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Federal Funds for EDUCATION

1956-57 AND 1957-58

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58, is the fourteenth in this series of publications issued biennially by the Office of Education. The bulletin is prepared on the basis of responses given by Federal Departments and Agencies to requests for information about Federal expenditures for educational programs. Through this series of publications, the Office of Education has attempted to provide a central source for authoritative data on Federal activities in education.

Information on Federal funds presented in this bulletin is for the latest year available, usually the 1957-58 school year. However, for some programs the Federal offices are unable to report figures beyond those for the 1956-57 school year. Details on the amounts of Federal funds allocated State-by-State and also amounts expended on programs which are national in scope are reported. In addition, summaries have been prepared for these programs to show the totals of annual distributions and the amounts provided over periods of as much as 10 years.

In securing the data, the Office has had the cooperation of numerous officials in the various Departments and Agencies of the Government. Their assistance in providing the basic information and in verifying and approving the tables and discussions, prepared on the basis of such materials, is appreciated by the Office of Education.

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Chapter I

FEDERAL ACTIVITIES IN EDUCATION

BASICALLY, education is the responsibility of the States and their subdivisions. However, the conviction that Congress and the national government should be concerned about education is amply supported by a long history of Federal activities in education. The continuation of this interest is evident in recent congressional activities.

A summary of bills and enactments for the Eighty-fourth Congress indicated there were introduced a total of 1,034 bills pertaining to education. Of this number, 96 became law and a large number of these authorized the expenditure of Federal funds for educational activities. Similarly, 896 bills of general interest to education were introduced in the first session of the Eighty-fifth Congress and 33 were enacted. These recent enactments were summarized in *School Life* magazine issued in December 1956 and November 1957. They are related to educational programs associated with the following:

Atomic Energy Commission Grants to
Colleges

Books for the Blind

College Housing

Education Beyond the High School

Education for Civil Defense

Education for the Blind

Education in Fishery Trades

Fellowships

Health Research

International Education

Kingspoint Merchant Marine Academy

Land-Grant Colleges

Library Services

National Library of Medicine

Office of Education

Practical Nurse Training

Research

Scholarships

School Bonds in Hawaii

School Lunch Program

School Milk Program

Schools at Military Installations

Support for Federally Affected Areas

Traineeships for Health Personnel

Training of Personnel in Public

Welfare

Vocational Education

Vocational Training for Indians

Veterans Education

War Orphans Education

PURPOSE OF THIS BULLETIN

It is the purpose of this bulletin to identify programs and report amounts of Federal funds expended for education and for programs financed in educational institutions either in whole or in part through Federal funds. In addition to tabulations of amounts provided, brief descriptions of the Federal activities in education are given. These include references to the acts of Congress authorizing the funds and discussions of the operating details of the programs. Summaries of amounts of Federal funds for the 137 programs are given in tables 1 through 8 of this chapter.

In assembling the report, Departments and Agencies were invited to furnish information about their educational services. Federal programs in education or Federal activities in providing educational services to be reported in this publication are selected according to the following guiding statement:

GUIDE FOR DETERMINING CONTENTS OF FEDERAL FUNDS FOR EDUCATION

1. Programs of Federal assistance given in the form of commodities, funds, or services to educational institutions, including Federal, State, and local or private educational agencies.
2. Programs of research and training conducted in educational institutions and the training of nonfederal research workers and technicians in Federal institutions.
3. Programs in which a pupil-teacher relationship exists and for which a Federal Department, Agency, or office provides instruction, lectures, tuition, contracts for educational services, school housing, or expenses required by students engaged in educational activities under Federal sponsorship.

This guide excludes the in-service training of Federal employees taken while on duty and which is provided outside of educational institutions for Federal employees only.

In this bulletin are included descriptions for 137 programs which qualified according to the guide. However, reports issued during past years show that there may be a total of 300 programs if all Federal activities in education are counted. This would indicate that approximately a third of the operating programs are reported here. Information is not available to support any conclusions with reference to the proportion that the total of \$1,997,823,513 of Federal funds for education as shown in table 8 is of the total amount expended by the Federal Government for all educational services. Within the definition of the "Guide," however, it seems reasonable to assume that the present listing is reasonably comprehensive.

Tabulations giving the amounts of Federal expenditures are reported for most of the programs. However, in some instances the figures are not reported since the Federal offices could not separate

them from expenditures for administration or for other services. For these, only the descriptions of the programs are included.

Presentations in this bulletin are grouped, or arranged, according to the Federal agencies that administer the programs. This arrangement is evident in the table of contents.

FEDERAL INTEREST IN EDUCATION

The story of Federal activities in education, reported in this bulletin and in preceding issues, supports the conviction that the Federal Government has an interest in public education. Generally, the States are regarded as responsible for education since there is no reference to education in the U. S. Constitution. However, Congress made many references to education in approving the acts by which the States, admitted to the Union since 1800, were first organized as Territories. In each of these acts, a provision for a system of public schools in the Territory was made and in this way the Federal Government may be regarded as the founder of the public school systems for many of the States.

Reasons for the Federal concern for education are given in the early paragraphs of the numerous public laws which authorize the programs. Some reasons are clearly stated and obviously portray the intent of Congress in supporting educational services. Others are apparent in the kinds of programs authorized. These significant reasons represent the attitude of the people. They need to be examined by public administrators, educators, legislators, and citizen committees to determine proper relationships among Federal, State, and local programs of education, and to determine the proportions of financial support that may reasonably be provided by these three levels of government. Here are a few of the more prominent national purposes underlying the provision of Federal funds for education:

NATIONAL PURPOSES ITEMIZED

1. To encourage and support programs of education or services in the schools that are essential or beneficial to the national welfare and security.
2. To contribute to or provide for education where there is a Federal responsibility or obligation.
3. To provide educational and training services essential to the national defense but which are not separate responsibilities of any local community, State, or segment of the population.
4. To assist students, selected on the basis of tests and recommendations, to receive scholarships for advanced training that will serve the national welfare.
5. To assist the economically developing areas of the world and to improve international relationships through the exchange of information and of students, teachers, professors, technicians, and leaders with other countries.

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6. To maintain efficient governmental services and increase the effectiveness of the Federal service through programs of education.
7. To promote the general welfare of the Nation through research in the physical, biological, and social sciences that will develop new areas of learning and prepare more specialists with competencies in these fields.

References to these and other purposes underlying the national interest in education are evident in the actual provisions of the congressional acts and they are frequently stated in detail in committee reports prepared for use in Congress. National purposes in supporting education appearing under these circumstances usually express the opinions of large numbers of people.

National interests in education change with the years. For this reason, both the purpose and the scope of Federal participation in education should be frequently reappraised. Present interests in education are indicated by the President's discussion of education and research in his State of the Union Message to the Eighty-fifth Congress given on January 9, 1958, when he said:

In the area of education and research, I recommend a balanced program to improve our resources, involving an investment of about a billion dollars over a 4-year period. This involves new activities by the Department of Health, Education, and Welfare designed principally to encourage improved teaching quality and student opportunities in the interests of national security. It also provides a five-fold increase in sums available to the National Science Foundation for its special activities in stimulating and improving science education.

Scrupulous attention has been paid to maintaining local control of educational policy, spurring the maximum amount of local effort, and to avoiding undue stress on the physical sciences at the expense of other branches of learning.

In the field of research, I am asking for substantial increases in basic research funds, including a doubling of the funds available to the National Science Foundation for this purpose.

But Federal action can do only a part of the job. In both education and research, redoubled exertions will be necessary on the part of all Americans if we are to rise to the demands of our times. This means hard work on the part of State and local governments, private industry, schools and colleges, private organizations and foundations, teachers, parents, and—perhaps most important of all—the student himself, with his bag of books and his homework.

With this kind of all-inclusive campaign, I have no doubt that we can create the intellectual capital we need for the years ahead, invest it in the right places—and do all this, not as regimented pawns, but as free men and women.

More specific Federal interests in education were described in the President's message on the "Educational System" delivered before

Congress on January 27, 1958. Excerpts from this address are included here:

Education best fulfills its high purpose when responsibility for education is kept close to the people it serves—when it is rooted in the home, nurtured in the community, and sustained by a rich variety of public, private, and individual resources. The bond linking home and school and community—the responsiveness of each to the needs of the others—is a precious asset of American education. . . .

Because of the national security interest in the quality and scope of our educational system in the years immediately ahead, however, the Federal Government must also undertake to play an emergency role. The administration is therefore recommending certain emergency Federal actions to encourage and assist greater effort in specific areas of national concern. These recommendations place principal emphasis on our national security requirements. . . .

There is, however, an emergency and temporary need for certain additional Federal programs to strengthen general education, and also for certain Federal programs to strengthen science education in our State and local school systems. The administration is recommending legislation authorizing these additional programs in the Department of Health, Education, and Welfare for a 4-year period only. . . .

This emergency program stems from national need, and its fruits will bear directly on national security. The method of accomplishment is sound: the keystone is State, local, and private effort; the Federal role is to assist, not to control or supplant, those efforts. . . .

These recent messages of the President help to identify national interests in educational programs and to indicate reasons for Federal assistance with the financial support of many educational services.

METHODS OF DISTRIBUTING FEDERAL FUNDS FOR EDUCATION

The 137 programs of Federal aid for education reported in this bulletin employ several different methods for distributing funds for education. These methods have been adapted to the kinds of aids and to the purposes for which Congress provided the funds, and vary as outlined in the specific sections of the Federal acts that provide for the authorization, appropriation, and expenditure of funds. However, some classification is possible since there are similarities in the procedures used.

Federal enactments for education have provided for money to be:

- (1) Allotted on the basis of *land areas*;
- (2) distributed in proportion to *population* figures;
- (3) awarded to the States as *flat grants*;
- (4) given on condition that *matching funds* are provided from State and local revenues;
- (5) provided as the *cost of an educational program* or of operating a school;
- (6) apportioned to meet a Federal obligation such as *payments in lieu of taxes* on federally owned property;
- (7) allocated as *equalization aid* to provide greater assistance to the financially weaker areas;
- (8) paid to cover the *cost of*

tuition and of other educational expenses of individuals; and (9) granted in accordance with *contracts for services* on research programs in various colleges, universities, and industries. The use of these methods of distributing Federal funds for education is explained further in the following sections.

LAND AREAS

In the early development of public education programs in States admitted to the Union following the Louisiana Purchase, Federal assistance was given in proportion to land areas. For example, Congress granted the 16th section of each township from the public domain to help with the establishment and operation of a system of education. About three-fourths of the States have received this type of Federal assistance.

POPULATION

The establishment and operation of colleges of agriculture and mechanic arts were assisted by Federal grants which were roughly proportioned to the total population. A provision of the Morrill Act of 1862 authorized grants of 30,000 acres of the public domain to the States for each Senator and each Representative in Congress. Since the number of Representatives was determined in proportion to the population, these Federal grants were larger for the more populous States. Population has also been used in determining allocations of Federal funds for vocational education, agricultural experiment stations, and agricultural extension services.

More accurate measures for specific purposes employed limited portions of the population, such as children from 5 to 17, pupil enrollment figures, and numbers of pupils in average daily attendance. For example, the numbers of children of school age are used in the distribution of school lunch funds. Similarly, average daily attendance data are used in determining allocations of Federal funds for assistance to the school districts which have been burdened by Federal activity.

FLAT GRANTS

Allocations of the same amount to all, regardless of factors such as size, need, or financial condition, are usually classified as flat grants. This method has been used in allocating Federal appropriations to the land-grant colleges in the States, to agricultural experiment stations, and to the agricultural extension service. Frequently, this method of distribution is used in conjunction with some other base so that aid is determined somewhat in proportion to the size of the educational project, but all States receive no less than a stated amount.

MATCHING FUNDS

In some appropriations for Federal aid, the legislation indicates that Congress may have assumed that State and local funds for the same purpose might be reduced as Federal funds were received and so matching requirements to induce them to continue or increase their support were written into the law. Typical of this matching method is the Federal aid for vocational education which specifies that State and local funds must be provided in specific proportions.

COST OF EDUCATIONAL PROGRAMS

Frequently, Congress has appropriated funds to finance the full cost of establishing and operating educational services which are regarded as the exclusive responsibility of the Federal Government. This is true for such educational projects as the Military Academy, Naval Academy, Federal Merchant Marine Schools, and schools for the Indians. The Federal Government has also paid the full cost of operating other programs such as those for veterans' education, the FBI Academy, research, and surplus property utilization.

PAYMENTS IN LIEU OF TAXES

Payments to local governments and boards of education, which are provided as obligations of the Federal Government arising from the nontaxable status of federally owned property, are designated as payments in lieu of taxes. Such property was probably taxed locally prior to the Federal acquisition. The consequent loss of tax revenues from the property under Federal ownership reduces the local funds available for schools. In some instances the Federal ownership is accompanied by increased activity which also increases the educational load. Federal aid to the federally affected school districts is an example of this method of distributing Federal money, a part of which may be regarded as payments in lieu of taxes.

EQUALIZATION AID

This method of distributing Federal funds provides for the allocation of proportionately greater amounts to the less-wealthy areas. It tends to raise the level of support in such areas more than it raises the expenditure levels in the States having greater wealth. This reduces the differences in the school support levels and makes them more equitable.

The equalization method is used to a certain extent in the distribution of Federal funds for school food services. Provision is made in the National School Lunch Act for lower State and local matching rates in States having lower per capita income payments to indi-

viduals. This provision secures proportionately larger shares for the less-wealthy States and effects some equalization. Federal allotments to the States for Vocational Rehabilitation and for Library Services are also adapted to principles of equalization and distribute proportionately larger amounts to the financially less-able States.

It appears that some equalization is also achieved under other plans of distribution. For instance, in 1957-58, 8 of the 10 States receiving the largest amounts for Cooperative Agricultural Extension Service were Southern States. This seems to be due to the plan of allocating the funds in proportion to the rural population. Southern States have not been so completely industrialized and have relatively larger rural populations, and as a group have lower financial abilities than States of other regions.

ALLOWANCES TO INDIVIDUALS

A number of programs in which the Federal Government provides the amount charged for tuition, and possibly some additional expenses, are described in this bulletin. One large program of this kind is for the rehabilitation of workers injured in industry. Here the Federal Government pays the tuition for handicapped people who are unable to continue with former vocations and must train themselves for new work. Similar allowances for tuition, subsistence, and travel expense are arranged for the exchange programs in which students, teachers, professors, technicians, and other leaders are exchanged with similar persons of foreign countries in the interest of improving international relations. Many persons in the Federal service also qualify for tuition, salary, and expense allowances while they are attending universities or taking correspondence courses to prepare themselves for more important services to the Nation.

CONTRACTS FOR SERVICES

Frequently, the Federal Government considers it impracticable to administer a program of education and research and prefers to contract with a private agency for the specialized work. Under this method of allocating funds for education or research, the Department of Defense, the Atomic Energy Commission, and other agencies have contracted for important programs of research to be conducted by colleges, universities, and research departments of large industrial establishments. Through these programs, new facts are obtained, new areas of learning are developed, and additional scientists are selected and trained. This method of contracting for special services is more efficient since it uses to the best advantage the facilities already available in the Nation and does not require the establishment of a new Federal agency to perform the essential research work.

COMBINATIONS OF METHODS

Two or more methods of distributing Federal funds for education are often combined within one Federal aid allocation procedure. For instance, the funds allocated for school lunches are determined in three stages which employ three different methods. Amounts are calculated for the States on the basis of numbers of children of school age. Allotments can then be approved and awarded to the States only if they are matched by State and local funds on a variable matching plan. A further adjustment is made in the allotments so that they are proportionately larger for the States having lower per capita income payments to individuals. In a similar way, several of the Federal aids for education are allocated on the basis of more than 1 of the 9 methods of distribution described here. Congress adopts the methods for each aid which appear to be most effective in obtaining the maximum educational value from each appropriation.

GENERAL AND SPECIAL AIDS FOR EDUCATION

In addition to a consideration of methods of distribution, the purposes of distribution are significant. Purposes are obviously as variable as the methods, but aids are usually classified according to *general purpose* or *special purpose*. The former includes those aids which the States and local communities may use for any educational purpose and the latter refers to aids which are allocated and may be used only for the purpose specified.

