than the cost of utilities, cleaning, and custodial service; and often not even these three essentials.

(c) The cost of facilities is generally obtained from general obliga- bonds. In the following section a breakdown by source of 'll be reported.

C. Trend of Capital Outlay

1. 1946–65

During the 20-year period, fiscal 1946 through fiscal 1965, the tion of elementary and secondary school facilities has multi- many times; $111 million was spent in 1946 and $3.5 billion spent in 1965. There has been constant construction to meet needs of increased enrollment and replacement of obsolete fa- The increases in construction were most rapid immediately the war and as the postwar babies entered school in the early 1950's. Since 1956 the number of classrooms constructed each year ranged between 65,000 to 72,000 with the 10-year average being Some of the fluctuation in the rooms constructed and ex- es is caused by the construction of large secondary schools take more than 1 year to complete. Consequently the rooms usually reported in the year of completion, not necessarily the when the debts or expenditures are incurred.

2. Proportion of Annual Outlays

All construction reported was for local school districts. A very ıction of 1 percent were Federal schools.

3. Source of Financing Capital Outlays

Most of the financing (about 80 percent) during the period has been local school districts (see table 18). Most of this has been by sale of bonds. During the later years of the 1940's the States to recognize the financing problems and made some significant tions in the area of financing school construction. It must noted that nearly half the State contributions have been in the of loans or advances, with the burden of repayment still on the school district. School building authorities have accounted ly $200 million a year of public elementary and secondary construction. Approximately another $200 million a year coming from current taxes and accumulative building funds. The of gifts and private construction appear to be insignificant the total picture; however, they undoubtedly may be very signifi- to the individual school districts involved.