in a new project diminishes, the average expenditure per trainee will continue to decrease.

Decreasing costs have not meant impairment of service. The files of the Rehabilitation Division contain hundreds of letters from presidents of colleges, deans, and instructors regarding the general excellence of the work accomplished under the rehabilitation program. Mistakes have, of course, been made in individual cases, but records show that trainees enrolled in institutions, where comparative records are available, have ranked as high in scholarship as the remainder of the student body, and in some cases have ranked higher. This has been demonstrated, for example, in tests conducted by the faculty of the Leland Stanford University, the University of California, and Northwestern University.

In a large measure this result is due to the fact that the trainees are mature men inspired by serious motives. They have all been required to pursue a definite vocational course, and all subjects of training or study have been selected with a definite object in view. The course being the choice of the trainee, he is naturally interested in it, and does well in it.

Men have broken training in individual cases for various causes; some because of physical incapacity, and others because they have secured suitable employment, but the number who have discontinued training because of noninterest or misconduct has been negligible. Of the great majority of the trainees the mental attitude is conducive to industrious effort, and precludes discontinuance of training except under adverse conditions.

In general, it may be said that the opportunities provided by the Government for vocational rehabilitation have been consistently taken advantage of by those entitled to the service.

Tabulations indicate a considerable increase in earning power for rehabilitated ex-service men over their prewar earnings. The figures represent a direct economic gain on all counts, for it is reasonable to presume that without vocational training these men would in many cases have been wholly dependent upon Government compensation or private charity.

TRAINING RELATIONS.

From the standpoint of training relations, the outstanding developments in training for the fiscal year ending June 30, 1921, were:

(1) Development of training centers:

(*a*) Hospitals.

(*b*) Federal Board schools.

(2) Changes and modifications of agricultural training programs, institutional and placement.

(3) Changes and modifications of commercial training programs.

These developments are covered in subsequent sections of this report.

LEGISLATION.

The original act providing for vocational rehabilitation and return to civil employment of disabled persons discharged from the military or naval forces of the United States, approved June 27, 1918, has been discussed comprehensively in the fourth annual report of the Board (pp. 261–265). During the fiscal year the following additional legislation has been enacted by Congress:

The act making appropriations for sundry civil expenses of the Government for the fiscal year ending June 30, 1922, contained the new provisos that the Board's appropriation was available for the payment of *necessary medical service and treatment to trainees hereafter required in cases where such service or treatment is not provided by the Bureau of War Risk Insurance*, and also that not more than $60,000 of the appropriation may be used for such service and treatment heretofore furnished. The same act contained the proviso also that $500,000 of the $65,000,000 appropriated may be used by the Federal Board for Vocational Education as a revolving fund for the purpose of making advancements to persons commencing or undergoing training under the vocational rehabilitation act, such advancements to bear no interest and to be reimbursed in such installments as may be determined by the Federal Board by proper deductions from the monthly maintenance and support allowance allowed by said act as amended.

This act contained the further proviso:

That no person who has been declared eligible for training under the provisions of the vocational rehabilitation act, for whom training has been pre-

scribed, and who has been notified by the Board to begin training shall be eligible to the benefits of said act in the event of his failure to commence training within a reasonable time after notice has been sent such person by the Board: *Provided further*, That except when such failure is due, in the opinion of the Board, to physical incapacity, such time shall not be longer than 12 months after the passage of this act for persons already declared eligible and notified to begin training, and 12 months after notice is given for persons hereafter declared eligible and notified to begin training. (Amendment of Mar. 4, 1921, Pub. 389, 66th Cong.)

The deficiency appropriation act, Public, No. 18, Sixty-seventh Congress, approved June 16, 1921, making appropriations for carrying on the rehabilitation work for the fiscal year ending June 30, 1921, added new matter in the form of two provisos. The first proviso authorized the Board to make payments for maintenance and support direct to dependents, and the second proviso required applications for training to be made within 18 months from the date of the approval of the act of which it is a part, namely, 18 months from June 16, 1921.

This covers all the new legislation enacted during the fiscal year. Public No. 47, Sixty-seventh Congress, known as the Sweet Act, was approved August 9, 1921. This enactment severed the rehabilitation work from the Federal Board for Vocational Education and placed it in the United States Veterans' Bureau.

PART II.

ORGANIZATION.

CENTRAL OFFICE.

On August 1, 1920, important changes were effected in the organization of the Division of Rehabilitation. In order to secure quick action upon cases and to provide an opportunity for personal contact between the representatives of the Board and disabled soldiers, it was thought advisable to further decentralize the work, placing as much responsibility upon men in the field as was consistent with successful administration of the act. The resultant organization is set forth below.

Functions of the central office in Washington embraced general administrative duties, the organization of special work in the field, the supervision of work in district and local offices, and the standardization of methods. Assistants in administration were appointed to aid in the general administration of the work at central office and in the field. In addition to these administrative assistants, other officers in the central office included:

(*a*) A chief of training relations, who had general supervision of all training throughout the 14 districts.

(*b*) A chief of industrial relations, whose duties included the establishing of sound industrial relations, with general oversight of all local offices.

(*c*) A superintendent of cooperation, who was in charge of liaison service with cooperating agencies, and responsible for the supervision of personal service contacts in the field.

(*d*) A chief of medical relations, who had general supervision of all district medical officers, and was responsible for the liaison work between the Board and the Public Health Service.

(*e*) An eligibility officer, who assigned and supervised district eligibility officers and checked and standardized their work.

(*f*) A legal adviser, who was responsible for approval of all contracts as regards legal form, passed on all regulations involving legal questions, and rendered all necessary legal opinions.

(*g*) A statistician, who collected, arranged, and summarized statistics required of the districts.

(*h*) A superintendent of allowances, who segregated certain information relative to each trainee, such as subsistence and dependency pay, tuition, and other costs.

(*i*) A chief clerk, who had the usual duties of such officers.

(*j*) A superintendent of records and files, who was the custodian of the folders of the trainees and applicants for training, and of the files.

(*k*) A superintendent of accounts, who was responsible for accounting methods, and audited vouchers submitted for payment.

(*l*) A disbursing officer who made all disbursements, except in the case of two districts, on the Pacific coast, of which he had general supervision.

DISTRICT OFFICE FUNCTIONS AND ORGANIZATIONS.

For administrative purposes, as noted in previous reports, the country was divided into 14 districts, each composed of 2 or more States. The number of local offices in each district was determined by its size and population. Each district was in charge of a district vocational officer who was responsible for all matters pertaining to rehabilitation in his district.

In its soldier rehabilitation service the Federal Board decentralized its operations probably more extensively than any other Government bureau. Its district vocational officers were invested with a large degree of discretionary power. Practically all applications for training could be decided in the district office without referring them to Washington. Exception was made of those cases which involved certain types of professional training, and of cases where original approval involved a total training period of more than two years. Even in such cases, however, the district vocational officer was authorized in amputation cases to approve training up to a 4-year course without reference to central office.

All officers and agents of the Board assigned to a district, with the exception of officers and agents who were responsbile directly to central office, were under the direction of the district vocational officer and responsible to him.

The principal functions of the district office were:

(*a*) Administration.

(*b*) Interpretation of policies.

(*c*) Supervision of local offices.

(*d*) Special and expert supervision of certain types of training.

(*e*) Preparation and development of prospective cases.

(*f*) Preparation of cases for eligibility.

(*g*) Collection and maintenance of district records.

(*h*) Establishing proper public relations.

(*i*) Preparation of contracts covering instruction.

Contact unit.—Advisement was recognized as continuing throughout the man's rehabilitation from the declaration of eligibility to his

entrance upon suitable employment. Advisement was, therefore, the function of the agent supervising the man's training.

The preparation and development of prospective cases for the determination of eligibility was the function of a contact unit. In each district the contact unit was under the direction of a contact officer.

Eligibility officer.—In each district the eligibility cases was passed upon and certified by an eligibility officer. Where necessary, more than one eligibility officer was designated with the approval of central office.

Records and files unit.—This unit handled all files, records, statistical and conditions reports, and incoming and outgoing mail and telegrams. The officer in charge of this unit was known as "records officer," which superseded the title of "case officer."

Finance unit.—Under the supervision of the chief clerk there was established a finance unit, which handled all trainees' checks, purchases of equipment, special funds, and other financial transactions.

All reports by specialists and experts concerning particular trainees or groups of trainees were made to the local supervisor concerned, and a copy of such reports sent to the district vocational officer for the attention of the assistant district vocational officer having charge of special and expert supervision.

LOCAL OFFICE ORGANIZATION.

It was essential that a plan of organization be developed that would place more direct responsibility and authority on the agents of the Board who were in personal contact with the trainees. To accomplish this result, each district was divided into such local office territories as were approved by central office. The size of these territories was dependent upon local conditions in the several districts and the problems to be handled by each of these local offices.

The unit of organization for a local-office territory was one officer known as the local supervisor, one "status" or executive clerk, and one stenographer. One clerk-stenographer was able to handle the office work in some territories. Where the number of trainees required the services of more than the unit of organization above described, such additional help was added to the local office as was required.

The principal function of the local office was to arrange and supervise the training of persons who had been declared eligible for training. They performed other functions consistent with the authority delegated to them when called upon by either the district or central office. Careful supervision at frequent intervals, with such changes as became necessary, was depended upon to bring the training to a successful termination. Complete rehabilitation of the man must be in each case evidenced in terms of successful em-

ployment. There was delegated to the local office the responsibility for inducting a man into such training as would lead to the proper employment objective. These offices were given authority to make needed changes, in either the type of training or the place of training within the territory of the local office, without prior approval from either the district office or central office.

The preparation of cases for the determination of eligibility, and the declaration of eligibility to the local office was a function of the district office, exercised through a contact unit working in conjunction with an eligibility officer.

As soon as a man was declared eligible for vocational training, the essential facts covering his vocational history and such other essential facts as were on file in the records of the district office were transferred to the local office, together with a declaration of eligibility. The local officer was thereafter held responsible for the handling of the case.

While the local offices were called upon from time to time to perform any and all of the services that the Board was authorized to render, the principal functions of these offices were:

(*a*) To induct and supervise trainees.

(*b*) To make reports of inductions, changes, discontinuances, and completions.

(*c*) To keep records of all trainees in the territory.

(*d*) To make conditions reports.

(*e*) To deliver checks to trainees.

(*f*) To secure information on prospective cases when requested.

(*g*) To give attention to local inquiries and requests from the public concerning the work of the Board and keep the district office informed concerning same.

CHIEF CLERK'S OFFICE.

The work of the chief clerk's office may be divided into two divisions, (1) Administrative, and (2) Purchasing and Handling of Supplies and Equipment. Under the term "Administrative" are classed the usual duties of a chief clerk pertaining to the operation of a department. These include appointments, resignations, and all matters pertaining to the personnel as a whole.

In the Division of Purchasing and Handling of Supplies and Equipment the furnishing of equipment and supplies to both central office and field offices are included.

Up to September 1, 1920, the chief clerk's duties were simply administrative. On that date the additional duty was delegated to him of handling field requirements for supplies. In order to take care of this additional work, it was necessary to organize a unit to handle the equipment and supplies needed by the district offices, the

local offices, and the Federal Board training centers, which were being opened up at a rapid rate.

On March 1, 1921, the Purchasing Section was consolidated with the chief clerk's office. The chief clerk enlarged the personnel of the office, installed a property-record system, and coordinated the various units so that requisitions could be handled on a 24-hour basis, with all bills of lading and price invoices immediately following.

On September 1, 1920, the floor space used by the stock room amounted to 4,070 square feet. On June 30, 1921, the floor space as used by the stockroom and warehouses amounted to 19,070 square feet, an increase in space of 15,000 square feet.

In the period subsequent to September 1, 1920, the chief clerk's office received and filled 1,663 requisitions for supplies and equipment, amounting to a total valuation of $584,502.22.

ACCOUNTS SECTION.

Owing to the rapid development of the rehabilitation work during the past fiscal year and the large increase in the number of men placed in training, the work of the Accounts Section grew to large proportions. Every expenditure made by the Board must be passed on by this section and properly audited before submission to the disbursing office for payment. At the beginning of the fiscal year 1921, the working force of the Accounts Section was limited in size for the amount of business to be handled, and it became necessary to add to this force from time to time and to train the personnel for this technical work. The vouchers submitted by schools throughout the country for tuition and supplies furnished trainees, and those submitted by vendors to cover equipment and the varied kind of materials necessary to carry on the work, assumed increasing proportions. The peak for the fiscal year was reached about March, 1921, and with a trained force of auditors the work at the end of the fiscal year was in current condition. Vouchers submitted were being passed for payment almost immediately on receipt, in spite of the fact that the personnel available was still limited, requiring, therefore, considerable overtime work.

From the time of the organization of the Rehabilitation Division purchases of equipment, tools, and supplies needed to properly train disabled soldiers, sailors, and marines were necessarily made on a large scale, and this property was scattered throughout the United States in many institutions, public and private, and in the training centers established by the Board. In addition, there was purchased a large amount of office equipment and supplies for distribution to the 14 district offices and branch offices under their jurisdiction. During the fiscal year 1921 a physical inventory was made

of all property of the Board wherever located and a modern system of property accounting installed. Under the system of property accounting established by the Board there was maintained in every office a complete record of the property chargeable thereto, and it was felt that the results would be very satisfactory, since there would be a check on every employee responsible for the property. The Board was able to determine at all times the value and location of its property.

During the fiscal year 1921 the Accounts Section standardized its work in all district offices. Much improvement was seen in standardization of forms used in carrying on the work. The large volume of bookkeeping work in the central office of the Board is done by tabulating machines installed at the beginning of the fiscal year 1921, and this has resulted in greater efficiency and a net reduction in cost to the Board.

PERSONNEL SECTION.

The Personnel Section at the beginning of the fiscal year 1921 consisted of 32 employees. At the close of the fiscal year there was a total of 39 employees.

In the main, the work of this section embraced the handling and administration of all matters pertaining to the personnel of the Board. At the beginning of the fiscal year the personnel consisted of 3,911 employees; and at the close of the fiscal year, June 30, 1921, of 6,352 employees.

During the fiscal year the employees of the Personnel Section prepared 7,905 appointments and changes in status, and prepared and presented to the standing committee and upon their authorization issued 3,490 increase or decrease appointments; it handled officially 2,928 resignations or separations from the Board; issued traveling authorization for 2,860 staff employees, and kept current changes in these staff orders from time to time. In addition, a monthly report has been made to the United States Civil Service Commission of all appointments, changes in designation, salary, resignations, etc., and has reported and verified applications made for refund under the retirement act.

During the fiscal year the files of the Personnel Section were condensed to include all correspondence relative to the personnel of the Board. The card-records system was completely revised, so that data pertaining to the personnel was much more easily accessible. A quarter report to Congress of the personnel of the Board was compiled from the personnel cards, as well as vital statistics of personnel used in the annual report to Congress and other matters.

PART III.

DEVELOPMENT OF FEDERAL BOARD TRAINING CENTERS.

Federal Board training centers were developed throughout the fiscal year in accordance with the policies and plans described in the fourth annual report of the Board, page 417 and following.

Such centers as the close of the fiscal year represented three administrative types:

1. United States Public Health Service hospitals, national sanatoria, and contract hospitals.
2. Federal Boad schools in cities for nonresident students.
3. Federal Board schools for resident students.

1. The purpose of training in the first type, and the divisions thereof, were:

(*a*) To provide training—therapeutic and prevocational—which would enable Federal Board representatives to assist the man to the wise choice of subsequent training and employment objective.

(*b*) To give, while the patient was convalescent, such training leading to the employment objective as might be possible to give with due regard to the number of men to be served and the breadth of the training program which could be economically provided.

(*c*) To enable the officials of the Board to settle all questions relating to eligibility, so that the man might, on discharge from the hospital, if his physical and mental condition permitted, enter upon regular training without delay.

Administratively, the work in the three types enumerated above differed only in one particular. In the Public Health Service hospitals that service conducted all activities for bed patients properly styled therapeutic training, and the Federal Board conducted, for ambulant patients, all work properly styled prevocational and vocational. In the other types of hospitals the Board conducted the complete program.

2. Federal Board schools in cities for nonresident students: In large centers of population it became necessary to establish schools under direct management of the Board in order to accomplish for certain types of cases the following purposes:

(*a*) To provide elementary education prior to selection of employment objective before active training was feasible. Such men were

frequently illiterate, had serious disabilities, and sometimes spoke English only brokenly. These cases presented a complicated problem.

(*b*) To provide try-out courses to discover aptitudes and skills which men might have and which might be developed into a complete occupational training.

(*c*) To provide opportunity for supplementary instruction when men were taking placement training, for men who were in section 3 training without pay, for men who needed trade extension training in out-of-hour time in order to master the occupation for which they were being trained.

3. Federal Board schools for resident students: Two types of resident schools were developed—(*a*) For the arrested tuberculous case, (*b*) for the neuropsychiatric cases.

(*a*) The development of the first type was made necessary because of the fact that so many men, after discharge from hospitals, under ordinary conditions, returned to their homes, but did not complete their recovery. These men broke down and returned to the hospitals for further treatment. To meet this situation, a plan for a resident school was devised. The purpose to be served by such a school was to provide a place where a man, who had been pronounced by the hospital authorities as inactive, might if he wished, enter upon vocational training under adequate medical and nursing supervision.

(*b*) The development of schools for the neuropsychiatric cases had been based upon advice furnished the Board by the National Committee for Mental Hygiene, through its medical director. Two such centers were established, and it was felt to be an experiment which should be watched with care, future developments to rest upon the outcome.

The following summary tables show number of different types of training centers, established number of staff, and enrollment of trainees.

Number of centers of different types, number of staff, and enrollment of trainees, June 30, 1921.

Type of center.	Number of—		
	Centers.	Staff.	Trainees.
Total	183	818	12,315
United States Public Health Service hospitals	45	273	4,882
National soldiers' homes	6	66	1,367
State, county, and city hospitals	33	104	1,424
Private sanatoria	42	78	920
Federal board training centers not in hospitals	57	297	3,722

Number of centers, number of staff, and enrollment, by months, February, 1920, to June, 1921.

Month.	Number of—		
	Centers.	Staff.	Trainees.
1920:			
February	3	5	95
March	6	24	229
April	7	41	458
May	16	86	846
June	25	141	1,396
Fiscal year 1920–21:			
July	54	194	2,543
August	68	231	3,202
September	78	288	3,586
October	90	340	4,233
November	110	398	5,013
December	122	500	5,262
January	148	624	7,138
February	154	614	7,867
March	159	755	9,415
April	183	823	10,577
May	183	807	11,668
June	180	818	12,315

Enrollment in training centers, by districts, June 30, 1921.

Total	12,315
District No. 1	654
District No. 2	1,154
District No. 3	346
District No. 4	1,386
District No. 5	1,935
District No. 6	1,346
District No. 7	886
District No. 8	1,244
District No. 9	391
District No. 10	281
District No. 11	1,144
District No. 12	582
District No. 13	366
District No. 14	600

PART IV.

AGRICULTURAL TRAINING.

Agricultural trainees may be divided into three classes:

(*a*) Men who went into the war from agricultural institutions and reentered college upon returning.

(*b*) Men with eighth-grade preparation who upon returning were admitted to subcollege or special courses.

(*c*) Men whose early educational advantages have been such that they range all the way from a condition of illiteracy to seventh or eighth-grade preparation. These men must be given supplementary assistance before they can profit by instruction and receive the greatest benefit from their training.

As regards men in the first and second groups, the Board has had little difficulty in satisfactorily placing them in institutions. These men have usually entered regular classes. Furthermore, it has often been possible to arrange for special classes or special coaching to bring those who have entered late up to a point where they can enter regular classes.

Group (*c*) men constitute numerically a larger group than the first two groups combined, and present a serious training problem to the three parties concerned, namely, the Board, the training agencies, and the men themselves.

ELEMENTARY INSTRUCTION.

Originally illiterate men were taught English and arithmetic, and those of foreign parentage were in some cases given a course of Americanization for a period of 60 days, foreign illiterates being placed in the same classes with natives. Instruction and plain talks were given illustrated with pictures, charts, etc., and classes were held sometimes in the shop, the dairy, or the greenhouse.

Gradually the men would take hold and assist in doing actual work themselves, and their natural aptitude and success helped to determine the type of work for which they were best fitted. At the end of the 60 days an employment objective having been determined up, the men were sent to suitable training agencies with no especial arrangement for continuing their prevocational or preparatory training.

Subsequently the Board provided for three or four months' continuation of instruction in English and mathematics after the ex-

piration of the 60-day period, at the same time giving practical work, all instruction being given from a vocational standpoint.

UNIT COURSES.

By this time the men will have generally acquired a vocabulary of "work" words and special terms used in connection with their particular type of training, so that they will be ready for efficient training for their job. The men may then be inducted into unit courses, which begin the first of each month of the 12 months of the year. The trainee may complete his training by finishing the agricultural-unit course in one year, but may need an extension to cover the time of his preparation from two to six months, or possibly longer. While engaged in this unit agricultural work the man is also carrying on in the common and related branches throughout the year, so that when he finishes the unit courses in agriculture he has received additional advantages through this instruction combining elementary and related subjects.

TWO-YEAR COURSES.

If the man was entitled to or should have two years' training, as soon as he was prepared, he might be allowed to enter a regular two-year course. The agricultural unit course could have served its purpose as a stepping-stone, and an intermediary between the vocational preparation and the two-year course in a "Smith-Hughes" State school of agriculture, or a two-year subcollege course as offered by the agricultural colleges.

The Federal Board secured acceptance of the guidance school and agricultural unit courses by about two-thirds of the agricultural colleges, although somewhat modified in some instances to meet certain existing conditions in the institutions as indicated above. Even the larger agricultural colleges, such as Iowa, Michigan, Indiana, Ohio, and others arranged for vocational guidance schools, or modified their coaching and tutorial activities into much more efficient elementary courses to be taught vocationally.

Notwithstanding the introduction of better and more fitting elementary instruction in over 30 of the States, in many of them it was really only planned. It was necessarily an experiment, subject to many modifications during 1919–20, and in connection with those agricultural colleges not yet recognizing the paramount importance of supplementary training the provision of such training continued to constitute a real problem.

In many cases men with agricultural experience as a training asset were of elementary grade in the matter of schooling on account of lack of opportunity for early schooling. The very fact that they had background experience in agriculture implied having lived a

country life which had for a large percentage of the men the precluded opportunity of securing more than a few years of even common-school education. That these men had little schooling was probably due in many cases to the disinclination of farmer parents to give their boys "book learning" of the kind then obtainable, because of the parent's belief that education would tend to lead the boys away from agricultural farm life.

These difficulties continued to perplex the Federal Board in its efforts to induce institutions to accept men of such limited education. Presidents intimated that State institutions were not prepared to do the elementary teaching work necessary to advance these men in the knowledge of English and mathematics to the point where they could receive and be benefited by the agricultural training offered. Institutions of advanced learning were neither kindergartens nor grammar schools. They believed that these men should be prepared at agricultural high schools until they could be matriculated into short courses in agriculture or the four-year courses of the agricultural college.

Investigation made by the Federal Board early in the college year of 1919–20 proved that the men requiring elementary instruction constituted in different districts from 25 to as high as 62 per cent of those approved for agricultural training. This percentage varied in different parts of certain districts and even in different parts of certain States.

CORRESPONDENCE COURSES.

Correspondence courses in agriculture had their beginning in the summer of 1920 and are treated as a minor part of the development of agricultural training. Such courses are an incentive and frequently become the first stepping-stone to institutional training by interesting different men in agricultural training at colleges or schools.

For the benefit of those unable to attend institutions, there was increasing demand for courses upon lines not yet treated, and this need became so great in such subjects as poultry and beekeeping that the beekeeping course was supplied by the Agricultural College at Ames, Iowa. This institution provided not only a suitable course for elementary students but also an advanced course, together with recommendations for reading and study preparatory to civil-service work in agriculture with the Bureau of Entomology in the United States Department of Agriculture.

In the absence of comprehensive poultry courses, illustrated booklets containing from two to four lessons each, published by the National Poultry Institute and the American Poultry School were

adopted and offered for general use throughout the country, not only for agricultural trainees but at training centers and at hospitals and sanatoria.

Correspondence courses in agriculture offered by certain private institutions were declined, preference being given to courses prepared and supervised by specialists of agricultural colleges. However, they were not extensively employed until later, except in those States where they had previously been introduced and were known and in general use. Among the correspondence courses in agriculture were those offered by the States of Massachusetts, Pennsylvania, Ohio, Kentucky, and California. In 1920 in the last-named State the agricultural college had enrolled for correspondence courses 32,000 students.

IRREGULAR SPECIAL STUDENTS.

Many institutions which could not organize special courses opened all classes for Federal Board men as "irregular students." Ohio Agricultural College adopted this policy. Any disabled soldier was permitted to specialize by selecting his schedule. This enabled men, for example, to major in agricultural chemistry or animal husbandry and minor in kindred lines.

Some agricultural colleges and schools made a beginning late in the year. Several opened guidance schools or elementary schools in March and April, and also established special courses in such subjects as farm mechanics, poultry, and bees. The School of Forestry of Missoula, Mont., accepted the guidance-school idea and organized with it forestry-unit courses. A little later this precedent was followed by forestry schools of Idaho and Colorado which announced that they were prepared to offer an elementary course.