Grants made to the States beginning in 1802 were for the establishment and support of the common schools. This kind of assistance is a general purpose aid since it is to be used for the *general* program of public education and does not specify a particular service or some limited part of the educational program for which it must be used. Other types of Federal aid are considered to be *special* aids because of the specific purposes described in the congressional enactments. Examples of special aids would include the funds allocated for school lunch services, Howard University, vocational education, and various fellowship programs. Both general and special aids were approved in early legislation, but in the years which have followed those first grants Congress has given more attention to special aids.

Grade levels of the educational programs which have been assisted by Federal funds may also be noted. The earliest grants of lands were for the establishment of common schools. Later grants were made for the establishment of colleges. Beginning in 1917 funds have been provided for vocational education in the secondary grades and for

some years after 1933, emergency funds were provided for various levels of education including nursery, kindergarten, elementary, secondary, higher, and adult education. Also, since 1935 substantial amounts have been allocated for school lunches in the elementary and secondary schools.

TRENDS IN FEDERAL FUNDS FOR EDUCATION

Summaries of Federal funds allotted for various educational programs are included in tables 1 and 2. Figures are given for these programs in five columns which indicate the amounts every second year for the years from 1948-49 to 1956-57. They were accumulated from data gathered for this report, and from the preceding issues of *Federal Funds for Education*.

All programs for which figures have been reported to the Office of Education are included in these summaries. Spaces indicate the absence of information about expenditures for some of these programs. For these vacancies there are several different explanations: (1) An expenditure may have been made but the Federal office was unable to report it separately from other office expenditures; (2) the Office of Education may not have received a report of the amount expended; (3) the educational program may not have been operating for that particular year; or (4) the program may have been transferred to another agency where expenditures are reported for succeeding years.

Programs listed in table 1 are grouped by the Departments, Agencies, and offices of the Federal Government which are responsible for the allotments of the Federal funds for education. Following each of these programs are given classification identifications to indicate the kind or level of instruction provided. These classes include: (ES)—Elementary and Secondary Education; (H)—Higher Education; (A)—Adult Education; (IT)—In-service Training of Civilian Personnel; (M)—Education of Merchant Marine and Military Personnel for Defense; (R)—Research in Educational Institutions; and (I)—International Education.

Information in this table is of special significance in revealing the relative emphasis of various kinds of programs for the different years as well as the direction and extent of change for each of the programs from 1948-49 to 1956-57. Emphasis is given to presenting information in terms of all the activities in each separate governmental agency in order to show the scope of activity as well as the total amount provided for education by the separate agencies.

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION:
1948-49 TO 1956-57

Department or Agency and Program	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ¹
1	2	3	4	5	6
Total	83,561,466	82,531,337	81,436,331	81,597,346	81,997,825
DEPARTMENT OF HEALTH, EDUCATION, AND WEL- FARE	286,584	182,147	332,599	414,966	499,738
OFFICE OF EDUCATION					
Administration—R.....	2,397	2,879	5,149	3,861	4,802
Civil Defense—ES.....				45	58
Cooperative Research—R.....					999
Land-Grant Colleges—H.....	5,030	5,030	5,030	5,052	5,052
Public Library Services—A.....					1,690
School Support in Federally Affected Areas:					
Maintenance and Operation—ES.....		13,772	65,995	80,251	97,781
Public School Construction—ES.....		2,956	117,804	120,768	66,882
School Construction of Temporary Buildings and Buildings on Fed- eral Bases—ES.....			16,265	8,489	8,172
Vocational Education					
Agriculture—ES.....	9,948	9,948	9,938	11,463	13,301
Trade and Industry, and Home Economics—ES.....	14,271	14,271	14,249	16,949	19,561
Distributive Occupations—ES.....	1,794	1,794	450	825	2,604
Fishery Occupations—ES.....					
Practical Nursing—ES.....					
Teacher Training—H.....	1,115	1,115	1,114	1,114	1,428
PRESIDENT'S COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL—H.....					150
EDUCATIONAL INSTITUTIONS:					
American Printing House for the Blind—ES.....	125	125	185	215	240
Gallaudet College—H.....	321	368	503	674	3,162
Howard University—H.....	2,302	4,262	4,047	7,654	3,686
PUBLIC HEALTH SERVICE:					
Communicable Disease Center					
Training for State and Local Per- sonnel—IT.....			356	377	543
Training for Foreign Nationals—I.....			14	19	24
Education of Public Health Person- nel—IT.....					
Indian Health:				633	1,042
Training of Practical Nurses—A.....					
Training of Sanitation Aids and Sanitarians—A.....					179
Training of Dental Technicians— A.....					
Education in Hospitals:					
Medical Record Library—A.....					
Education of Patients at Carville Leprosarium—A.....				15	15
Clinical Training of Nurses at Freedom's Hospital—A.....					
Public Health Service Research Fellowships—R.....			2,017	2,569	5,397
Public Health Service Traineeships and Training Grants—A.....			7,438	11,051	30,836
Robert A. Taft Sanitary Engineering Center—R.....			127	149	357

¹ Letters following the educational programs identify the classifications used in table 2:

- ES—Elementary and Secondary Education
- H—Higher Education
- A—Adult Education
- IT—In-service Training of Civilian Personnel
- M—Education of Merchant Marine and Military Personnel for Defense
- R—Research in Educational Institutions
- I—International Education

Slight differences between amounts reported here and in other tables are due to rounding.

12 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION:
1948-49 TO 1956-57—Continued

Department or Agency and Program ¹	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ²
1	2	3	4	5	6
SURPLUS PROPERTY:					
Acquisition Value of Donable Personal Property—H.....	\$85,598	\$47,843	\$56,805	\$105,739	\$176,147
Acquisition Cost of Transferred Real Property—H.....	114,417	6,783	2,035	7,521	7,528
VOCATIONAL REHABILITATION—A.....	18,216	21,001	22,948	24,790	37,786
DEPARTMENT OF AGRICULTURE.....	141,812	171,154	195,694	245,070	399,381
DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL—H.....					
AGRICULTURAL EXTENSION SERVICE:					
Cooperative Regional Contracts—R.....				125	165
Cooperative Extension Work—R.....	30,418	32,141	32,117	39,550	49,700
REVENUE FROM NATIONAL FORESTS (ROADS AND SCHOOLS)—ES.....	5,133	8,363	17,359	16,394	28,490
SCHOOL LANDS IN NATIONAL FORESTS (ARIZONA AND NEW MEXICO)—ES.....	57	72	132	103	129
REVENUE FROM SUBMARGINAL LANDS (ROADS AND SCHOOLS)—ES.....				375	460
SCHOOL LUNCH PROGRAM:					
National School Lunch Act—Funds—ES.....	58,752	68,156	67,071	69,142	83,915
National School Lunch Act—Commodities—ES.....	36,025	49,926	66,469	83,136	146,632
Special Milk Program—ES.....				17,136	61,032
STATE AGRICULTURAL EXPERIMENT STATIONS:					
Cooperative Regional Research—R.....	808	1,250	1,250	2,875	5,388
Grants for Experiment Stations—R.....	9,687	11,016	11,041	15,734	22,970
Marketing Research—R.....	62	230	255	500	500
DEPARTMENT OF COMMERCE.....	7,967	8,394	4,372	2,689	2,346
AVIATION EDUCATION—ES.....					
AVIATION TRAINING OF FOREIGN NATIONALS—I.....	332	100	345	244	432
INTERNATIONAL CIVIL AVIATION ORGANIZATION FELLOWS—I.....				20	20
TUITION TRAINING IN NON-DEPARTMENT INSTITUTIONS—IT.....		1	3	2	9
CENSUS TRAINING PROGRAM FOR FOREIGN NATIONALS—I.....					
MARITIME ADMINISTRATION:					
Federal Merchant Marine School—M.....	3,518	2,746	2,129	1,997	2,197
State Maritime Academies—M.....	1,117	1,019	621	697	640
Training of Unlicensed Merchant Marine Personnel—M.....	1,117	37	39	0	0
Upgrading of Licensed and Unlicensed Merchant Marine Personnel—M.....	1,903	1,491	1,235	0	0
METEOROLOGICAL EDUCATION AND TRAINING—I.....				39	48
NATIONAL BUREAU OF STANDARDS GRADUATE SCHOOL—H.....					

¹ Letters following the educational programs identify the classifications used in table 2:

- ES—Elementary and Secondary Education
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- IT—In-service Training of Civilian Personnel
- M—Education of Merchant Marine and Military Personnel for Defense
- R—Research in Educational Institutions
- I—International Education

²Slight differences between amounts reported here and in other tables are due to rounding.

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION: 1948-49 TO 1956-57—Continued

Department or Agency and Program ¹	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ²
I	2	3	4	5	6
DEPARTMENT OF DEFENSE	\$15,839	\$26,391	\$48,694	\$47,947	\$68,323
SERVICE ACADEMIES:					
Air Force—M.....	0	0	0	0	5,005
Army—M.....	4,875	7,223	8,474	8,717	9,804
Navy—M.....	5,559	6,424	7,482	7,634	8,671
TRAINING OF MILITARY PERSONNEL AT CIVILIAN INSTITUTIONS:					
Air Force—M.....					
Army—M.....					
Navy—M.....	2,453	2,949	3,165	2,547	4,853
Special Education Program for Medical and Allied Specialists—M.....					
Navy Regular ROTC Program—H.....	2,943	3,776	3,924	3,151	3,947
CIVILIAN EMPLOYER PROGRAMS—IT					1,884
MEDICAL EDUCATION FOR NATIONAL DEFENSE—H.....			75	114	240
RESEARCH ASSISTANTSHIPS IN EDUCATIONAL INSTITUTIONS—R.....					
EDUCATION OF DEPENDENT CHILDREN OVERSEAS:					
Air Force—ES.....		802	3,259	5,441	10,573
Army—ES.....			4,816	9,564	11,821
Navy—ES.....			836	1,416	1,981
EDUCATION OF OFF-DUTY MILITARY PERSONNEL:					
U. S. Armed Forces Institute—H.....		2,092	3,064	3,043	3,057
Air Force—H.....		926	1,562	1,688	2,641
Army—H.....		2,050	3,958	4,515	4,513
Marine Corps—H.....		10	22	56	120
Navy—H.....		49	57	61	222
DEPARTMENT OF THE INTERIOR	\$1,329	\$5,557	\$6,445	\$1,646	\$9,425
BUREAU OF MINES SAFETY-TRAINING PROGRAM—A.....		780	837	850	898
EDUCATION OF CHILDREN OF NATIONAL PARK SERVICE EMPLOYEES:					
Crater Lake—ES.....	0	0	3	4	5
Mammoth Cave—ES.....	0	0	0	1	1
Yellowstone—ES.....	13	14	16	21	23
EDUCATION OF INDIANS IN THE UNITED STATES—ES.....	18,195	24,690	27,277	34,006	45,731
EDUCATION IN ALASKA					
Alaska Public Works Program—ES.....		101	3,253	3,236	1,376
Education of Indians, Eskimos, and Aleuts—ES.....	1,475	2,428	2,840	2,936	3,702
Education in the Pribilof Islands—ES.....		26	34	35	43
EDUCATION IN THE VIRGIN ISLANDS—ES.....	11	13	65	1,647	21
REVENUE FROM PUBLIC DOMAIN GRAZING LANDS (ROADS AND SCHOOLS)—ES.....	185	288	346	348	358
REVENUE FROM PUBLIC DOMAIN MINERAL LANDS (ROADS AND SCHOOLS)—ES.....	11,331	13,909	17,256	23,605	28,286
REVENUE FROM REVESTED AND RECONVEYED LANDS (PUBLIC PURPOSES INCLUDING SCHOOLS)—ES.....		3,248	6,461	14,223	9,806
REVENUE FROM SALE OF PUBLIC LANDS (ROADS, SCHOOLS, AND PUBLIC IMPROVEMENTS)—ES.....	19	60	67	124	198

¹ Letter following the educational programs identify the classifications used in table 2:

- ES—Elementary and Secondary Education
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- IT—In-service Training of Civilian Personnel
- M—Education of Merchant Marine and Military Personnel for Defense
- R—Research in Educational Institutions
- I—International Education

Slight differences between amounts reported here and in other tables are due to rounding.

14 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION:
1948-49 TO 1956-57—Continued

Department or Agency and Program ¹	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ²
1	2	3	4	5	6
DEPARTMENT OF JUSTICE		8300	9423	9461	9530
INSTRUCTION AND TRAINING FOR CITIZENSHIP—A					
BUREAU OF PRISONS					
General Education—A					
Correspondence Courses—A					
Vocational Training—A		389	422	661	530
FEDERAL BUREAU OF INVESTIGATION					
FBI Academy—A					
Police Training Schools—A					
DEPARTMENT OF LABOR	27,539	2,183	2,324	2,100	2,399
APPRENTICESHIP AND TRAINING—A	2,590	2,183	2,324	2,100	2,399
FOREIGN VISITOR PROGRAM—I					2,500
TESTING, COUNSELING, AND PLACEMENT—ES					
DEPARTMENT OF STATE			27,402	62,366	67,115
EDUCATIONAL EXCHANGE PROGRAMS					
Fulbright and Smith-Mundt—I			21,404	19,280	18,231
Chinese and Korean—I				282	0
Finnish—I				213	106
Indian—I			1,956	8	194
Iranian—I				0	14
Southeast Asia and the Western Pacific—I				0	0
Coordination of Educational Exchange Programs—I					
INTERNATIONAL COOPERATION ADMINISTRATION					
Country Missions—I			14,042	22,518	26,510
Inter-University Contracts—I					
DEPARTMENT OF THE TREASURY	1,963	1,806	2,265	2,061	2,575
INTERNAL REVENUE SERVICE ADVANCED TRAINING CENTER—IT				627	
U. S. COAST GUARD					
Coast Guard Academy—M	1,962	1,705	2,513	2,435	2,265
Tuition of Coast Guard Personnel—M	31	82	52	58	62
Education of Dependent Children Overseas—ES				18	23
Off-Duty Education Program—H	0	8	20	8	25
VETERANS ADMINISTRATION	2,020,062	2,120,216	725,572	710,064	612,911
COUNSELING AND VOCATIONAL GUIDANCE—H					
VETERANS EDUCATION AND TRAINING—H	2,708,962	1,948,941	667,803	664,514	772,906
FEE TO INSTITUTIONS FOR REPORTING—H	0	0		4,800	7,100
VETERANS VOCATIONAL REHABILITATION—H	325,200	170,675	57,760	40,770	30,508
WAR ORPHANS' EDUCATION ASSISTANCE—H	0	0	0	0	2,351
ATOMIC ENERGY COMMISSION		18,908	24,221	24,479	26,717
CONTRACT RESEARCH—R		13,467	17,222	19,431	21,284
FELLOWSHIP PROGRAMS—R		1,955	699	299	413
OTHER TRAINING PROGRAMS—R		664	500	609	4,923
OPERATION OF PUBLIC SCHOOLS AT AEC SITES—ES		2,662	6,780	4,410	4,097

¹ Letters following the educational programs identify the classifications used in table 2:

- ES—Elementary and Secondary Education
- H—Higher Education
- A—Adult Education
- IT—In-service Training of Civilian Personnel
- M—Education of Merchant Marine and Military Personnel for Defense
- R—Research in Educational Institutions
- I—International Education

² Slight differences between amounts reported here and in other tables are due to rounding.

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION, 1948-49 TO 1956-57—Continued

Department or Agency and Program ¹	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ²
1	2	3	4	5	6
CANAL ZONE		\$2,299	\$2,635	\$2,910	\$3,647
OPERATION OF PUBLIC SCHOOL SYSTEM—ES.....		2,287	2,622	2,899	3,615
APPRENTICE SCHOOL—A.....		12	13	21	32
DISTRICT OF COLUMBIA	\$2,219	2,678	2,522	5,186	4,310
OPERATION OF PUBLIC SCHOOL SYSTEM—ES.....					
EDUCATION IN PUBLIC WELFARE PROGRAMS—ES.....	2,219	2,678	2,522	5,186	4,310
FEDERAL CIVIL DEFENSE ADMINISTRATION					767
FCDA TRAINING SCHOOL RESIDENT PROGRAM—A.....					
FCDA TRAINING SCHOOL EXTENSION PROGRAM—A.....					
FEDERAL CONTRIBUTIONS PROGRAMS—A.....					707
FEDERAL DEPOSIT INSURANCE CORPORATION					7
TUITION PAYMENTS FOR EMPLOYEES—IT.....					7
HOUSING AND HOME FINANCE AGENCY					
CONSTRUCTION OF PUBLIC SCHOOL FACILITIES—ES.....					
COLLEGE HOUSING PROGRAM (LOANS)—H.....					
NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS	698	710	618	675	590
AERONAUTICAL RESEARCH—R.....	698	710	618	675	590
NATIONAL SCIENCE FOUNDATION			2,649	12,009	23,181
OBLIGATIONS FOR BASIC RESEARCH GRANTS—R.....			1,813	8,009	15,298
GRADUATE FELLOWSHIPS—H.....			1,295	1,784	3,354
EDUCATION IN THE SCIENCES—A.....			41	316	10,948
GRADUATE STUDENT SUPPORT FROM BASIC RESEARCH GRANTS—H.....			429	1,894	3,611
SMALL BUSINESS ADMINISTRATION					
SHORT COURSES IN ADMINISTRATIVE MANAGEMENT—A.....					
TENNESSEE VALLEY AUTHORITY	553	598	557	485	553
COOPERATIVE RESEARCH, TESTS, AND DEMONSTRATIONS—R.....	553	598	557	485	553

¹ Letters following the educational programs identify the classifications used in table 2:

- ES—Elementary and Secondary Education
- H—Higher Education
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- M—Education of Merchant Marine and Military Personnel for Defense
- R—Research in Educational Institutions
- I—International Education

² Slight differences between amounts reported here and in other tables are due to rounding.

