

FEDERAL AID FOR TEACHER EDUCATION HELPS

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Special teacher education in vocational education would be at a minimum if it were not for federal aid. In some states the amount of federal aid pays 10 to 25 percent of the cost of teacher education. The Federal Vocational Education Acts provide to minimum states a total of \$10,000 to aid teacher education not in one field but in three - namely: agriculture, home economics, and trade and industry.

Federal fund allotments for teacher training for the fiscal year ending June 30, 1959 totaled \$1,114,233.04 - these were Smith Hughes funds. Figures for George-Earden funds for teacher training are not specified in the Federal Digest of Annual Reports. Smith Hughes funds for teacher training must be shared by agriculture, home economics, and trade and industry.

The allotments of Smith Hughes funds to states for all services range from \$98,937.08 to \$10,000. Fifteen states received maximum earmarked allotments of \$10,000 in teacher education for all vocational education. Since George-Barden funds are not specifically earmarked for teacher training these funds may or may not be used for this purpose.

The use of federal funds for teacher education would be worthy of a study. The allotments of Smith Hughes funds are based upon the ratio of a state's population to the total U.S. population. Whereas this formula may be appropriate for reimbursements to local schools it may be questionable for teacher education. One consideration in allotment of funds may be that the needs for teacher education are quite comparable by states. An increase in the \$10,000 of maximum allotments to certain states with smaller farm populations should probably be doubled to insure continued programs of teacher education in agriculture.

Federal aid is based upon a singleness of purpose such as training for vocational agriculture - not even general agriculture. Singleness of purpose becomes questionable when the federal program shares less than 25 percent of the cost of salaries and the host school must pay the rent for offices and classrooms and even the total cost of related programs such as Agricultural Mechanics training for prospective teachers of vocational agriculture.

Federal aid has noticeably grooved other college programs in agriculture such as Research and Extension. A large share of available state funds are needed to match federal funds. Programs not tied to federal aid are seldom thought of, let alone fought for.

The high local college cost of special programs of teacher education is an administrative problem. Some liberalization of programs and purposes of special education may be a solution. How valuable is special teacher education to vocational education? Is supervision and teacher education the same? What should be the balance between pre-service and in-service programs for teachers? These and related questions pose some productive areas for research in the years ahead.