All agricultural colleges entered into the hearty cooperation with the Federal board, and, in so far as their capacity permitted, planned to arrange for prevocational schooling for the man needing it. Without exception by commencement season, 1920, all the agricultural colleges realized that the trainees are not boys, but mature, earnest men, often needing much preparation to fit them to fully profit by the vocational work. They are as fine students and as loyal college men as the regular matriculants. It is now generally conceded that parallel with the vocational training the college should provide the necessary supplementary instruction for these ex-service men. They should not be deprived of association with mature men such as they themselves are, nor of the benefits to be derived from living in the atmosphere of the college, with its advanced ideas of scientific agriculture, its modern equipment, buildings, live stock, farm machinery, and implements.

SUMMER COURSES IMPROVED.

Preparatory to the opening of last year's training in agriculture nearly all agricultural colleges continued elementary work through the summer for recently entered trainees and those needing such training in order to be prepared for vocational work at the opening of the fall session. Numerous institutions conducted special courses and many men had their placement training during vacation season in some department, on the farm, or with some experiment station. The courses were greatly improved and extended to make all work in English and mathematics of vocational intent.

With the excellent work of trainees, institutions were reporting many men distinguished on the honor rolls. Everywhere there were indications of appreciation on the part of trainees, and of gratification among school officials for the opportunity provided by this service. Contracts were modified to enable institutions to arrange for more and better instructors, for special courses of instruction, and for adequate equipment to meet the needs of the additional trainees.

The Minnesota School of Agriculture organized for the summer of 1919 a "Smith-Hughes first-year course," with the same curriculum as the winter first-year course. Thirty-seven men took this course for the summer and were prepared November 1 to begin the second year. As a result they had finished the two-year "Smith-Hughes" course by the spring of 1920. These men were then given project training for the growing season of the year, the same as other "Smith-Hughes" students, who went to their home farms for project training and other work, except that the Federal Board trainees were given from three to five projects, usually on their own or their father's farm, or upon lands controlled by them. This was the beginning of the project training work with the Federal Board.

The summer "Smith-Hughes" work of 1919 was not repeated in 1920, but such men as were sufficiently advanced and capable were started with project training. Some who were not qualified to comprehend the projects, keep records, and make reports were given "parallel training"; that is, supplementary and placement training simultaneously at or in the vicinity of the institution.

Many institutions all over the country established summer schools, or extensions of established schools, suitable for training disabled soldiers needing elementary instruction, and some institutions organized special courses. These concessions were made by many of the agricultural colleges, county schools of agriculture, and agricultural high schools.

Every effort was made to secure acceptance and advancement for the men selecting agriculture as a vocation, notwithstanding such a

large percentage were short of preparation. Directors of the subcollege courses were almost universally in favor of taking the sincere earnest men into classes although not fully prepared, because of their mature age, provided English and mathematics should supplement the course. Hence, where men were assembled for try-out in connection with an institution, instructors in elementary branches recommended as rapidly as possible the more advanced and brighter students for coaching into subcollege courses.

SHORT AND SPECIAL COURSES.

Special courses were organized by many institutions that had earlier declined to supply this service. The response was probably due to a better understanding of the requirements for rehabilitating these men as speedily as possible, and for their training in special lines; also, to the more equitable contract financially justifying the undertakings. Instead of regular college and short courses in agriculture, many new courses were organized to conform to special objectives.

In almost every district and State courses other than college were modified and improved to meet the advisable objectives in order to really rehabilitate the men by training in *one* or *in a few lines*. The objectives have increased in number, some districts now having 15 or 20 distinct agricultural objectives whereas formerly, with fewer agricultural training officers and necessarily less attention to the agricultural trainees, it was all "agriculture."

Not enough attention had been given the subject of objectives. The particular job objective is quite as important in agriculture as in other lines, and trainees have the goal of their training kept constantly before them and its highest attainment ever in mind.

The number of courses or proposed courses and objectives increased, the most popular courses and those generally approved being the following:

Herdsman's course.
Animal husbandry.
Meat cutting and inspection.
Live-stock trading, buying, and selling.
Landscape gardening.
Market gardening.
Floraculture.
Plant propagation.
County agent course.
Lumber grading.
Fish culture.
Sugar-beet culture.
Farm mechanics.
Agricultural engineering.

Irrigation farming.
Farm management.
Swine husbandry.
Horticulture manufacturer.
Small fruits, berry specialties.
Seed specializing.
Forestry, ranger course.
Cotton classing in the South.
Grain grading in the West.
Combination objective for intensive small farming:

1. Horticulture:
   A. Gardening.
   B. Small fruits.
   C. Orcharding.
2. Poultry husbandry.
3. Apiculture.

RECONSTRUCTION INFLUENCES AGRICULTURAL TRAINING.

With the economic changes due to the exigencies of business generally, the opportunities for earning high wages were reduced. The most expensive crops ever produced were, if salable at all, being disposed of at less than cost. The change commenced in time to decide many disabled men to begin training with the opening of the fall sessions of the colleges.

The colleges themselves had not the prospect of excessive enrollments from regular students as during the past two years, and having found Federal Board trainees important college timber extended elective privileges on any subject to Federal Board trainees.

LAND SETTLEMENT, COLONIZATION, AND COOPERATIVE COMMUNITY.

Early in its experience in agricultural training agents of the Board were impressed with the causes influencing men in selecting that type of training. There were, as noted above, those who had gone from a college course to the war and these could simply resume their college work. There were high-school men and eighth-grade men who were ready for a four-year college or a two-year subcollege agricultural course. It is a safe "guess" that about 100 per cent of these men were owners or prospective owners of farms.

Another class were principally misfits, or men without definite vocational ideals. Able farm laborers had been discouraged with the prospect of being only a little better farm laborer when rehabilitated, and had not been given the encouragement that might be found in the assurance that two years of training might in many cases pre-

pare a man with farm experience to be an efficient farm manager, farm mechanic, stockman, dairyman, or horticulturer, for all of which positions good salaries were paid. Such prospective positions were not well advertised, nor was it fully appreciated that a wonderful opportunity awaited the well-trained farmer, stockman, and dairyman. It is true that in some districts it was found that very few men took agriculture unless they had prospects of placement or farm ownership. In almost every district a careful survey proved that from 65 to 83 per cent of the agricultural trainees would be self-placed. Hence the small number that would not be so placed would have greater opportunities for placement in good positions.

However, the percentage mentioned has been greatly decreased during the past year. This question was discussed in an agricultural conference in Washington, and it was estimated that under the changed conditions 50 per cent would be self-placed, leaving 50 per cent for whom lands should be provided. The change in conditions is due to the large increase in the number of agricultural trainees, caused by actual reconstruction conditions. Business depression affecting trades and industries deprived many men of an income greater than trainees' pay. This has resulted in driving men with agricultural experience back to the farm.

In certain districts, during 1919–20, the demand was so great for those who would not be self-placed that there were always more positions for the men than there were men for the positions. In the West several places to the man were reported by agricultural training officers. This made it unnecessary to take any position that might be offered and gave opportunity for selecting the best of several offers.

Nevertheless the men were not made fully aware of these conditions, and those with a background in other lines did not generally seek agricultural training. It is probable that the number of agricultural trainees would have been much larger had the Government been able to put into effect some definite land settlement policy for disabled agricultural trainees.

The nearest approach to such a scheme was the California land settlement act. Thirty-eight small farms, ranging from 20 to 40 acres—parts of the Durham project of the California Land Board—were taken by ex-service men. Later arrangements were made for still more intensive small farms in the Delhi project of the California land settlement. To these many Federal Board men were going from the University Farm school at Davis, Calif. With this prospect the men prepared themselves most thoroughly and with commendable thrift economized looking forward to the better use of their money on their small farms.

LAND PROJECTS.

Following to some extent, though much more extensively, the land projects of the California land settlement act.

Steps were taken in several districts looking to land settlement. An effort was made to ascertain whether the more progressive and thrifty men were endeavoring to acquire land, and definite information was sought as to the number who desired such an opportunity. It was learned that in the vicinity of almost every institution at least a few of the men had acquired small farm homes, and were living on their own property, purchased on the best possible terms. They were carrying on thriftily and economizing in order to complete the payment on a home. About one institution the "fever" for the little farm homes had gone so far that 31 men had purchased places ranging from 2 to 20 acres and others had leased properties with the intention of buying. Such efforts were made by trainees in almost every State in the Union.

Information secured by training officers from trainees of such agricultural institutions as have been surveyed indicates a desire for land on the part of from 56 to 87 per cent of such trainees.

In at least a half dozen districts the settlement project received attention from Federal Board officers. The Board was fully aware of the many difficulties attending land settlement schemes and rejected practically all that were presented. The American Legion, chambers of commerce, Senators, and Representatives, and many others interested in the welfare of the disabled soldier trainees have interested themselves in investigating and reporting upon large tracts of land. The Federal Board was continuing to make definite investigations looking to the procurement of suitable land at nominal prices and upon exceptional terms.

In general, it may be said the scholastic year 1920–21 closed with the best all-around results in agricultural training thus far achieved. Evidences of this success have accumulated in the form of letters from presidents, deans, and professors of agricultural colleges, from counselors and coordinators, from supervisors of district offices. This evidence is substantiated by reports received from Federal Board supervisors and directors.

It readily will be seen that it is absolutely impossible to conduct agricultural training uniformly throughout the United States. The courses as planned by the Federal Board were primary and tentative in order that changes be made to conform to the dominant agricultural characteristics of the region. Courses entirely unsuited to one section may be absolutely necessary in another section, if the trainee is to be given the opportunity of utilizing profitably some of the most desirable land in the given section.

AGRICULTURAL TRAINING FOR TUBERCULOUS MEN.

Providing suitable training for tuberculous men is one of the greatest problems of the Federal Board. Their proper hospitalization, subsequent handling and training has brought the Federal Board into close relations with the United States Public Health Service and with various surgeons and physicians all over the country. The inclination of many of these men who were yet under hospitalization was toward training in agriculture. Arrangements were made and were constantly being enlarged for giving these men a start in agricultural training, thus occupying their minds along the line of their future endeavors, while they were yet in the hospitals and sanatoria acquiring strength for actual training. The belief strongly prevails among tuberculous men that it is to their advantage to be in the open, in the country, and engaged in agricultural pursuits. While there exists a difference of opinion as to the real advantages of open-air occupations for tuberculous patients, numerous professional medical men express it as their belief that tuberculous men will be under more desirable conditions in the country. This idea is boldly expressed by medical directors and superintendents of hospitals and sanatoria, and the men disabled with tuberculosis frequently prefer and adhere to a training that will locate them in the open.

Information was received from United States Public Health Service physician of Cape Girardeau, Mo., and of Caruthersville, Mo., that of the tuberculous disabled ex-service men along the Mississippi River a large percentage were agricultural men. Most of these men had little schooling and had not taken the advantage of training. Few of them were considering institutional training at all. These physicians claimed that on account of the atmosphere being so humid and the fog so frequent along the river bottom, the region was entirely unsuited to men who have been gassed and are tuberculous. The matter came up in the discussion regarding the settling of these men on land projects or settlements, and it appeared that the Ozarks presented the most helpful and ideal conditions for them. Any location away from the humid valleys along large watercourses and bottom land would, however, be advantageous.

FORESTRY.

Forestry training insures prompt placement. The demand for such training has been rapidly increasing. Arrangements were made with the School of Forestry of the University of Montana, located at Missoula, to accept men at any time and to establish an elementary guidance school providing elementary courses in forestry. The United States Department of Agriculture has heartily cooperated

with the Federal Board in supplying literature which is of great value to the district offices in arranging forestry courses.

These courses consist of special courses, short or winter courses, two and four year courses—the latter leading to B. S. in forestry. There is also a five-year course leading to the M. S. degree.

In nearly all forestry schools short courses have been provided for rangers, many of whom are practically illiterate. These men are taught the common elementary school subjects, together with elementary forestry.

United States Forest Service officials and lumber companies have assisted in placing men for the summer, which puts the men in line for promotion in permanent positions after the completion of their training. This has enabled men, if they have shown ability, to finish as experienced foresters while gaining practical experience. In some schools such men are allowed to work in forest service and in the various woods employment for five or six months in the year, especially during the last two years of training, which prepares them to fill the most responsible positions. The men are thus made eligible, as far as the requirements of experience are concerned, for civil-service status in the United States Forest Service.

Unusual opportunity exists in bacteriological work with forestry diseases and in collecting fungi and insects. Indoors also there are records to keep, mapping to do from field notes taken, and wood samples to be tested. Interviews with the men have indicated that they were happy in their work. The demand being great for men, it has been difficult to hold Federal Board men in training until they were prepared for the better positions. Before they were sufficiently trained, many men were offered good positions. They could get good pay as helpers as soon as they acquired a knowledge of either forestry products, topographical surveying and mapping, scaling or cruising, or in forest mapping.

Positions for trained men covering a wide field of activity are offered in State and National forestry, and with lumber companies, railroads, and other corporations. The United States has taken over large reservations of timberland in almost every section of the country, and particularly in the West. Many State institutions and private individuals owning large timber tracts are included, by increase in values, to develop and properly care for them, thus requiring the services of additional technically trained men. Every up-to-date city has its forester in order that its trees in parks and streets may be properly developed and preserved.

State forestry positions include State foresters, nurserymen, reforestation experts, city foresters, extension men for farm forestry, and retail lumbermen. National forestry positions include forest supervisors, deputy forest supervisors, forest assistants, forest examiners,

forest rangers, forest guards, expert lumbermen, timber sales experts, grazing experts, reforestation experts, forest nurserymen, experts in wood preservation, forest chemists, forest pathologists, experts in forest entomology, surveyors, experts on land classification, and timber scalers. Lumber companies and associations employ managers of timber holdings, logging engineers, timber estimators, and log scalers. Railroad, telephone, and telegraph companies employ managers of timberlands, timber estimators, experts in wood preservation, and timber inspectors. Timber protective associations employ managers and secretaries, forest rangers, and forest guards. Many foresters trained in the United States are engaged in forestry work in the Philippine Islands or in Canada. Both of these domains have well-established forest organizations. Positions are now open to foresters with paper-manufacturing companies and many other industries using forest products.

INCREASE IN EARNING POWER.

Preliminary figures for 40 men rehabilitated along agricultural lines showed that these men had earned an average prewar wage of $785.77, and that since rehabilitation they were receiving an average salary of $1,477.05, making an average increase of $691.28. These men, so disabled that they could not return to their prewar occupations, have been enabled as a result of training to command larger wages and salaries than they were earning before the war when they were men in sound physical condition. Four men obtained positions in agricultural lines have made rises, respectively, from $800 to $2,400 per annum; from $540 to $1,500; from $360 to $1,200; and from $960 to $3,000. The men formerly earning $540 and $360 were farm laborers, and the man formerly earning $800 was a foreman. Rehabilitation brought out latent talent and enabled these men to take positions as farm managers. A stock raiser jumped from $480 to $2,040. Two landscape gardeners rose, one from $960 and the other from $780, to $2,400 each. Four foresters rose, respectively, from $900 to $960, from $600 to $1,200, from $720 to $1,560, and from $1,100 to $2,160. In individual cases farm foremen made less spectacular rises—from $1,000 to $1,080, from $720 to $1,000, from $480 to $1,500, from $1,296 to $1,500, from $1,400 to $1,800, and from $816 to $1,100.

NUMBER OF MEN WHO HAVE ELECTED TRAINING IN AGRICULTURE.

Up to the close of the year 15,000 disabled ex-service men had selected agriculture for their vocational training under the rehabilitation act. Many more had availed themselves of the prevocational training as related to general farming, live-stock raising, dairying, horticulture, poultry raising, and beekeeping.

PART V.

COMMERCIAL TRAINING.

GENERAL SURVEY.

The commercial training representative of the Federal Board held during the year a series of conferences in different sections of the country at which the commercial training officers of the various districts assembled and discussed the program for the year. The first of these conferences was held in Chicago, on November 13 and 14, with representatives of districts No. 7, No. 8, and No. 10 present; the second conference in Washington, D. C., on December 10 and 11, with representatives from districts No. 1, No. 2, No. 3, No. 4, and No. 5; the third conference in San Francisco, on January 25 and 26, with representatives from districts No. 11, No. 12, and No. 13; and the fourth in Dallas, on March 1 and 2, with representatives from districts No. 6, No. 9, and No. 14. The program of these conferences embraced the following topics:

(1) Bookkeeping and higher accountancy courses in business colleges.

(2) Accountancy and commerce courses in universities and schools of commerce.

(3) Combination courses in business colleges.

(4) Occupational surveys, job analysis, and employment objective.

(5) Selection of additional commercial training facilities.

(6) Guiding principles and methods in the supervision of commercial schools.

(7) How the local supervisor and the commercial supervisor can cooperate to put over this work successfully.

(8) Observance of Federal Board policies.

At these conferences it developed that many business colleges were establishing accountancy courses apparently for the purpose of training Federal Board men. In training these men it was recognized in the early stages of the work that many of them would not be satisfied with ordinary business training of the business-college type, which would prepare them for ordinary clerical positions. The Board recognized the importance of giving these men a thorough business training. As the men were more mature than the ordinary business-college student, it was necessary to specialize their training, thus enabling them to enter upon a higher type of work than that of the ordinary clerical grade. It was suggested that in all cases where

special accountancy courses were introduced for the benefit of the Federal Board students, approval of such courses should not be given unless the teaching staff was well qualified and the equipment adequate.

Comparatively few of our colleges have undertaken much in the way of organizing specific vocational commercial courses, and only a few colleges had up to the beginning of last year actually initiated special vocational commercial courses for Federal Board men. Federal agents felt that the need for commercial courses of a higher order to train competent men for semiprofessional and professional commercial occupations was urgent.

Another general conclusion of the conferences was that combination courses such as were generally offered in business colleges were not adapted to meet the needs of disabled ex-service men. Positions in modern business organizations are so specialized that a man with a combined training in, say, stenography and bookkeeping is seldom called upon to perform both types of duties.

It was felt further that because of the mature character of Federal Board trainees and the peculiar condition under which they were being trained that there was not sufficient justification to warrant an elaborate shorthand training program. Accordingly, less than 5 per cent of the total number of commercial trainees were at the close of the year studying shorthand.

In planning commercial training programs efforts have been made to set up practical standards by which results could be measured. With this purpose in mind, courses of study have been developed, and to meet the requirements imposed by the Board many educational institutions have found it necessary to alter the character of their instruction. In order to ascertain the extent to which educational institutions had adapted their instruction to the needs of trainees, a careful study was made of the commercial training situation as developed during the fiscal year 1920–21.

At the beginning of the soldier rehabilitation program the Federal Board realized that it would be more advantageous to use existing commercial training facilities for the purpose of retraining disabled soldiers than to attempt to create new facilities duplicating those already in existence. However, it was found necessary in many instances, as noted above, to persuade educational institutions to alter their courses of study to meet the peculiar needs and requirements of disabled soldiers.

The three distinct types of institutions which were involved in this readaptation program were:

(1) Private business colleges.

(2) Private accountancy schools or highly developed private commercial schools.

(3) Colleges and schools of business administration giving courses in commerce.

There are numerous striking illustrations of changes made in many of these institutions and ample evidence of the beneficial results of modifications approved for courses.

Business colleges in preparing young men for business positions have developed two principal lines of training, namely, bookkeeping and stenography. The knowledge of either one of these subjects, or both, usually became the entering wedge into commercial employment. Unfortunately, when young men were being advised for commercial positions they thought in the same terms in which business colleges had been thinking, namely, of bookkeeping and stenography, without realizing that a majority of occupations in the commercial field have in fact very little to do with either of these services. Elimination from the minds of vocational advisers of the false notion that commercial training means stenography and bookkeeping was one of the first problems encountered. Likewise, a considerable amount of missionary work had to be done among the business-school proprietors to convince them that their training facilities should be expanded and broadened, so as to train men for occupations other than bookkeeping and stenography. Eventually many changes were made in the teaching staffs, in courses of study, and in the content of courses, as well as by way of enlarging the equipment of institutions to enable them to do effective work with trainees.

In this connection it may be noted that the income tax law has forced many business houses to install more adequate systems of accounting, and that this has tended to give accounting work a professional standing. Schools have been organized to meet this situation, so that in every large city there have developed accounting schools which are purely vocational.

Wherever it was possible the facilities offered by these schools have been accepted by the Federal Board. In a few instances it was necessary to lengthen the number of hours, broadening the courses by adding English or mathematics, but in no case was any radical change necessary. This type of institution has been perhaps the most successful in providing training because it was in existence for a specific purpose and was meeting a specific demand successfully.

ORGANIZATION OF COURSES OF STUDY.

The Board recognized from the inception of its work that the fundamental factors to be considered in the organization of courses of study to meet the needs of commercial vocational rehabilitation were:

(1) The particular needs and requirements of the trainee.

(2) The specific needs and requirements of the commercial field in the community in which the man is to find employment, and the needs and requirements of the occupation for which the man is being trained.

(3) The logical presentation of the subject matter leading to that objective selected by the man.

If the disabled soldier is to be returned to civil employment capable of entering competition with the normal workers in a given occupation, it is highly essential that a careful analysis be made of the factors which are necessary to enable him to enter successfully upon his chosen employment. Business to-day has assumed such a highly specialized aspect that general business training is inadequate. The physical, economic, and industrial conditions of the community in which the student expects to find employment must be analyzed. In some communities the bulk of the commercial positions are those calling for routine clerical work. Such is the case, for example, in many of our Southern States, where a great deal of clerical work is required in marketing the cotton crop. The requirements in such cases would not be the same as for commercial occupations in cities like Chicago, New York, and Boston, or other large industrial centers in the northern part of the country. In these communities a larger number of commercial executive positions are found for which schools are successfully training men.

It was made clear to heads of institutions that the policy of the Board was so far as possible in each case to build upon the man's previous education and vocational experience, taking into account the nature of his disability, and taking every precaution to avoid training for an occupation which would be difficult to enter upon because of his disability.

College authorities have in certain instances assumed that the college is not a place for training men for particular jobs, but a place to train professional business men; that in order to make a professional man it is necessary to give him a broad, general, academic training as a foundation for building specialized commercial work; and that specialized training in commerce could not be given without a broad foundation of general academic subjects.

The Board has been able to make progress in most of the schools approached in securing suitable commerce courses. Many schools were offering four-year courses in commerce and other courses which provided something upon which to build. It was not desirable to accept the conventional requirements of colleges, whereby the student was under the necessity of completing two years of academic training prior to entering the commerce course, and then devoting two more years in the regular commerce course itself. The proposition presented itself of organizing short intensive courses, eliminating in

a large measure the usual college entrance requirements, and substituting vocational subjects for many of those offered in the departments of economics and commerce. Courses were reduced from four years to two years, making the entire program intensive, and were so arranged that all of the subjects were related directly to the major subject chosen to lead the man to his employment objective. This procedure meant that the trainee would be as thoroughly prepared in commerce in two years as a regular student at the end of four years, thereby saving two years' training pay, the equivalent of approximately $2,400 or more, and two years' tuition and cost of supplies. The student would also be able to enter upon employment two years earlier.

In compliance with this general scheme a number of colleges waived their entrance requirements and accepted trainees as regular students. Boston University, Northwestern University, University of Denver, Southern Branch of the University of California, University of Utah, Washington University, are illustrations of schools which made concessions and agreed to accept any trainee who could enter the school and satisfactorily carry on the work. Many of the leading universities throughout the United States have since been added to this list. The success of this experiment has been so convincing that when other universities were approached on the subject at the beginning of this year, their only reason for not making the concession was that they were not able to take care of additional students.

During the year the commercial training supervisor held many conferences with presidents and deans of commerce schools. The purpose of these conferences was:

(1) To analyze the curriculum of the colleges of commerce, the subject of study in the different fields in which institutions attempted to do work.

(2) To construct, if possible, more intensive courses of study and courses which would be more vocational in these fields, or a given vocation suitable for the training of the beneficiaries of the vocational rehabilitation act.

(3) To arrange these courses so that they can be completed in a shorter period than four years.

A number of points were explained to heads of the schools in order that they might have a better appreciation of the Board's particular problems. It was explained that a course of study must be organized which would enable the trainee to return to satisfactory employment in a given occupation in the quickest time possible, consistent with thorough and efficient training. Because of this responsibility it becomes mandatory that such training be made direct and intensive toward a specific objective. When using an educational

institution for the purpose of training a disabled soldier, it follows that every subject in the course of study selected should specifically contribute to training for employment.

The only place in the Board's training program for courses in foreign languages, for example, appears to be in training for foreign grade service, where a knowledge of foreign language is clearly essential. The place assigned different branches of mathematics in the program was determined from the standpoint of utility alone.

The importance of English in the course of study, it was felt, could not be overemphasized. Failure to teach the proper use of the mother tongue to business students has been a serious omission. English courses in a commerce school should be specific and should relate directly to the subject. More time should be given to teaching students how, for example, to write a business letter, and how to prepare a report covering an audit of a given set of books.

It is the major subject which leads the student to his employment objective. Other subjects included in the program are introduced because of their related value. As an illustration, in preparing a student for a position as general accountant the general program of accountancy becomes the major instruction. The subjects of English, business law, mathematics, money, banking, finance, etc., are of value as they serve the general subject of accountancy. To determine the specific and related subject matter needed, it is necessary to look at the training program from the unemployed end, and to approve only those subjects which are essential in order that a man may successfully prepare for a specific employment.

PART VI.

WORK OF THE INDUSTRIAL RELATIONS SECTION.

FUNCTIONS.

While the name of this Industrial Relations Section of the Rehabilitation Division of the Federal Board has been changed, and some variations have been made in the work assigned to this section, its principal duties and functions have remained practically the same since organization of the Division of Rehabilitation in 1918.

Training-on-the-job and the placement of trainees in employment, which in the early history of the division were the principal functions of the Placement Section, have continued to be the responsibility of this section under its subsequent designation as the Industrial Relations Section, and although most of the details in connection with this work are now handled in the field, the more important matters of a general character are still handled by the section at the central office.