16 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Federal educational activities are grouped according to the seven classifications by kind or level of instruction provided and reported in table 2. Here totals are given so that the amount for a certain class, such as (ES)—Elementary and Secondary Education, may be readily noted. Totals for this program indicate that Federal funds expended for elementary and secondary education have increased from \$161,403,000 for the 1948-49 school year to \$656,632,000 for 1956-57. In contrast with this increase, the amount for (H)—Higher Education has declined during the 10-year period. Reasons for the increases or decreases in these and the other classifications are evident from examination of the amounts reported in table 2.

Table 2.—TRENDS IN FEDERAL SUPPORT FOR EDUCATION BY CLASSIFICATION OF PROGRAMS: 1948-49 TO 1956-57

Program Classification, Department or Agency, and Program	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ¹
1	2	3	4	5	6
Total	\$3,561,466	\$2,531,337	\$1,436,231	\$1,597,246	\$1,997,525
ELEMENTARY AND SECONDARY EDUCATION—(E)	161,463	223,669	454,610	546,906	654,632
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE:					
Civil Defense.....				45	58
School Support in Federally Affected Areas.....					
Vocational Education.....	20,013	16,728	200,064	214,508	172,835
American Printing House for the Blind.....	125	20,013	24,657	29,237	36,894
DEPARTMENT OF AGRICULTURE:					
Revenue from National Forests and Submarginal Lands.....	6,040	8,435	17,491	16,872	29,079
School Lunch Program.....	94,777	118,062	133,540	169,414	291,579
DEPARTMENT OF COMMERCE:					
Aviation Education.....					
DEPARTMENT OF DEFENSE:					
Education of Dependent Children Overseas.....		802	8,911	16,421	24,375
DEPARTMENT OF THE INTERIOR:					
Education of Children of National Park Service Employees.....	13	14	19	26	29
Education of Indians in the United States.....	18,195	24,690	27,277	34,606	45,731
Education in Alaska.....	1,475	2,555	6,127	6,207	5,121
Education in the Virgin Islands.....	11	13	65	1,647	28
Revenue from Public Lands.....	11,535	17,505	24,130	36,310	28,618
DEPARTMENT OF LABOR:					
Testing, Counseling, and Placement.....					
DEPARTMENT OF THE TREASURY:					
Education of Dependents of Coast Guard Personnel Overseas.....	0	0	0		23
ATOMIC ENERGY COMMISSION:					
Operation of Public Schools of AEC Sites.....		3,682	6,780	4,410	4,097
CANAL ZONE:					
Operation of Public School System.....		2,267	2,622	2,889	3,615
DISTRICT OF COLUMBIA:					
Operation of Public School System.....	3,219	2,678	2,522	5,186	4,310
Education in Public Welfare Programs.....					
HOUSING AND HOME FINANCE AGENCY:					
Construction of Public School Facilities.....					
HIGHER EDUCATION—(H)	3,231,798	2,194,529	689,563	644,182	1,332,893
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE:					
Land-Grant Colleges.....	5,030	5,030	5,030	5,052	5,052
Vocational Education—Training Teachers.....	1,115	1,115	1,114	1,114	1,114
President's Committee on Education Beyond the High School.....	0	0	0	0	150
Gallaudet College.....	321	368	503	674	3,162
Howard College.....	3,302	4,262	4,047	7,654	3,686
Surplus Property.....	200,015	54,626	58,540	113,260	183,675
DEPARTMENT OF AGRICULTURE:					
U. S. Department of Agriculture Graduate School.....					
DEPARTMENT OF COMMERCE:					
National Bureau of Standards Graduate School.....					
DEPARTMENT OF DEFENSE:					
Navy Regular ROTC Program.....	2,943	3,776	3,924	3,151	3,947
Medical Education for National Defense.....			75	114	240
Education of Off-Duty Military Personnel.....		5,127	8,663	9,363	10,553

¹ Slight differences between amounts reported here and in other tables are due to rounding.

18 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Table 2.—TRENDS IN FEDERAL SUPPORT FOR EDUCATION BY CLASSIFICATION OF PROGRAMS: 1948-49 TO 1956-57—Continued

Program Classification, Department or Agency, and Program	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1953-53	1954-55	1956-57 ¹
1	2	3	4	5	6
DEPARTMENT OF THE TREASURY: Educational of Off-Duty Coast Guard Personnel.....		98	320	98	320
VETERANS ADMINISTRATION: Veterans Education and Training (includes reporting fees).....	\$2,703,863	1,942,341	667,803	668,214	781,000
Veterans Vocational Rehabilitation.....	235,200	176,875	57,769	60,770	20,598
War Orphans' Educational Assistance.....	0	0	0	0	2,261
HOUSING AND HOME FINANCE AGENCY: College Housing Program (Loans).....					
NATIONAL SCIENCE FOUNDATION: Graduate Fellowships.....			1,366	1,784	2,264
Graduate Student Support from Basic Research Grants.....			420	1,804	2,611
ADULT EDUCATION—(A)	28,615	23,265	25,623	68,664	87,229
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: Public Library Services.....					1,890
Indian Health.....					179
Medical Record Library.....				15	12
Education at Carville Leprosarium.....					
Clinical Training of Nurses at Freedmen's Hospital.....					
Public Health Service Traineeships and Training Grants.....			7,436	11,051	20,836
Vocational Rehabilitation.....	18,216	21,001	22,948	24,700	27,786
DEPARTMENT OF THE INTERIOR: Bureau of Mines Safety Training Program.....		780	837	850	898
DEPARTMENT OF JUSTICE: Instruction and Training for Citizenship.....					
Bureau of Prisons.....		380	423	461	530
FBI Academy and Police Training Schools.....					
DEPARTMENT OF LABOR: Apprenticeship and Training.....	2,509	2,183	2,324	2,160	2,269
CANAL ZONE: Apprentice School.....		12	13	21	22
FEDERAL CIVIL DEFENSE ADMINISTRATION: Training Schools and Grants.....					707
NATIONAL SCIENCE FOUNDATION: Education in the Sciences.....			41	216	10,945
SMALL BUSINESS ADMINISTRATION: Short Courses in Administrative Management.....					
IN-SERVICE TRAINING OF CIVILIAN PERSONNEL—(IT)		1	289	1,648	2,485
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: Communicable Disease Center.....			206	277	543
Education of Public Health Personnel.....				633	1,042
DEPARTMENT OF COMMERCE: Tuition Training in Nondepartmental Institutions.....		1	3	2	9
DEPARTMENT OF DEFENSE: Civilian Employee Programs.....					1,884
DEPARTMENT OF THE TREASURY: Internal Revenue Service Advanced Training Center.....				637	
FEDERAL DEPOSIT INSURANCE CORPORATION: Tuition Payments for Employees.....					7

¹ Slight differences between amounts reported here and in other tables are due to rounding.

Table 2.—TRENDS IN FEDERAL SUPPORT FOR EDUCATION BY CLASSIFICATION OF PROGRAMS, 1948-49 TO 1956-57—Continued

Program Classification, Department or Agency, and Program	Amount of Federal support, by year (thousands of dollars)				
	1948-49	1950-51	1952-53	1954-55	1956-57 ¹
1	2	3	4	5	6
EDUCATION OF MERCHANT MARINE AND MILITARY PERSONNEL FOR DEFENSE—(M)	533, 533	533, 688	533, 718	533, 963	534, 497
DEPARTMENT OF COMMERCE:					
Federal Merchant Marine School.....	2, 518	2, 746	2, 129	1, 997	2, 197
State Maritime Academies.....	1, 117	1, 019	621	607	640
Training and Upgrading of Unlicensed and Licensed Merchant Marine Personnel.....	3, 020	1, 828	1, 274	0	0
DEPARTMENT OF DEFENSE:					
Service Academies.....	10, 434	13, 647	15, 956	16, 351	23, 480
Training of Military Personnel at Civilian Institutions.....	2, 453	2, 949	2, 165	2, 547	4, 853
DEPARTMENT OF THE TREASURY:					
Coast Guard Academy.....	1, 953	1, 768	2, 513	2, 435	2, 265
Tuition for Coast Guard Personnel.....	31	23	53	58	67
RESEARCH IN EDUCATIONAL INSTITUTIONS—(R)	64, 543	64, 643	73, 283	84, 284	133, 328
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE:					
Office of Education Administration.....	2, 307	2, 579	3, 149	3, 551	4, 807
Cooperative Research.....	0	0	0	0	999
Public Health Service Research Fellowships.....			2, 017	2, 563	5, 397
Robert A. Taft Sanitary Engineering Center.....			127	149	357
DEPARTMENT OF AGRICULTURE:					
Agricultural Extension Service.....	20, 438	32, 141	32, 117	39, 675	49, 865
State Agricultural Experiment Stations.....	10, 557	12, 498	12, 546	19, 109	28, 558
DEPARTMENT OF DEFENSE:					
Research Assistantships in Educational Institutions.....					
ATOMIC ENERGY COMMISSION:					
Contract Research, Fellowships, and Other Training.....		15, 226	18, 441	20, 069	26, 620
NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS:					
Aeronautical Research.....	498	710	618	675	580
NATIONAL SCIENCE FOUNDATION:					
Obligations for Basic Research Grants.....			1, 813	8, 009	15, 298
TENNESSEE VALLEY AUTHORITY:					
Cooperative Research, Tests, and Demonstrations.....	653	593	557	485	583
INTERNATIONAL EDUCATION—(I)	333	100	37, 761	43, 698	56, 139
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE:					
Communicable Disease Center Training for Foreign Nationals.....			14	19	34
DEPARTMENT OF COMMERCE:					
Aviation Training of Foreign Nationals.....	333	100	345	344	433
International Civil Aviation Organization Fellows.....				20	20
Census Training Program for Foreign Nationals.....					
Meteorological Education and Training.....				29	48
DEPARTMENT OF LABOR:					
Foreign Visitor Program.....					2, 500
DEPARTMENT OF STATE:					
Educational Exchange Programs.....			23, 380	19, 768	18, 605
International Cooperation Administration Programs.....			14, 043	23, 518	28, 510

¹ Slight differences between amounts reported here and in other tables are due to rounding.



STATE-BY-STATE DISTRIBUTIONS

Many inquiries about Federal aids for education pertain to the amounts allocated to certain States. For many of the programs the amounts allocated to each State can be reported, but the purpose of some of the educational programs is national in scope and it is impossible to report on the amount of assistance for any one particular State. The latter group includes educational programs which are financed and administered by the Federal agencies. Examples are the appropriations for Federal military schools and academies, the Office of Education, fellowships, and educational exchange programs.

Interest in the extent and adequacy of the Federal assistance for educational programs has grown in recent years. Educators, legislators, and citizen committees make inquiries concerning the amount "our" State received for school lunches, land-grant colleges, aid to federally affected areas, vocational education, vocational rehabilitation, education of veterans, and for numerous other educational services. The answers to some of these questions are summarized in tables 4 to 8 of this chapter.

Table 3.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATES AND TERRITORIES, 1956-57

Program, by Department or Agency	Table No.	Page No.	Amount
1	2	3	4
Total			\$298, 777, 144
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE			65, 087, 788
Office of Education Administration.....	9	23	4, 951, 422
School Support in Federally Affected Areas—Transferred to Federal Agencies.....			
Maintenance and Operation—Public Schools.....	13	45	4, 885, 937
Construction—Schools on Federal Bases.....	15	46	8, 172, 534
Gallaudet College.....	23	58	2, 142, 000
Howard University.....	24	59	2, 086, 200
Communicable Disease Center.....	25	60	567, 300
Carville Leprosarium.....			14, 800
Public Health Service Research Fellowships.....	28	65	5, 397, 000
Public Health Service Traineeships and Training Grants.....	28	65	20, 836, 000
Robert A. Taft Sanitary Engineering Center.....	30	67	357, 000
Vocational Rehabilitation Traineeships.....			2, 938, 076
DEPARTMENT OF AGRICULTURE			6, 682, 348
Cooperative Regional Contracts—Agricultural Extension Service.....			164, 840
Cooperative Regional Research Fund—Agricultural Experiment Stations.....			4, 387, 500
Marketing Research—Agricultural Experiment Stations.....			800, 000
DEPARTMENT OF COMMERCE			3, 844, 438
Aviation Training of Foreign Nationals.....	47	95	432, 000
International Civil Aviation Organization Fellows.....			20, 000
Tuition Training in Non-Departmental Institutions.....	49	96	8, 525
Federal Merchant Marine School.....	50	98	2, 198, 981
State Maritime Academies.....	50	98	639, 548
Meteorological Education and Training.....	51	99	47, 708

Table 3.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATES AND TERRITORIES, 1956-57—Continued

Program, by Department or Agency	Table No.	Page No.	Amount
1	2	3	4
DEPARTMENT OF DEFENSE			69,331,251
United States Air Force Academy	52	104	5,055,138
United States Military Academy	52	104	9,804,105
United States Naval Academy	52	104	8,670,946
Training of Military Personnel at Civilian Institutions	52	104	4,852,898
Navy Regular ROTC Program	52	104	3,946,642
Tuition Payments for Civilian Employees	53	108	1,883,825
Medical Education for National Defense	54	109	240,000
Education of Dependent Children Overseas—Air Force	55	111	10,573,250
Education of Dependent Children Overseas—Army	56	112	11,820,743
Education of Dependent Children Overseas—Navy	57	114	1,981,558
United States Armed Forces Institute	59	117	3,057,000
Off-Duty Education Program—Air Force	59	117	2,640,722
Off-Duty Education Program—Army	59	117	4,513,316
Off-Duty Education Program—Marine Corps	59	117	120,163
Off-Duty Education Program—Navy	59	117	222,078
DEPARTMENT OF THE INTERIOR			64,628,524
Bureau of Mines Safety Training Program	60	123	898,000
Education of Children of Employees—Crater Lake National Park	61	124	4,936
Education of Children of Employees—Mammoth Cave National Park	61	124	1,425
Education of Children of Employees—Yellowstone National Park	61	124	23,026
Education of Indians in the United States	62	127	43,731,148
DEPARTMENT OF JUSTICE			579,651
Vocational Training—Bureau of Prisons	76	140	529,581
DEPARTMENT OF LABOR			5,599,000
Apprenticeship and Training	77	145	3,399,000
Foreign Visitor Program			2,200,000
DEPARTMENT OF STATE			67,114,918
Education Exchange Programs	79	150	19,004,618
Country Missions—International Cooperation Administration	84	155	28,510,300
DEPARTMENT OF THE TREASURY			3,374,994
United States Coast Guard Academy	89	163	3,264,000
Tuition for Coast Guard Personnel	89	163	61,500
Education of Dependent Children Overseas—Coast Guard	89	163	23,100
Off-Duty Education Program—Coast Guard	89	117	25,394
VETERANS ADMINISTRATION			7,100,000
Fees to Educational Institutions			7,100,000
ATOMIC ENERGY COMMISSION			38,717,000
Contract Research, Fellowships, and Other Training	95	176	26,420,000
Operation of School Systems at Atomic Energy Commission Sites	95	176	4,067,000
FEDERAL DEPOSIT INSURANCE CORPORATION			7,170
Tuition Payments for Employees	102	187	7,170
NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS			580,000
Aeronautics Research	104	191	580,000
NATIONAL SCIENCE FOUNDATION			13,840,927
Education in the Sciences	105	193	10,947,711
Basic Research Grants	106	196	1,877,781
Graduate Fellowships	106	196	13,656

Expenditures for programs which are national in scope and which cannot be reported by States are listed in table 3. Totals for the groups in this table are also listed in summary table 8 opposite "National and Other."

