

schools in the country, to most of the public community and junior colleges, and even to many of the 4-year institutions of higher education. Table 1, which summarizes data reported by the States, provides a 20-year record of enrollments in programs receiving this support.

TABLE 1.—*Enrollment in vocational education classes*

[In thousands]

Fiscal year	Total ¹	Adult	Postsecond- ary	Secondary	Persons with special needs
1945.....	2,013	609	466	939	
1946.....	2,228	715	525	987	
1947.....	2,509	854	609	1,045	
1948.....	2,836	1,210	522	1,105	
1949.....	3,096	1,373	560	1,163	
1950.....	3,365	1,521	596	1,247	
1951.....	3,363	1,475	562	1,326	
1952.....	3,166	1,326	475	1,365	
1953.....	3,100	1,218	444	1,438	
1954.....	3,165	1,313	362	1,490	
1955.....	3,314	1,389	396	1,529	
1956.....	3,413	1,456	399	1,558	
1957.....	3,522	1,523	385	1,613	
1958.....	3,629	1,577	388	1,664	
1959.....	3,701	1,642	343	1,717	
1960.....	3,768	1,686	341	1,741	
1961.....	3,856	1,725	348	1,783	
1962.....	4,073	1,825	329	1,919	
1963.....	4,217	1,908	359	1,950	
1964.....	4,566	2,025	400	2,141	
1965.....	5,431	2,379	² 207	2,819	
1966 ³	5,790	2,514	580	2,696	(⁴)
1967 ⁴	6,368	2,786	726	2,857	(⁵)

¹ Detail may not add to total because of rounding.² Apprentice enrollment included under adult. Prior to fiscal year 1965, apprentices are s postsecondary.³ Represents enrollment in adult and remedial programs for prevocational training in basic skills.⁴ Projected figures for these 2 years.⁵ Although enrollments in these programs are expected to grow rapidly, there is no adequate projection.

NOTE.—Data in this table do not include enrollments in programs under the Manpower I and Training Act.

Because increasing proportions of young people are baccalaureate programs or at least deferring occupational specialization until they have completed high school, it is especially noteworthy that the number of secondary students in vocational programs have represented, during this 20-year period, a fairly constant proportion—approximating 20 percent—of all public school enrollments in grades 9 through 12. In part, this may reflect a broadening in the d of vocational education, but it also reflects a growing awareness an “academic” or “general” curriculum which terminates at the school level no longer provides, for many students, a very good preparation for entry into the labor market. There is good evidence the States are increasingly alert to the expanding needs for occupational training and that they are moving rapidly to broaden the of opportunities for occupational training and to bring these opportunities within reach of more of those who can benefit from them.

Since most vocational programs are carried out in conjunction more comprehensive education programs (and use, at least in part, joint facilities) it is not now possible to provide any complete accounting of vocational facilities *per se*. Most of these must be included under elementary and secondary schools or under higher education. In part, however, facilities for a small but growing seg-