The official designation of the section might suggest that its functions and activities have pertained exclusively to relationships and arrangements between the Division of Rehabilitation and industrial establishments and labor groups throughout the country, whereas the section has in fact covered a very much broader field in the rehabilitation of the vocationally handicapped ex-soldiers.

The duties and responsibilities of the head of the section, the "Chief of Industrial Relations," indicate the general functions of the section. These duties are defined in the outline of organization (Miscel. 150, Rev. 2) as follows:

(1) Development of local offices.

(2) Coordination of the work of the district and local offices.

(3) The handling of all matters pertaining to industrial relations.

(4) Direction of central office personnel engaged in performing these functions.

In addition to the above-mentioned general activities the section has handled other matters to which reference will be made below. The phase of its work to which the section has given major emphasis in the past 12 months is the establishment and development of local offices.

DEVELOPMENT OF LOCAL OFFICES.

On July 1, 1920, there were approximately 70 branch offices in operation throughout the districts, with less than 100 staff officers

assigned to such offices, who handled only placement training cases and made such arrangements for training facilities and for the supervision of the trainees as such limited organization with limited authority would permit. The staff officers and clerks were directly responsible to and a part of the placement section of the district office. The records of the men in training were not distributed to the branch offices, but were kept in the district offices, and the functions and activities of the branch offices were thereby limited to supervising the trainees and making reports and recommendations to the district office. No change or adjustment could be made in a man's training without prior approval or direction from the district office.

During the year branch offices have been replaced by local offices. On June 30, 1921, 146 local offices were in operation throughout the country. The location of each of these offices was determined upon by consideration of the distribution of the trainees, the territory to be covered, and the transportation facilities available. The purpose was to effect an organization which would make it possible to follow up with adequate supervision each trainee in the territory assigned to the local office. The personnel of the local office includes a local supervisor, such staff officers as may be required to supervise the trainees assigned to the local office territory, and such clerical force—status clerk, stenographers, and clerks—as are required. The average number of personnel assigned to the branch offices on July 1, 1920, was about 3. On June 30, 1921, the number of staff officers and clerks assigned to local offices averaged about 11 to the office. At the date of this report there were 864 staff officers and 858 clerks assigned to all local offices.

On July 1, 1920, there were less than 5,000 under the supervision of the branch offices. On June 30, 1921, approximately 187,000 cases were assigned to the local offices, and there were 85,338 cases in training. All cases declared eligible for training are assigned to local office territories and the local offices assume full supervision over the trainees during the period they are either under the jurisdiction of or entitled to service from the Federal Board. These facts indicate in general the growth of this part of the work of the Industrial Relations Section. The local office assists the trainees in selecting the proper employment objective, provides or secures the proper training opportunity or arrangement, exercises general supervision over the training, follows up and adjusts any and all matters affecting the successful rehabilitation of trainee, and finally returns the trainee to civil employment as the accomplishment of his rehabilitation. The supervision of the trainees is individual in character and the jurisdiction of the local office includes all trainees assigned to the local office territory, whether they are receiving instruction in train-

ing centers or educational institutions, or are being trained in industrial establishments such as shops, mills, factories, offices, or farms.

A complete record of each trainee is maintained in the local office from the time the case is assigned until the trainee has been rehabilitated or has permanently discontinued training for any reason. The records are so arranged in the local office as to require a minimum of clerical work in that office, and only such reports are required as are necessary for administrative purposes at the district offices and at the central office. This permits more time to be given to the supervision of the trainees during the period of training.

For a list of the local offices in operation on June 30, 1921, including the number of staff officers and clerical force assigned to each, the number of cases assigned to each, and the number of trainees now in training under the supervision of each local office, see Table 24 of the statistical report.

COORDINATION OF DISTRICT AND LOCAL OFFICES.

In addition to the establishment and development of the 146 local offices, the force of special field supervisors has been engaged in bringing about uniformity and closer coordination in procedure and action in and between the several district and local offices and between these offices and the central office in Washington.

One of the most important changes made in procedure during the fiscal year was the decentralization of authority and responsibility for directing the details of training and the transfer of functions connected therewith from the district office to the local office. On August 1 the local offices were given full responsibility for inducting into training all men assigned to them as eligible for training, subject to existing contractual relations. The local office was given full authority to select the type of training and place of training and make any and all changes and adjustments necessary to bring about the trainee's rehabilitation. Prior approval from the district office is required only when very exceptional and extraordinary training arrangements are proposed. It was necessary to prepare the forces in these local offices to assume and carry these added responsibilities. This development engaged the major portion of the time of the special field supervisors, working in conjunction with the district vocational officer and his assistant in charge of local offices in each district. General conferences have been held in several sections of the country, in which were assembled the district officers and local supervisors in areas comprising in each instance three or more districts. At the conferences general policies and procedure were discussed and explained.

Local supervisors' conferences have been held in each district at intervals of 60 to 90 days. At these conferences more details were discussed than in the general conferences and matters peculiar to the respective localities were dealt with. These conferences have proven their values over correspondence as a method of unifying and coordinating procedure and practice.

FUNCTIONS AT CENTRAL OFFICE.

The office staff and force handle, in addition to the regular correspondence and other general matters pertaining to the work of the section, the following special matters: All closed records; tools, supplies, and equipment for trainees; contracts for special instruction to men in placement training; civil-service cases; training and employment in Government departments; placement-training arrangements with industrial concerns; appeals and investigations concerning rehabilitated and discontinued trainees.

During the fiscal year the section has handled an average of 660 cases per week. The action required on these cases ranged from answering ordinary inquiries to extensive investigations, involving in some cases the personal attention of a member of the field staff at some point in the field.

The number of cases handled by the section was materially reduced by an "instruction" issued in March, which gave to the district and local offices standards controlling factors, and suggestions to guide their actions and decisions on the status of cases and rights of the trainees. After the issuance of this instruction (No. 156) many of the minor questions, formerly handled at central office, were settled in the field. This action reduced by approximately 50 per cent the number of cases referred to the Industrial Relations Section for this kind of action. Since March 15 an average of 285 cases per week have been handled by the section.

During the fiscal year 4,740 case records were closed and called in to central office, because no further training was contemplated. Of these records, 3,522 were received, inspected, classified, and tabulated at central office. Upon the facts found in these records statistics are made and administrative action taken to correct procedure and expedite action.

With little exception the classification and other actions of the field office is accepted. In some cases, however, it has been necessary to reverse their action and reopen the case for further consideration.

The section has acted on 408 requests for tools and equipment for trainees in excess of the amount that the district offices are authorized to furnish; of these requests 362 were approved. There were submitted 238 contracts for special instruction to supplement train-

ing on the job; of these 205 were approved in the amounts as submitted.

INDUSTRIAL RELATIONS.

A negligible part of the time and activity of the Industrial Relations Section has been taken up with industrial matters of a controversial character.

Some of the subjects handled by the section during the fiscal year were of such character as to cause misunderstandings with attending difficulties if not properly dealt with, but there has been at no time any occasion for concern regarding the attitude of either the employers of labor or the labor unions. Many of the employers have shown special consideration in the arrangements and facilities offered by them for the training and employment of particular handicapped men; others have offered general training arrangements very favorable to all the ex-service trainees who have been or may be presented for training in their establishments. No material difficulty has been encountered in securing suitable arrangements for "training on the job" with any of the industrial concerns or establishments.

Practically all of the principal labor unions and associations have expressed a desire to cooperate in the training and placement of the handicapped ex-service men. Many of the unions have made exceptions to their rules and regulations for the benefit of our trainees. Some have offered to the trainees membership in their organizations free from all costs of initiation. This may be an advantage to the trainees who elect to enter the closely organized trades if they care to so affiliate themselves.

Many letters from employers and resolutions by organizations of labor give evidence of the special consideration which is being given by these important groups in industry to the rehabilitation of the war-disabled, and reflect in a measure the negotiations and activities of the Industrial Relations Section, where the responsibility rests for correct understanding and proper cooperation in the industrial field.

The general policy which has been followed in handling industrial matters was expressed in a memorandum dated August 28, 1918, entitled "The Policies of the Superintendent of Employment," which reads, in part, as follows:

To secure for disabled and rehabilitated men such employment as is most suited to their condition and promising for their future, regardless of where these opportunities present themselves, or may be found, whether in union or nonunion, "open" or "closed" shop establishments.

To give due consideration to the policies of employers' associations and the principles of labor organizations when such is practical and will not interfere with the duty of providing the most suitable employment for the rehabilitated or partially disabled man.

The policy is restated and more fully set forth in a memorandum of the Superintendent of Industrial Relations dated August 8, 1919, which is herewith quoted in full:

Re: Policies of the Federal Board in the training and placement of disabled men.

The vocational rehabilitation act directs the Federal Board for Vocational Education to provide suitable training for persons who have been disabled while in the military and naval forces of the United States and who are in need of training to overcome such handicaps as are traceable to the service.

The Board construes the act liberally and endeavors to reach and aid every man who is in any manner handicapped in returning to, or successfully continuing in, civil employment.

When there is doubt concerning the need for training, the employment for which the man seems to be suited is procured for him and contact is maintained with him for the purpose of determining the man's need for further aid.

Employment is found for every man who finishes a course of training, and in every case the man is followed up by an officer of the Board to determine the suitability of his employment.

Realizing the paramount importance and fundamental difference of interests of two great factors in society, the Board prepared a statement of controlling policies, copies of which were sent to employers, associations, and organizations of labor.

This statement, known as Miscellaneous No. 38, sets forth the neutral attitude of the Board on questions which involve, and sometimes disturb, the relations between employers and employees individually and collectively.

The following are excerpts from this document:

"A handicapped man will not be directed toward an overcrowded or waning occupation."

"The man may elect, with the approval of the Board, to be trained in agriculture, commerce, industry, transportation, or the professions."

"Every case will be considered individually on its merits by a local board made up of two representatives of the district office, one of whom will be a physician; and two representatives chosen from the locality, one of whom will be an employer and one a representative of labor."

"The disabled man will be given preliminary training in a variety of ways. As far as possible existing facilities will be utilized—plant equipment and staff of existing schools and colleges—manufacturing establishments, offices, and farms will be employed."

"The aim of the Board will always be to direct the disabled man toward, and provide him with, training for an occupation in which he can become as efficient as the normal man."

"Where the disabled is unable, because of his handicap, to earn the full prevailing wage for his occupation, an adjustment in accordance with the rules and regulations of the establishment will be made."

".It should be fully understood that the disabled man himself, as a free contracting agent, may in every case accept or reject any terms or scale proposed."

"Under no circumstances will a wage for a disabled man be approved by the Federal Board where it appears that decreases have been made because he is receiving a compensation for his injury from the Government."

"As the official friend and advisor to the disabled man the Board will keep in touch with him, through its representatives, for such a period after he

enters employment as may be necessary to complete, in each individual case, his reestablishment as a civilian worker."

In these and other published statements, the Board has expressed its policy of training men where the best facilities are to be found and placing them in employment where they can best use their training, natural talents, and physical equipment.

In selecting the institutions in which these men are trained, whether it be school, shop, factory, or farm, the controlling consideration has been, and will continue to be, that the facilities offered are the best obtainable for the particular man under consideration.

In arranging for employment there is no consideration above the man's best interest and desire. Men are placed where the best opportunities are found for their employment. Where agreements between employers and employees are in effect due care is exercised that no interference therewith is offered or suggested in our negotiations with the employer; otherwise the relationship btween the employer and his employees is not inquired into. As no inquiry is made concerning the matter, obviously no preference is given to either union or nonunion establishments in negotiating opportunities for the employment of disabled men. It is also obvious that our records will not show in what proportions the placements in employment made by the Board are in "open shops" or "closed shops."

The indication from casual observance of the general lines of employment which most of the men have entered is that at least 90 per cent of such placements have not involved the question of working agreements or union regulations.

In selecting the personnel of the Placement Section, as with the other positions under the Board, no inquiries are made concerning the affiliations of applicants and if such is disclosed no weight is given thereto in making appointments. It is therefore impossible to state what portion of our forces are from the various classes and factors in society.

Incidental to supervising and directing the work of our employees in the field, information is sometimes obtained concerning the previous social and business affiliations of men in our employ. Based upon such casual information and the successes of our officers in the various duties assigned to them, it is known that all classes and factors in society are represented in our personnel. I feel safe in estimating that about 10 per cent of our technical forces are men who have been affiliated with labor organizations prior to entering our service, about 60 per cent are professional men who have not been so affiliated, and the remaining 30 per cent are business and technical men who have no direct labor connections.

The policies herein outlined will continue to be the guide in handling the important work and upon them we rely to merit the continued confidence of society.

PART VII.

WORK OF THE SECTION OF COOPERATION.

The functions of the Section of Cooperation may be briefly outlined as follows:

(1) Preparation and development of prospective cases for the determination of eligibility, and for the completion of appealed cases.

(2) The follow-up of such cases found eligible for training, but not in training, as may be assigned by the district vocational officer.

(3) The follow-up of such cases discontinued or terminated by the Federal Board as may be assigned by the district vocational officer.

(4) Relations with the veteran organizations, and other cooperating agencies.

(5) Personal service to all trainees.

(6) Complaints of trainees.

(7) Information regarding clean-up campaigns to assist squads in making contact with prospective trainees.

(8) Providing recreational facilities.

(9) Such other duties as will promote harmony between the disabled ex-service men, the public, and the Rehabilitation Division.

CONTACT UNITS.

The contact unit functions in three ways, as follows:

(1) Field unit, by handling cases met directly in the field.

(2) Correspondence unit, by handling cases which are presented through correspondence.

(3) Office unit, by dealing with those men who call personally at the district office to settle their claims.

FIELD CONTACT UNIT.

The idea of field contact was to provide for those who lived so far distant from the district office that they could not come there for the development and settlement of their case an opportunity to meet the representatives of the Board and have the same satisfaction and service as if they called at the district office in person.

The first essential in accomplishing this was to organize a squad consisting of a medical officer, with authority to examine a man and rate his case; a man with authority to pass upon the completeness of the case from a legal standpoint and to determine necessity for

training; and men who were familiar in a general way with each and every phase of the work of rehabilitation, whose duty should be to interview and assist ex-service men in presenting their cases.

An itinerary was prepared covering districts in such a manner as to be of the most benefit to the largest number of disabled men. To accomplish this, it was necessary to have the cooperation of local organizations in touch with the men; such as the American Legion and other veteran organizations, and the American Red Cross. These agencies were called upon in many instances to furnish the contact squad with quarters in which to do their work, and assistance in making contact with the men. Letters were sent out from the district office to men asking if it would be possible for them to meet the clean-up squad at a point nearest their homes. Upon reply, if in affirmative, transportation was issued with the statement that meals and lodging would be provided. Cooperating agencies in the locality in which the squad operated were notified. Moving-picture slides in local theaters and newspaper publicity brought results. Credit is due these organizations for their valuable assistance. They often furnished automobiles to bring men in from their homes and work places, in some instances taking a member of the squad to the bedside of a disabled man. These organizations, particularly the Legion, learned how to prepare evidence in cases, which saved a great deal of delay.

It was found necessary for the contact squad to make a general survey of the cases in the office and prepare a "digest sheet" of each case so that each unfinished case in the community might be developed. In a general way, these digest sheets furnished the squad not only with a knowledge of the contents of the case but the names and addresses of the men in each community whose cases were still pending settlement.

It has been possible under this plan, in many instances, to develop completely and rate a case while the man was in the presence of the squad and set a definite date for his training to begin. In addition to the consideration of the cases of the thousands of ex-service men who actually presented themselves, the contact squad has also been able to secure needed information from local sources as to employment, whereabouts, physical condition, etc., of many other thousands of men who did not actually come before the squad and thus advance their cases toward a final settlement. In some districts a different procedure was established in which the squad would occupy a central location during one week only, and send representatives of the squad into the adjoining counties to develop cases and bring into the center those who desired to come and who seemed to need rehabilitation. Under this plan, the squad was enabled to extend its services.

While the members of this squad have been continually trying to stay within the limits of their own department, the Rehabilitation Division, nevertheless hundreds of ex-service men have received information which has enabled them to prepare properly and prosecute their claims for compensation, treatment by the Government, etc. As an illustration, a particular case is cited: A member of the squad was working one day in a town in upper Michigan. During the afternoon he had met all of the ex-service men in the town that seemed to need attention. In the afternoon he received information that an ex-service man living 30 miles from the town had received no attention from the Government whatsoever. The name of the man could not be learned. His location was received from a farmer. That afternoon this Rehabilitation Division representative was driven by the commander of the Legion post to this farm. The result was that a sick ex-service man was located who had lost the sight of one eye, the hearing of one ear, and was suffering from serious lung trouble, who had made no claim for compensation or vocational training. When asked why he did not fill out the papers that were sent to him by the Government, he said that he did not believe it any use to do so because he thought he sacrificed all of his rights by failure to keep up his life-insurance payments. The necessary papers were filled out to enable him to obtain compensation.

OFFICE CONTACT UNIT.

In this section, seven distinct classes of men are dealt with:

(1) Men who have never established contact with the Rehabilitation Division.

(2) Men notified to appear for personal contact.

(3) Men ready for induction under sections 2 or 3 of the act, and section 3 men who desire to appeal their cases in order to obtain section 2 rating.

(4) Trainees applying for information.

(5) Discontinued trainees.

(6) Rehabilitated men.

(7) Transferred trainees.

CORRESPONDENCE CONTACT UNIT.

The correspondence unit is charged with the cases that are incomplete so far as a definite rating of eligibility for training can be given. Owing to the distance from district offices and to the fact that men were unable to leave their homes, the major portion of the work of clearing up these pending cases devolved upon the correspondence section.

Those connected with the office of the superintendent of cooperation in central office took an active part in providing ways that

brought about relief, in so far as obtaining important information from other sources on a man's case was concerned. Standard forms were printed. The necessary cooperation between the Government agencies was secured. These standard forms were so arranged that the office wrote in the man's complete Army or Navy designation and checked what information was desired. Upon receipt in the proper office it was necessary only to note upon the form sent what appeared in their records and return the same form to the district office.

A follow-up system in a district office prescribed that all cases where a definite rating had not been given be brought to the attention of correspondence section of the contact unit every 30 days. This gave ample time to receive information from the central office, Bureau of War Risk Insurance, or the applicant. Unnecessary delay in the formation of pertinent data was thereby eliminated. When the requests for medical data, compensation data, etc., were not received, follow-up requests were forwarded.

In the cases of men who had expressed dissatisfaction at the decision of the Board, the privilege of appeal from that decision was made known, and they were informed as to the proper procedure.

To the correspondence section fell the duty of replying to inquiries regarding training, etc. In order that no cases should remain in the files without action to clear them, a constant review was made as a corrective measure. The pending load was thus reduced to those cases just begun and in which the applicants had not had time to prepare the requisite data. Usually within 30 days after application was made a definite rating was given the cases and it was removed from the pending total.

By eliminating the necessity of any effort on the part of the applicant except in so far as submission to a physical examination may be considered effort, and by reducing the number of form letters required, and by extending the possibility of personal contact from the central office only to district, field, or local offices, or to representation of the American Legion or the Red Cross, and by immediate notification to applicant of eligibility, the difficulties of being approved for vocational training had been cleared up and the chances for delay in the rehabilitation of the disabled ex-service man greatly lessened.

PERSONAL SERVICE UNIT.

Personal service had been organized in 9 of the 14 districts, and plans were under way to organize it in the remaining 5 districts. In 8 of the districts supervisors of personal service had been appointed and in 1 an acting supervisor. In those districts having supervisors, surveys had been made to learn the needs of the service and plan the work. Requests had come from the districts for a

minimum of 223 workers. The program had been made possible through an agreement between the Federal Board and the American Red Cross. The Federal Board agreed to furnish sufficient personnel at salaries ranging from $1,500 to $2,400 if the American Red Cross would for one year pay the salaries of additional personnel needed as organizers and whose salaries are in excess of $2,400. As a consequence there were three Red Cross workers detailed to central office, a chief supervisor of personal service, and two assistant chief supervisors, and there were Red Cross district supervisors in the following districts: 1, 2, 6, 7, 12, and 14. A civil-service examination was held for personal-service officers and assistants on April 13. Due to delay in rating the papers and salaries offered to eligibles, only 25 workers had been secured from this examination. The total personal-service workers to date of this report included the following:

American Red Cross	9
Temporaries	8
Probationaries	25
Total	43

A nonassembled examination has been announced, and it was hoped that by an active recruiting campaign sufficient personnel to carry on the work in each district would be secured. The salary scale as arranged by the Federal Board was as follows:

Chief supervisors at headquarters	$2,400
One supervisor in each district	2,000
The officer in charge of a large office, not to exceed	1,800
All other workers, not to exceed	1,710

The personal-service program included: (*a*) Social treatment for the disabled man and his dependents, in order that he might accept the advantages offered to him by the Federal Board and profit by them, and (*b*) the establishment and development of a sound recreational program.

The social-service officers in the districts under the direction of the Assistant District Vocational Officer helped men through investigation and through cooperative agencies to perfect appeals when their cases were pending eligibility rating. By personal visits and through cooperative agencies they reached men who had been approved for training but had not yet entered. They obtained social histories when needed for proper advisement in training. These were especially helpful in psychoneurotic and tuberculosis cases. Visiting absentees from schools when the cause was not known or when the cause was other than illness was part of their work, and if there were social difficulties keeping the men from school they endeavored to remedy these difficulties in order that the men might attend regu-

larly. They made personal investigation of interrupted and discontinued cases and endeavored to have the men reenter training. In some districts they interviewed men who appealed for loans and were frequently enabled to remedy the causes which made the loans necessary, and in some cases through cooperative agencies supplement the loan if the amount allowed by the Federal Board was insufficient to meet the emergency. Personal-service officers had been authorized by the American Red Cross to administer the American Red Cross loan fund known as WZ–23, which covered the needs of men in the investigation status and, therefore, not eligible for the Federal Board loan fund. They acted as liaison workers with cooperative agencies and secured for the men in training all the resources which were needed and could not be provided by the Federal Board. In the recreational program the Personal Service Section assisted in planning summer camps and arranging vacation in other places than these camps for the men and their families. The personal-service workers helped to administer the $175,000 American Red Cross fund which was to provide recreational activities for the men in the centers and schools and interest the communities in developing community activities for the benefit of the men and their families. In short, it was the function of the personal-service program to supplement the activities of the other departments and sections when needed, by making possible such social conditions that all disabled men entitled to training might enter training promptly and remain in it until completely rehabilitated.

COOPERATION WITH EX-SERVICE MEN'S ORGANIZATIONS AND OTHER AGENCIES.

It was necessary to a proper administration of the rehabilitation act that the ex-service men's organizations have a clear understanding of the work and operation of the Vocational Board. In many instances conferences were held composed of representatives of the leading veteran organizations. It was explained that the welfare of the disabled soldier was dependent on a close cooperation between the veteran organizations and the Government. A very friendly and helpful relation between the Board and the organizations resulted from these conferences. Through the State departments of the Legion and the Veterans of Foreign Wars, the Board could keep the posts informed as to the procedure of applications for training. Through these posts contact was established with the individual members who had claims against the Government. A great deal of the work of education of the disabled men in their rights under the act, and procedure of applying for it, was accomplished through these veteran organizations in cooperation with the Board.

Some of these State departments conducted bureaus in handling the claims of their members and prepared the necessary data and

evidence for the cases. Through these agencies the Board was enabled to obtain data which it would otherwise have been unable to reach. These service departments have made it possible to clear up thousands of cases.

Most of the State departments of the American Legion had men who are known as vocational training officers who attended various meetings of the Federal Board officials whenever such meetings were of interest to the American Legion. This enabled the Legion representatives to acquaint themselves with first-hand knowledge of the work of the Vocational Board and placed them in a position to explain distinctly and clearly to their posts the benefits offered the disabled soldier under the rehabilitation act. These men kept the post commanders informed as to the work being done by the Board and the manner in which the post commanders should handle applicants for training. This campaign of information on the part of veteran organizations saved a great deal of work on the part of the Board's representatives. On the other hand, the various district officers kept the State adjutants of the Legion and Veterans of Foreign Wars informed in regard to any changes in procedure or any regulations that would affect their work with the ex-service men. These veteran organizations were called upon to give assistance in case of nonrehabilitated trainees who had voluntarily discontinued training and also in case of men approved for training who had not availed themselves of the opportunity offered.

In the clean-up campaigns conducted by the Board this cooperation was invaluable. In some instances a representative of the Legion accompanied the clean-up squad during the field campaigns.

In addition to maintaining cooperative relations with veteran organizations, splendid results were obtained through a cordial cooperation with the American Red Cross and civic and commercial bodies. Chambers of commerce were instrumental in obtaining proper housing accommodations for trainees. When a man was rehabilitated those commerce bodies had in many cases assisted in placing him in a position. Placement training opportunities were opened through this cooperation with employers.

Fraternal orders were of great assistance along similar lines, particularly the B. P. O. E., which, besides furnishing a revolving loan fund, aided the rehabilitation program in many other ways also.

RECREATIONAL WORK.

A well-defined program of recreation was initiated in many districts through the efforts of the Cooperation Section. Trainees were physically unable to stand continuous training without some form of light recreation compatible with their disability. This was provided

through recreational programs at the training centers, and also through the summer camps for trainees throughout the country.

At the training centers for tuberculosis cases this program was more or less under the supervision of the medical officer. These men were substandard physically and their periods of rest and recreation had to be supervised in order to prevent overexertion. Exercises were planned which could be not only of a recreational nature, but which would also react favorably on their conditions.