Table 4 presents a summary of Federal funds for certain education programs which are allotted to the States by the Department of Health, Education, and Welfare. Similarly, table 5 presents figures for programs in the Department of Agriculture and table 6 presents figures for programs in the Veterans Administration. Programs administered by other Departments and Agencies of the Federal Government are summarized and listed in table 7. Table 8 summarizes the Federal funds for education included in tables 3 to 7.

In table 8, special attention is directed to the line identified as "reconciliation." This line of data recognizes the adjustments needed to allow for the differences in kinds of figures reported and the procedure for tabulating data. Adjustments affect columns 2, 3, 4, and 6 of table 8.

The largest figure in this line is reported in column 3 for the Department of Health, Education, and Welfare. Most of this "reconciliation" is related to the amount allotted as Federal surplus personal property. A general estimate was provided which indicated that only about 75 percent of the total for this program was granted to educational institutions. This estimate was used to determine a more accurate total for this program to be reported in table 1. However, similar percents were not given State by State and, consequently, there is an overstatement of about \$58,715,000 included among the State amounts. Also there is an understatement of \$237,008 in column 3 of table 8 since funds for Civil Defense and Training of Practical Nurses for Indians are included among the State amounts in column 6. These considerations justify a net "reconciliation" amount of minus \$58,477,992, for column 3.

Adjustments also were made for the Department of Agriculture data in column 4. The State-by-State distribution of \$129,404 income from school lands located in national forests in Arizona and New Mexico was included in column 6 although this program is administered by the Department of Agriculture. In addition, \$28,950,138 distributed for roads and schools as revenue from national forests and rental of submarginal lands was not included in either columns 4 or 6. These considerations justify an adjustment of \$29,079,542 as reported in column 4.

Several of the adjustments listed represent deductions of \$366,412 for column 6. However, other funds totaling \$38,618,140 which were

distributed by the Department of the Interior for schools *and* other purposes from leasing grazing and mineral lands, from the sale of public lands, and from revested and reconveyed lands were not included. The net "reconciliation" amount for these adjustments as reported in column 6 is \$38,251,728. An over-all "reconciliation" of these amounts for columns 3, 4, and 6 produce \$8,853,278 for column 2.

Table 4.—SUMMARY OF FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES, ADMINISTERED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1956-57

State or Territory	Total	Support of land grant colleges	Aid to federally affected areas		Library services	Vocational education below college grade
			Maintenance and operation	School house construction		
1	2	3	4	5	6	7
Total.....	\$483,546,977	\$5,651,500	\$93,194,673	\$98,692,282	\$1,896,000	\$76,008,525
Alabama.....	13,037,468	100,541	2,403,230	873,640	40,000	1,023,506
Arizona.....	4,446,702	77,477	1,343,063	634,198	40,000	197,420
Arkansas.....	6,434,113	89,048	726,618	723,671	40,000	759,496
California.....	56,658,053	175,599	16,107,775	15,551,247	40,000	1,874,140
Colorado.....	8,215,052	83,218	2,380,448	1,600,753	40,000	324,366
Connecticut.....	5,710,931	90,023	1,103,323	594,226	40,000	347,696
Delaware.....	1,784,532	73,173	113,919	80,050	0	170,186
Florida.....	12,381,443	97,644	2,717,369	2,012,372	40,000	602,112
Georgia.....	16,048,494	104,300	3,091,693	1,759,424	40,000	1,123,236
Idaho.....	1,160,292	75,872	538,165	43,171	40,000	219,166
Illinois.....	16,683,843	156,905	1,990,787	643,457	40,000	1,690,318
Indiana.....	7,500,406	109,245	661,799	194,844	0	963,073
Iowa.....	5,284,557	96,146	276,918	57,980	40,000	844,810
Kansas.....	7,542,209	89,006	2,871,295	663,988	40,000	574,038
Kentucky.....	7,549,456	99,375	766,318	332,529	40,000	1,034,163
Louisiana.....	7,314,374	96,709	659,970	306,186	40,000	724,292
Maine.....	3,338,926	79,115	689,238	136,743	40,000	281,173
Maryland.....	16,565,709	93,372	4,199,910	4,896,079	40,000	467,739
Massachusetts.....	10,771,574	116,789	1,604,452	867,784	40,000	720,724
Michigan.....	14,573,229	133,560	399,902	5,122,552	40,000	1,344,240
Minnesota.....	6,198,621	99,751	83,204	452,396	40,000	918,851
Mississippi.....	6,140,973	91,735	553,065	178,349	40,000	967,241
Missouri.....	9,614,733	109,448	1,243,468	1,190,166	40,000	1,063,406
Montana.....	3,124,131	75,896	374,668	560,694	40,000	210,694
Nebraska.....	4,218,010	83,222	866,250	553,255	40,000	427,369
Nevada.....	1,490,782	71,597	585,810	126,284	40,000	175,036
New Hampshire.....	1,666,150	75,319	408,871	63,619	40,000	161,899
New Jersey.....	8,184,268	118,233	1,471,328	845,147	40,000	740,918
New Mexico.....	6,219,308	76,794	1,791,937	2,426,295	40,000	217,656
New York.....	25,127,827	217,934	1,954,331	1,908,633	40,000	2,405,413
North Carolina.....	14,074,997	110,518	961,914	499,841	40,000	1,441,575
North Dakota.....	1,244,606	76,181	151,013	29,697	40,000	280,375
Ohio.....	13,955,002	149,269	2,921,747	1,499,520	40,000	1,686,442
Oklahoma.....	13,462,746	92,278	3,908,274	2,672,741	40,000	681,177
Oregon.....	5,922,494	85,176	681,904	535,964	40,000	360,110
Pennsylvania.....	18,514,950	174,720	1,245,487	474,472	40,000	2,069,795
Rhode Island.....	3,694,550	77,899	941,121	320,433	40,000	179,429
South Carolina.....	7,713,363	91,118	1,605,891	681,096	40,000	734,059
South Dakota.....	3,323,416	76,511	951,741	475,701	40,000	277,506
Tennessee.....	9,914,145	102,835	1,199,033	875,336	40,000	1,074,226
Texas.....	27,293,803	146,921	6,565,589	3,719,665	40,000	1,878,287
Utah.....	4,000,463	76,872	1,020,735	695,032	40,000	181,265
Vermont.....	1,259,912	73,768	48,864	0	40,000	168,284
Virginia.....	24,302,603	103,104	7,655,804	5,510,410	40,000	975,506
Washington.....	14,621,365	93,731	3,762,991	2,063,092	40,000	680,427
West Virginia.....	4,768,197	90,006	144,026	46,935	40,000	617,951
Wisconsin.....	5,943,842	104,290	278,331	245,697	40,000	954,778
Wyoming.....	1,334,849	72,868	281,666	157,782	0	176,475
District of Columbia.....	1,277,965	0	0	0	0	111,274
Alaska.....	4,142,662	71,283	3,153,264	236,250	40,000	76,109
Guam.....	287,160	0	287,160	0	0	0
Hawaii.....	4,477,652	74,986	1,457,996	1,134,046	40,000	182,394
Puerto Rico.....	3,062,068	50,000	0	0	0	726,773
Virgin Islands.....	68,411	0	0	0	10,000	48,680

¹ Does not include funds paid to other Federal agencies.

Table 4.—SUMMARY OF FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES, ADMINISTERED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1956-57—Continued

State or Territory	American Printing House for the Blind	Education of Public Health personnel	Acquisition cost of Federal surplus property transferred		Vocational Rehabilitation
			Personal property ¹	Real property	
1	8	9	10	11	12
Total	\$246,000	\$1,041,918	\$234,867,274	\$7,577,841	\$34,847,954
Alabama.....	8,257	3,200	7,293,954	22,607	1,271,534
Arizona.....	1,742	0	1,824,470	34,600	273,732
Arkansas.....	5,167	19,828	3,204,560	0	866,735
California.....	17,634	69,245	20,063,623	687,068	2,071,732
Colorado.....	1,893	295	3,070,625	429,295	284,129
Connecticut.....	3,785	10,177	3,096,890	61,420	363,391
Delaware.....	751	0	1,193,235	0	183,218
Florida.....	5,798	82,800	5,685,761	54,615	1,112,972
Georgia.....	7,180	13,000	6,915,250	1,110,469	1,883,882
Idaho.....	1,112	25,645	126,253	6,000	84,908
Illinois.....	11,656	67,800	10,565,964	0	1,516,896
Indiana.....	4,116	27,974	4,798,829	271,140	469,426
Iowa.....	3,976	9,500	3,402,335	0	552,872
Kansas.....	2,433	8,436	2,938,150	0	351,833
Kentucky.....	3,935	33,967	4,469,795	411,068	368,306
Louisiana.....	4,056	6,200	4,361,179	98,000	1,017,722
Maine.....	0	3,500	1,969,959	62,006	227,192
Maryland.....	4,656	0	6,267,002	107,889	389,082
Massachusetts.....	9,824	17,304	6,965,315	88,174	621,206
Michigan.....	12,707	82,077	6,106,475	96,071	1,235,646
Minnesota.....	5,648	12,789	3,778,773	1,702	806,517
Mississippi.....	3,845	4,400	3,728,617	60,889	562,773
Missouri.....	4,266	12,500	5,054,546	169,811	727,122
Montana.....	961	1,600	1,400,201	225,508	173,909
Nebraska.....	1,442	18,533	1,987,870	8,928	237,141
Nevada.....	0	0	461,452	0	30,603
New Hampshire.....	0	1,000	831,630	0	88,842
New Jersey.....	7,691	7,563	4,111,132	13,880	828,406
New Mexico.....	2,493	300	1,366,811	135,276	161,836
New York.....	19,617	162,458	15,479,213	966,543	2,273,685
North Carolina.....	11,145	62,340	9,487,021	28,462	1,432,181
North Dakota.....	781	3,150	436,843	1,800	224,696
Ohio.....	11,085	68,392	6,802,240	84,975	691,332
Oklahoma.....	2,614	23,782	5,224,491	112,790	707,599
Oregon.....	3,064	17,705	3,587,988	159,069	421,514
Pennsylvania.....	15,321	39,260	11,432,499	93,145	2,980,251
Rhode Island.....	0	0	1,808,686	0	228,982
South Carolina.....	3,094	0	3,787,346	137,649	633,110
South Dakota.....	1,262	4,023	1,220,640	130,312	145,720
Tennessee.....	8,167	16,880	5,731,056	0	866,612
Texas.....	8,742	76,631	12,949,539	675,176	1,033,063
Utah.....	1,342	0	1,714,066	70,573	200,538
Vermont.....	0	4,252	764,381	0	100,363
Virginia.....	6,098	0	8,609,474	492,572	1,009,653
Washington.....	3,815	29,567	7,198,165	255,200	574,377
West Virginia.....	3,275	2,175	3,056,615	0	798,014
Wisconsin.....	8,618	15,279	3,530,189	0	799,690
Wyoming.....	0	4,834	806,184	41,216	93,624
District of Columbia.....	1,052	0	923,005	0	242,624
Alaska.....	0	0	266,718	78,000	101,936
Guam.....	0	0	0	0	0
Hawaii.....	391	0	1,262,418	146,083	178,468
Puerto Rico.....	2,463	275	1,988,092	0	344,485
Virgin Islands.....	0	4,200	7,629	0	6,983

¹ A approximately 75 percent of the personal property was transferred to educational institutions, 15 percent to health institutions, and 10 percent to civil defense.

Table 5.—SUMMARY OF FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR PROGRAMS OF FEDERAL ASSISTANCE TO EDUCATION ADMINISTERED BY THE DEPARTMENT OF AGRICULTURE: 1956-57

State or Territory	Total	Agricultural Experiment Stations	Cooperative Agricultural Extension Service	School Lunch		
				National School-Lunch Act		Special School Milk Program
				Cash distribution	Commodity distribution	
1	2	3	4	5	6	7
Total	\$264, 249, 801	\$22, 963, 705	\$49, 709, 160	\$93, 919, 000	\$146, 631, 933	\$61, 633, 000
Alabama.....	10, 824, 120	656, 803	1, 773, 185	2, 782, 004	4, 658, 747	953, 000
Arizona.....	2, 461, 700	242, 744	253, 081	543, 994	1, 100, 931	323, 000
Arkansas.....	6, 953, 003	553, 050	1, 455, 272	1, 537, 380	2, 538, 304	611, 000
California.....	20, 170, 175	622, 881	1, 280, 868	4, 313, 871	8, 890, 555	5, 412, 000
Colorado.....	3, 230, 933	295, 207	307, 894	728, 055	1, 208, 777	302, 000
Connecticut.....	3, 203, 977	267, 940	255, 083	685, 091	1, 435, 405	570, 000
Delaware.....	975, 481	200, 374	145, 046	99, 973	251, 088	170, 000
Florida.....	7, 575, 091	373, 013	571, 727	1, 602, 934	4, 118, 417	914, 000
Georgia.....	11, 249, 879	683, 290	1, 931, 230	2, 801, 481	4, 049, 888	794, 000
Idaho.....	1, 896, 145	263, 306	376, 498	399, 639	672, 812	174, 000
Illinois.....	15, 643, 704	646, 678	1, 490, 303	3, 130, 427	5, 708, 206	4, 623, 000
Indiana.....	8, 298, 977	555, 279	1, 265, 145	1, 587, 544	3, 311, 000	1, 370, 000
Iowa.....	7, 184, 414	606, 906	1, 361, 081	1, 308, 686	2, 514, 052	1, 430, 000
Kansas.....	4, 973, 293	420, 976	968, 997	951, 985	1, 948, 325	683, 000
Kentucky.....	9, 298, 536	675, 160	1, 708, 481	2, 315, 516	3, 445, 379	1, 068, 000
Louisiana.....	11, 206, 800	487, 636	1, 219, 177	2, 103, 300	6, 949, 300	446, 000
Maine.....	2, 030, 507	371, 382	352, 385	505, 629	594, 111	307, 000
Maryland.....	4, 479, 848	326, 307	495, 906	1, 020, 303	1, 517, 453	1, 118, 000
Massachusetts.....	3, 163, 023	305, 729	381, 541	1, 062, 254	4, 197, 499	2, 416, 000
Michigan.....	13, 062, 821	610, 658	1, 503, 788	2, 819, 070	4, 436, 305	3, 687, 000
Minnesota.....	9, 004, 727	549, 404	1, 300, 537	1, 563, 161	3, 773, 635	1, 798, 000
Mississippi.....	3, 186, 144	663, 876	1, 853, 622	2, 623, 084	2, 318, 710	327, 000
Missouri.....	9, 688, 151	604, 572	1, 636, 422	1, 777, 725	3, 967, 132	1, 712, 000
Montana.....	1, 608, 237	257, 082	405, 880	312, 108	493, 157	142, 000
Nebraska.....	3, 108, 063	376, 272	786, 086	686, 844	970, 800	368, 000
Nevada.....	590, 334	187, 956	178, 002	65, 385	103, 000	55, 000
New Hampshire.....	1, 206, 216	220, 689	175, 492	298, 995	437, 230	162, 000
New Jersey.....	6, 171, 493	399, 774	362, 604	1, 065, 173	2, 370, 943	1, 473, 000
New Mexico.....	2, 978, 897	256, 191	431, 282	506, 404	1, 213, 020	512, 000
New York.....	22, 294, 617	633, 010	1, 267, 511	5, 132, 304	7, 521, 792	7, 720, 000
North Carolina.....	14, 081, 264	895, 826	2, 489, 137	3, 464, 312	6, 128, 989	1, 083, 000
North Dakota.....	2, 270, 993	295, 093	562, 095	489, 347	709, 517	208, 000
Ohio.....	16, 746, 247	730, 622	1, 707, 541	3, 446, 804	7, 238, 890	3, 622, 000
Oklahoma.....	7, 078, 307	475, 107	1, 222, 987	1, 319, 055	3, 312, 548	648, 000
Oregon.....	2, 579, 597	333, 096	800, 423	750, 083	1, 563, 903	382, 000
Pennsylvania.....	16, 129, 573	804, 192	1, 686, 331	4, 657, 733	6, 379, 317	2, 732, 000
Rhode Island.....	1, 200, 218	198, 045	97, 864	230, 248	366, 971	208, 000
South Carolina.....	7, 330, 169	537, 946	1, 296, 386	2, 236, 020	3, 881, 289	608, 000
South Dakota.....	2, 498, 734	302, 878	554, 129	438, 210	616, 517	266, 000
Tennessee.....	11, 610, 323	694, 898	1, 799, 564	2, 862, 449	5, 171, 422	1, 362, 000
Texas.....	17, 866, 300	911, 461	2, 537, 198	4, 727, 828	7, 554, 118	1, 835, 000
Utah.....	2, 171, 922	231, 000	296, 166	484, 050	975, 016	174, 000
Vermont.....	1, 204, 739	239, 244	330, 091	332, 050	399, 345	122, 000
Virginia.....	8, 849, 723	607, 773	1, 456, 623	2, 105, 983	3, 546, 844	1, 136, 000
Washington.....	5, 375, 641	370, 397	667, 379	1, 040, 882	2, 288, 108	1, 000, 000
West Virginia.....	5, 800, 908	466, 346	894, 628	1, 609, 097	2, 621, 022	390, 000
Wisconsin.....	8, 644, 159	590, 495	1, 315, 413	1, 719, 426	2, 969, 823	2, 398, 000
Wyoming.....	960, 861	208, 861	289, 105	148, 573	351, 349	128, 000
District of Columbia.....	771, 869	0	0	244, 722	178, 800	348, 000
Alaska.....	373, 680	159, 115	89, 744	54, 322	41, 489	7, 000
Guam.....	29, 997	0	0	10, 000	15, 997	0
Hawaii.....	1, 812, 702	235, 902	246, 736	399, 094	910, 000	180, 000
Puerto Rico.....	8, 633, 866	617, 022	1, 661, 200	3, 284, 361	3, 290, 613	0
Virgin Islands.....	145, 878	0	0	25, 800	119, 078	0
Unalotted.....	179, 379	0	179, 379	0	0	0

1 Does not include \$104,000 shown in table 3.

Table 6.—SUMMARY OF FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES BY THE VETERANS ADMINISTRATION FOR THE EDUCATION OF BENEFICIARIES, 1956-57

State or Territory	Grand total	Vocational rehabilitation, Public Laws 16 and 804	Education and training, Public Law 348	Education and training, Public Law 550	Educational assistance for war orphans, Public Law 634
1	2	3	4	5	6
Total	6966, 654, 854	539, 599, 328	66, 967, 571	6766, 999, 397	62, 351, 468
Alabama.....	24, 236, 029	814, 268	123, 095	23, 232, 013	67, 713
Arizona.....	5, 250, 059	329, 097	51, 242	4, 842, 940	27, 269
Arkansas.....	9, 097, 286	527, 547	126, 155	8, 298, 263	46, 304
California.....	72, 210, 497	1, 812, 028	602, 268	69, 899, 543	234, 998
Colorado.....	10, 066, 819	667, 129	164, 679	9, 294, 797	31, 230
Connecticut.....	7, 918, 269	264, 892	39, 319	7, 605, 081	17, 067
Delaware.....	898, 740	37, 260	2, 541	833, 140	4, 899
Florida.....	21, 657, 990	1, 151, 246	235, 923	20, 219, 867	60, 843
Georgia.....	22, 899, 198	389, 216	208, 087	22, 272, 328	63, 472
Idaho.....	3, 169, 954	168, 204	9, 499	2, 994, 915	7, 436
Illinois.....	37, 466, 698	961, 928	616, 174	36, 312, 458	114, 498
Indiana.....	17, 262, 841	574, 849	230, 849	16, 340, 471	46, 673
Iowa.....	15, 765, 117	683, 677	75, 544	14, 971, 086	64, 891
Kansas.....	8, 841, 929	344, 121	89, 286	8, 027, 523	39, 998
Kentucky.....	11, 673, 634	514, 954	64, 457	11, 098, 077	44, 196
Louisiana.....	18, 673, 245	327, 966	-264, 991	18, 649, 000	46, 710
Maine.....	2, 860, 198	112, 684	9, 663	2, 719, 353	17, 508
Maryland.....	5, 698, 906	131, 496	119, 463	5, 328, 972	14, 015
Massachusetts.....	23, 634, 893	1, 777, 246	343, 710	21, 498, 636	77, 012
Michigan.....	25, 949, 917	876, 589	165, 437	24, 908, 088	37, 206
Minnesota.....	17, 126, 231	717, 681	123, 636	16, 210, 829	63, 085
Mississippi.....	11, 461, 358	462, 699	54, 223	10, 902, 288	32, 048
Missouri.....	29, 019, 279	892, 786	126, 261	21, 929, 082	71, 111
Montana.....	2, 964, 672	194, 512	14, 126	2, 782, 894	12, 141
Nebraska.....	16, 268, 799	493, 418	62, 968	15, 811, 177	18, 237
Nevada.....	546, 494	16, 798	1, 898	534, 892	2, 183
New Hampshire.....	2, 294, 819	170, 711	9, 710	2, 126, 949	17, 449
New Jersey.....	12, 292, 999	820, 678	78, 301	12, 798, 701	26, 214
New Mexico.....	4, 252, 129	159, 659	43, 196	4, 147, 289	12, 126
New York.....	46, 481, 068	2, 899, 798	1, 110, 433	45, 344, 297	126, 575
North Carolina.....	22, 799, 775	778, 344	88, 900	21, 798, 266	96, 236
North Dakota.....	5, 264, 837	178, 075	24, 213	5, 143, 751	11, 389
Ohio.....	26, 182, 898	1, 147, 587	325, 868	24, 602, 549	76, 694
Oklahoma.....	18, 944, 680	589, 299	72, 682	18, 294, 421	81, 298
Oregon.....	7, 127, 154	369, 260	62, 128	6, 818, 447	46, 194
Pennsylvania.....	42, 328, 685	2, 114, 968	399, 679	40, 683, 474	89, 576
Rhode Island.....	4, 289, 146	221, 080	16, 943	4, 120, 697	12, 049
South Carolina.....	12, 070, 811	278, 078	151, 213	12, 611, 964	21, 499
South Dakota.....	6, 012, 090	198, 751	9, 911	5, 821, 074	22, 294
Tennessee.....	17, 687, 680	682, 217	126, 186	16, 982, 397	57, 888
Texas.....	82, 688, 730	2, 094, 694	265, 900	80, 166, 899	171, 633
Utah.....	3, 106, 990	169, 299	89, 572	2, 971, 399	14, 993
Vermont.....	1, 282, 726	88, 397	5, 454	1, 177, 947	11, 967
Virginia.....	10, 269, 457	449, 299	70, 978	9, 781, 378	67, 898
Washington.....	11, 786, 689	446, 334	82, 209	11, 268, 067	34, 999
West Virginia.....	7, 183, 639	478, 042	21, 126	6, 687, 276	26, 696
Wisconsin.....	16, 187, 999	894, 321	97, 548	15, 185, 977	34, 492
Wyoming.....	1, 418, 461	71, 959	15, 229	1, 330, 881	997
District of Columbia.....	12, 291, 621	319, 633	234, 126	11, 708, 729	46, 314
U. S. Possessions.....	29, 946, 222	554, 029	25, 461	29, 248, 098	6, 629
Foreign Countries.....	2, 591, 985	21, 968	145, 444	2, 294, 988	0

Table 7.—SUMMARY OF FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES PROVIDED THROUGH OTHER FEDERAL OFFICES AND AGENCIES: 1956-57

State or Territory	Total	Federal Civil Defense Administration	National Science Foundation	Tennessee Valley Authority	Other Federal offices and agencies
1	2	3	4	5	6
Total	\$35,691,789	\$796,638	\$26,831,948	\$591,697	\$12,472,154
Alabama.....	132,056	2,125	81,509	48,422	0
Arizona.....	196,583	0	67,159	900	128,524
Arkansas.....	78,325	11,111	65,214	0	0
California.....	2,975,373	32,086	2,924,287	0	19,000
Colorado.....	169,417	1,133	158,284	10,000	0
Connecticut.....	774,766	30,680	727,106	0	17,000
Delaware.....	30,614	13,482	17,132	0	0
Florida.....	334,675	13,570	321,105	0	0
Georgia.....	186,675	10,808	120,647	55,530	0
Idaho.....	17,342	1,835	15,507	0	0
Illinois.....	1,683,140	9,439	1,668,549	4,152	0
Indiana.....	783,927	2,115	777,263	4,550	0
Iowa.....	204,468	0	176,059	28,409	0
Kansas.....	246,690	509	246,181	0	0
Kentucky.....	150,651	225	119,675	30,751	0
Louisiana.....	184,951	30,136	154,815	0	0
Maine.....	31,939	9,740	22,219	0	0
Maryland.....	508,923	9,419	499,504	0	0
Massachusetts.....	1,636,412	17,668	1,617,744	0	0
Michigan.....	978,439	3,914	943,353	7,372	31,800
Minnesota.....	489,595	9,568	479,477	550	0
Mississippi.....	58,488	468	27,299	30,721	0
Missouri.....	473,771	7,589	466,191	0	0
Montana.....	50,831	160	50,731	0	0
Nebraska.....	70,602	10,940	56,662	3,000	0
Nevada.....	8,408	0	8,408	0	0
New Hampshire.....	51,015	4,264	46,751	0	0
New Jersey.....	517,446	18,440	499,406	0	0
New Mexico.....	204,949	0	100,040	0	104,909
New York.....	2,816,532	396,642	2,540,210	10,000	0
North Carolina.....	502,313	409	368,417	133,487	0
North Dakota.....	30,209	204	26,619	3,386	0
Ohio.....	674,096	26,102	647,994	0	0
Oklahoma.....	154,615	62,843	91,762	0	0
Oregon.....	242,167	7,159	233,008	2,000	0
Pennsylvania.....	1,540,974	62,908	1,477,966	0	0
Rhode Island.....	108,330	333	104,997	0	0
South Carolina.....	42,177	0	41,413	765	0
South Dakota.....	24,080	0	17,861	6,219	0
Tennessee.....	412,800	2,342	285,634	154,524	0
Texas.....	564,398	11,446	551,026	1,926	0
Utah.....	268,552	1,286	263,014	4,252	0
Vermont.....	70,913	3,238	67,675	0	0
Virginia.....	195,113	4,362	157,062	33,079	0
Washington.....	258,494	2,908	249,586	6,000	0
West Virginia.....	36,106	830	35,275	0	0
Wisconsin.....	1,062,977	1,470	1,079,785	1,722	0
Wyoming.....	28,981	113	28,868	0	0
District of Columbia.....	4,357,188	0	47,686	0	4,309,502
Alaska.....	5,212,281	0	15,720	0	5,196,561
Canal Zone.....	3,646,896	0	0	0	3,646,896
Guam.....	0	0	0	0	0
Hawaii.....	64,748	0	64,748	0	0
Puerto Rico.....	2,632	142	2,490	0	0
Virgin Islands.....	28,367	496	0	0	27,871

Table 8.—SUMMARY OF FEDERAL FUNDS FOR EDUCATION: 1956-57

State or Territory	Grand total	Funds administered by the DHEW	Funds administered by the USDA	Funds for the education of veterans	Other Federal funds for education
1	2	3	4	5	6
Total	81,997,822,513	9499,739,764	6399,299,663	8612,855,554	6289,759,832
Alabama.....	48,231,682	13,037,468	10,824,129	24,238,029	132,056
Arizona.....	12,355,694	4,446,702	2,461,750	5,260,659	190,583
Arkansas.....	22,889,728	6,484,113	6,982,002	9,097,288	76,325
California.....	152,014,006	56,668,053	20,170,175	72,310,407	2,978,373
Colorado.....	21,690,221	8,215,052	3,236,933	10,068,819	169,417
Connecticut.....	17,607,933	5,710,931	3,208,977	7,918,289	774,766
Delaware.....	3,659,367	1,784,532	975,481	898,740	30,614
Florida.....	41,982,139	12,381,443	7,575,091	21,667,980	334,675
Georgia.....	50,374,246	16,048,494	11,249,879	22,889,198	186,678
Idaho.....	6,173,743	1,160,292	1,896,145	3,109,964	17,342
Illinois.....	71,416,715	16,683,843	15,643,704	37,406,028	1,683,140
Indiana.....	33,906,151	7,500,406	8,398,977	17,282,841	782,927
Iowa.....	28,438,556	5,284,557	7,184,414	15,765,117	304,468
Kansas.....	21,104,124	7,842,209	4,973,293	8,341,982	246,980
Kentucky.....	28,677,267	7,849,456	9,298,536	11,678,024	180,651
Louisiana.....	37,353,160	7,314,374	11,205,500	18,678,246	184,981
Maine.....	8,261,570	3,239,926	2,030,507	2,980,188	31,989
Maryland.....	37,148,386	16,568,709	4,479,848	5,693,906	506,925
Massachusetts.....	48,104,812	10,771,574	9,163,023	23,534,808	1,638,413
Michigan.....	54,553,406	14,573,229	13,062,821	25,940,917	976,439
Minnesota.....	32,819,174	6,196,621	9,004,727	17,126,231	489,395
Mississippi.....	25,836,963	6,140,973	8,186,144	11,451,358	58,489
Missouri.....	42,797,934	9,614,733	9,688,151	23,019,279	478,771
Montana.....	7,748,871	3,124,131	1,609,287	2,984,672	80,831
Nebraska.....	17,822,464	4,218,010	3,168,062	10,365,790	70,602
Nevada.....	2,635,018	1,400,782	890,334	545,494	8,408
New Hampshire.....	5,370,200	1,666,150	1,268,216	2,394,819	51,015
New Jersey.....	28,266,506	8,184,268	6,171,498	13,892,890	517,846
New Mexico.....	13,766,293	6,219,306	2,978,897	4,353,139	204,949
New York.....	105,720,304	25,127,537	22,294,617	55,481,008	2,816,852
North Carolina.....	51,369,349	14,074,997	14,031,264	22,780,775	802,313
North Dakota.....	8,900,235	1,244,506	2,270,908	5,354,827	30,209
Ohio.....	57,529,651	13,955,002	16,748,247	26,152,506	674,096
Oklahoma.....	36,040,348	13,462,746	7,078,207	15,944,680	154,615
Oregon.....	16,671,412	5,922,494	3,579,597	7,127,154	242,167
Pennsylvania.....	78,514,092	18,514,930	16,129,573	42,328,698	1,540,874
Rhode Island.....	9,340,244	3,594,550	1,390,218	4,350,148	166,320
South Carolina.....	28,146,500	7,713,363	7,320,149	13,070,811	42,177
South Dakota.....	11,764,260	3,323,416	2,403,734	6,013,030	24,080
Tennessee.....	39,424,638	9,914,145	11,610,333	17,487,600	412,500
Texas.....	98,423,031	27,298,603	17,866,300	52,698,730	554,398
Utah.....	14,847,867	4,000,463	2,171,923	8,108,900	268,552
Vermont.....	3,819,280	1,269,912	1,204,730	1,253,725	70,913
Virginia.....	43,716,986	24,302,008	8,849,722	10,369,457	196,113
Washington.....	32,022,179	14,621,363	8,375,661	11,768,659	268,494
West Virginia.....	17,788,734	4,798,197	5,800,993	7,183,439	36,105
Wisconsin.....	31,853,326	8,943,942	8,644,159	16,182,348	1,082,977
Wyoming.....	3,780,162	1,334,849	996,881	1,418,451	39,981
District of Columbia.....	18,697,786	1,277,956	771,862	12,291,021	4,357,188
Alaska.....	9,727,422	4,142,562	372,580	0	5,212,281
Canal Zone.....	3,646,996	0	0	0	3,646,996
Guam.....	311,067	267,160	22,907	0	0
Hawaii.....	6,355,102	4,477,532	1,812,702	0	64,748
Puerto Rico.....	11,698,966	2,002,008	5,633,886	0	2,663
Virgin Islands.....	242,666	68,411	148,878	0	23,377
Unallotted.....	179,379	0	179,379	0	0
Outlying Parts—U.S.....	26,946,222	0	0	26,946,222	0
National and other.....	998,727,144	64,987,799	6,682,340	7,189,600	219,997,085
Foreign countries.....	2,891,988	0	0	2,891,988	0
Reconciliation.....	8,643,378	-28,477,992	28,679,542	0	28,261,728

Slight differences between amounts reported here and in other tables are due to rounding.