Recreation is an effective way to obtain better social environment leading to the successful rehabilitation of the man. Trainees have shown a fine spirit of cooperation throughout. In the training centers it has been advisable to obtain an interest in community activities, which has been effected through the medium of picnics, dances, theater parties, and various other social gatherings.

SUMMER CAMPS.

Summer camps were conducted in all cases under the supervision of the Cooperation Section. Funds were provided through community war chests, veteran organizations, and such social agencies as the Red Cross. All trainees were invited to attend these camps for rest and recreation. The programs of these camps included swimming, baseball, tennis, basket ball, tournaments, dances, amateur theatricals, etc.

EXHIBITS.

Exhibits of the work of trainees in watchmaking, automotive repair, vulcanizing, tailoring, engraving, cabinetmaking, etc., have been held in the large centers. One exhibit shown at a maufacturer's and buyer's convention resulted in the placing of some trainees with manufacturers who attended. With the same end in view, another district arranged a trade tour whereby about 50 men, representing as many different clubs and organizations, were taken through the vocational schools, where they saw disabled men at work and examined specimens of their handiwork. These exhibits brought about a fine spirit of cooperation between the large employing bodies and the Vocational Board whereby not only were placement opportunities located but also positions were obtained for rehabilitated men.

PART VIII.

WORK OF THE ELIGIBILITY SECTION.

GENERAL SURVEY.

The function of the Eligibility Section was the adjustment of all applications for the training of former service men under the vocational rehabilitation law. This duty was carried out by a chief and assistant in central office, and an eligibility officer and assistant in each district. The work was standardized in the districts through supervision by the chief eligibility officer and his supervisors, who visited each district periodically, interpreting instructions and reviewing the ratings of the eligibility officers.

The eligibility officer in the district rated all cases first, and if his rating was favorable the man might immediately be put into training without reference to central office. This eliminated all delay and adjusted the man's application at the point where it was made. If the decision of the eligibility officer was unfavorable to the man and the man felt that he desired further consideration, he might appeal, upon the same evidence submitted, to the district adjustment board, composed of the district vocational officer or his assistant, the district medical officer or his assistant, and the eligibility officer. This adjustment board sat as often as was necessary to take care of the appeals submitted. If, however, after a review by the adjustment board the man still felt that the decision was wrong, he might appeal to central office. Upon the receipt of the case in central office it was reviewed by the assistant chief medical officer, the chief eligibility officer or his assistant, and where there was a disagreement between the two the case was referred to the assistant director for final decision. By this procedure the man was insured of every consideration that could possibly be given him, and further, after being refused training by all three of these agencies he might, by submitting additional evidence, have his application again reviewed in the same manner.

All cases were given a rating upon the receipt of the man's first application. As a rule this rating could not be definite, but put the application in the pending load and called for the necessary additional evidence which had not been submitted with the man's application. This necessitated the handling of a case several times by the eligibility officer, but insured quick action and obviated the duplica-

tion of evidence, as it rated the evidence in the folder and called for only that which was lacking.

The results of the eligibility ratings can best be shown by a comparison of the increase in registration of cases per month and the increase or decrease of the pending load. The following table giving these facts covers the period of eight months, from November 1, 1920, to July 1, 1921. In this table will be found also the number of cases handled by the eligibility officer per month, which it will be noted is larger than the definite ratings given, as shown by increase in registration, due to the fact that many cases were handled more than once. The table is submitted to show the results of the work of the eligibility officers in this period. Data for earlier months have not been tabulated in this detail.

Date.	Total registration.		Pending load.		Number of cases handled by eligibility officer.
	Total to date.	Increase.	On date specified.	Increase or decrease.	
1920.					
Nov. 1	283,854	.....	28,753	.....	24,625
Dec. 1	294,643	10,789	27,833	— 920	26,223
1921.					
Jan. 1	305,607	10,964	25,283	−2,550	30,207
Feb. 1	317,282	11,675	24,713	— 570	27,093
Mar. 1	331,899	14,617	27,030	+2,317	27,259
Apr. 1	348,994	17,095	26,809	— 221	34,388
May 1	361,501	12,507	26,468	— 341	42,273
June 1	375,265	13,764	24,939	−1,529	33,296
July 1	388,225	12,960	16,071	−8,868	38,743

The work of the adjustment board mentioned above was also reported, and a large number of cases was taken care of in this manner. The applicant might, if he desired, appear personally before this adjustment board, and in a large number of cases additional facts were brought out by his appearance, either by personal examination by the medical officer sitting on the board, or through close questioning of the applicant by all members. The work of the board, with the percentage of cases given section 2 training, is shown in the following table:

	Cases submitted to adjustment board.	Percentage given section 2 training.		Cases submitted to adjustment board.	Percentage given section 2 training.
1920.			1921.		
July	609	41	January	889	31
August	606	33	February	974	31
September	540	50	March	1,202	32
October	791	41	April	1,497	24
November	671	37	May	1,493	20
December	861	33	June	1,368	21

The cases submitted to central office include all appeals from the decision of the adjustment board; all cases where affidavits have

been used to connect the man's disability with the service, and many other special cases where some question has arisen with regard to the law or some special decision is necessary. The following table shows the number of cases submitted to central office for decision by the legal adviser, or recommendations to the standing committee for special action; for investigation with regard to the man's disability, and many other special decisions which it would be impracticable to list herein:

Cases handled by central office eligibility section.

	Number of cases.		Number of cases.
1920.		1921.	
July	4,560	January	2,195
August	2,971	February	3,206
September	3,118	March	2,580
October	3,319	April	2,063
November	3,100	May	2,195
December	3,783	June	1,405

CLEAN-UP SQUADS.

The work of the eligibility officer in the district was not confined to the district office. The Board has made a practice of going out into the field to get the man instead of waiting for the man to apply to the office. This was done, as is explained in another section of this report, by means of drives conducted by the Cooperation Section, members of the squad consisting of medical officers, contact officers, and eligibility officers. In this way the eligibility officer was able to rate a case definitely the day the application was made and without taking the man away from his home—the squad visiting all the large community centers in the country.

Periodical drives were also conducted by the Eligibility Section to decrease the pending load to its lowest possible point. In these drives a squad of 8 or 10 eligibility officers, in charge of an eligibility supervisor, went to a district office and worked nights when they were not interfering with the current work of the office; they reviewed every pending case in the file. They also covered all cases which had for some reason, such as hospitalization or loss of contact with the man, been suspended temporarily. This insured the keeping of the pending load at its lowest possible point at all times.

On June 30, 1921, the pending load in all 14 districts was 12,960. Records from the Public Health Service showed that some 10,000 men were being hospitalized. Some of these could be given a definite rating, but in the majority of cases the result of hospitalization must be ascertained before the case could be finally settled. This covered the majority of the pending load, and at the end of the fiscal year of

1921 practically every man who had applied for training under the vocational rehabilitation act had been given a definite rating, except the few applications received the latter part of June and the cases pending because the folders were awaiting the result of the hospitalization mentioned above.

The above tables show a turnover in the pending load about three times a month, and also show a progressive decrease in the pending load for the past fiscal year.

PART IX.

WORK OF THE MEDICAL SECTION.

ORGANIZATION AND FUNCTIONS OF THE SECTION.

At the close of the year there were engaged in the work of rehabilitation of former service men under the vocational rehabilitation act of June 27, 1918, 158 medical officers of the United States Public Health Service. Of this number 7 were on duty in the central office at Washington and 151 were assigned to duty in district offices, local offices, and training centers of the Federal Board.

The work of the medical personnel assigned to central office was along administrative lines in connection with the district offices and training centers throughout the United States. In each district office the medical work was regularly inspected every three months by a medical representative of the central office, for the purpose of instruction and assistance in properly rating cases and for the general supervision of the work in the districts.

In addition to the usual duties of the medical men assigned to central office at Washington, the Chief of the Neurological and Tuberculosis Sections gave regular lectures for the benefit of newly appointed teachers who were assigned to tuberculosis and neurological centers for the purpose of giving preliminary instruction to such trainees as required it in connection with their rehabilitation.

The medical service performed by the officers of the United States Public Health Service in connection with the rehabilitation work was along various lines. In each district there was a medical administrative officer known as the district medical officer. Under the jurisdiction of the district medical officer there was a specialist in tuberculosis and a neuropsychiatrist whose duty it was to examine applicants for training and pass on the cases of applicants whose disabilities came under either of these classifications. In addition to these two specialists there were in each district office additional medical men who rated and considered cases of applicants for training on examination by designated examiners and civilian physicians in the field.

FOLLOW-UP SERVICE.

In order that men having serious ailments, especially tuberculosis and mental disorders, might not be improperly placed in training, and also for statistical purposes, a follow-up service was main-

tained by the Medical Section which kept in touch with each trainee individually. Medical forms for this purpose were executed either by the local medical officer, a nurse assigned to the training center, or the supervisor of training.

When a man broke down physically or mentally while in training, or when it appeared that a trainee was unable to carry on in the new work which he had selected as his future occupation because of ill health or of unsuitable environment, a report was immediately forwarded to the district office. If in the opinion of the district medical officer it seemed advisable, on account of his health, to withdraw the man from training, he was taken out of that particular class of work until such time as his health permitted him to resume. If the work was unsuited to him on account of his physical or mental condition, he was placed with as little delay as possible in more suitable training.

TRAINEES DISCONTINUED ON ACCOUNT OF BREAKDOWN.

During the year ending June 30, 1921, there were placed in training 62,483 trainees with various diseases and disabilities. Of this number many broke down in training on account of reactivation of the original disabilities. This was most marked in tubercular and mental cases, due to aggravation of the originad disabilities. While the percentage was relatively larger than at first expected, and the question might reasonably be asked as to why these men were placed in training in lines in which they could not carry on, it has not been possible in all instances for the medical officer to decide upon the feasibility of training before the man was placed in training. Even in such cases where feasibility had been determined by a medical officer, it was not possible to foresee in all cases how far the trainee could go from a physical or mental standpoint. With the increase in medical supervision, however, the number of cases breaking down in training, for physical reasons, has been materially lessened, and it is believed will be still further reduced when additional medical supervision can be obtained.

During the past year over 200,000 claims for rehabilitation have passed through the hands of the Medical Section for examination and rating as to vocational disability and for the purposes of determining feasibility of training.

NURSING SERVICE.

The nursing service in connection with the Federal Board for Vocational Education was organized on March 22, 1920. Fifty nurses and a superintendent of nurses were appointed for the purpose of visiting and supervising such ex-service men as might need attention during the time in which they were in training.

In the beginning of this work an effort was made to select such nurses as had had previous experience in tuberculosis, public health, and social service welfare work. A very large percentage of all nurses employed have had previous Army experience. The advantage of having been nurses associated in this work has been so apparent that their numbers have rapidly increased until at the close of the year there were employed in the districts over 200 assigned to various branches of the rehabilitation service pertaining to the nursing and follow-up of men in training.

Their duties consisted in keeping in touch with all men in training; looking after hospitalization; reporting on tuberculosis cases at regular intervals; supervising neuropsychiatric cases and watching the progress of trainees. In the regular performance of their professional duties the nurses were brought directly and intimately into contact with the personal factor in rehabilitation work. Professionally, their responsibilities embraced the consideration of every condition—social, domestic, individual, mental, moral and physical—that may affect the full recovery to health and the general progress of the beneficiaries. It also embraced the service of advancing in every possible way the rehabilitation of the man. First, discovering his needs, which perhaps he himself did not entirely understand, and afterwards providing for them. Frequently this applied as well to his family as to the disabled man. The nurse could often learn more by observations and inference than by a strictly professional inquiry, as for instance, whether an arrested case of tuberculosis had become active, or would become active unless conditions were changed. In the routine of her duties the nurse responded to every case reported sick. Her principal functions might be said to be those exercised in the capacity of a social worker, to discover sickness which had not been reported, and to give helpful advice and provide in some way for the necessary requirements of the man or his family as those needs became apparent.

In January, 1921, the need for nurses having special training in neuropsychiatric work became so apparent that a corps of nurses having special training along these lines was appointed and assigned to the different districts, and much help in this work has been rendered by former workers in the neuropsychatric clinics of the Henry-Phipps and Johns Hopkins Hospitals.

The neuropsychiatric nurse gives special attention to the home, the habits, the general behavior, the progress in training in these cases, and the effect of the training, physically and mentally, in each individual case. That nearly 44,000 visits per month, or over 500,000 visits during the past year, have been made by these nurses gives some conception of the extent of their work.

PART X.

CONFERENCE OF NEUROPSYCHIATRISTS.

One of the most difficult problems the Federal Board has had to face is that of the rehabilitation of the men who are mentally disabled. In order to get a better understanding of the needs of the psychoses cases the Board sought the advice of experts.

In response to a request the Director of the Federal Board, the district neuropsychiatrists of both the Public Health Service and the Federal Board for Vocational Education assembled on April 15, 1921, in the office of the Board in Washington. Dr. W. L. Treadway, Chief of the Neuropsychiatric Section of the Public Health Service, presided. Dr. Douglas A. Thom, of Boston, Dr. Sanger Brown, and Dr. Thomas W. Salmon, of New York City, acted as special advisers to the conference, which was called for the purpose of discussing the question of the responsibility of the Government and its constituted agencies to the ex-soldier disabled by neuropsychoses.

It was the consensus of opinion that the neuropsychiatric cases should be judged entirely differently from the average run of disabilities. The breakdown under the stress of military service of most neuropsychiatric cases was attributed to a defective nervous system, hence their future occupation should be such as to protect them from strain which would be likely to result in a second breakdown. The conference agreed that the problems presented by this endeavor constitute a pioneer work, whose results can not, at the present time, be predicted. Much depends upon the attitude of the patient toward self-help.

Prevocational training and some form of supervised occupational work were recommended as beneficial to patients in hospitals. As the law entitles the patients to receive whatever will best aid in their restoration and in their progress toward citizenship, the opinion prevailed that the training should be continued even where there is little assurance of success.

Much discussion resulted in the conclusion that psychoneurotics should be placed in an institution by themselves and others in training in other institutions by themselves. It was the general belief of the conference that few cases of psychoneurotics are capable of training.

The rating of cases was pointed out as an extremely laborious task which demanded the closest cooperation between the Federal Board

and the Public Health Service. Constitutional psychopathic and defective states were considered the most difficult cases with which to deal; their feasibility for training was questionable in the opinion of the conference.

Many difficult problems were presented for solution. The number of cases who appear for training when they are no longer entitled to it, the lack of facilities for training, the disposition of those who for a short time only will be able to carry on before a permanent breakdown occurs, and the large number of men, the social recoveries, who have been discharged from hospitals but who need more or less supervision, the conference recognized all these questions as of great importance.

The committee submitted the following report on the problem of vocational and prevocational training for psychiatric patients, especially partly recovered patients, and others particularly requiring such treatment:

1. The prevocational training as available through the Federal Board for Vocational Education is highly approved as a therapeutic measure for many cases.

2. It is recommeneded that this training take place at the institution where the patient is receiving other forms of treatment.

3. It is considered, even though the psychiatric patient is convalescent, his interests will be better served to continue at the institution rather than to transfer him to another training center.

4. It is not thought that a special training center is indicated or desirable for convalescent psychiatric patients. If, however, a partial training arrangement could be made either individually or in conjunction with a special training center for neurotic cases, should this be established, certain patients would doubtless be benefited by such treatment during this intermediary stage.

5. The recommendation made by the medical officer of the Training Section, Col. Evans, that prevocational training of psychiatric cases be given only in accordance with the recommendations of the physician in charge of the patient, is heartily indorsed. It is the opinion of this committee that comparatively few recovered psychiatric cases should advisably take up vocational training, for the majority will make better adjustments in life by returning them to their homes and avoiding the prolonged stress of new training. Certain cases, however, should have the opportunity for vocational training, if completely recovered, and if this is considered advisable by their physician.

6. These cases should not be treated as a special group in any way and should take their training with a general group.

DR. SANGER BROWN.
DR. ROUNSEFELL.
DR. GILLIS.

This report was adopted.

The special committee on the vocational education for psychoneurotic patients submitted the following report, which was discussed at length and finally adopted:

1. We desire to direct attention to the need for devising special methods of vocational education which will place under training a large number of men

who now, though eligible, are regarded as not feasible and are unable to benefit by the existing facilities for vocational education. We believe that it is not only just to those men but of great social and economic value to the community that such special measure be devised and as many of these men as possible restored to social and economic usefulness. We regard the problems associated with the vocational rehabilitation of psychoneurotic patients as being very special and often complex and desire to record our opinion that the decision as to the time when the man should be placed in training, the type of vocation and the practical management of difficulties arising during training, in each case, should rest in the hands of competent neuropsychiatrists.

2. We recommend that no neuropsychiatric patient be placed in training without a conference between the placement officer and the neuropsychiatrist of the Federal Board for Vocational Education with a view to placing the prospective trainee in a vocation most adaptable to the needs of the particular individual with special reference to his previous education, the degree of present handicap, the nature of his neuropsychiatric disorder and the likelihood of his ultimate rehabilitation.

3. We recommend that prevocational training be carried on for psychoneurotic patients while they are still in hospitals, not only as a measure to fit them for vocational training later on but for its actual therapeutic value.

4. We recommend that where neuropsychiatrists advise the training of neuropsychiatric patients in general training centers, such training be modified when necessary for aggravated cases by forming groups of similar cases and permitting members of such groups, if necessary, to train on a part-time basis when their physical or mental condition does not permit full-time training.

5. It is our opinion that the establishment of special resident training centers for relatively small groups of neuropsychiatric patients, who, because of their condition, family, or environmental circumstances or other cause, are not feasible for training in general centers, would be an advantageous measure and help to make feasible a certain number of men who under any other conditions could not partake of vocational training. We believe that the establishment of such special training centers should be regarded for the time being as tentative, and for this reason should be established only in very limited numbers and under the most favorable conditions where the results can be carefully studied by competent men. It is our opinion that the number of psychoneurotic trainees in any such a special resident center should not exceed 100 until the results of actual experience have shown whether this number can be increased or decreased to advantage.

6. We recommend that detailed plans for the location, equipment, organization, and administration of such special training centers be studied and prepared by a board consisting of neuropsychiatrists engaged in work with the Rehabilitation Division of the Federal Board for Vocational Education.

Dr. SALMON.
Dr. THOM.
Dr. BROWN.
Dr. UDELSON.
Dr. ROUNSEFELL.

The conference gave particular consideration to the training possible for special types of neuropsychiatric cases, as epileptics, constitutional psychoneurotics, and morons.

As it was impossible in so short a time to draft anything definite as to the type of training best suited for neuropsychiatric cases, a

committee was appointed to make a study during the next two or three months of the question of occupations for this class of cases. It was suggested that the recommendations of this committee be used as the basis for a future conference, as this question is not only of great importance to the disabled ex-service man but to the general public in its bearing upon industry and the public health.

PART XI.

TRAINING FOR ARRESTED TUBERCULOUS PATIENTS.

During the past year the Federal Board for Vocational Education has cooperated with the National Tuberculosis Association in working toward a solution of the problems of the tuberculous ex-service men.

Through the courtesy of this association an advisory committee of 11 leaders in tuberculosis work was brought together as a national advisory committee, and later the association loaned their field secretary, Dr. H. A. Pattison, to the Board as an expert advisor to assist in formulating policies and methods for dealing with tuberculous ex-service men.

As a result of conferences and communications between the Federal Board and the United States Public Health Service, the Bureau of War Risk Insurance, and the National Tuberculosis Association, a definite cooperative policy was established whereby six types of training centers would be developed by the Federal Board. These are:

(*a*) Public Health Service hospitals where the nature of the cases under treatment make training feasible and the numbers are sufficient to justify training personnel.

(*b*) Private sanatoria where there are over 30 ex-service men as patients.

(*c*) Tuberculosis communities where there are sufficient number of ex-service men in boarding houses, hospitals, or sanatoria.

(*d*) National Soldiers' Homes where quiescent and arrested tuberculous cases are to be found who are eligible for training under the rehabilitation act.

(*e*) Community centers in localities where ex-service men may be found who are not availing themselves of an award of training under the rehabilitation act, irrespective of the nature of the disability or whether the trainee is eligible for section 2 or section 3 training.

(*f*) Federal Board schools especially planned for inactive tuberculous cases or neuropsychiatric cases.

Primarily, the work in a training center in a hospital has three purposes:

(1) To furnish educational and prevocational training and so to stimulate the patient that upon his discharge he is ready and anxious to continue vocational rehabilitation.

(2) To assure that time spent in a hospital shall have a vocational as well as a curative value, thus saving to the patient much time and energy otherwise lost.

(3) To afford opportunity to compile all information and to do all paper work on the patient's case before he leaves the hospital, thereby assuring quick action and decision regarding his training after discharge from the hospital.

Before the work in hospitals and sanatoria could be inaugurated through governmental agencies, certain broad principles of general policy and method had to be determined and agreed upon by the agencies charged with the responsibility of the care of the disabled ex-service man. The advisory committee of the National Tuberculosis Association in a report filed with the Board as early as June 10, 1919, made certain specific recommendations which have been adopted by the Board as guiding principles. These include the following:

1. "That every man who has once manifested active tuberculosis must be considered to have sustained more or less permanent disability, and that the Bureau of War Risk Insurance and the Federal Board should judge him to be entitled to compensation, the minimum rate of which should be not less than 25 per cent." With the award and rating in terms of percentages, the Federal Board has had nothing to do officially, but it has probably gone as far as the committee recommended and perhaps further, because the Board ruled that a man who manifested symptoms of active tuberculosis, incurred, increased, or aggravated in the service, should be entitled to an award of training with training pay during such period as was necessary in order to enable him to secure employment in a line which was appropriate to his mental ability and compatible with his physical disability.

2. "That while an award of compensation should be judged to be 'more or less permanent' it might be subject to revision on the basis of subsequent physical examinations." Legally, the Board was not concerned with this recommendation because it undertook to train the man as long as he needed training, and if his disability yielded to treatment and training the Board did not judge its responsibility discharged until it had placed the man in suitable gainful employment.

3. "That compensation should not be withdrawn because of individual success in overcoming the handicap unaided." Compensation was not so withdrawn, and in fact every effort was being made not only to provide compensation but to extend hospital and sanatorium facilities throughout the country in a way and to a degree that would make appropriate treatment and training under the best of

conditions available to every ex-service man suffering from the results of tuberculosis or other diseases of the respiratory system.

4. "That the Federal Board exert every effort to secure a clear-cut definition of policy and program by the Bureau so that its own policies and program might be stabilized and delays reduced to a minimum." This recommendation was carried out.

5. "That the Federal Board make every effort to induce the Bureau of War Risk Insurance to concentrate such disabled men in selected sanatoria." Pursuant to authority granted by Congress in cooperation with the Board of Managers of National Soldiers' Homes, the bureau developed a national sanatorium for tuberculosis ex-service men at Johnson City, and a large number of its beneficiaries were cared for in the National Soldiers' Home at Dayton, Ohio, in the National Soldiers' Home in California, and in the Soldiers' Home at Hot Springs, S. Dak. In addition, at Marion Soldiers' Home it developed a national sanatorium for the neuro-psychiatric. In each of these places the Board was at the close of the year operating a training center.

Other recommendations made by the committee related more specifically to particular problems of the Federal Board under the rehabilitation act. The Board's policy was clear-cut in regard to the tuberculous ex-service man. It searched him out in his home and offered him training. It went to the hospitals and sanatoria and began his training there. If he desired, immediately on being declared an inactive case, he might in certain parts of the country—and as rapidly as the Board could develop schools in all parts of the country—step from the hospital to a special Federal Board school. He was continued in training if he manifested a disposition to profit by it and his physical condition permitted. Every recommendation given above was followed in spirit, if not in letter. The general statement following shows what was accomplished during the year.

The Board began its first hospital work in cooperation with the Public Health Service by a survey of the facilities at Greenville, S. C., in January of 1920. During the period between the filing of the report of the National Tuberculosis Association and the beginning of the hospital work, the rehabilitation act was substantially amended, increasing the load of potential trainees; and the Federal Board's trained staff was diminished by one-third because of resignations largely due to reductions in salaries made necessary by amendments to the appropriation act of the same year. Also, important modifications were made in the laws relating to the services of the War Risk Bureau and the Public Health Service, and a considerable change of personnel in those organizations was occasioned thereby. These changes in part explain the delay in initiating the new work.

The work at Greenville was typical of what took place in the 46 Public Health Service hospitals. The Public Health Service reserved to itself therapeutic training. For example, as bedside and porch occupations, the Public Health Service provided such work as weaving, wood carving, jewelry, pottery, academic and commercial studies, gardening, printing, and radio telegraphy. It agreed that the Board should provide, for ambulant patients, training of a prevocational character, such as drafting, poultry raising, cabinetmaking, automobile driving and road repair, and vulcanizing—altogether some 26 lines of training.

The committee of the national association recommended that in tuberculosis communities, such as Saranac Lake, the Board should establish a convenient place where men might come from sanatoria, if able, and be taught a variety of lines of work, and, in addition, that the Board should provide draft work by means of aids who could go to the sanatoria. The Board established such a center at Saranac Lake in April, 1920, and the work there given is typical of what was done later at El Paso, Tex., Liberty, N. Y., and other points in the country.

In all hospitals and sanatoria outside the jurisdiction of the Public Health Service the Board provided any kind of training appropriate to the needs of the men, including handicrafts, occupational therapy, elementary education, etc. It should be borne in mind that all exercise in any hospital, as to its length and severity, was subject to an "occupational" prescription by the physician in charge; that is to say, the physician in charge stated to the Board's educational director what the man might take without injury to his condition and for how many hours a day he might take it.