Chapter II

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

IN THE PERIOD from 1939 to 1948 reorganization plans were adopted which grouped under one administration those agencies of the Federal Government whose purposes were to promote social and economic security, educational opportunity, and good health for the citizens of the Nation. Several agencies, including the Social Security Board, United States' Employment Service, Office of Education, United States Public Health Service, Food and Drug Administration, Saint Elizabeths Hospital, Freedmen's Hospital, and Federal functions related to the American Printing House for the Blind, Gallaudet College, Howard University, and a few others, were combined in the Federal Security Agency.

In the further evolution of these areas of Federal responsibility, the President, on March 12, 1953, transmitted to Congress his plan to give Department status to the Federal Security Agency. His message declared:

The purpose of this plan is to improve the administration of the vital health, education, and social-security functions now . . . carried on in the Federal Security Agency by giving them Departmental rank. Such action is demanded by the importance and magnitude of these functions, which affect the well-being of millions of our citizens. . . .

There should be an unremitting effort to improve those health, education, and social security programs which have proved their value. . . .

But good intentions are not enough; all such programs depend for their success upon efficient, responsible administration. . . . Now the establishment of a new Department provided for in Plan No. 1 of 1953 will give the needed additional assurance that these matters will receive the full consideration they deserve in the whole operation of the Government.

Congress responded to this proposal through the approval of Public Law 18 by which it also approved House Joint Resolution 223 which stipulated that Reorganization Plan No. 1 of March 12, 1953, "shall

take effect 10 days after the date of the enactment of this joint resolution, and its approval by the President."

Many of the educational programs of the Federal Government are administered by the Department of Health, Education, and Welfare and described in this chapter. Expenditures for these programs for the 1956-57 school years are summarized in tables 1, 2, 3, 4, 7, and 8.

OFFICE OF EDUCATION

The Office of Education, established by Congress in 1867 as the Department of Education, is the principal agency of the Federal Government for collecting and disseminating statistics and facts, and promoting the cause of education. Congress designated this as the primary function of the Office in the original enactment. Subsequent congressional acts and executive orders have strengthened the informative and consultative functions contemplated by the original legislation, and have created service functions.

Functions of the Office are served by (1) publishing educational information; (2) establishing cooperative relationships with Federal, State, and local governmental agencies and officials, professional groups and institutions, citizen groups and individuals, and international agencies in conducting their programs; (3) engaging in educational research; and (4) providing leadership, consultative, and clearinghouse services related to education in general, and performed through State and national conferences, educational planning, publications, and public addresses.

Responsibilities of the Office have been extended by various legislative enactments to include the administration of operating programs. The earliest program of this type was for the allocation of funds to the colleges of agriculture and mechanic arts. Functions of the Federal Board for Vocational Education created in 1917 were assigned to the Commissioner of Education in 1933. These, together with subsequent acts of Congress authorizing the Office of Education to allocate Federal funds to the States and Territories for vocational education, have widened the performance area of the Office through its relationships with secondary schools, colleges, and trade and other vocational schools. These programs are discussed in detail in this chapter.

Also, during the 1930's Congress approved a considerable amount of legislation related to educational programs and to welfare of the people for the depression period. These laws introduced additional functions into the Office of Education related to relief programs, including Civilian Conservation Corps; Public Forum Project;

Projects for Research in Universities; Emergency Educational Radio Programs; Local School Units Projects; National Youth Administration; Works Progress Administration Program for school construction; Federal Emergency Relief Administration funds for emergency educational programs, student aid, rural school extension, literacy classes, adult education, and nursery schools; and Public Works Administration projects in schoolhouse construction. These projects operated for relatively short periods and were discontinued as economic conditions improved.

A further expansion of the duties of the Office developed in the 1940's from the emergency wartime educational programs. During these years the Office was also invited to assist other Federal agencies in a consultative capacity. Following World War II, the Surplus Property Utilization Program was established, and assistance to federally affected school districts developed into a very substantial program. More recently the programs for library services to rural areas and cooperative research in education have been initiated. Participation of the Office of Education in these services are examples of broadened functions.

OFFICE ADMINISTRATION

The budget of the Department of Health, Education, and Welfare includes funds appropriated for the administration of the Office of Education. These Federal funds are expended for many educational purposes including: collection, interpretation, and publication of educational statistics; conducting research and publishing reports; addressing meetings of professional educators; distributing funds for education; and many other activities planned to help with the improvement of education.

Funds available to the Office of Education for administering its various programs for the past 10 years are listed in table 9. The substantial increase in appropriations beginning in 1950-51 was due primarily to the programs of assistance to education in federally affected areas, while the further increase from 1955-56 to 1957-58 was due to the initiation of the Cooperative Research Program authorized by Public Law 531, Eighty-third Congress. Two other laws enacted by the Eighty-fourth Congress were responsible for some of the increase; namely, the Library Services Act authorized by Public Law 597, and the Practical Nurse Training Program authorized by Public Law 911. These programs are reported in detail later in this chapter.

Funds reported in table 9 include both the amounts appropriated in the Department of Health, Education, and Welfare budget for the

Office of Education and the amounts transferred from other Federal agencies for programs administered by the Office of Education. The programs involving transferred funds have included: College Housing Loans, Civil Defense, Civilian Education Requirements, Educational Exchange, International Cooperation Administration, National Scientific Register, Veterans Educational Facilities, Visual Aids, etc. Very few of these programs have been in operation for any extended time during the 10-year period shown in table 9, except for the international programs and these have varied in scope.

Figures in table 9 do not include assistance distributed to the States for various programs in education since these amounts are reported along with descriptions of the programs later in the chapter. Administration funds summarized in table 9 were used for purposes approved by Congress, including research, educational services, and the administration of grant programs in education.

Table 9.—FEDERAL FUNDS APPROPRIATED FOR THE ADMINISTRATION OF THE OFFICE OF EDUCATION AND FEDERAL FUNDS TRANSFERRED TO THE OFFICE OF EDUCATION FROM OTHER FEDERAL AGENCIES: 1948-49 TO 1957-58

School year	Total funds for Office of Education	Percent of 1948-49	Amounts appropriated	Amounts transferred ¹
1	2	3	4	5
Total (10 years)	841, 155, 766	-----	633, 691, 793	87, 463, 964
1948-49.....	2, 397, 136	100. 0	2, 010, 000	387, 136
1949-50.....	2, 424, 876	101. 2	2, 067, 200	357, 676
1950-51.....	2, 878, 891	120. 1	2, 362, 800	516, 091
1951-52.....	2, 843, 098	100. 3	2, 913, 990	929, 208
1952-53.....	5, 148, 834	214. 8	2, 992, 000	2, 156, 834
1953-54.....	3, 416, 434	142. 8	2, 911, 402	505, 032
1954-55.....	3, 551, 121	148. 1	2, 924, 800	626, 321
1955-56.....	3, 965, 016	166. 2	3, 240, 000	745, 016
1956-57.....	5, 951, 422	248. 3	5, 270, 000	681, 422
1957-58.....	7, 558, 928	315. 3	7, 000, 000	558, 928

¹ Estimated.

CIVIL DEFENSE

The Department of Health, Education, and Welfare was requested by the Federal Civil Defense Administration to participate and assist in training programs and services regarded as essential to civil defense. Accordingly, the "Civil Defense Education Project" was established in the Office of Education on July 1, 1954.

Under this program and authorization, the Office of Education assumed responsibility for providing consultants and field services to all States in the planning, development, and distribution of materials.

The purposes of the program are (1) to integrate the teaching of civil defense skills, knowledge, and fundamentals of behavior during emergencies; and (2) to provide technical guidance concerning the provision of shelter and other protective measures designed to minimize injury to personnel and to reduce damage to vital components of all educational institutions.

In planning for educational services in civil defense, agreements were reached with three State departments of education. Pilot centers were established in these States and the programs were coordinated by this Office. Instructional materials were developed for teachers in various subject areas and for all grades. These materials were prepared by teachers, supervisors, administrators, and curriculum specialists in the State and local school systems. Publications containing the new instructional materials for use in training for civil defense were issued and made available to schools to illustrate what may be done, or what other States may want to do, in preparing for essential instruction in civil defense. Based on the publications issued by the three States, the Office of Education prepared a publication entitled, "Education for National Survival."

California, Connecticut, and Michigan participated in this Civil Defense Education Project. Federal funds were made available to the State educational agencies in these States to provide a coordinator, secretarial service, travel expense, and other expenses of State department of education personnel, as well as specialists from local school systems, necessary for the development of teaching materials. The Office of Education assisted the State pilot center staffs by reviewing and evaluating technical reports and research findings developed or made available by the Federal Civil Defense Administration. Work on this project in the Office of Education was concluded June 30, 1957. Federal funds allotted to the three States cooperating on this project are reported in table 10.

Table 10.—FEDERAL FUNDS ALLOTTED TO CALIFORNIA, CONNECTICUT, AND MICHIGAN FOR THE DEVELOPMENT OF CIVIL DEFENSE INSTRUCTIONAL MATERIALS, 1954-55 TO 1956-57

State	Funds allotted for civil defense pilot projects in 3 States, by year			
	Total	1954-55	1955-56	1956-57
1	2	3	4	5
Total	2154, 675	664, 000	622, 775	867, 899
California.....	54, 375	14, 000	20, 375	19, 000
Connecticut.....	44, 000	14, 000	12, 000	17, 000
Michigan.....	55, 700	14, 000	20, 000	21, 000

COOPERATIVE RESEARCH

The Office of Education provides support for research in education through its Cooperative Research Program. This program is operated under the terms of Public Law 581, Eighty-third Congress, which authorizes the Commissioner of Education to "enter into contracts or jointly financed cooperative arrangements with universities and colleges and State educational agencies for the conduct of research, surveys, and demonstrations in the field of education."

The purpose of this program is to develop new knowledge about major problems in education or to devise new applications of existing knowledge in solving such problems. Listed below are the areas in which the Office is particularly interested in supporting research. While these areas are of major concern, proposals for research on other aspects of education are also given full consideration.

Conservation and Development of Human Resources

1. Education of the mentally retarded and other handicapped children.
2. Development of students' special abilities—the identification and encouragement of unusual talent.
3. Educational aspects of juvenile delinquency.
4. Retention of students in schools and colleges—continuation in the educational program until students reach their maximum levels of development.
5. Education of adults—with special emphasis on the aging.

School Organization, Staffing, and Housing

6. Organization and administration of schools and colleges.
7. Staffing the Nation's schools and colleges—getting and keeping qualified teachers and administrators.
8. Planning and costs of school construction.

Effects of Expanding Technology and Economy

9. Implications for vocational education.
10. Educational problems resulting from population mobility.

Under the present procedure, the Office receives proposals for specific research projects from institutions of higher education and from State educational agencies. All proposals are submitted for review and recommendation to the Office of Education Research Advisory Committee which was set up to comply with the terms of the law and which is composed of nine outstanding specialists in research. The Committee evaluates the proposals in light of criteria which deal with (1) significance of the problem for education, (2) soundness of the research design, (3) personnel and facilities available, and (4) economic efficiency or relationship of procedure and probable outcomes to expenditure.

After a proposal has been recommended for approval to the Commissioner of Education, the Office negotiates directly with the institution or agency for support of the project in terms of the funds available, and the Commissioner gives final approval in the form of a contract between the Office and the college or university or the State educational agency. Although a substantial amount of the necessary financial support is provided by the Office, the cooperating institution or agency also contributes to the total cost of the project, usually by providing professional services and facilities.

Appropriations for the Cooperative Research Program are made to the Office of Education, and the funds are distributed to the participating agencies on a quarterly basis. The final allotment is made when the final report for the project has been submitted. Since the full amounts of the appropriations are not distributed within the respective fiscal years in which they were obligated, these funds are included in table 9 as funds for Office of Education administration. However, in tables 1 and 2 the \$998,960 obligated for 1956-57 is excluded from the total for Office of Education administration and is listed separately for Cooperative Research.

Appropriations for the Cooperative Research Program were \$2.4 million for the 1956-57 school year, and \$2.3 million for the 1957-58 school year. By July 1, 1957, \$998,960 of the amount available for 1956-57 was obligated, and it is anticipated that the full appropriation for 1957-58 will be obligated by July 1, 1958. A total of 72 research projects were started during 1956-57, and by April 30, 1958, an additional 48 projects had been started for a total of 120.

LAND-GRANT COLLEGES

The fundamental purpose of the Morrill Act was to insure the development in each State of at least one college adapted to the educational needs of those engaged in agriculture and industry. This act was signed by President Lincoln in 1862. Institutions established or designated to receive the Federal assistance provided by the Morrill Act are generally known as land-grant colleges and universities.

Grants to the States of 30,000 acres of land, or the equivalent in scrip, for each Representative and each Senator were authorized by the Morrill Act. State legislatures were expected to provide sites and essential buildings and to make additional appropriations for necessary operating expenses. A provision of the act requires that monies derived from the sale of the land in each State shall constitute a perpetual and irreducible fund, the income from which is for the support of its land-grant colleges and universities.

Additional appropriations.—After the land-grant colleges had been in operation for a number of years, several of the States found it difficult to appropriate sufficient funds to continue to operate these colleges. Consequently, in 1890 a new law, the Second Morrill Act, was enacted which provided for annual grants of Federal funds for the land-grant colleges and universities. The 1890 law provided for an initial appropriation of \$15,000 for each State or Territory, with an increase of \$1,000 each year over the preceding year for 10 years, after which the annual appropriation was to be \$25,000.

Again in 1907, through the Nelson amendment to the act making appropriations for the Department of Agriculture for the 1907-1908 school year, the Federal Government came to the assistance of the land-grant colleges and universities. This amendment authorized an appropriation of \$5,000 in addition to the \$25,000 for each State and Territory, with an increase of \$5,000 each year over the preceding year for a period of 4 years, after which the annual amount under the amendment would continue to be \$25,000. Thus, the total amount under both the 1890 and the 1907 acts for each State was \$50,000.

Further annual increases of Federal assistance for these colleges and universities have been provided through the Bankhead-Jones Act of 1935 as amended in 1952. This act did not make continuing appropriations; it authorized annual appropriations. The act as amended provides that \$1 million be appropriated annually for the States and Territories of Alaska and Hawaii to be distributed as flat grants of \$20,000 each. In addition, the law provides for the appropriation of \$1,501,500 to be allocated to the States and the Territories of Alaska and Hawaii in the proportion which the total population of each is to the total population of the States, Alaska, and Hawaii as determined by the last preceding decennial census.

Amounts granted under all acts are presented in column 3 of table 4 for the 1956-57 school year and in table 11 for the 1957-58 school year. These include the following annual grants to all States, Alaska, and Hawaii. Puerto Rico, however, participates only in the Second Morrill Act (1890) and the Nelson Amendment (1907) as listed below:

Second Morrill Act (1890).....	\$25,000
Nelson Amendment (1907).....	25,000
Uniform State and Territorial Grant from the Bankhead-Jones Act (1935) as amended in 1952 (not including Puerto Rico)...	20,000
Total	\$70,000

State and Territorial grants listed above are in addition to the annual appropriation of \$1,501,500 approved under the Bankhead-Jones Act (1935) as amended in 1952, described in the preceding paragraph.

38 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Table 11.—FEDERAL FUNDS APPROPRIATED FOR INSTRUCTION AT LAND-GRANT COLLEGES, 1957-58

State or Territory	Total	Merrill-Nelson funds	Bankhead-Jones funds		
			Total	Uniform grants	Variable grants
1	2	3	4	5	6
Total	\$4, 651, 600	\$2, 528, 000	\$2, 521, 500	\$1, 092, 000	\$1, 501, 500
Alabama ¹	100, 541	80, 000	80, 541	20, 000	20, 541
Arizona.....	77, 477	80, 000	27, 477	20, 000	7, 477
Arkansas.....	80, 048	80, 000	20, 048	20, 000	10, 048
California ¹	175, 599	80, 000	135, 599	20, 000	105, 599
Colorado.....	53, 218	80, 000	23, 218	20, 000	13, 218
Connecticut.....	90, 023	80, 000	40, 023	20, 000	20, 023
Delaware ¹	73, 173	80, 000	23, 173	20, 000	3, 173
Florida ¹	97, 644	80, 000	47, 644	20, 000	27, 644
Georgia ¹	104, 360	80, 000	54, 360	20, 000	34, 360
Idaho.....	75, 872	80, 000	25, 872	20, 000	5, 872
Illinois.....	150, 205	80, 000	100, 205	20, 000	80, 205
Indiana.....	109, 245	80, 000	59, 245	20, 000	39, 245
Iowa.....	95, 146	80, 000	45, 146	20, 000	25, 146
Kansas.....	89, 006	80, 000	29, 006	20, 000	19, 006
Kentucky ¹	99, 375	80, 000	49, 375	20, 000	29, 375
Louisiana ¹	95, 799	80, 000	45, 799	20, 000	25, 799
Maine.....	79, 115	80, 000	29, 115	20, 000	9, 115
Maryland ¹	93, 372	80, 000	43, 372	20, 000	23, 372
Massachusetts.....	115, 789	80, 000	65, 789	20, 000	45, 789
Michigan.....	123, 560	80, 000	53, 560	20, 000	33, 560
Minnesota.....	99, 751	80, 000	49, 751	20, 000	29, 751
Mississippi ¹	91, 735	80, 000	41, 735	20, 000	21, 735
Missouri ¹	109, 448	80, 000	89, 448	20, 000	69, 448
Montana.....	78, 896	80, 000	25, 896	20, 000	5, 896
Nebraska.....	53, 222	80, 000	33, 222	20, 000	13, 222
Nevada.....	71, 597	80, 000	21, 597	20, 000	1, 597
New Hampshire.....	75, 319	80, 000	25, 319	20, 000	5, 319
New Jersey.....	118, 223	80, 000	68, 223	20, 000	48, 223
New Mexico.....	75, 795	80, 000	25, 795	20, 000	5, 795
New York.....	217, 984	80, 000	167, 984	20, 000	147, 984
North Carolina ¹	110, 518	80, 000	60, 518	20, 000	40, 518
North Dakota.....	75, 181	80, 000	25, 181	20, 000	5, 181
Ohio.....	149, 269	80, 000	99, 269	20, 000	79, 269
Oklahoma ¹	92, 278	80, 000	42, 278	20, 000	22, 278
Oregon.....	85, 176	80, 000	35, 176	20, 000	15, 176
Pennsylvania.....	174, 720	80, 000	124, 720	20, 000	104, 720
Rhode Island.....	77, 899	80, 000	27, 899	20, 000	7, 899
South Carolina ¹	91, 118	80, 000	41, 118	20, 000	21, 118
South Dakota.....	75, 511	80, 000	25, 511	20, 000	5, 511
Tennessee ¹	102, 926	80, 000	52, 926	20, 000	32, 926
Texas ¹	146, 921	80, 000	96, 921	20, 000	76, 921
Utah.....	75, 571	80, 000	25, 571	20, 000	5, 571
Vermont.....	73, 798	80, 000	23, 798	20, 000	3, 798
Virginia ¹	103, 194	80, 000	53, 194	20, 000	33, 194
Washington.....	98, 731	80, 000	48, 731	20, 000	28, 731
West Virginia ¹	80, 000	80, 000	40, 000	20, 000	20, 000
Wisconsin.....	104, 260	80, 000	54, 260	20, 000	34, 260
Wyoming.....	72, 998	80, 000	22, 998	20, 000	2, 998
Alaska.....	71, 293	80, 000	21, 293	20, 000	1, 293
Hawaii.....	74, 998	80, 000	24, 998	20, 000	4, 998
Puerto Rico.....	80, 000	80, 000	0	0	0

¹ The Negro land-grant college in this State receives a stipulated proportion of funds.

This Federal assistance for the development of agriculture and mechanic arts in higher education was started in 1862, but it was not until 55 years later that similar aid for vocational education was approved for secondary schools. The latter program of Federal assistance is described on page 49.

PUBLIC LIBRARY SERVICES FOR RURAL AREAS

Public Law 597, passed by the Eighty-fourth Congress on June 19, 1956, and known as the Library Services Act, authorizes an appropriation of \$7,500,000 annually for 5 years for grants to the States for the extension and improvement of public library services to an estimated 27 million persons in the rural areas without such services. A rural area is defined as any place of 10,000 population or less, according to the latest U. S. Census.

The Federal appropriation for the fiscal year which ended June 30, 1957, was \$2,050,000 providing the basic \$40,000 grant to each of the States, Alaska, Hawaii, and Puerto Rico, and \$10,000 for the Virgin Islands. For the 1958 fiscal year, Congress appropriated \$5 million and Guam became eligible to participate in the funds.

State and local responsibility is defined in the act as follows:

The provisions of this Act shall not be so construed as to interfere with State and local initiative and responsibility in the conduct of public library services. The administration of public libraries, the selection of personnel and library books and materials, and, insofar as consistent with the purposes of this Act, the determination of the best uses of the funds provided under this Act shall be reserved to the States and their local subdivisions.

Other major provisions of the act are: (1) The State library extension agency in each State prepares and submits to the U. S. Commissioner of Education a plan, which will, in its judgment, assure the use of the funds to maximum advantage. (2) Funds under a State plan may be used for salaries, books, library materials, library equipment, and other operating expenses, but not for the erection of buildings or purchase of land. (3) Funds are allotted to the States on the basis of their rural population and are matched by the States on the basis of their per capita income. Funds unpaid to a State for any fiscal year remain available for one succeeding fiscal year. (4) To remain eligible for a Federal grant, a State must maintain its expenditures for all public library service at least at the same level as in fiscal 1956. Also, State and local expenditures for rural public library service must not fall below the 1956 level. (5) The U. S. Commissioner of Education is authorized to make studies, investigations, and reports as to the values, methods, and results of the various State demonstrations authorized by the act.

The patterns of the State plans are as varied as the State library agencies and the States they represent. One project, however, stands out in sharp relief—strengthening the services and resources of the State library agencies themselves in order to carry out more effective statewide library development programs. This tooling-up project for many of the State library agencies requires more staff, stronger collections of books and other library materials, and better library equipment.

Other important development projects in the State plans are county and regional library demonstrations and establishment of State library service centers or branches. These projects have many variations. State library branches in some States, for example, are planning to give permanent service direct to individuals without local libraries in the region, supplementing existing local libraries in the region, operating bookmobile service, and providing consultative service to local libraries interested in achieving the benefits of cooperation and federation between libraries. Centralized cataloging and preparation of books for loan is another function often assigned to State library branches.

Bookmobile exhibits and demonstrations of good bookmobile service receive considerable attention in the "State Plans for the Further Extension of Public Library Service to Rural Areas." Scholarship and in-service training projects appear again and again. Contracts between State library agencies and public libraries, and between public libraries for shared services are frequently arranged.

By July 1957, 35 States and Hawaii had submitted plans which were approved by the U. S. Commissioner of Education. As of March 1958, 45 States, Alaska, Guam, Hawaii, and the Virgin Islands are participating. Funds in the 49 programs for fiscal 1958 total \$14,585,996. Over \$6,500,000 of this amount is being used to buy books and other informational materials for use in rural areas. The State plans indicate that over 300 rural counties across the Nation, with populations totaling more than 7,500,000, are receiving new or improved library services under the program. Approximately 90 bookmobiles and more than 30 other vehicles have already been purchased under the act. State library agencies have been able to strengthen their staffs by adding more than 100 experienced librarians, and over 80 clerks and bookmobile operators to improve rural library service.

More than 120 county and regional library projects have been established or will be set up before the end of fiscal 1958. State funds for the extension and development of public library service to rural areas have increased 38 percent since 1956. The stimulation that had

been hoped for in the States is already evident and it has produced a pattern of increased State aid for rural public library development which holds promise for the future.

Library Services Act funds are allotted by a formula which, as provided by law, designates a basic allotment of \$40,000 for each State, Alaska, Hawaii, and Puerto Rico; and \$10,000 for the Virgin Islands. Guam was included for \$10,000 beginning in fiscal 1958. The remaining portion of the appropriation each year is allotted to each State in the same proportion as the rural population of the State bears to the rural population of the United States according to the most recent decennial census.

With reference to the matching requirements, within the allotment available for a State, the Federal Government pays only a portion, known as the "Federal share," of the total sums expended under the State's library services plan. The State is required to pay the remaining portion, known as the "State percentage," out of State or local funds. The State percentage varies from State to State and is computed on the basis of per capita income as follows:

$$\text{State percentage} = 50 \text{ percent} \times \frac{\text{State per capita income}}{\text{U.S. per capita income}}$$

State percentages are not calculated for outlying parts of the United States but are established in the law at 50 percent for Hawaii, and 34 percent for Alaska, Guam, Puerto Rico, and the Virgin Islands. The Federal share is 100 percent minus the State percentage. Per capita incomes used in the calculations are based on the average of the per capita incomes of the States and of the continental United States for the three most recent consecutive years for which satisfactory data are available from the Department of Commerce. The Federal share may not be more than 66 percent, or less than 33 percent for any State. Federal funds expended during the 1956-57 school year are presented in column 6 of table 4, and the allotments for the 1957-58 school year are reported in table 12.

Table 12.—FEDERAL FUNDS ALLOTTED FOR THE DEVELOPMENT OF LIBRARY SERVICES IN RURAL AREAS, 1957-58

State or Territory	Allotted 1957-58	State or Territory	Allotted 1957-58	State or Territory	Allotted 1957-58
1	2	1	2	1	2
Total	65,000,000	Massachusetts.....	78,687	South Dakota.....	61,948
Alabama.....	130,566	Michigan.....	128,347	Tennessee.....	126,791
Arizona.....	57,556	Minnesota.....	111,448	Texas.....	191,212
Arkansas.....	107,300	Mississippi.....	122,720	Utah.....	52,579
California.....	147,722	Missouri.....	120,090	Vermont.....	62,688
Colorado.....	65,957	Montana.....	57,526	Virginia.....	122,562
Connecticut.....	63,612	Nebraska.....	77,030	Washington.....	80,083
Delaware.....	46,261	Nevada.....	43,608	West Virginia.....	100,000
Florida.....	80,288	New Hampshire.....	51,917	Wisconsin.....	116,128
Georgia.....	120,212	New Jersey.....	74,163	Wyoming.....	47,679
Idaho.....	57,688	New Mexico.....	57,857	Alaska.....	44,967
Illinois.....	142,780	New York.....	183,084	Guam.....	12,970
Indiana.....	122,988	North Carolina.....	181,778	Hawaii.....	48,164
Iowa.....	112,109	North Dakota.....	63,987	Puerto Rico.....	100,264
Kansas.....	88,002	Ohio.....	104,645	Virgin Islands.....	10,863
Kentucky.....	137,929	Oklahoma.....	97,570		
Louisiana.....	103,777	Oregon.....	78,947		
Maine.....	63,280	Pennsylvania.....	202,957		
Maryland.....	78,267	Rhode Island.....	46,562		
		South Carolina.....	110,476		

SCHOOL SUPPORT IN FEDERALLY AFFECTED AREAS

Reductions in taxable valuations due to the Federal purchase of property and increases in enrollments arising from Federal activities have continued to burden certain communities in financing public school services. In recognition of the school finance problems facing these federally affected school districts, funds have been allocated to almost 3,700 school districts since 1950-51 under Public Laws 815 and 874 and the extensions to these laws.

Basically, the Federal legislation has recognized three categories of children for whom the Federal Government assumes partial responsibility by providing funds for educational services. These groups have been designated "A," "B," and "C." The "A" children are those whose parents live and work on Federal property; "B" children are those whose parents live or work on Federal property; and "C" children are those whose parents have migrated to an area because of Federal contract activity but who do not work or live on the Federal property.

Maintenance and Operation.—Public Law 874, approved September 30, 1950, authorized the U. S. Commissioner of Education to make contributions toward current operating expenses under certain conditions specified in the law. Section 2 provides for payments in lieu of taxes for real property acquired in a local school district by the

Federal Government since 1938 if the acquisition amounts to 10 percent or more of the assessed valuation of all properties in the district, and if the Federal ownership constitutes a continuing financial burden on the local board of education.

Sections 3 and 4 of the act provides for payments to school districts which suffer a financial burden due to (1) the provision of educational services for children who reside on or whose parents are employed on Federal property, and (2) sudden and substantial increases in enrollments because of Federal contract activities. Specific formulas for use in determining the amounts school districts are entitled to receive are included in the Federal legislation. These formulas are based on the number of children in the three categories and the rate per child to be paid from Federal funds. "A" children justify Federal allocations to the extent of the full local contribution rate per child and "B" children are included at half this rate. Payments for "C" children are limited to the actual deficit in local operating revenues but may not exceed the pupil rate for each federally connected pupil. Eligibility is limited to school districts which have the required percents of federally connected pupils in attendance. This Federal law also authorizes Federal operation of schools where local boards of education are either not able or lack jurisdiction to provide the required educational services for children living on Federal property.

Local contribution rates are calculated for each participating district on the basis of current school expenditures in comparable communities in the same State. A minimum rate for Federal payments, which is one-half the State average current expenditure per pupil in average daily attendance the second preceding year, was added by the passage of Public Law 248 in 1953. A second minimum alternative rate which was in effect for the first time during the 1955-56 school year was the national average rate paid under Public Law 874 to all participating school districts in the continental United States for the second preceding year. This rate is derived by adding all category "A" children and one-half the category "B" children for which payment was made together and dividing this sum into the total expenditures for category "A" and "B" children.

Since the total amount of assistance due federally affected school districts is finally calculated on the basis of a final report submitted after the close of the year and the final Federal payment is made on the basis of this calculation, a part of the entitlement for any year is actually paid in the following school year. Hence, the cash disbursements for some years are less than the entitlements while the disbursements for other years are greater than the entitlements.

Details on the State-by-State entitlements and for individual districts may be obtained from tables included in the 7th Annual Report of the Commissioner of Education on the "Administration of Public Laws 874 and 815" dated June 30, 1957.

Amounts disbursed to the various States and Territories are summarized for the 7 years from 1950-51 to 1956-57 in table 13 and are reported in detail in table 14 for the 1955-56 school year, and for the 1956-57 school year in column 4 of summary table 4.

School Construction.—Federal aid for schoolhouse construction in federally affected school districts was provided in title II of Public Law 815 approved by the Eighty-first Congress on September 30, 1950. This act was designed to assist local school districts in erecting necessary school facilities to house enrollment increases brought about by the enrollment of children whose parents were employed in federally related enterprises. Continued increases in school enrollments in these federally affected districts have required the continuation of these provisions through public laws enacted by the Eighty-third, Eighty-fourth, and Eighty-fifth Congresses.

The requirements for eligibility and criteria for determining Federal allocations contained in Public Law 815 are similar to those in Public Law 874. Eligibility under title III of the amended act is based upon the increase in membership of federally connected children during the period from June 1956 to June 1958, and the rate per pupil in each State is computed in terms of the average per pupil cost of constructing the school facilities in that State. Amounts authorized are computed in accordance with a formula based upon varying percentage payments for "A," "B," and "C" children. Funds approved for projects cannot exceed the amount needed to provide school facilities for the number of federally connected pupils or the number of pupils who otherwise would have no school housing, whichever is smaller.

School construction projects are ranked by the Commissioner of Education in the order of relative urgency of need when appropriated funds are insufficient to pay the Federal share of the cost of approvable projects. This is accomplished through a priority index that is based upon the percent of federally connected pupils eligible for payment and the percent of "unhoused children," not to exceed the former percent, in each district.

Table 13.—FEDERAL ASSISTANCE FOR THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS: 1950-51 TO 1957-58

School year	Eligible applicant school districts	Amount appropriated	Net entitlements	Amounts disbursed during the year for all entitlements
1	2	3	4	5
Total (8 years)		9818, 559, 788	9997, 651, 633	9454, 325, 917
1950-51.....	1, 172	29, 080, 788	29, 686, 018	13, 771, 739
1951-52.....	1, 763	51, 570, 000	47, 814, 282	33, 941, 311
1952-53 ¹	2, 212	60, 500, 000	57, 696, 592	56, 994, 699
1953-54.....	2, 524	72, 350, 000	71, 860, 067	70, 124, 073
1954-55.....	2, 683	75, 000, 000	74, 274, 662	85, 250, 689
1955-56.....	2, 860	90, 000, 000	85, 749, 676	85, 472, 824
1956-57.....	3, 331	113, 050, 000	112, 370, 315	97, 780, 612
1957-58.....	3, 700	127, 000, 000	127, 000, 000	(²)

¹ Estimated.

² Not available on date of publication.