From these small beginnings there developed a new theory of treatment. The old theory of treatment and training was that a man on being declared inactive in a hospital would on discharge return to his home, there live on his compensation, and in the course of three to six months become an "arrested" case. From the very conditions of the situation this theory could never work. Tuberculous men need to learn the hygiene of their disease. They must learn how to live as tuberculous men should live. They must have proper nutrition and exercise, must know what to avoid, and what to do. Society has made no adequate provision for any such aftercare for all tuberculous people in the community. As a result cases were reactivated, not a few broke down in training, and the net results were unsatisfactory. To meet this situation the Board leased property and developed schools, to the end that during the "hardening-up period" men might receive proper care and at the same time begin their training. The Board began by teaching occupations which were compatible with the disability. At each center a medical expert in tuberculosis was

stationed, who was charged with the responsibility of all matters relating to the physical condition of the trainees. He had the authority to approve the diet and to prescribe length and severity of exercise during the entire time the man was at such a school. The Board had developed schools at Pocono Pines, Pa.; Waynesville, N. C.; Pascagoula, Miss.; San Antonio, Tex.; and Nauvoo, Ill. Arrangements were being made for opening others, the policy being to extend these schools throughout the country so far as necessity required.

One of the ideas stressed by the advisory committee of the National Tuberculosis Association in its report and in a publication put out by the Board was the colony for tuberculous. A bulletin of the committee, entitled "The Agricultural and Industrial Community for Arrested Cases of Tuberculosis and their Families," made recommendations in regard to methods of selecting families and other matters which implied a rather slow and conservative growth. It must be borne in mind, however, that the needs of the ex-service man have not permitted slow and conservative growth.

The Pascagoula Training Center was opened February 25, 1921. In the months following it grew to a center in which over 300 men were being trained with 17 staff members. The Board secured property from the International Shipbuilding Co. in which to develop classrooms and shops. There were a large number of vacant cottages, which had been built for shipyard workers. Forty per cent of the trainees were married and lived with their families in these cottages. A community of upward of 500 people was there built up rapidly. The solution of all the problems involved in the dedelopment of such a community was a tremendous but vitally interesting task. A rehabilitation program for such a community must include not only a wide variety of vocational training, but as well medical care, a recreational program, nursing services, tactful and wise social service, and instruction in a variety of ways for wives, as well as for Federal Board trainees.

The advisory committee recommended the publication of certain bulletins and circulars for guidance of the Federal Board staff and others dealing with the problems of tuberculous ex-service men. This was done, and thousands of copies were circulated. One such publication is Bulletin No. 69, "A Tuberculosis Background for Advisers and Teachers." Twelve thousand copies of this document were circulated not only to our own staff but to superintendents of hospitals and sanatoria throughout the country. It would seem that this document is regarded as one of the most important publications in the whole field of tuberculosis literature and fills a decided need.

Prior to the war neither the theory nor the practice of employing occupation as a phase of treatment for the tuberculous had been generally accepted throughout the country. In this report of the

advisory committee Dr. Pattison cited two conspicuous experiments, one at Rutland, Mass., under the guidance of Dr. Bayard T. Crane, and the other, the Hoehhauser Shops in New York City. It was recommended that the Board assist in developing the Rutland experiment, and that shop experiments in conjunction with the National Tuberculosis Association should be extended. Both of these ideas were accepted. The Rutland Sanatorium Association, in cooperation with the Federal Board, developed the New England Vocational School, where ex-service men from nine sanatoria in the vicinitiy were transported to the school. Instruction was given in the following lines: Poultry raising, gardening, jewelry repair and watchmaking work, variety of commercial pursuits, and variety of woodworking occupations. In addition to the work done at the school Federal Board teachers went out from the center to the sanatoria and instructed in handicrafts or gave tutorial instruction as needed by the individual man.

The only shop experiment developed was in cooperation with the New York Tuberculosis Association through the Reco Shop. In May, 1920, the Board agreed that the association, at the expense of the Board, through a tuition rate, should develop occupational and therapeutic training in four sanatoria readily accessible and dealing mostly with the city men. It was felt that agents of the association should have this opportunity to establish an acquaintance with the men while they were still undergoing treatment, and at the same time to develop a program which would reveal aptitudes and skills. Starting with this acquaintance with, and knowledge of, men who would, under any conditions, live in the city, it seemed likely that a program of training could be developed in shops along lines which would be compatible with disability and would yield to the men sufficient wage to support them when they were ready for placement in industry.

The workshop for industrial rehabilitation of the New York Tuberculosis Association was opened in June, 1920. The workshop was "situated in the newly developed manufacturing section of New York City," and was in a new, up-to-date, and sanitary building.

The following statement indicates the policy followed at this center:

> The amount of work, as well as any increase of it, that each man is first allowed to do, is specifically prescribed by the medical officer. * * * A trained social worker investigates and visits regularly the home of each man. The advice of the physician is emphasized and followed up. * * * The trades taught * * * are watch repairing, jewelry manufacturing, and cabinetmaking, chosen because they are neither injurious to the lungs nor especially fatiguing. * * * The present wages men may earn in these trades are from $40 to $75 a week.

It is the intention to make the city model workshop the last step in the training and treatment of the tuberculous, to increase gradually the working hours of the men with arrested tuberculosis until he can do a full day's work; to teach him a well-paid trade, keeping him all the while under medical observation until his ability and physical condition warrant discharge; finally, to find him a suitable position. Thus trained, hardened, and reestablished in life, his chances of again falling a victim of tuberculosis will be minimized, and he can take his place in the community as a healthy, self-respecting, self-supporting citizen.

It was recommended that a special unit for the selection of appropriate training courses, for advising in suitable occupations, and for the following up of tuberculous men be developed in each district office. This was done. In each district office there was a medical man who was a specialist in tuberculosis, the Board had trained laymen who, acting with the medical officer, gave appropriate advice regarding occupations and training therefor.

Properly qualified medical men have been difficult to obtain for Governmental service. They have been in demand for many other lines of work. The Board has, however, been able to maintain one or more men at central office for the general guidance of its program of training and for expert and advisory service in the field.

The final recommendation of the National Tuberculosis Association was that, " There should be an aftercare secretary in the central office, whose business it would be to put into the hands of the district vocational officers all the follow-up information that can be obtained; to prepare the proper forms for follow-up reports; in all ways possible counsel with the administrative officers on the follow-up service. This officer should cooperate with existing social agencies in obtaining his aftercare data, thus making it unnecessary for the Federal Board to build up a social service organization of its own which would be largely a duplication of the work of other agencies." The intent of this recommendation was followed, although, from an administrative standpoint, not exactly as proposed.

The Board had on its pay roll at the close of the year 191 nurses. Nearly all of these nurses were in active service. They knew the condition of men through their work in the Army hospitals, through home contacts with the men and their families, and through other phases of their follow-up work. There were probably no " arrested " cases in regular training in institutions or on the job who were not followed up by personal visit at least once a month. On trips of inspection it was gratifying to find the excellent cooperation and encouragement given the nurses. Reports from the district and local offices showed that it would have been impossible to carry on the work successfully without the follow-up supervision, especially with the tuberculous trainees, who had, in most cases, been given no in-

structions in hygiene. The total number of visits made during the one month of April, 1921, for example, was 42,560; and the number found needing emergency medical care, 7,902.

The rehabilitation law was liberalized in a variety of ways from time to time to cover the great volume of follow-up work in matters relating to social and family relations of trainees. The Board had on its staff in the field, in addition to the nurses previously mentioned, ex-Red Cross workers and others are on the pay roll of the Red Cross. It was anticipated that this number must be substantially increased.

In February, 1920, as noted above, the Board's work began with 3 training centers. On June 30, 1921, the Board was operating in Public Health Service hospitals, 45 training centers; in national soldiers' homes, 6; in State, county, and city hospitals, 33; in private sanatoria, 42; and in Federal Board schools, 57. So far as possible the Board had in this work people who had experience in the reconstruction service of the Army.

This development in the Board's service came about within a period of 18 months and was in progress at the close of the year. The Board made use of the best knowledge it could get, but in many phases of the work in these centers it was making precedents not following them.

But the mass of evidence accumulated in Federal Board files goes to prove that the old conviction, that a person who had developed tuberculosis was down and out, is entirely erroneous, and leads to the conclusion that wise treatment and training in occupations adapted to the disability, coupled with the cooperation of the trainee, are sufficient to return him to civilian life completely rehabilitated, "physically, spiritually, and economically."

After all, it is perhaps primarily important to know what disabled men think of the work being done, and as one bit of evidence in this matter a letter received from a disabled ex-service man at Fort Bayard, N. Mex., may be quoted. His statement would readily be indorsed by thousands of men in similar circumstances:

> The writer used the phrase, "this isolated section of the United States," or words to that effect. However, we realize we are not as isolated or as far away from Congress and our friends as the railroad time-tables would lead us to believe. We fully appreciate we are mighty near to our friends, not only in Washington but throughout the United States, and the disabled ex-service men and women of to-day do or should appreciate that our interests are quite well guarded and the laws which have been passed in our behalf have been most generous. Take for illustration, the act which secures for us the benefits of the Federal Board. That act certainly will go down in history as one of the most phenomenal pieces of legislation ever enacted by our American Congress, and when we ex-service men and women fully appreciate the full significance and scope of this act, then and only then will we be in a position to comprehend the

meaning of this act. Rehabilitation! What a wonderful field it covers! I believe I am safe in stating that the Federal Board for Vocational Education has yet to meet the first disabled ex-service man or woman whose case is too complicated to be solved. That one statement is based on actual experience and facts. No matter where we go we come in contact with disabled ex-service men and women who are receiving or who have received guidance in one form or another through the Federal Board for Vocational Educat on.

We can be discharged from the Army, Navy, or Marines. It matters not what our physical condition may be, if, after a thorough physical examination, the doctors determine that training is feasible, the Federal Board can take this disabled man or woman, whether they be blind, deaf, dumb, or practically mutilated as far as our body is concerned, the Federal Board can train them to once more become rehabilitated and follow some gainful occupation. Our physical condition may be of such a nature that hospitalization is necessary for a short period—in other cases for a prolonged period; nevertheless the hospital training centers which are not being organized, and which have been functioning so efficiently in the various hospitals under the supervision of the Federal Board for Vocational Education—they will take us up even though we are undergoing medical attention and will help us take advantage of time which would otherwise be lost while we were in the hospital. This is a phase of the Federal Board work which deserves most favorable criticism and comment. Take for illustration this hospital; there are approximately a thousand disabled ex-service men and women, the vast majority being tuberculosis patients—some cases in a mild stage of activity, some in an aggravated stage of activity, while other cases are arrested and in the convalescent stage. At present, one and all have an opportunity to devote a part of each 24 hours to either occupational therapy or vocational training. Harmonious, cooperative arrangements are in effect whereby the chief aid in charge of occupational therapy in the reconstrutcion division of the Public Health Service and the training officer in charge of vocational training have a cooperative agreement which eliminates duplication of work and brings about quite satisfactory division which affords the patients an opportunity to take advantage of the services offered by one or the other department.

When all work together, governmental agencies, semipublic agencies, and, finally, the trainees themselves, in the spirit of this statement, the task of rehabilitation will be accomplished.

Part XII.

HEARING AND SPEECH DEFECT CASES.

Although the deafened men and those with speech defects are classed together, the special training necessary for rehabilitation in one class is quite different from that required in the other. The deafened man requires a knowledge of lip reading to enable him to take his place again in the business and social world. As a deafened soldier expressed it: "A deaf man must hear with his eyes." This training in lip reading enables a man to recognize on the lips of the speaker the words which he has been used to getting through the ear. A man who is so deaf that he can not hear ordinary conversation at a distance of 5 feet has been given special training in lip reading. This standard was established by the Army School of Lip Reading at United States General Hospital No. 11 at Cape May, N. J., and later at United States General Hospital No. 41 at Fox Hills, Staten Island, N. Y. To date of this report 222 soldiers had completed the course in lip reading so that they are now able to pursue straight vocational training or to return to their former occupation. Experience has proven that the best results are obtained when this course is given as an intensive course. In order to profit by vocational instruction a man must be able to use the ordinary means of communication. The Federal Board has insisted that the man's lip-reading lessons be correlated with his vocational course—that is, that he be taught to read from the lips his vocational vocablary. In order that the men might get the stimulus and inspiration of contact with others who are similarly handicapped and who have become expert lip readers, they have been sent to the best schools of lip reading rather than to private teachers. But in some instances the results obtained by private teachers have been marvelous.

One deafened man whose prewar work had been telephone testing refused lip-reading lessons. At last, after many visits from representatives from the Federal Board, he was convinced of the value of such training. On July 12, 1921, he writes:

> To-day I had my twentieth lesson; I find it much easier to talk with strangers now than I did. So many of my friends remark that my hearing is much better. I can talk with my wife about most anything now and never hear her voice. The separation from my family is very difficult to stand, but no one realizes more than we the good that will result from my successfully mastering lip reading.

Another writes:

FEBRUARY 11, 1921.

My first few lessons in lip reading I denounced as a lot of tomfoolery, but at about my twelfth lesson I began to feel results, not only by beginning to understand people when they spoke to me but my nerves did not quiver and I found peace in mind and body. From that time I realized the real effect that lip reading was having on me. I put more time and energy in my studies and in a short time I was surprised at the wonderful results. Of course, I can not read lips at a distance, neither can I understand everyone who speaks to me. It depends as much on their lip movement as it does on my eyesight. However, I am satisfied that one can really learn to hear with his eyes. I do all my hearing by eyesight and at times I almost believe that I can hear, my eyes are getting that well trained.

At best lip reading is but a crutch. It does not remove the disability of deafness. Deafness necessarily narrows life and closes the door to many opportunities and pleasures. It also subjects a man to many embarrassing and humiliating experiences. From the very nature of the affliction, the deafened men must always have some special consideration, for unlike the legless and armless, their handicap is always effective but rarely visible.

In judging the advisability of lip-reading lessons for a man, the representative of the Federal Board depends upon a late report of a competent aurist, giving the man's exact ear findings, and upon a practical test made by a contact officer speaking to the man with the mouth covered. A man's ability to master the art of lip reading depends upon (1) his natural aptitude for the work, (2) the training, experience, and ability of the teacher, (3) the amount of intensive individual work given, (4) the man's physical condition, and (5) the practical use the man makes of lip reading during the hours when he is not under instruction.

Army statistics show that the average length of time for the course in the Army school was 3 months, the man receiving from 2 to 3 individual lessons per day. Federal Board statistics show that the average length of time for the lip-reading course has been from 4 to 6 months. One man, with a natural aptitude for lip reading, became proficient in 12 weeks; another after 50 lessons. Others have been under instruction for more than a year.

On completion of a course in lip reading a man should be able to understand speech easily when the speaker's mouth is in a good light and his speech is distinct, not too rapid, and otherwise normal. Most lip readers find the speech of man difficult to understand, due largely to the fact that many men wear mustaches and speak with very little lip movement. The excellent lip reader can follow not only conversations but lectures. The average lip reader can not do this.

Trainees with disability of deafness.

Registration	506
In training for lip reading	205
In vocational training	371
Interrupted training	15
Rehabilitated	13
Completed lip-reading course	222
Discontinued training	23
Deferred lip-reading training (for completion of vocational training or because physically unfit)	38
Deceased	2

Men suffering from speech defects should receive special training in corrective speech work. The following are the most common types of defects: (1) Aphasia; (2) imperfect phonation, caused by wounds or operations; (3) aphonia (loss of voice); (4) stammering or stuttering; (5) loss of control of tone or pitch, due to deafness. The chief causes of aphasia are cerebral hemmorhages and head wounds. Fortunately only a limited number of men suffer from this disability as a result of the war's casualties. The complete rehabilitation of such cases requires months of special training. When the use of speech sufficient to meet the practical needs of life has been gained, vocational training is arranged for such cases.

Men who have tongue, jaw, or neck wounds are often unable to produce certain sounds and combinations. Such defects may be corrected and practically normal speech obtained.

Aphonia, or loss of voice, complete or partial, may be the result of gas poisoning, of hysteria, or of laryngeal wounds or diseases. When aphonia is functional, that is the result of hysteria or neurasthenia, no special work should be given. The reason for this is that such treatment more firmly fixes in the patient's mind the erroneous idea that he can not talk. Cases where the loss of voice is caused by tuberculosis or laryngeal diseases are not trainable for physical reasons. Weak voices attributable to gas poison may be greatly strengthened by vocal exercises and gymnastics.

When the voice has been affected by wounds or operation on the various parts of the throat excellent results may be obtained by training. Notable among such cases is that of a man who had lost both vocal cords as a result of a gunshot wound and an operation and was discharged from the service voiceless. By special training his ventricular bands or false vocal cords now function, producing a good strong voice. The majority of the men suffering from speech disability belong to the class of stammerers and stutterers. Many of these men had this defect prior to adolesence and suffered a recurrence or aggravation of their trouble while in the service. Possibly in no other course which the Federal Board arranges for its men does the man's success in so large a measure depend upon cooperation with

his instructor, particularly where the course is given for the correction of stammering. It is an impossibility to state definitely how long the course should be, as each individual case presents its own problem. The Federal Board statistics show that the average length of time for instruction has been about six months, the man taking daily lessons. If a man has received thorough training and has attained normal speech while under instruction, he should be able to keep up his practice work and by means of exercises upon which he has been drilled to regain control in case of relapse.

Trainees with disability of speech defect.

Registration	279
In training for speech correction	88
In vocational training	178
Interrupted training	32
Rehabilitated	2
Completed speech correction	59
Discontinued training	27
Deferred speech correction (for completion of vocational training or because physically unfit)	91
Deceased	2

In every case the men requiring special training have been dealt with as individuals and contacts have been made by personal interviews. Men have been visited in their schools, shops, or homes, and reports have been made as to their progress and prospects.

PART XIII.

THE BLIND.

Realizing the great importance of the work for the blind ex-service men and that expert advice would be needed in solving the problem of their training, the Federal Board has from the beginning put this work in charge of a supervisor for the blind who is an expert in that field. In addition to the supervisor several field workers have been assigned to various districts working under his direction, to aid in the placemet and follow-up of men who are blind or whose eyesight is seriously defective.

At first the work of this department was confined almost entirely to men who were totally blind or whose vision was less than one-tenth. The majority of the men were sent to Evergreen, the school in Baltimore also known as the Red Cross Institute, which was established for training men blinded in the World War.

As the work progressed and the number of men who needed expert advice because of their seriously defective eyesight increased, two things were evident: First, no definite percentage of vision could be taken as an index as to whether a man should be referred to the supervisor for the blind. Second, opportunities for training other than at the Red Cross Institute must be found. Instructions were sent out to all district offices and local supervisors urging them to refer any man who had difficulty in carrying on because of defective eyesight to the supervisor for the blind or his agents for advice and help. The cooperation of institutions for the blind throughout the country was secured, assistance in the way of readers and special teachers was furnished, and at the close of the fiscal year there were more men in training outside than in the Red Cross Institute.

Up to July 15, 1921, approximately 400 men had been referred to the supervisor for the blind because of their seriously defective eyesight. About 200 of these are totally blind; the remaining number have all degrees of defective vision, from those who are only able to see light to those who have almost normal vision in one eye but whose vision is growing gradually worse or who are unable to take any training which requires the use of their eyesight because of the risk of losing the vision they have. If training facilties can be found near the man's home, he is put in training under the district office in accordance with the advice of the supervisor for the blind and his training is supervised and followed up very carefully.

If no such opportunity can be found or if the man is so discouraged that a complete change of scene is necessary, he is sent to the Red Cross Institute for prevocational training to enable him to become readjusted to the new condition under which he must work.

Of the men referred to the supervisor for the blind for advisement, 236 were in training at date of this report, 87 at the Red Cross Institute, and the remainder in various places throughout the United States; 24 men had discontinued their training because of lack of interest, physical condition, and other reasons; 28 had absolutely refused to consider any training, although each one of them had been personally visited at least twice by a representative of the supervisor for the blind. About 90 men had deferred training until later on, some on account of physical condition, others on account of family conditions, and still others because of the uncertainty as to whether or not their eyesight would improve; 20 of these had definitely decided to enter training in September. Twelve men were rehabilitated and earning a living wage irrespective of their compensation. One of these was recently placed in a position paying $200 a month. Several of the others had established themselves, with the aid of the Federal Board, in a small business of their own in which they were carrying on successfully.

All of the men were given prevocational training consisting of instruction in touch typewriting, the reading and writing of Braille and hand training; then vocational training either at the Red Cross Institute or in some other school or shop. The principal vocations for which our blinded men are being trained are massage, dictaphone operating, piano tuning, salesmanship, poultry raising, reed work and basket making, and various factory operations which the blind can do. Those who have the desire and ability to take up professional work are given training in such professions as law, theology, osteopathy, and chiropractic. A number of the men are being helped to establish themselves in a business of their own, such as a small poultry farm, cigar stand, and, in the case of a few men with partial eyesight, a small vulcanizing shop.

In conclusion it should be thoroughly understood that the value of the work which has been done for the men with seriously defective eyesight can not be measured in dollars and cents. Most of the men receive compensation and insurance sufficient for their material needs. It is true that many of them will not be rehabilitated in the sense that they will become economically independent as a result of their own earnings, although there is no question that the great majority will be trained so that they can earn their living if they so choose. The great value of the work, however, lies in the fact that these men have been shown that blindness alone is no insuperable

handicap to success. They may not all be rehabilitated economically but they can be rehabilitated socially. No amount of money alone can prevent a blind man from becoming a burden to himself and his friends. The supervisor for the blind was receiving requests for training from many men who at first refused it, believing that all that was necessary for their happiness was to go home and live on their compensation. The men have been taught to be independent, given an occupation to keep their minds and hands busy, and shown how to live normal lives among normal people in their own community.

PART XIV.

LOANS TO TRAINEES.

The Federal Board for Vocational Education had in operation at the close of the year a revolving fund of $500,000 from which disabled veterans of the World War who were trainees of the Federal Board might receive advancements when commencing or undergoing training. This was a fund made available by the sundry civil act of March 4, 1921. Previous to the passage of this act, trainees were obliged to rely for assistance upon private agencies, principally the Benevolent and Protective Order of Elks and the American Red Cross. The new fund was available only for men approved for training under the Federal Board. Men whose applications were still in the "investigation status" would still rely for assistance upon the Red Cross.

In March, 1919, the Order of Elks, through its war relief commission, of which former Gov. John K. Tener, of Pennsylvania, was chairman, inaugurated its work of making loans to individuals approved for training or in training under the Federal Board for Vocational Education. In February, 1921, this work was discontinued, because the Elks' war relief commission wished to call in outstanding obligations in order to make its report to the Grand Lodge of Elks on July 1 of this year.

However, the Elks did not withdraw their services until they had impressed upon Congress the absolute necessity of a fund from which loans could be made to disabled men who were taking vocational training. It was, therefore, due largely to the efforts of the Elks that the revolving fund of $500,000 was established.

The Elks' report shows that up to July 1, 1921, out of $636,000 loaned to Federal Board trainees only $36,000 was now outstanding.

It is possible that only a small portion of this will be refunded, because many of the men to whom it was loaned have discontinued training and are now widely scattered and their addresses are unknown.

In the hiatus between February when the Elks' fund ceased and July 2 when the Federal revolving fund became available, the Federal Board was obliged to turn to the National Red Cross, which made available its fund known as W–2–36, and also to local Red Cross funds. Local lodges of Elks also continued to donate funds to the cause.

In response to a letter to district vocational officers, asking information as to any loan funds available in the districts, the Federal Board received replies which showed that all except districts 4 (Maryland, Virginia, and West Virginia) and 5 (North Carolina, South Carolina, Tennessee, Georgia, and Florida) were relying upon local Red Cross funds.

District 3 (Pennsylvania and Delaware) had a fund supplied by the Rotary Clubs and a local emergency aid fund.

District 6 (Alabama, Louisiana, and Mississippi) had a student loan fund at Massey Business College, Birmingham, Ala., and a revolving Elks fund of $500 in Mobile, Ala.

District 8 (Illinois, Michigan, and Wisconsin) had a Rotary Club fund and a student loan fund at the University of Illinois, Ferris Institute, and Michigan Agricultural College, the last an amount of $300.

In district 9 (Missouri, Iowa, Kansas, and Nebraska) there was a local church fund of $800 at Ames, Iowa; a $500 local Elks' fund; and $500 from the local Red Cross at Omaha, Nebr.; and a State of Missouri D. A. R. fund of $1,700.

In district 10 (Minnesota, North Dakota, South Dakota, and Montana) Montana had a fund for residents of Montana, and North and South Dakota were supplied by the Veterans' Welfare Commission.

District 11 (Colorado, New Mexico, Utah, and Wyoming) had a local Elks' fund in Albuquerque, N. Mex.

In district 12 (California, Arizona, and Nevada) Los Angeles had a $25,000 local Red Cross loan fund, and Tucson, Ariz., had a $1,000 loan fund provided by business men.

In district 14 (Arkansas, Texas, and Oklahoma) there was a balance of the "Give a Bushel Fund," raised during the war, available for the assistance of Federal Board trainees.

In his letter of notification informing the Red Cross that its financial assistance to men in training was no longer necessary. The vice chairman of the Federal Board said:

> Under a recent act of Congress there will be available on July 1 a revolving fund to be applied to the temporary relief of the disabled ex-service men. After that date, therefore, we shall no longer be dependent upon private or semi-private agencies for this essential service, and I beg to express to you the very profound appreciation which this Board feels for the generous service rendered by the American Red Cross in establishing a loan fund which has been one of the chief resources from which we have been able to keep from financial distress great numbers of disabled ex-service men from overseas.
>
> This is but one of the many ways in which the American Red Cross has cooperated from the very beginning in the work of soldier rehabilitation, and we hope to enjoy the benefit of other cooperative services, such as that of home service, which have contributed so much to the efficiency of the work for the disabled soldiers, sailors, and marines.

PART XV.

FINANCIAL STATEMENT.

Total of all appropriations	$209. 000, 000. 00
Gift fund	78, 137. 00
Total available	209, 078, 137. 00
Total expenditures as of Aug. 1, 1921	145, 902, 457. 45
Unexpended balance Aug. 1, 1921	63, 175, 679. 55

TABLE 1.—*Appropriations and expenditures, by years, since organization of the Federal Board for Vocational Education as of Aug. 1, 1921.*

Funds.	Appropriation.	Expenditures.	Balance.
Gift fund	$78, 137. 00	$66, 964. 75	$11, 172. 25
Vocational revolving fund	500, 000. 00	120, 000. 00	380, 000. 00
Vocational rehabilitation, without year	8, 000, 000. 00	6, 767, 395. 62	1, 232, 604. 38
Vocational rehabilitation, 1920	31, 000, 000. 00	30, 965, 287. 98	34, 712. 02
Vocational rehabilitation, 1921	105, 000, 000. 00	98, 158, 660. 46	6, 841, 339. 54
Vocational rehabilitation, 1922	64, 500, 000. 00	9, 824, 148. 64	54, 675, 851. 36
Total	209, 078, 137. 00	145, 902, 457. 45	63, 175, 679. 55

EXPENDITURES.

Total expenditures, vocational rehabilitation, without date, amounted to $6,767,395.62, as of August 1, 1921

TABLE 2.—*Distribution of expenditures without date.*

Training pay	$3, 837, 908. 94
Salary and wage	1, 315, 034. 98
Travel and subsistence	160, 971. 72
Printing and stationery	149, 011. 97
Rent, repairs, and equipment	74, 805. 79
Supplies and equipment	198, 447. 82
Communication	25, 588. 91
Miscellaneous and emergency	115, 404. 76
Tuition	389, 358. 48
Travel and subsistence (disabled men)	500, 862. 25
Total	6, 767, 395. 62

TABLE 3.—*Amount expended from appropriation "Vocational rehabilitation without date" for the month of July, 1921.*

Training pay	[1] −$2, 563. 50
Salary	[1] −1. 28
Travel and subsistence	[1] −6. 85
Supplies and equipment	[1] −. 67
Communication	[1] −. 26
Miscellaneous and emergency	64. 80
Travel and subsistence (disabled men)	[1] −. 60
Tuition	[1] −17. 80
Total	[1] 2, 526. 16

[1] Negative quantities show a refund or credit for "overpayment," "canceled checks," etc.

EXPENDITURES, FISCAL YEAR 1920.

Total appropriations	$31,000,000.00
Total expenditures	30,965,287.98
Total unexpended balance	34,712.02

TABLE 4.—*Distribution of expenditures for the fiscal year 1920.*

Administrative expense:	
Salaries	$4,463,758.51
Travel	132,395.34
Subsistence	170,717.51
Station expense	4,325.69
Furniture and fixtures	199,639.30
Printing and stationery	224,393.81
Rent, heat, and light	224,948.82
Communication	52,349.85
Freight, express, drayage	16,802.07
Miscellaneous	62,194.89
Total administrative expense	5,551,525.79
Direct expense:	
Maintenance pay	21,725,623.51
Tuition	2,548,875.44
Travel	316,567.52
Subsistence	56,731.56
Books and supplies	582,816.90
Medical attention	106,392.30
Miscellaneous	76,754.96
Total direct expense	25,413,762.19
Grand total	30,965,287.98

EXPENDITURE, FISCAL YEAR, 1921.

TABLE 5.—*Total expenditures, administrative expense, and direct expense, by districts, from July 1, 1920, to July 1, 1921.*

	Administrative.	Direct.	Total.
District No. 1	$433,807.60	$8,500,539.80	$8,934,347.40
District No. 2	1,041,512.62	13,302,029.60	14,343,542.22
District No. 3	523,647.64	9,359,261.92	9,882,909.56
District No. 4	480,061.07	4,185,349.63	4,665,410.70
District No. 5	553,214.97	5,574,220.00	6,127,434.97
District No. 6	409,134.26	5,447,630.75	5,856,765.01
District No. 7	424,247.97	6,141,994.50	6,566,242.47
District No. 8	735,700.77	7,970,254.39	8,705,955.16
District No. 9	389,599.20	5,170,962.94	5,560,562.14
District No. 10	338,533.75	4,338,506.36	4,677,040.11
District No. 11	450,010.21	4,159,063.35	4,609,073.56
District No. 12	484,022.28	5,332,529.57	5,816,551.85
District No. 13	326,734.93	2,690,715.97	3,017,450.90
District No. 14	398,963.16	4,204,728.04	4,603,691.20
District No. 15	12,401.48	326,378.00	338,779.48
Central office	2,061,562.84	213,906.05	2,275,468.89
Total	9,063,154.75	86,918,070.87	95,981,225.62

EXPENDITURES, FISCAL YEAR 1921.

Total appropriations	$105,000,000.00
Total expenditures as of Aug. 31, 1921	99,383,323.59
Total unexpended balance Aug. 31, 1921	5,616,676.41

TABLE 6.—*Total expenditures by months from July 1, 1920, to Aug. 31, 1921.*

Months:	Expenditures:	Million Dollars 0 1 2 3 4 5 6 7 8 9 10 11 12
July, 1920	$ 3,836,970.36	
Aug. "	4,317,263.16	
Sept. "	5,437,901.72	
Oct. "	4,208,730.17	
Nov. "	9,480,613.98	
Dec. "	7,562,406.64	
Jan., 1921	8,254,141.99	
Feb. "	8,858,297.25	
Mch. "	10,938,949.02	
Apl. "	10,994,469.28	
May "	10,554,885.59	
June "	11,536,689.90	
July "	2,177,341.40	
Aug. "	1,224,881.18	
Grand Total:	$99,383,541.64	
Refund:	218.05	
Net Expenditures:	$99,383,323.59	

TABLE 7.—*Statement of expenditures as of Aug. 31, 1921, paid from the appropriation "Vocational rehabilitation, 1922."*

Administrative expense:		
Drayage	$259.75	
Heat, light, etc	2.26	
Job employees	499.13	
Miscellaneous	140.09	
Office equipment	4,793.89	
Office supplies	1,464.20	
Postage and box rent	5,010.00	
Rent	20,937.05	
Rental, miscellaneous	29.00	
Salaries	962,648.82	
Subsistence	8,135.51	
Telephone and telegraph	50.15	
Travel	3,592.20	
Repairs and renewals	62.00	
Building repairs	7,000.00	
Total administrative expense		$1,014,624.05
Direct expense:		
Allowance	17,738,682.80	
Rent	15,677.15	
Instructors	202.90	
Medical attention	55,011.45	
Medical examinations	3,968.05	
Medical supplies	15,445.92	
Subsistence	5,655.83	

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Direct expense—Continued.	
Training supplies	$744.71
Travel	2,773.15
Tuition	9,807.42
Institutional equipment	566.17
Teachers' salaries	190,370.87
Heat, light, etc	7.86
Total direct expense	$18,038,914.28
Other items:	
Budget to H. C. Smith	1,050,000.00
Net expenditures	20,103,538.33

TABLE 8.—*Average cost per trainee, distributed as to administrative and direct expense, since organization of the Federal Board for Vocational Education.*

Months	Average Admin. Expense	Average Direct Expense
Nov. 1918	$626.00	$ 1.15
Dec. "	434.60	5.95
Jan. 1919	465.92	16.00
Feb. "	179.77	9.33
Mch. "	154.92	23.42
Apl. "	120.52	33.08
May "	110.40	65.05
June "	89.78	15.68
July "	58.86	90.85
Aug. "	57.29	108.63
Sept. "	44.92	84.28
Oct. "	22.11	89.97
Nov. "	26.00	58.24
Dec. "	24.29	111.84
Jan. 1920	20.01	118.59
Feb. "	17.61	110.97
Mch. "	18.58	130.90
Apl. "	11.77	128.87
May "	17.73	120.45
June "	17.93	121.18
July "	18.56	120.10
Aug. "	17.81	131.07
Sept. "	19.21	143.35
Oct. "	18.15	149.32
Nov. "	16.35	139.12
Dec. "	16.35	141.51
Jan. 1921	15.65	138.74
Feb. "	13.65	145.43
Mch. "	15.96	152.65
Apl. "	13.89	141.11
May "	10.74	132.95
June "	11.11	140.77
July "	10.92	138.77

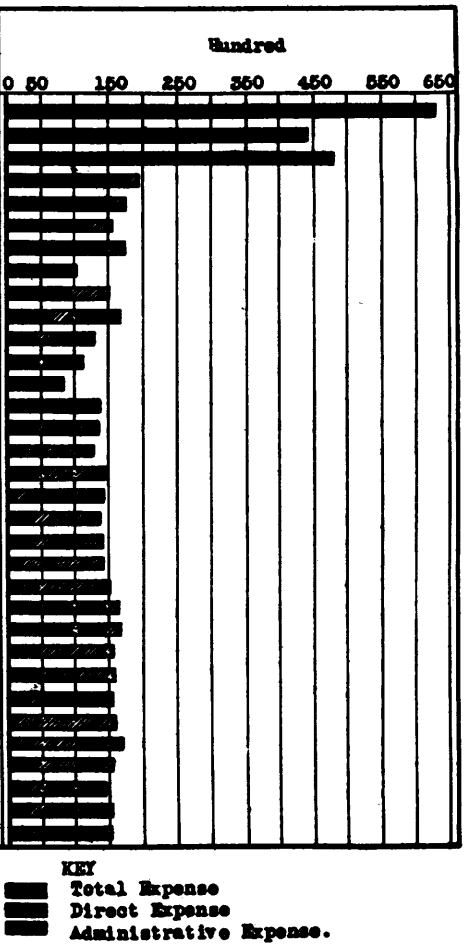


TABLE 9.—*Vouchers summary; fiscal year 1921—Volume of work handled in the auditing and accounting section.*

(In addition, all pay rolls and meal and lodging requests were audited by the personnel as listed herewith.)

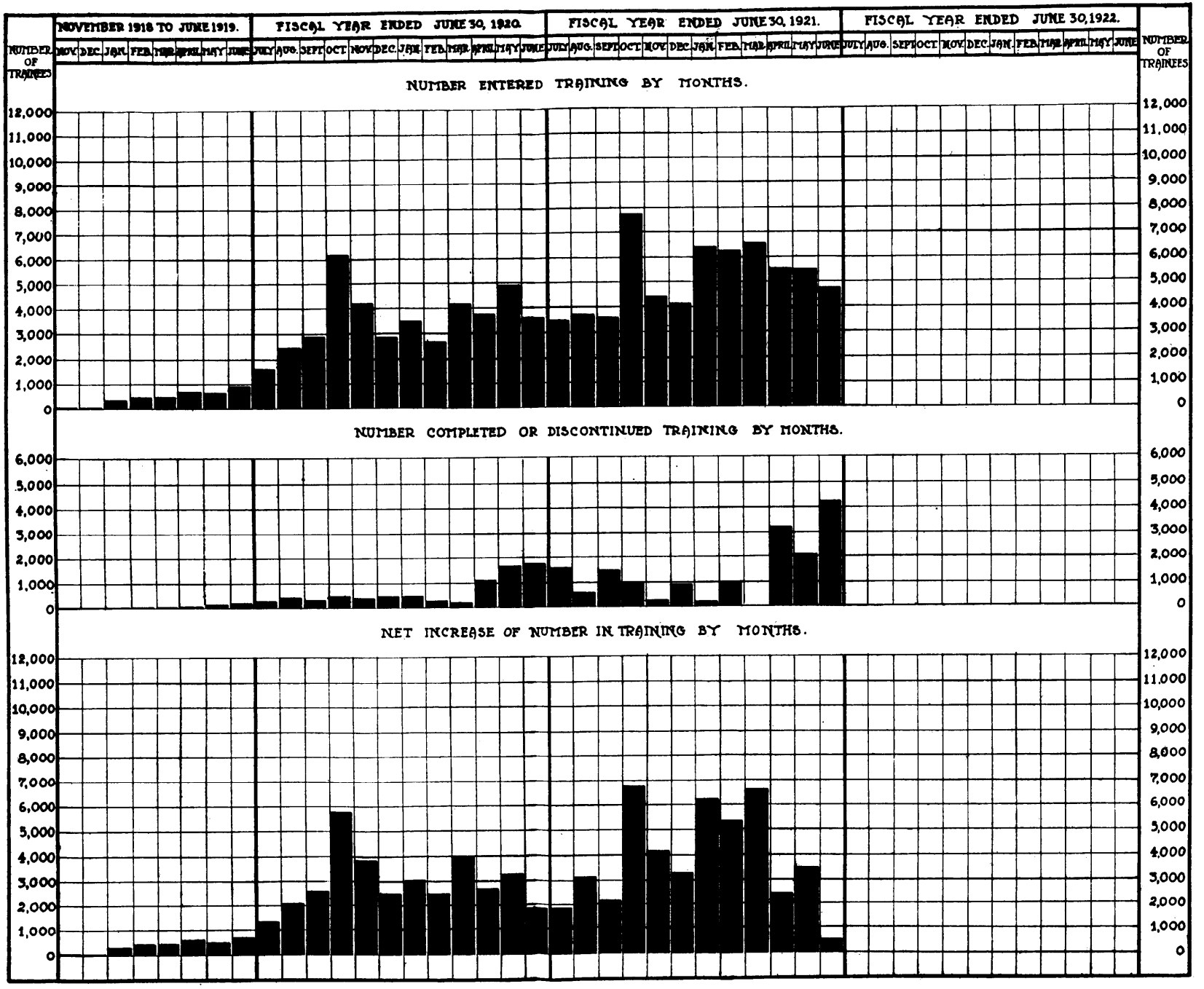
Month.	Employees.	Vouchers received.	Vouchers returned for correction.	Vouchers canceled.	Vouchers audited.
1920.					
July	135	8,332	1,325	32	6,834
August	135	9,038	2,023	53	6,061
September	143	8,955	2,669	73	7,082
October	148	9,496	2,204	71	6,450
November	148	9,160	1,952	79	6,678
December	146	10,244	1,452	155	6,487
1921.					
January	146	8,744	1,889	130	7,718
February	152	9,961	1,906	106	9,082
March	162	17,061	3,105	106	15,454
April	169	14,117	2,866	141	10,924
May	168	14,332	2,691	133	10,765
June	163	20,557	6,699	101	13,294
July	161	15,020	3,787	112	10,904
August	170	11,938	3,935	84	8,975
Total		166,955	38,503	1,310	126,708

RECAPITULATION.

Vouchers held over from June, 1920	1,438
Vouchers received for auditing	166,955
Total vouchers in audit	168,393
Vouchers submitted incorrect and returned	38,503
Vouchers canceled	1,310
Vouchers audited and passed for payment	126,708
Total vouchers outgoing	166,521
Balance on hand Sept. 1, 1921	1,872

SOLDIER AND SAILOR REHABILITATION.

Number entered training, discontinued or complete training, and net increase of number in training, by months, since organization.



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PART XVI.

STATISTICAL REPORT.

PERIOD COVERED BY TABULATIONS.

The act establishing the Veterans' Bureau, and transferring the Rehabilitation Division of the Federal Board for Vocational Education to that bureau, was approved August 9, 1921, and the transfer of services provided in the act was immediately effected. In view of this rearrangement of services, the present report to Congress is made to cover the fiscal year ended June 30, 1921, and the period from June 30 to the date of transfer to the Veterans' Bureau.

Data showing the status of the rehabilitation work on August 9 are available in the files transferred to the Veterans' Bureau. Under the system of reporting and tabulating set up by the Federal Board data covering different phases of the rehabilitation (soldier and sailor) work have been regularly tabulated since December, 1918, by monthly and semimonthly periods. The established tabulation periods covering the first nine days of the month of August, 1921, during which time the soldier and sailor rehabilitation work was under the direction of the Federal Board, overlap the date of transfer of the service. It has not seemed advisable to break the continuity of the periodical statistical series by showing data summarized separately for these nine days. Considerable expense and labor and some confusion of records would have been involved in making up a status report covering the work in the district and local offices in every section of the country for August 9, and it seemed unnecessary to require such a report in view of the fact that the status shown by the regular tabulation for August 15 may be accepted as showing with practical accuracy the status of the work at the date of legal transfer on August 9.

In the summary tables included in this part of the report, therefore, where data are given by semimonthly periods, the final period shown is the period ending August 15, and in a few cases where tabulations are by whole months, data are given covering progress during the entire month of August and showing status September 1. While modifications may be made by the Veterans' Bureau in the plan of reporting and tabulating data relating to the rehabilitation work, it seems not improbable that the system of reporting by monthly and semimonthly periods will be continued, and in this

event the summary tabulations shown below for the 1st and the 15th of each month will enable the bureau to preserve continuity in its statistical series covering past and future developments.

STATUS JUNE 1 TO AUGUST 15, 1921.

The summary tables immediately following, numbered 1 to 3, have been prepared to show the status of the rehabilitation work at the time of transfer of the service to the Veterans' Bureau, and during the months immediately preceding that transfer.

From the date of initiation of the work to August 15, 1921, net registration of disabled ex-service men with the Federal Board under the soldier rehabilitation act of 1918 totaled 404,396 men and women. The status of these registrants on August 15 was as follows:

Total net registration to Aug. 15, 1921		404,396
Dropped after investigation		123,785
Found eligible for training, total		269,940
Assigned to training	235,993	
Unassigned to training	33,947	
Pending determination of eligibility		10,671

Table 1 following shows the above detail by semimonthly periods from June 1 to August 15, 1921. During this period of two and one-half months 32,721 cases were found eligible for training; 41,286 cases were assigned to training; the number eligible but unassigned decreased by 8,565; and the number pending determination of eligibility for training decreased by 14,268. New cases registered numbered 29,131, and cases dropped after investigation 10,678. Reduced to daily averages these totals mean that during this final period of its administration the Federal Board was registering new cases at the rate of 383 per day, was finding men eligible for training at the rate of 431 per day, and was assigning men to training at the rate of 543 per day.

Corresponding data by districts are given in Table 13.

With regard to the 123,785 cases classified as "dropped after investigation" it should be noted that any of these cases may be reopened by the ex-service man, who may at any time under limits prescribed by the law present additional evidence bearing upon his eligibility for training under the Federal act. No case has been finally closed against the disabled man by the Federal Board, and cases dropped after investigation represent simply present status of the men determined after careful examination of evidence in each case, giving the benefit of the doubt to the disabled man in every case under the most liberal interpretation of the act permissible.

TABLE 1.—*Cumulative net registration since organization to dates specified classified as dropped after investigation, found eligible for training, and pending determination of eligibility, June 1 to Aug. 15, 1921.*

Date or period.	Net registration since organization.					
	Total to date specified.	Dropped after investigation.	Found eligible for training.			Pending determination of eligibility.
			Total.	Eligible; assigned.	Eligible; unassigned.	
1921.						
June 1	375,265	113,107	237,219	194,707	42,512	24,939
June 15	382,543	[1] 110,005	247,488	204,515	42,973	25,050
July 1	388,225	115,776	256,378	215,039	41,339	16,071
July 15	393,287	118,279	261,016	222,474	38,542	13,992
Aug. 1	397,624	121,569	264,268	228,989	35,279	11,787
Aug. 15	404,396	123,785	269,940	235,993	33,947	10,671
Increase.						
June 1–15	7,278	−3,102	10,269	9,808	461	111
June 15–July 1	5,682	5,771	8,890	10,524	−1,634	−8,979
July 1–15	5,062	2,503	4,638	7,435	−2,797	−2,079
July 15–Aug. 1	4,337	3,290	3,252	6,515	−3,263	−2,205
Aug. 1–15	6,772	2,216	5,672	7,004	−1,332	−1,116

[1] The decrease of 3,102 in the number dropped after investigation during the period from June 1 to June 15 represents an excess for this period of closed cases reinstated in training status over number of cases dropped after investigation.

NOTE.—Minus sign (−) denotes decrease.

Table 2 distributes total cases assigned to training since organization to date specified by disposition of the case with reference to entrance into training, showing status and progress of cases by semimonthly periods, June 1 to August 15, 1921. In this period a total of 13,237 entered into training. The number classified as in process of induction increased by 10,855, the larger portion of this increase being for the month of June (10,059), during which month assignments to training were exceptionally large. In the period from July 15 to August 1 the number in process of induction decreased slightly (by 398) and in the succeeding period remained practically unchanged. At any given date, of the total number assigned to training, a certain number have for individual reasons temporarily deferred entering into training. The number in this status increased from June 1 to August 15 by 10,044. These were all eligible for and had all been assigned to specific courses of training, but were in some cases physically unable for the time being to enter into training, or were temporarily prevented by other conditions from entering into training. An increase of 7,110 is shown for the number of men who decline to accept the training approved for them. In some cases these men were already employed and were unwilling to give up their employment to take training. A few men reported transferred for training to local offices had not reported to the local office, but were presumably on their way to report.

Corresponding data by districts are given in Table 14.

TABLE 2.—*Cases assigned to training since organization to dates specified, classified as having entered training, or as in process of induction, or as having deferred or declined training, or as in transit to local offices, June 1 to Aug. 15, 1921.*

Date or period.	Cases assigned to training.					
	Total to date specified.	Had entered training.	Were in process of induction.	Had deferred training.	Had declined training.	Were in transit from district to local office.[1]
1921.						
June 1	194,707	103,061	43,554	33,798	13,859	435
June 15	204,515	105,626	49,824	34,476	13,655	934
July 1	215,039	108,497	53,613	36,709	14,336	1,884
July 15	222,474	111,090	54,723	38,803	16,700	1,158
Aug. 1	228,989	113,625	54,325	41,177	19,104	758
Aug. 15	235,993	116,298	54,409	43,842	20,969	475
Increase.						
June 1-15	9,808	2,565	6,270	678	−204	499
June 15-July 1	10,524	2,871	3,789	2,233	681	950
July 1-15	7,435	2,593	1,110	2,094	2,364	−726
July 15-Aug. 1	6,515	2,535	−398	2,374	2,404	−400
Aug. 1-15	7,004	2,673	84	2,665	1,865	−283

[1] Cases assigned to local offices by district offices, which had not reached their destination at time of forwarding reports to central office.

NOTE.—Minus sign (−) denotes decrease.

Table 3 shows that of the 116,298 men who had entered into training under direction of the Federal Board to date, August 15, 1921, there were still in training on that date 89,250. For the balance of the number training had been either completed, interrupted, or discontinued, or had been—in 1,938 cases—terminated by decease of the trainee. During the period from June 1 to August 15 men were completing training, that is to say, were demonstrating complete rehabilitation and capacity to carry on successfully in remunerative employment as a result of the training process, at the rate of 600 per month. This does not, of course, include terminations of training temporarily or permanently by interruptions, discontinuances, or decease of trainee before achievement of complete rehabilitation. Net increase for number in training, representing excess entering over number completing or terminating training, averaged approximately 2,300 per month, which, as shown in Table 5, is considerably below the monthly average for the year, and only a little over half the average for the six months January 1 to June 30, 1921.

Corresponding data by districts are given in Table 15.

TABLE 3.—*Cases entered training since organization to dates specified, classified as in training or training completed, interrupted, or discontinued, June 1 to Aug. 15, 1921.*

Date or period.	Cases entered training since organization.					
	Total to date specified.	In training on date specified.	Training—			Trainee deceased.
			Completed.	Interrupted.	Discontinued.	
1921.						
June 1	103,061	83,504	4,291	11,604	2,497	1,165
June 15	105,626	84,096	4,684	12,943	2,488	1,415
July 1	108,497	85,338	5,050	14,049	2,490	1,570
July 15	111,090	86,672	5,278	14,956	2,493	1,691
Aug. 1	113,625	87,848	5,536	16,031	2,433	1,777
Aug. 15	116,298	89,250	5,793	16,823	2,494	1,938
Increase.						
June 1-15	2,565	592	393	1,339	−9	250
June 15-July 1	2,871	1,242	366	1,106	2	155
July 1-15	2,593	1,334	228	907	3	121
July 15-Aug. 1	2,535	1,176	258	1,075	−60	86
Aug. 1-15	2,673	1,402	257	792	61	161

NUMBER ENTERED TRAINING AND IN TRAINING, BY MONTHS, 1918 TO AUGUST 15, 1921.

Table 4 shows number entering training by months since organization to August 15, 1921. In the six months January 1 to June 30, 1918, men were entering training at the rate of 600 per month; in the fiscal year following, at the rate of 3,567 per month; and in the fiscal year ended June 30, 1921, at the rate of 5,174 per month—the monthly average for the first half of this year, July 1 to December 31, 1920, being 4,422, and for the last half, January 1 to June 30, 1921, 5,925, or approximately at the rate of 200 per day.

Table 5 gives cumulated totals by months for number entering training and for number discontinuing training (training contemplated, interrupted, discontinued, or terminated by decease of trainee) and number in training on the first day of each month. During the six months January 1 to June 30, 1919, average net increase per month of number in training was 523; for the fiscal year 1919–20 the average was 2,967; and for the year ended June 30, 1921, the corresponding average is 3,878—the average for the first half of the fiscal year being 3,475 and for the last half 4,281.

TABLE 4.—*Number entered training, by months, since organization to Aug. 15, 1921.*

Total to Aug. 15, 1921	116,298
1918.	
Fiscal year 1918–19, total	3,606
To Dec. 1	35
December	30

1919.	
January	425
February	420
March	485
April	684
May	635
June	892
Fiscal year 1919–20, total	42,808
July	1,545
August	2,617
September	2,865
October	6,195
November	4,196
December	2,859
1920.	
January	3,482
February	2,648
March	4,149
April	3,764
May	4,902
June	3,586
Fiscal year 1920–21, total	62,083
July	3,421
August	3,691
September	3,527
October	7,393
November	4,391
December	4,108
1921.	
January	6,367
February	6,221
March	6,533
April	5,528
May	5,467
June	5,436
Fiscal year 1921–22, total	7,801
July	5,128
Aug. 1 to Aug. 15	2,673

TABLE 5.—*Number entered and discontinued training since organization and number in training on date specified, by months, Dec. 1, 1918, to Aug. 15, 1921.*

Date.	Cases entered training to date specified.			Date.	Cases entered training to date specified.		
	Total.	In training on date specified.	Discontinued training to date specified.[1]		Total.	In training on date specified.	Discontinued training to date specified.[1]
Fiscal year 1918-19:				Fiscal year 1920-21:			
Dec. 1	35	32	3	July 1	46,414	38,797	7,617
Jan. 1	65	56	9	Aug. 1	49,835	40,666	9,169
Feb. 1	490	475	15	Sept. 1	53,526	43,782	9,744
Mar. 1	910	886	24	Oct. 1	57,053	45,897	11,156
Apr. 1	1,395	1,349	46	Nov. 1	64,446	52,194	12,252
May 1	2,079	1,980	99	Dec. 1	68,837	56,360	12,477
June 1	2,714	2,489	225	Jan. 1	72,945	59,649	13,296
Fiscal year 1919-20:				Feb. 1	79,312	65,843	13,469
July 1	3,606	3,192	414	Mar. 1	85,533	71,147	14,386
Aug. 1	5,151	4,517	634	Apr. 1	92,066	77,723	14,343
Sept. 1	7,768	6,772	996	May 1	97,594	80,065	17,529
Oct. 1	10,633	9,348	1,285	June 1	103,061	83,504	19,557
Nov. 1	16,828	15,227	1,601	Fiscal year 1921-22:			
Dec. 1	21,024	19,085	1,939	July 1	108,497	85,338	23,159
Jan. 1	23,883	21,538	2,345	Aug. 1	113,625	87,848	25,777
Feb. 1	27,365	24,563	2,802	Aug. 15	116,298	89,250	27,048
Mar. 1	30,013	26,991	3,022				
Apr. 1	34,162	30,962	3,200				
May 1	37,926	33,650	4,276				
June 1	42,828	36,943	5,885				

[1] Includes training completed, interrupted, discontinued, and terminated by decease of trainee.

RATING OF CASES ASSIGNED TO TRAINING.

Training with maintenance was provided under section 2 of the soldier rehabilitation act for men so disabled that they could not, in the judgment of the Federal Board, return to their former employment or carry on successfully in any other employment without training. Under section 3 training was provided for men determined by the Bureau of War Risk Insurance to be 10 per cent or more disabled, but not eligible for training under section 2. Under section 3 training is provided free, without maintenance, for the trainee during the period of training. A relatively small number of men were in training under section 6, which provides for cooperative arrangements with the War and Navy Departments to provide training in hospitals before discharge from the service. For these few trainees, as for section 3 men, maintenance is not provided under the rehabilitation act. As regards maintenance, therefore, cases assigned to training fall into two groups, one including those eligible for training with maintenance for themselves and their dependents during the period of training and one including those eligible for training without maintenance. Table 6 shows the number in each of these groups.

TABLE 6.—*Rating of cases assigned to training, as under section 2 and under sections 3 and 6 of the law, to Aug. 15, 1921.*

Rating.	Cases assigned to training.	
	Number.	Per-centage.
Total	235,993	100
Under section 2	155,616	66
Under sections 3 and 6	80,377	34

ACTIVE LOAD AUGUST 15, 1921.

Corresponding data by districts are given in Table 16.

Table 7 shows for August 15, 1921, what has been defined as the "active load" of the Rehabilitation Division. This load includes for any date cases classified as pending eligibility, eligible assigned to training courses, in process of induction into training, training deferred, and training interrupted. Active load by districts is shown in Table 17, and active load per employee of the Federal Board by districts in Table 18.

TABLE 7.—*Active load Aug. 15, 1921.*

Status.	Number of cases.
Total	248,942
Eligible, assigned to training:	
In training	89,250
In process of induction	54,409
Training deferred	43,842
Training interrupted	16,823
Eligible, unassigned to training	33,947
Pending determination of eligibility	10,671

CASES PENDING.

Cases pending determination of eligibility for training constitute a significant feature of the active load on any given date, and the increase or decrease in the number of cases pending for any month is a fair measure of the capacity of a district office to handle its current run of cases. Table 19 shows by districts the net registration of new cases, and the decrease in the number of cases pending determination of eligibility for the month ended August 15, 1921. Each district, with one exception, reports for this month an increase in net registration, and each district, with one exception, reports for the same period a decrease in number of cases pending. For all districts combined net registration increased during this month by 11,109, and number of cases pending determination of eligibility decreased by 3,321.

INSTITUTIONAL AND PLACEMENT TRAINING.

Of the 89,250 ex-service men in training under direction of the Federal Board on August 15, 1921, 84,368 were in educational institutions or in placement training in private establishments. (See Table 20.) In the progress of his training a man may be assigned to one or the other type of training—institutional or placement—and may shift from one to the other as his training requirements may indicate such shifting to be for his best interests. Several shifts may in fact be made in the course of training into permanent employment. For the fiscal year ended June 30, 1920, as shown in Table 26, 3,026 educational agencies provided courses for 47,200 trainees. In a majority of cases these trainees enter placement training in the final stages of their course. Approximately one-third—1,050—of the first 3,556 rehabilitated cases had had institutional training only (see Table 11); 946 had had placement training only; and 1,170 had had institutional followed by placement training. This proportion may not be shown by rehabilitated cases in the future, but they indicate fairly the training policy of the Federal Board in training into employment.

FEDERAL BOARD TRAINING CENTERS.

Table 20 shows that of the 89,250 cases in training on August 15, 1921, there were in Federal Board training centers 4,882, or 5.4 per cent of the total number, in training on that date. These men were being given elementary, try-out, and preparatory training to fit them to take up strictly vocational training on leaving the center.

The policy of the Board has been to utilize the educational equipment of the country so far as possible in providing vocational training for the disabled ex-service man, and training centers for those men have been operated by the Board only to provide for cases who could not advantageously be placed immediately in regular training in an institution or establishment.

These men should not be confused with War Risk patients in reconstruction centers for whom training has been provided during periods of convalescence in hospitals and sanatoria.

RECONSTRUCTION TRAINING CENTERS.

Summary Tables 8 and 9 show data for reconstruction training centers. An account of the development of these centers is given in preceding parts of this report. (See Parts III and XI.)

TABLE 8.—*Reconstruction training centers: Number of centers, of staff, and of War Risk patients enrolled for training, by months, February, 1920, to August, 1921.*

Month.	Reconstruction training centers.				
	Number of centers.	Number of staff.	Number of War Risk patients.		
			Total.	Assigned for training.	
				Total.	Enrolled in classes.
1920:					
February	3	5	915	109	95
March	6	24	1,129	520	229
April	7	41	1,731	670	458
May	16	86	2,791	1,303	846
June	25	141	3,098	1,961	1,396
Fiscal year 1920-21:					
July	54	194	8,736	3,507	2,543
August	68	231	10,595	4,751	3,202
September	78	288	12,164	5,347	3,580
October	90	340	14,662	6,026	4,233
November	110	398	14,871	6,751	5,013
December	122	500	16,575	7,140	5,262
January	148	624	28,416	9,326	7,138
February	154	614	23,430	9,722	7,867
March	169	755	26,241	11,266	9,415
April	183	823	28,648	12,792	10,577
May	183	807	29,609	13,789	11,668
June	180	818	29,110	14,434	12,315
Fiscal year 1921-22:					
July	182	869	30,288	15,785	13,635
August	185	878	32,166	16,004	13,771

TABLE 9.—*Reconstruction training centers: Number of centers, of staff, and of War Risk patients enrolled, by type of center, for August, 1921.*

Type of center.	Reconstruction training centers.				
	Number of centers.	Number of staff.	Number of War Risk patients.		
			Total.	Assigned for training.	
				Total.	Enrolled in classes.
Total	185	878	32,166	16,004	13,771
U. S. Public Health Service hospital	48	293	18,929	7,033	5,488
Private sanitoria	40	79	1,862	1,133	956
State, county, and city institutions	37	119	3,313	1,834	1,601
Soldiers' Homes	7	70	2,624	1,484	1,315
Federal Board training centers	53	317	5,438	4,520	4,411

BREAKDOWN CASES.

Reports to central office of cases of breakdown in training to August 15, 1921, total 1,131. Causes specified for breakdown are in 768 cases "spontaneous reactivation," in 282 cases "intercurrent diseases," in 35 cases "not feasible at entrance" into training, in 14 cases "mental condition," and in 32 cases miscellaneous causes.

STATISTICS FOR 3,556 CASES.

To date August 15, 1921, folders for 3,556 cases rehabilitated had been sent in from local offices to central office. Tables 10, 11, and 12 show detail for these cases, as regards military rank and organization of trainee, duration of and character of training, age and education of trainee, number of dependents, and average earnings prewar and present by class of employment for which trained. While the tabulation for rehabilitated cases is incomplete, being limited to folders received in central office, the number of cases is sufficient to indicate fairly the results of the training program.

Of the total cases tabulated, 3,075 were soldiers, 271 sailors, 106 marines, 25 nurses, and 56 field clerks; 3,065 were privates, 387 officers, and 104 of other rank; the most usual training periods ranged from 6 to 18 months, a period of 38 months being reported for 6 cases; 3,184 had received training with maintenance and 372 training under sections 3 and 6; 2,674 trainees were in the ages 22 to 30 years; 1,741 reported four to eight years of elementary schooling and 132 were illiterate or reported less than four years of schooling; 1,926 had no dependents; 4 employment groups show on the average decrease in annual earning capacity as compared with their prewar capacity, and 18 groups show increases ranging from an average of $53.84 for 20 trainees employed in trade and industrial crafts, to $733.75 for 31 trainees in railway employments.

TABLE 10.—*Rank and organization of 3,556 cases rehabilitated.*

(Includes cases rehabilitated for which foldeers had been forwarded to central office for tabulation to Aug. 15, 1921.)

Organization.	Cases rehabilitated.			
	Total.	Private.	Officer.	Other.
Total	3,556	3,065	387	104
Army	3,075	2,705	370	.....
Navy	271	262	9	.....
Marine	106	98	8	.....
Nurse	25	.....	.....	25
Field clerk, depot brigade	56	.....	.....	56
Other	23	.....	.....	23

TABLE 11.—*Duration and character of training, age, education, and number of dependents for 3,556 cases rehabilitated.*

(Includes cases rehabilitated for which folders had been forwarded to central office for tabulation to Aug. 15, 1921.)

	Number of cases.
DURATION OF TRAINING.	
Total	3,556
1 month	73
3 months	393
6 months	646
9 months	664
12 months	693
18 months	799
24 months	260
36 months	22
38 months	6
CHARACTER OF TRAINING.	
Section 6	3
Section 3	369
Section 2	3,184
Institutional	1,050
Placement	946
Institutional followed by placement	1,170
Section 2 followed by section 3	9
Special tuberculous institution	5
Neuropsychiatric institution	2
Not classified	2
AGE.	
18 to 21 years	136
22 to 25 years	1,360
26 to 30 years	1,314
31 to 34 years	452
AGE—continued.	
35 to 38 years	143
39 to 42 years	62
43 to 46 years	49
47 to 50 years	26
50 and over	12
No report	2
EDUCATION.	
Illiterate	36
1 to 3 years elementary schooling	96
4 to 8 years elementary schooling	1,741
1 to 2 years high school	512
2 to 4 years high school	416
1 year or less, business college	66
1 to 2 years trade school	35
2 to 4 years trade school	17
1 to 2 years college	204
2 to 4 years college	364
No report	69
NUMBER OF DEPENDENTS.	
No dependents	1,926
Parents	423
Wife	595
Wife and children	410
Wife and parents	71
Children	25
Children and parents	2
Other and no report	104

TABLE 12.—*Average prewar and present rate of annual earnings of 3,556 cases rehabilitated.*

Includes cases rehabilitated for which folders had been forwarded to central office for tabulation to Aug. 15, 1921.)

Class of present employment.	Number of cases.	Average annual earnings.		
		Prewar.[1]	Present.	Increase or decrease (−).
Total	3,556			
Trade and industrial:				
Building trades	72	$1,100.13	$1,571.74	$471.61
Crafts	20	1,123.08	1,176.92	53.84
Electrical trades	173	897.20	1,399.10	501.90
Food preparation	45	1,161.07	1,414.29	−253.22
Garment and leather trades	73	920.67	1,384.89	464.22
Manufacturing trades	65	1,182.48	1,328.21	145.73
Mechanical trades	632	1,027.21	1,385.88	358.67
Metal trades	171	995.38	1,304.97	309.59
Printing trades	64	1,012.90	1,401.22	388.32
Railway occupations	31	1,116.25	1,850.00	733.75
Repair work	3	1,200.00	500.00	−700.00
Textile work	9	1,033.33	1,250.00	216.67
Woodworking and finishing	33	1,362.76	1,311.91	−50.85
Miscellaneous	224	937.88	1,404.37	466.49
Business and commercial:				
Administrative positions	454	1,115.93	1,485.59	369.66
Subordinate positions	388	837.61	1,294.41	456.80
Professional:				
Scientific engineering	62	1,143.23	1,719.16	575.93
Scientific—medical	143	2,167.65	2,063.40	−104.25
General scientific	23	1,333.33	1,557.14	223.81
Artistic	70	1,386.85	1,596.29	209.44
Other professions	59	1,406.73	1,864.47	457.74
Agriculture	742	947.58	1,350.99	403.41

[1] In 840 cases no report is made of prewar earnings. Averages are based upon cases for which earnings are reported.

STATISTICS FOR DISTRICT OFFICES.

Tables 13 to 22 show distribution for district offices, covering by districts the more important detail summarized in Tables 1 to 12. Full detail by districts and local offices, covering every aspect of the soldier and sailor rehabilitation work, is available in the records of the Federal Board or in the files transferred to the Veterans' Bureau. Interpretation of the district tables will be clear from the foregoing text relating to the summary tables. Tables 23 and 24 show personnel and separations from the service, by district offices. District 15 is an administrative district for the care of the blind, and does not represent an assigned geographical area. For State areas comprising each of district 1 to 14 see Table 26.

GENERAL TABLES.

Tables 25 to 28 show general types of training courses provided for men entered training (Table 25); number of educational institutions providing institutional training, with number of trainees, by districts and States (Table 26); local office reports of cases in training status, by local offices (Table 27); and data for reconstruction training centers, by centers (Table 28).

TABLE 13.—*Cumulative net registration by districts, to Aug. 15, 1921.*

District.[1]	Net registration since organization.					
	Total.	Dropped after investigation.	Found eligible for training.			Pending determination of eligibility.
			Total.	Eligible; assigned.	Eligible; unassigned.	
Total	404,396	123,785	269,940	235,993	33,947	10,671
No. 1	25,477	5,315	19,462	15,077	4,385	700
No. 2	50,628	13,717	34,320	25,692	8,628	2,591
No. 3	40,646	19,185	20,914	18,951	1,963	547
No. 4	22,503	6,813	14,848	9,790	5,058	842
No. 5	33,022	12,796	19,730	16,205	3,525	496
No. 6	25,063	11,791	11,917	10,257	1,660	1,355
No. 7	40,619	8,968	31,396	31,241	155	255
No. 8	50,378	13,628	35,725	31,420	4,305	1,025
No. 9	31,361	6,373	24,015	23,170	845	973
No. 10	18,251	4,782	13,165	12,270	895	304
No. 11	13,832	2,354	11,379	10,877	502	99
No. 12	17,670	4,351	12,636	11,900	736	683
No. 13	10,229	2,480	7,517	7,102	415	232
No. 14	24,286	11,226	12,496	11,630	866	564
No. 15	431	6	420	411	9	5

[1] For an enumeration of States composing districts, see Table 26.

TABLE 14.—*Cases assigned to training since organization, by districts, to Aug. 15, 1921.*

District.	Cases assigned to training.					
	Total.	Had entered training.	Were in process of induction.	Had deferred training.	Had declined training.	Were in transit from district to local office.
Total	235,993	116,298	54,409	43,842	20,969	475
No. 1	15,077	9,858	2,885	1,536	798	.....
No. 2	25,692	15,222	4,837	2,905	2,739	—11
No. 3	18,951	10,860	2,731	3,601	1,488	271
No. 4	9,790	5,922	1,621	1,782	462	3
No. 5	16,205	7,552	3,288	3,743	1,627	— 5
No. 6	10,257	6,827	2,421	481	527	1
No. 7	31,241	10,107	8,571	9,118	3,445	.....
No. 8	31,420	12,882	12,971	3,656	1,911	.....
No. 9	23,170	8,215	6,105	6,535	2,214	101
No. 10	12,270	6,197	1,026	1,757	3,290	.....
No. 11	10,877	5,941	1,642	2,939	355	.....
No. 12	11,900	6,785	2,820	2,135	160	.....
No. 13	7,102	3,861	1,015	1,179	1,047	.....
No. 14	11,630	5,777	2,448	2,413	877	115
No. 15	411	292	28	62	29	.....

NOTE.—Minus sign (—) denotes duplications in reports to district offices arising in cases transferred by district office from one local office to another, and credited to the office to which transferred while still reported by the office from which transferred, pending receipt of notice of transfer and adjustment of local office records.

TABLE 15.—*Cases entered training since organization, by districts, to Aug. 15, 1921.*

District.	Cases entered training.					
	Total.	In training.	Training—			Trainee deceased.
			Completed.	Interrupted.	Discontinued.	
Total	116,298	89,250	5,793	16,823	2,494	1,938
No. 1	9,858	8,087	312	1,319	58	82
No. 2	15,222	12,013	760	1,910	414	125
No. 3	10,860	8,858	308	1,313	212	169
No. 4	5,922	4,355	384	1,017	85	81
No. 5	7,552	5,956	288	1,144	42	122
No. 6	6,827	5,855	184	677	37	74
No. 7	10,107	7,583	537	1,497	269	221
No. 8	12,882	9,561	673	1,773	687	188
No. 9	8,215	6,151	479	1,404	67	114
No. 10	6,197	4,806	304	743	148	194
No. 11	5,941	4,201	191	1,120	105	324
No. 12	6,785	5,262	235	1,042	144	102
No. 13	3,861	2,398	482	868	77	36
No. 14	5,777	3,998	643	910	127	99
No. 15	292	164	13	86	22	7

TABLE 16.—*Number in training under section 2 and under sections 3 and 6, by districts, on Aug. 15, 1921.*

District.	Cases in training.			
	Total.	Under section 2.		Under sections 3 and 6.
		Number.	Per cent.	
Total	89,250	81,476	91	7,774
No. 1	8,087	7,760	96	327
No. 2	12,013	11,044	92	969
No. 3	8,858	8,210	93	648
No. 4	4,355	3,874	89	481
No. 5	5,956	5,596	94	360
No. 6	5,855	5,707	97	148
No. 7	7,583	6,418	85	1,165
No. 8	9,561	8,027	84	1,534
No. 9	6,151	5,305	86	846
No. 10	4,808	4,474	93	334
No. 11	4,201	4,011	95	190
No. 12	5,262	5,012	95	250
No. 13	2,398	2,069	86	329
No. 14	3,998	3,805	95	193
No. 15	164	164	100	.....

TABLE 17.—*Active load, by districts, Aug. 15, 1921.*

District.	Active load of cases.						
	Total.	Eligible: assigned to training.				Eligible: unassigned to training.	Pending determination of eligibility.
		In training.	In process of induction.	Training deferred.	Training interrupted.		
Total	248,942	89,250	54,409	43,842	16,823	33,947	10,671
No. 1	18,912	8,087	2,885	1,536	1,319	4,385	700
No. 2	32,884	12,013	4,837	2,905	1,910	8,628	2,591
No. 3	19,013	8,858	2,731	3,601	1,313	1,963	547
No. 4	14,675	4,355	1,621	1,782	1,017	5,058	842
No. 5	18,152	5,956	3,288	3,743	1,144	3,525	496
No. 6	12,449	5,855	2,421	481	677	1,660	1,355
No. 7	27,179	7,583	8,571	9,118	1,497	155	255
No. 8	33,291	9,561	12,971	3,656	1,773	4,305	1,025
No. 9	22,013	6,151	6,105	6,535	1,404	845	973
No. 10	9,533	4,808	1,026	1,757	743	895	304
No. 11	10,503	4,201	1,642	2,939	1,120	502	99
No. 12	12,678	5,262	2,820	3,135	1,042	736	683
No. 13	6,107	2,398	1,015	1,179	868	415	232
No. 14	11,199	3,998	2,448	2,413	910	866	564
No. 15	354	164	28	62	86	9	5

TABLE 18.—*Active load per employee, by districts, on Aug 15, 1921.*

District.	Number of employees.	Active load of cases.		District.	Number of employees.	Active load of cases.	
		Total.	Per employee.			Total.	Per employee.
Total	5,774	248,942	43	No. 8	620	33,291	53
				No. 9	325	22,013	68
No. 1	416	18,912	45	No. 10	327	9,533	29
No. 2	952	32,884	34	No. 11	326	10,503	32
No. 3	422	19,013	45	No. 12	379	12,678	33
No. 4	476	14,675	31	No. 13	189	6,107	32
No. 5	389	18,152	46	No. 14	316	11,199	35
No. 6	310	12,449	40	No. 15	.....	354	.....
No. 7	327	27,179	83				

TABLE 19.—*Net registration of new cases and decrease in number pending determination of eligibility for the month July 15 to August 15, 1921, by districts.*

District.	Net registration.		Number pending determination of eligibility.		Increase or decrease.	
	July 15.	Aug. 15.	July 15.	Aug. 15.	Net registration.	Number pending.
Total	393,287	404,396	13,992	10,671	11,109	−3,321
No. 1	24,821	25,477	1,756	700	656	−1,056
No. 2	48,109	50,628	2,300	2,591	2,519	291
No. 3	39,627	40,646	698	547	1,019	— 151
No. 4	22,528	22,503	864	842	−25	— 22
No. 5	31,972	33,022	870	496	1,050	— 374
No. 6	24,078	25,063	1,784	1,355	985	— 429
No. 7	39,768	40,619	334	255	851	— 79
No. 8	48,807	50,378	1,151	1,025	1,571	— 126
No. 9	30,812	31,361	1,218	973	549	— 245
No. 10	18,052	18,251	628	304	199	— 324
No. 11	13,691	13,832	161	99	141	— 62
No. 12	16,807	17,670	1,026	683	863	— 343
No. 13	10,144	10,229	301	232	85	— 69
No. 14	23,650	24,286	893	564	636	— 329
No. 15	421	431	8	5	10	— 3

NOTE.—Minus sign (—) denotes decrease.

TABLE 20.—*Number in training in institutions and establishments and in training centers, by districts, Aug. 15, 1921.*

District.	Cases in training.			
	Total.	Institutions and establishments.	In training centers.	
			Number.	Per cent.
Total	89,250	84,368	4,882	5.4
No. 1	8,087	7,940	147	1.8
No. 2	12,013	11,675	338	2.8
No. 3	8,858	8,816	42	.5
No. 4	4,355	4,205	150	3.4
No. 5	5,956	5,261	695	11.6
No. 6	5,855	5,084	771	13.1
No. 7	7,583	7,214	369	4.8
No. 8	9,561	8,995	566	5.9
No. 9	6,151	6,027	124	2.0
No. 10	4,808	4,651	157	3.2
No. 11	4,201	3,595	606	14.4
No. 12	5,262	4,978	284	5.3
No. 13	2,398	2,199	199	8.2
No. 14	3,998	3,567	431	10.7
No. 15	164	161	3	1.8

TABLE 21.—*Reconstruction training centers—summary data, by districts, for August, 1921.*

District.	Reconstruction training centers.				
	Number of centers.	Number of staff.	Number of War Risk patients.		
			Total.	Assigned for training.	
				Total.	Enrolled in classes.
Total	185	878	32,166	16,004	13,771
No. 1	10	40	1,821	990	683
No. 2	14	71	2,377	1,068	955
No. 3	9	19	1,077	520	429
No. 4	16	104	3,454	1,722	1,462
No. 5	17	114	4,870	2,593	2,217
No. 6	11	78	2,354	1,521	1,447
No. 7	19	57	2,104	985	885
No. 8	28	107	3,477	1,657	1,400
No. 9	7	27	1,533	500	411
No. 10	12	37	1,380	672	651
No. 11	13	84	2,584	1,262	1,112
No. 12	18	84	2,689	1,329	1,027
No. 13	6	26	815	435	402
No. 14	5	30	1,631	750	690

TABLE 22.—*Reconstruction training centers—summary data, by districts, by type of center for August, 1921.*

District.	Reconstruction training centers.					
	Total.	U. S. Public Health Service hospitals.	Private sanitarium.	State, city, and country institutions.	National Soldiers' Homes.	Federal Board training centers.
Number of centers: Total	185	48	40	37	7	53
No. 1	10	5	4	.....	.....	1
No. 2	14	2	4	4	.....	4
No. 3	9	2	3	4	.....	.....
No. 4	16	4	2	5	.....	5
No. 5	17	7	3	.....	1	6
No. 6	11	4	.....	.....	.....	7
No. 7	19	4	6	7	2	.....
No. 8	28	6	5	6	1	10
No. 9	7	2	.....	4	1	.....
No. 10	12	2	3	5	1	1
No. 11	13	1	2	1	.....	9
No. 12	18	5	7	1	1	4
No. 13	6	3	1	.....	.....	2
No. 14	5	1	.....	.....	.....	4
Number of War Risk patients enrolled in classes: Total	13,771	5,488	956	1,601	1,315	4,411
No. 1	683	488	127	.....	.....	68
No. 2	955	460	50	276	.....	169
No. 3	429	161	97	171	.....	.....
No. 4	1,462	429	37	458	.....	538
No. 5	2,217	1,007	31	.....	611	568
No. 6	1,447	674	.....	.....	.....	773
No. 7	885	101	206	239	339	.....
No. 8	1,400	486	128	301	54	431
No. 9	411	176	.....	58	177	.....
No. 10	651	328	43	61	40	179
No. 11	1,112	300	47	19	.....	746
No. 12	1,027	346	180	18	94	389
No. 13	402	164	10	.....	.....	228
No. 14	690	368	.....	.....	.....	322

TABLE 23.—*Personnel of Division of Rehabilitation of the Federal Board for Vocational Education, June 30, 1921.*

Office.	Number of employees.			Office.	Number of employees.		
	Total.	Staff.	Clerical.		Total.	Staff.	Clerical.
Total	6,352	2,860	3,492	No. 6	371	184	187
				No. 7	311	178	133
Central office	950	127	823	No. 8	566	268	298
District offices	5,402	2,733	2,669	No. 9	306	150	156
				No. 10	305	172	133
No. 1	391	198	193	No. 11	315	172	143
No. 2	803	333	470	No. 12	346	204	142
No. 3	394	203	191	No. 13	187	103	84
No. 4	410	240	170	No. 14	335	127	208
No. 5	362	201	161				

TABLE 24.—*Separations from Rehabilitation Division of the Federal Board for Vocational Education during year ended June 30, 1921.*

Office.	Number of separations.			Office.	Number of separations.		
	Total.	Staff.	Clerical.		Total.	Staff.	Clerical.
Total	2,928	639	2,289	No. 6	143	44	99
				No. 7	105	23	82
Central office	278	43	235	No. 8	325	37	288
District offices	2,650	596	2,054	No. 9	156	12	144
				No. 10	131	36	95
No. 1	112	17	95	No. 11	183	80	103
No. 2	477	119	358	No. 12	117	48	69
No. 3	165	33	132	No. 13	87	25	62
No. 4	134	30	104	No. 14	300	21	279
No. 5	215	71	144				

TABLE 25.—*Type of courses pursued by men entering training since organization to July 1, 1921.*

Type of training course.	Number of trainees.	Type of training course.	Number of trainees.
Total	108,497	Metal trades:	
		Boiler making and inspection	82
Prevocational and try out	10,854	Copper splicing, etc	134
Advertising trades	1,840	Forge work	190
Building trades:		Molding	56
Bricklaying	25	Pattern making	162
Carpentry and cabinetmaking	740	Sheet-metal work	492
Estimating and contract work	460	Welding	440
Heating and ventilating	42	Printing	864
Masonry and concrete	142	Repair work	885
Plumbing	412	Woodworking	456
Miscellaneous building trades	450	Miscellaneous trades and occupations	4,148
Crafts:		Railway occupations	260
Engraving	202	Textiles	842
Horology	225	Business courses:	
Jewelry work	715	Accounting	3,130
Optics (lens grinding)	125	Business administration	3,180
Electrical trades:		Bookkeeping	3,785
Electrician	4,916	Miscellaneous commercial occupations	12,382
Electrical construction and testing	612	Miscellaneous business courses	4,895
Installation	815	Salesmanship	2,150
Motor and storage battery	835	Agriculture:	
Telephone and telegraph repairing	785	Farming and gardening	993
Trades and industries:		Farm-animal courses	2,879
Food preparation	424	Forestry	340
Garment and leather	2,995	General farming	10,229
Manufacturing	2,049	Fisheries	225
Mechanical trades:		Professional:	
Auto mechanic and related trades	4,568	Artistic	2,380
Construction work	195	Scientific, engineering, and general	3,400
Farm mechanics	552	Medical	1,741
Machine operation	932	Other professional courses	3,500
Machinists	6,825		
Stationary engineering	982		
Tractor operation and repairing	842		
Tool making and design	218		

TABLE 26.—*Number of educational institutions providing training, and number of trainees, by districts and States, for fiscal year ended June 30, 1921.*

[Does not include establishments where men were in placement training.]

District or State.	Number of institutions.	Number of trainees.
Total	3,026	47,200
District 1	346	5,670
Maine	33	145
Massachusetts	280	4,907
New Hampshire	12	168
Rhode Island	11	421
Vermont	10	29
District 2	337	6,642
New York	262	5,724
New Jersey	41	473
Connecticut	34	445
District 3	254	4,995
Delaware	4	127
Pennsylvania	250	4,868
District 4	174	2,297
District of Columbia	51	987
Maryland	51	753
Virginia	37	372
West Virginia	20	160
Porto Rico	1	5
Philippine Islands	3	7
Hawaii	2	3
Canada	5	5
France	4	5
District 5	144	2,858
Florida	11	211
Georgia	43	1,075
North Carolina	25	486
South Carolina	18	224
Tennessee	47	862
District 6	80	2,789
Alabama	26	1,121
Louisiana	36	776
Mississippi	18	892
District 7	225	2,778
Indiana	66	822
Kentucky	40	467
Ohio	119	1,479
District 8	360	4,693
Illinois	203	2,785
Michigan	88	971
Wisconsin	69	937
District 9	243	4,112
Iowa	49	939
Kansas	34	935
Missouri	133	1,939
Nebraska	27	299
District 10	127	2,536
Minnesota	83	1,908
Montana	13	251
North Dakota	11	184
South Dakota	20	193
District 11	180	2,604
Colorado	123	1,768
New Mexico	24	365
Utah	26	443
Wyoming	7	28
District 12	293	2,384
Arizona	16	103
California	271	2,270
Nevada	6	11
District 13	118	1,156
Idaho	11	122
Oregon	36	492
Washington	71	542
District 14	132	1,580
Arkansas	26	329
Oklahoma	25	223
Texas	81	1,028
District 15	13	106

TABLE 27.—*Local office reports of cases in training status; reports of Sept. 1, 1921.*

Total all offices	107,793
District No. 1 [1]	9,406
Boston, Mass.	6,383
Burlington, Vt.	155
Manchester, N. H.	311
Portland, Me.	390
Providence, R. I.	823
Springfield, Mass.	742
Worcester, Mass.	602
District No. 2	14,157
Binghamton, N. Y.	168
Bridgeport, Conn.	397
Buffalo, N. Y.	726
Camden, N. J.	154
Hartford, Conn.	542
Jersey City, N. J.	431
Mineola, L. I., N. Y.	181
Newark, N. J.	1,370
New Haven, Conn.	501

[1] Report of Aug. 15, 1921.

TABLE 27.—*Local office reports of cases in training status; reports of Sept. 1, 1921*—Continued.

District No. 2—Continued.	
New York City	7,258
Poughkeepsie, N. Y.	523
Rochester, N. Y.	552
Syracuse, N. Y.	522
Troy, N. Y.	603
Utica, N. Y.	229
District No. 3	10,414
Allentown, Pa.	495
Erie, Pa.	259
Harrisburg, Pa.	671
Johnstown Pa.	320
Philadelphia, Pa.	5,016
Pittsburgh, Pa.	2,170
Scranton, Pa.	935
Williamsport, Pa.	383
Wilmington, Del.	165
District No. 4	5,491
Baltimore, Md.	1,671
Bluefield, W. Va.	147
Charleston, W. Va.	322
Norfolk, Va.	305
Parkersburg, W. Va.	361
Richmond, Va.	343
Roanoke, Va.	367
Washington, D. C.	1,975
District No. 5	7,298
Atlanta, Ga.	1,798
Charlotte, N. C.	973
Chattanooga, Tenn.	292
Columbia, S. C.	777
Jackson, Tenn.	114
Jacksonville, Fla.	550
Knoxville, Tenn.	645
Macon, Ga.	334
Memphis, Tenn.	152
Nashville, Tenn.	846
Raleigh, N. C.	568
Savannah, Ga.	249
District No. 6	6,665
Birmingham, Ala.	1,213
Gadsden, Ala.	349
Jackson, Miss.	1,211
Lafayette, La.	351
Mobile, Ala.	255
Montgomery, Ala.	907
New Orleans, La.	2,093
Shreveport, La.	165
Tupelo, Miss.	121
District No. 7	9,357
Canton, Ohio	529
Cincinnati, Ohio	1,617
Cleveland, Ohio	1,048
Columbus, Ohio	761
Dayton, Ohio	730
Evansville, Ind.	486
Hopkinsville, Ind.	334
Indianapolis, Ind.	1,435
Lexington, Ky.	563
Louisville, Ky.	548
South Bend, Ind.	746
Toledo, Ohio	560
District No. 8	11,533
Centralia, Ill.	244
Champaign, Ill.	468
Chicago, Ill.	4,358
Detroit, Mich.	1,292
East St. Louis, Ill.	93
Eau Claire, Wis.	252
Grand Rapids, Mich.	479
Green Bay, Wis.	360
Jackson, Mich.	606
Madison, Wis.	556
Marquette, Mich.	220
Milwaukee, Wis.	1,169
Peoria, Ill.	683
Rockford, Ill.	277
Saginaw, Mich.	476
District No. 9	7,731
Cedar Rapids, Iowa	648
Chillicothe, Mo.	502
Des Moines, Iowa	1,071
Kansas City, Mo.	1,025
Kearney, Nebr.	169
Lincoln, Nebr.	329
Omaha, Nebr.	550
Salina, Kans.	186
Springfield, Mo.	549
St. Louis, Mo.	1,836
Topeka, Kans.	413
Wichita, Kans.	453

TABLE 27.—*Local office report of cases in training status; reports of Sept. 1, 1921*—Continued.

District No. 10	5,634
Duluth, Minn	103
Fargo, N. Dak	515
Helena, Mont	821
Minneapolis, Minn	3,028
Sioux Falls, S. Dak	423
St. Paul, Minn	744
District No. 11	5,453
Albuquerque, N. Mex	1,009
Casper, Wyo	111
Cheyenne, Wyo	42
Denver, Colo	2,848
Grand Junction, Colo	60
Pueblo, Colo	531
Salt Lake City, Utah	852
District No. 12	6,324
El Centro, Calif	126
Fresno, Calif	207
Los Angeles, Calif	2,375
Phoenix, Ariz	245
Reno, Nev	52
Sacramento, Calif	335
San Bernardino, Calif	154
San Diego, Calif	206
San Francisco, Calif	2,198
San Jose, Calif	210
Santa Barbara, Calif	140
Santa Rosa, Calif	76
Tucson, Calif	.....
District No. 13	3,339
Boise, Idaho	107
Corvallis, Oreg	361
Pocatello, Idaho	105
Portland, Oreg	723
Pullman, Wash	243
Seattle, Wash	1,279
Spokane, Wash	266
Tacoma, Wash	255
District No. 14	4,991
Beaumont, Tex	52
Dallas, Tex	586
El Paso, Tex	219
Enid, Okla	317
Fort Smith, Ark	249
Fort Worth, Tex	356
Houston, Tex	603
Little Rock, Ark	611
McAlester, Okla	227
Oklahoma City, Okla	361
San Antonio, Tex	681
Texarkana, Ark	211
Tulsa, Okla	148
Tyler, Tex	139
Waco, Tex	231

TABLE 28.—*Reconstruction training centers: Number of War Risk patients enrolled for training and number of staff, by centers, compiled from reports for August, 1921.*

DISTRICT NO. 1.

Center.	Number enrolled.	Number of instructors.
PUBLIC HEALTH SERVICE HOSPITALS.		
Boston, Mass.:		
Hospital No. 36	175	8
Hospital No. 44	139	8
Chelsea, Mass.: Naval	144	4
East Norfolk, Mass.: Hospital No. 34	48	6
PRIVATE SANATORIA.		
Brookline, Mass.: Chandler Home	.....	.....
Groton, Mass.: Groton Private Hospital	31	4
Malden, Mass.: Glenrock Hospital	55	3
Oxford, Me.: Oxford Springs Sanatorium	72	3
FEDERAL BOARD TRAINING CENTER.		
Rutland, Mass	81	1

TABLE 28.—*Reconstruction training centers: Number of War Risk patients enrolled for training and number of staff, by centers, compiled from reports for August, 1921*—Continued.

DISTRICT NO. 2.

Center.	Number enrolled.	Number of instructors.
PUBLIC HEALTH SERVICE HOSPITALS.		
New Haven, Conn.: Hospital No. 41	110	6
Staten Island, N. Y.: Hospital No. 61	179	19
STATE, COUNTY, AND CITY HOSPITALS.		
Buffalo, N. Y.: State Hospital for Insane	22	2
Kings Park, Long Island, N. Y.: State Hospital for Insane	96	7
Poughkeepsie, N. Y.: Hudson River State Hospital	23	2
Wards Island, N. Y.: Manhattan State Hospital	107	8
PRIVATE SANATORIA.		
Hartford, Conn.:		
Hartford Retreat	21	2
Wildwood Sanatorium	8	2
Wynantskill, N. Y.: Pawling Sanatorium	12	1
FEDERAL BOARD TRAINING CENTERS.		
Hartford, Conn	45	6
Liberty, N. Y	56	7
New York City	21	1
Saranac Lake, N. Y	51	6

DISTRICT NO. 3.

PUBLIC HEALTH SERVICE HOSPITALS.		
Philadelphia, Pa.: Hospital No. 49	132	9
Pittsburgh, Pa.: Marine, No. 15	41	2
STATE, COUNTY, AND CITY HOSPITALS.		
Allentown, Pa.:		
Allentown General Hospital	19	1
State Hospital for Insane	22	1
Norristown, Pa.: State Hospital for Insane	43	2
Philadelphia, Pa.: Pennsylvania Hospital	32	1
PRIVATE SANATORIA.		
Pittsburgh, Pa.:		
St. Francis Hospital	77	2
Tuberculosis League Hospital	27	1
White Haven, Pa.: White Haven Sanatorium	17	1

DISTRICT NO. 4.

PUBLIC HEALTH SERVICE HOSPITALS.		
Baltimore, Md.: Hospital No. 56	169	8
Norfolk, Va.: Hospital No. 29	64	4
Perryville, Md.: Hospital No. 42	151	8
Washington, D. C.: Hospital No. 32	140	4
STATE, COUNTY, AND CITY HOSPITALS.		
Catonsville, Md.: Spring Grove Sanatorium	102	5
Marion, Va.: Davis Clinic Southwestern Hospital	20	3
Washington, D. C.:		
Casualty Hospital	15	2
Garfield Hospital	14	2
St. Elizabeths Hospital	304	23
PRIVATE SANATORIA.		
Griffinsburg, Va.: Soldiers Rest	27	1
Washington, D. C.: Providence Hospital	38	2

TABLE 28.—*Reconstruction training centers: Number of War Risk patients enrolled for training and number of staff, by centers, compiled from reports for August, 1921*—Continued.

DISTRICT NO. 4—Continued.

Center.	Number enrolled.	Number of instructors.
FEDERAL BOARD TRAINING CENTERS.		
Baltimore, Md	269	21
Richmond, Va	81	7
Roanoke, Va	62	4
Charleston, W. Va	27	2
Parkersburg, W. Va	24	2
DISTRICT NO. 5.		
PUBLIC HEALTH SERVICE HOSPITALS.		
Augusta, Ga.: Hospital No. 62	97	5
Biltmore, N. C.: Hospital No. 45	107	7
Greenville, S. C.: Hospital No. 26	433	15
Lake City, Fla.: Hospital No. 63	90	6
Oteen, N. C.: Hospital No. 60	161	9
Savannah, Ga.: Hospital No. 20	2	1
NATIONAL SOLDIERS' HOME.		
Johnson City, Tenn.: National Soldiers' Home	759	21
PRIVATE SANATORIA.		
Milledgeville, Ga.: Dr. H. B. Allen's Private Sanatorium	32	2
Black Mountain, N. C.: Cragmont Sanatorium	13	2
Black Mountain, N. C.: Woodside Sanatorium	4	2
FEDERAL BOARD TRAINING CENTERS.		
Atlanta, Ga	72	6
Charlotte, N. C	60	4
Raleigh, N. C	33	2
Waynesville, N. C	242	20
Chattanooga, Tenn	41	3
Nashville, Tenn	45	2
DISTRICT NO. 6.		
PUBLIC HEALTH SERVICE HOSPITALS.		
Alexandria, La.: Hospital No. 27	272	12
Mobile, Ala.: Marine, No. 13	31	3
New Orleans, La.:		
Hospital No. 14	271	6
Hospital No. 58	50	2
FEDERAL BOARD TRAINING CENTERS.		
Birmingham, Ala	18	3
Mobile, Ala	52	6
Montgomery, Ala	33	2
New Orleans, La	111	9
Jackson, Miss	32	3
Meridian, Miss	52	4
Pascagoula, Miss	458	27
DISTRICT NO. 7.		
PUBLIC HEALTH SERVICE HOSPITALS.		
Evansville, Ind.:		
Camp	7	1
Marine, No. 8	13	2
Fort Thomas, Ky.: Hospital No. 69	47	3
Louisville, Ky.: Hospital No. 11	22	3

TABLE 28.—*Reconstruction training centers: Number of War Risk patients enrolled for training and number of staff, by centers, compiled from reports for August, 1921*—Continued.

DISTRICT NO. 7—Continued.

Center.	Number enrolled.	Number of instructors.
NATIONAL SOLDIERS' HOMES.		
Marion, Ind.: Soldiers' Home	214	10
Dayton, Ohio: Soldiers' Home	131	12
STATE, COUNTY, AND CITY HOSPITALS.		
Lakeland, Ky.: Central State Hospital	40	3
Louisville, Ky.: Hazelwood State Sanatorium	44	2
Valley Station Ky.: Waverly Hills Sanatorium	76	2
Cincinnati, Ohio: Longview Hospital for Insane	24	1
Columbus, Ohio: Columbus State Hospital	17	1
Mount Vernon, Ohio: Ohio State Sanatorium	15	1
PRIVATE SANATORIA.		
Indianapolis, Ind.: Methodist Episcopal Hospital	115	4
South Bend, Ind.: Healthwin Sanatorium	36	2
Somerset, Ky.: Cumberland Sanatorium	16	1
Cincinnati, Ohio: Rock Hill Sanatorium	95	2
McConnelsville, Ohio: Rocky Glen Sanatorium	28	2
FEDERAL BOARD TRAINING CENTER.		
Indianapolis, Ind	8	3

DISTRICT NO. 8.

PUBLIC HEALTH SERVICE HOSPITALS.		
Chicago, Ill.:		
Marine, No. 5	66	3
Hospital No. 30	123	9
Detroit, Mich.: Marine, No. 7	19	1
Dwight, Ill.: Hospital No. 53	88	5
NATIONAL SOLDIERS' HOME.		
Milwaukee, Wis.: Soldiers' Home	20	3
STATE, COUNTY, AND CITY HOSPITALS.		
Elgin, Ill.: Elgin State Hospital	106	8
Jacksonville, Ill.: Jacksonville State Hospital	55	5
Mendota, Wis.: Wisconsin Psychiatric Hospital	83	4
Oak Forest, Ill.: Cook County Tuberculosis Hospital	33	2
Grand Rapids, Mich.: Michigan Soldiers' Home	14	2
Kalamazoo, Mich.: Fairmont County Hospital	9	2
PRIVATE SANATORIA.		
Springfield, Ill.: Palmer Sanatorium	22	2
Detroit, Mich.:		
Detroit Tuberculosis Hospital	38	3
East Lawn Tuberculosis Hospital	40	1
Kalamazoo, Mich.: Pine Crest Annex (Oshtemo)	36	4
Wauwatosa, Wis.: Blue Mound Sanatorium	14	1
FEDERAL BOARD TRAINING CENTERS.		
Aurora, Ill	49	4
Danville, Ill	41	2
Joliet, Ill	11	2
Nauvoo, Ill	140	15
Racine, Wis	30	2
Springfield, Ill	38	2
Waukegan, Ill	14	3
Grand Rapids, Mich	14	1
Kalamazoo, Mich	29	3
Saginaw, Mich	34	2
Green Bay, Wis	28	3

TABLE 28.—*Reconstruction training centers: Number of War Risk patients enrolled for training and number of staff, by centers, compiled from reports for August, 1921*—Continued.

DISTRICT NO. 9.

Center.	Number enrolled.	Number of instructors.
PUBLIC HEALTH SERVICE HOSPITALS.		
St. Louis, Mo.:		
Marine, No. 18	28	2
Hospital No. 35	167	10
NATIONAL SOLDIERS' HOME.		
Leavenworth, Kans.: National Military Home	139	7
STATE, COUNTY, AND CITY HOSPITALS.		
Norton, Kans.: Kansas State Sanatorium	7	2
Webb City, Mo.: Jasper County Tuberculosis Hospital	15	1
Kearney, Nebr.: State Tuberculosis Hospital	14	2
FEDERAL BOARD TRAINING CENTER.		
Mason City, Iowa	28	2

DISTRICT NO. 10.

PUBLIC HEALTH SERVICE HOSPITALS.		
Minneapolis, Minn.: Hospital No. 68	147	6
St. Paul, Minn.: Hospital No. 65	383	5
Waukesha, Wis.: Hospital No. 37	208	3
NATIONAL SOLDIERS' HOME.		
Hot Springs, S. Dak.: Battle Mountain Soldiers' Home	27	3
STATE, COUNTY, AND CITY HOSPITALS.		
Granite Falls, Minn.: Riverside Sanatorium	9	1
Nopeming, Minn.: Nopeming County Sanatorium	7	1
State Sanatorium, Minn.: Minnesota State Sanatorium	18	2
Galen, Mont.: Galen State Tuberculosis Sanatorium	5	1
PRIVATE SANATORIA.		
Minneapolis, Minn.: Thomas Hospital	3	2
Sioux Falls, S. Dak.: McKanan Hospital	10	2

DISTRICT NO. 11.

PUBLIC HEALTH SERVICE HOSPITAL.		
Fort Bayard, N. Mex.: Hospital No. 55	243	16
STATE, COUNTY, AND CITY HOSPITALS		
Valmora, N. Mex.: Valmora Industrial Sanatorium	14	2
PRIVATE SANATARIAM.		
Colorado Springs, Colo.: Star-Ranch-in-the-Pines	33	2
Woodmen, Colo.: Modern Woodmen Sanitorium	10	1
Albuquerque, N. Mex.: Sanitorium	16	2
FEDERAL BOARD TRAINING CENTERS.		
Alamosa, Colo	15	3
Colorado Springs, Colo	56	6
Denver, Colo	387	21
Fort Lyon, Colo	97	6
Pueblo, Colo	29	5
Albuquerque, N. Mex	130	11
Las Vegas, N. Mex	29	2
Roswell, N. Mex	3	2
Santa Fe, N. Mex	23	3

TABLE 28.—*Reconstruction training centers: Number of War Risk patients enrolled for training and number of staff, by centers, compiled from reports for August, 1921*—Continued.

DISTRICT NO. 12.

Center.	Number enrolled.	Number of instructors.
PUBLIC HEALTH SERVICE HOSPITALS.		
Arrowhead Springs, Cali.: Hospital No. 54	54	5
Palo Alto, Cali.: Hospital No. 24	75	7
San Francisco, Calif.: Hospital No. 19		
Tucson, Ariz.: Hospital No. 51	144	4
Whipple Barracks, Ariz.: Hospital No. 50	736	7
Camp Kearney, Calif.: Hospital No. 64	75	7
NATIONAL SOLDIRES' HOME.		
Soldiers' Home, Calif.: Soldiers' Home	77	10
PRIVATE SANATORIA.		
Phoenix, Ariz.:		
Phoenix Sanitarium	23	4
St. Luke's Home	11	4
Tucson, Ariz.: Hotel Rest Sanitorium		
Glendale, Calif.: Thorny-Croft Sanitorium	45	3
Los Angeles, Calif.: Barlow Sanitorium	19	2
Pasadena, Calif.: La Vina Sanitorium	18	2
Santa Monica, Calif.: St. Catherine's Hospital	42	2
FEDERAL BOARD TRAINING CENTERS.		
Alpine, Calif.	20	1
San Diego, Calif.	6	3

DISTRICT NO. 13.

PUBLIC HEALTH SERVICE HOSPITALS.		
Boise, Idaho: Hospital No. 52	47	
Port Townsend, Wash.: Marine, No. 17	39	1
Tacoma, Wash.: Hospital No. 59	260	8
PRIVATE SANITARIUM.		
Hillside, Oregon.: Pierce Sanitarium	21	1
FEDERAL BOARD TRAINING CENTERS.		
Portland, Oregon	45	5
Seattle, Wash	164	14

DISTRICT NO. 14.

PUBLIC HEALTH SERVICE HOSPITAL.		
Houston, Tex.: Hospital No. 25	335	14
FEDERAL BOARD TRAINING CENTERS.		
Oklahoma City, Okla	30	5
El Paso, Tex	217	7
Fort Worth, Tex	23	3
San Angelo, Tex	18	3