Table 14.—FEDERAL FUNDS DISBURSED TO THE STATES AND TERRITORIES FOR ASSISTANCE IN THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS: 1955-56

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	885, 472, 834	Massachusetts.....	81, 254, 093	South Dakota.....	8828, 144
Alabama.....	1, 018, 378	Michigan.....	638, 944	Tennessee.....	1, 062, 398
Arizona.....	908, 097	Minnesota.....	119, 032	Texas.....	5, 222, 642
Arkansas.....	638, 774	Mississippi.....	430, 160	Utah.....	746, 008
California.....	14, 344, 733	Missouri.....	1, 163, 935	Vermont.....	41, 415
Colorado.....	2, 153, 052	Montana.....	248, 442	Virginia.....	7, 021, 723
Connecticut.....	1, 196, 544	Nebraska.....	961, 527	Washington.....	4, 103, 691
Delaware.....	42, 900	Nevada.....	608, 340	West Virginia.....	79, 851
Florida.....	1, 762, 973	New Hampshire.....	407, 237	Wisconsin.....	328, 915
Georgia.....	1, 664, 677	New Jersey.....	1, 419, 670	Wyoming.....	264, 386
Idaho.....	442, 251	New Mexico.....	1, 430, 141	Alaska.....	3, 162, 390
Illinois.....	1, 968, 300	New York.....	2, 172, 451	Hawaii.....	1, 247, 908
Indiana.....	752, 090	North Carolina.....	508, 824	Federal.....	4, 266, 615
Iowa.....	245, 174	North Dakota.....	193, 070		
Kansas.....	2, 396, 625	Ohio.....	2, 129, 925		
Kentucky.....	748, 433	Oklahoma.....	2, 146, 612		
Louisiana.....	381, 103	Oregon.....	632, 474		
Maine.....	634, 104	Pennsylvania.....	1, 308, 953		
Maryland.....	2, 281, 080	Rhode Island.....	785, 780		
		South Carolina.....	854, 692		

¹ Includes the following paid to other Federal agencies for educating children on Federal properties: Air Force \$735,284; Army \$2,677,461; Commerce \$11,587; Interior \$4,291; Navy \$631,254; and Veterans \$6,767.

A new title IV contained in Public Law 246 authorizes the construction of school facilities in needy school districts which have been unable to qualify for funds under Public Law 815 because school

enrollments have not increased since 1939, but which have large numbers of school children who reside on Federal property. Such districts are chiefly those that educate children residing on tax-exempt Indian lands in the Western States.

The effectiveness of the school construction aid program in reaching the federally affected areas is evident from the large number of districts found eligible to participate in the program. Under the original Public Law 815, a total of 940 school districts qualified for assistance and all of these districts which had "unhoused pupils," according to the formula, received Federal aid. The number of applicant school districts eligible to participate in the later extensions were 529 for Public Law 246; 456 for Public Law 731; and 415 to date for Public Law 949.

A 7-year summary of disbursements for the construction of school facilities under all four authorizations is presented in table 15. Table 16 gives the number of projects in the States and Territories for which Federal funds were reserved by September 20, 1957, for the construction of school facilities in federally affected school districts. Also given are the amounts of Federal funds disbursed during the first 5 years of operation, as well as the amounts disbursed during the

Table 15.—FEDERAL ASSISTANCE FOR THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED SCHOOL DISTRICTS, TEMPORARY BUILDINGS IN CERTAIN SCHOOL DISTRICTS, AND SCHOOL FACILITIES ON FEDERAL PROPERTIES: 1950-51 TO 1956-57

School year	Amounts disbursed—		
	Total	In federally affected public school districts	Temporary buildings in certain school districts and schools on Federal properties
1	2	3	4
Total (7 years).....	996, 312, 547	866, 247, 426	957, 926, 111
1950-51.....	2, 954, 589	2, 954, 589	0
1951-52.....	55, 494, 828	43, 862, 630	11, 642, 208
1952-53.....	134, 089, 161	117, 808, 889	16, 280, 282
1953-54.....	112, 854, 536	104, 972, 722	7, 881, 804
1954-55.....	129, 256, 192	120, 787, 846	8, 468, 346
1955-56.....	94, 007, 588	89, 012, 791	4, 994, 802
1956-57.....	78, 054, 616	69, 882, 283	8, 172, 334

1955-56 and 1956-57 school years. Table 16 further indicates that 3,756 school construction projects have been assisted in this program and that these projects for federally affected school districts are located in all 48 States and 4 of the outlying parts of the United States. State-by-State disbursements for the 1956-57 school year are listed in column 5 of the summary table 4.

Table 16.—FEDERAL FUNDS RESERVED FOR THE STATES AND TERRITORIES FOR THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED SCHOOL DISTRICTS AS OF SEPTEMBER 30, 1957, AND FUNDS DISBURSED: 1950-51 TO 1956-57

State or Territory	Number of projects for which funds were reserved as of Sept. 30, 1957	Amount of Federal funds reserved as of Sept. 30, 1957	Funds disbursed			
			Total from 1950-51 through 1956-57	1950-51 through 1954-55	1955-56	1956-57
1	2	3	4	5	6	7
Total	2,796	\$794,564,379	\$964,212,647	\$424,689,226	\$54,097,698	\$78,064,626
Alabama	107	15,786,774	14,137,315	11,149,187	2,114,698	572,640
Arizona	85	15,711,435	13,983,993	11,735,096	1,404,609	654,198
Arkansas	72	12,123,771	10,677,470	8,453,693	1,800,117	723,671
California	685	108,347,906	87,727,079	57,358,623	14,817,269	15,551,247
Colorado	63	13,201,263	10,850,925	7,212,008	2,631,179	1,009,733
Connecticut	26	7,534,934	6,209,987	4,201,907	1,412,804	594,226
Delaware	2	305,230	265,280	122,123	92,000	50,000
Florida	84	17,337,969	13,008,895	8,893,423	2,098,100	2,012,872
Georgia	161	27,904,699	23,664,806	20,811,196	2,904,183	1,789,494
Idaho	24	4,822,664	3,837,045	3,499,622	304,253	43,171
Illinois	66	11,454,617	10,161,657	8,426,869	1,081,101	643,457
Indiana	81	6,321,497	5,370,694	4,452,957	722,613	194,944
Iowa	28	1,753,283	1,726,951	1,595,178	62,796	57,900
Kansas	108	10,816,288	9,195,894	7,182,289	1,249,928	653,088
Kentucky	37	4,036,421	4,061,265	4,165,698	352,088	221,620
Louisiana	40	6,493,961	4,508,207	4,161,085	92,096	306,186
Maine	20	1,961,664	1,840,142	1,373,451	239,945	126,743
Maryland	64	26,181,279	20,826,215	15,706,692	4,296,523	4,896,079
Massachusetts	14	1,806,103	1,197,415	423,493	197,148	567,784
Michigan	208	24,673,808	20,099,667	17,604,693	4,242,613	4,122,563
Minnesota	26	3,120,394	2,649,312	1,664,232	623,596	452,296
Mississippi	26	4,372,174	4,257,982	4,072,985	156,998	126,349
Missouri	106	11,452,782	10,009,794	6,970,652	1,849,086	1,190,198
Montana	47	4,372,379	3,686,394	2,072,328	1,022,672	890,694
Nebraska	20	2,244,186	2,799,921	1,676,648	531,016	552,265
Nevada	20	4,294,192	4,722,181	2,778,808	690,694	126,264
New Hampshire	8	434,167	226,031	27,064	124,218	62,619
New Jersey	47	6,008,452	5,022,792	2,644,024	532,591	844,147
New Mexico	112	23,328,235	17,912,604	10,917,710	4,509,489	2,426,265
New York	88	12,153,916	11,072,820	7,987,179	1,267,017	1,508,623
North Carolina	23	8,411,672	6,226,318	4,147,041	699,426	699,941
North Dakota	11	697,148	255,226	227,898	27,091	29,697
Ohio	121	19,422,694	17,774,857	13,486,964	2,726,373	1,499,629
Oklahoma	175	19,585,569	18,620,451	11,568,789	4,264,939	2,672,741
Oregon	20	2,968,910	2,650,025	2,002,473	196,698	523,694
Pennsylvania	25	4,418,215	4,264,649	3,644,692	126,715	424,472
Rhode Island	15	2,605,798	2,112,124	1,669,198	222,598	229,423
South Carolina	25	9,995,173	8,868,971	7,577,699	692,299	681,099
South Dakota	20	2,619,267	1,862,962	891,075	267,186	473,798
Tennessee	78	8,375,785	7,064,296	6,008,737	1,075,199	873,226
Texas	299	61,567,667	26,926,998	27,221,279	5,026,094	2,719,066
Utah	26	7,827,119	6,751,299	4,898,821	1,157,296	694,682
Vermont	2	186,110	186,111	186,111	0	0
Virginia	122	49,976,922	42,899,599	25,948,245	8,419,911	5,510,410
Washington	179	24,162,196	21,226,866	20,094,911	2,168,899	2,028,092
West Virginia	4	145,098	129,449	0	91,095	65,095
Wisconsin	19	787,617	694,161	299,082	157,772	245,097
Wyoming	8	1,099,228	651,623	226,695	287,699	157,793
Alaska	19	7,264,168	4,677,267	2,168,964	741,163	296,299
Guam	2	1,000,000	0	0	0	0
Hawaii	19	9,999,197	6,529,798	2,274,072	2,081,699	1,124,949
Puerto Rico	2	100,100	92,000	10,219	82,549	0
Federal projects	222	72,264,989	57,068,111	64,197,975	5,264,922	3,172,234

Most of the funds authorized by Public Law 815 and its amendments are allocated to the federally affected school districts, as indicated in column 3 of table 15. However, part of the funds, according to sections 204 and 310 of the public law, may be used for the construction of school facilities on Federal bases where no local educational agency can accept responsibility for providing facilities for the education of pupils residing on these bases. Another section of the law provides for the construction of temporary school facilities for children whose attendance in the schools of the district will be of temporary duration. A summary of Federal funds reserved for these construction projects on Federal properties and for temporary facilities in certain school districts from the beginning of the program in 1951 to September 20, 1957, is given in column 2 of table 17. As indicated in column 3 of the table, funds were reserved for a total of 222 projects of these kinds to be constructed entirely with Federal funds.

Table 17.—FEDERAL FUNDS RESERVED FOR THE STATES AND TERRITORIES BY SEPTEMBER 20, 1957, FOR THE CONSTRUCTION OF TEMPORARY BUILDINGS IN CERTAIN SCHOOL DISTRICTS, AND SCHOOL FACILITIES ON FEDERAL PROPERTIES

State or Territory	Reservations approved		State or Territory	Reservations approved	
	Amount of funds	Number of projects		Amount of funds	Number of projects
1	2	3	1	2	3
Total	972,864,989	222	Nevada.....	\$901,867	4
Alabama.....	237,485	2	New Hampshire.....	608,000	1
Arizona.....	7,914,326	16	New Jersey.....	732,070	1
California.....	9,019,630	27	New Mexico.....	2,057,013	7
Delaware.....	471,000	1	New York.....	1,117,695	3
Florida.....	1,065,809	7	North Carolina.....	3,604,775	9
Georgia.....	2,257,219	6	Ohio.....	797,776	3
Idaho.....	197,490	2	Oklahoma.....	682,151	2
Kansas.....	998,117	4	Oregon.....	179,192	2
Kentucky.....	4,346,851	16	South Carolina.....	3,007,800	10
Maine.....	1,398,734	2	South Dakota.....	998,798	4
Maryland.....	263,267	2	Texas.....	3,477,792	14
Massachusetts.....	2,412,973	6	Utah.....	691,506	3
Michigan.....	771,753	2	Virginia.....	3,552,590	10
Missouri.....	1,234,497	3	Washington.....	3,119,792	11
Montana.....	20,000	1	Alaska.....	10,634,013	20
			Puerto Rico.....	1,399,680	3

Information concerning funds reserved for building projects and funds disbursed is reported in tables 15, 16, and 17. Both kinds of information are essential in view of the length of time required to meet the Federal obligations on the projects. After a construction

project is approved and the funds reserved, payments are made as the construction progresses. Reports on progress which permit partial Federal payments are made by the engineering staff of the Housing and Home Finance Agency. This gradual release of Federal funds as the construction progresses will explain why the disbursements are less than the amounts reserved.

VOCATIONAL EDUCATION

Federal assistance for vocational education of less-than-college grade in schools under public supervision or control was first authorized by the approval of the Smith-Hughes Act of 1917. Later acts approved in 1924 and in 1931 extended the benefits of the Smith-Hughes Act to Hawaii and Puerto Rico, respectively.

The Vocational Education Act of 1946, which is usually referred to as the George-Barden Act, replaced the George-Deen Act of 1936 and provided for the further development of vocational education and authorized increased annual appropriations. Public Law 463, Eighty-first Congress, and Public Law 396, Eighty-fourth Congress, extended the benefits of the George-Barden Act to the Virgin Islands and Guam, respectively. The Eighty-fourth Congress also enacted Public Law 911 providing for the extension and improvement of practical nurse training, and Public Law 1027 providing for vocational education in the fisheries trades and distributive occupations.

The Smith-Hughes Act.—This act provides for Federal cooperation with the States in the promotion of vocational education in agriculture, trades and industries, home economics, and the preparation of teachers of these vocational subjects. Allotments to the States are made in the proportions which the State populations bear to the total population of the United States, not including the outlying parts. These appropriations include \$3 million for salaries of teachers, supervisors, and directors of agricultural subjects, allotted to the States in the proportion which the rural population of each State bears to the total rural population of the United States; \$3 million for salaries of teachers of trade, home economics, and industrial subjects, allotted to the States in the proportion which the urban population of each State bears to the total urban population of the United States; and \$1 million for training teachers of vocational subjects, allotted to the States in the proportion which the total population of each State bears to the total population of the United States. The act also provides a minimum allotment of \$10,000 annually to each State for each of the three purposes, and appropriates additional

sums of \$27,000, \$50,000, and \$90,000, respectively, or as much thereof as may be needed, to guarantee the basic programs. Additional amounts have also been made available for Alaska, Hawaii, Puerto Rico, Virgin Islands, and Guam.

In order to participate in the benefits of the Smith-Hughes Act, a State or Territory has been required to accept by an act of its legislature the provisions of the act, to appoint the State treasurer as custodian of the Federal appropriations, and to designate or create a State board for vocational education. The State board is required to prepare plans for vocational education to be submitted to the Office of Education showing how the Federal, State, and local funds for this program will be expended in the State. The State board is also required to prepare and submit an annual report showing how funds were used and what work was accomplished. For this report, Federal grants to States and Territories for vocational education have been grouped and reported under the Smith-Hughes, George-Barden, and acts supplementary to both. All States, the District of Columbia, Alaska, Hawaii, Puerto Rico, Virgin Islands, and Guam are now operating programs in vocational education.

The George-Barden Act.—Further development of vocational education in the several States and Territories has been encouraged by annual appropriations authorized by the George-Barden Act. These funds are made available for administration, supervision, teacher training, vocational instruction and guidance, establishing programs for apprentices, and for the purchase or rent of equipment and the purchase of supplies for vocational instruction.

Maximum amounts which may be appropriated and allotted to the States and Territories for each field of vocational education are also authorized by the George-Barden Act. These include (1) \$10 million for vocational agriculture to be allotted to States on the basis of the ratio between their farm population and the total farm population of the United States; (2) \$8 million for home economics to be allotted on the basis of rural population; (3) \$8 million for trade and industrial education to be allotted on the basis of nonfarm population; (4) \$2,500,000 for vocational education in distributive occupations to be allotted on the basis of total population; and (5) \$375,000 for vocational education in the fisheries trades and distributive occupations to be allotted on the basis of the extent of the industries in the respective States. This act also provides that no State or Territory shall receive less than \$40,000 per year for the first three fields of vocational education, nor less than \$15,000 for the fourth one. No minimum is provided for the fifth category.

Public Law 911, of the Eighty-fourth Congress which added title II to the George-Barden Act, authorizes an appropriation of \$5 million per year for a period of 5 years ending June 30, 1961, for the extension and improvement of practical nurse training of less-than-college grade and for similar training in other health occupations.

Annual appropriations of \$40,000 and \$80,000 are authorized by acts supplementary to the George-Barden Act for the Virgin Islands and Guam, respectively.

Allotments Under All Vocational Education Acts.—Federal funds expended during the 1955-56 school year and the amounts allotted for the 1956-57 and 1957-58 school years are presented in table 18. Detailed amounts of the allotments for the States and Territories in 1956-57 are included in column 7 of the summary table 4. Corresponding amounts for the States in the 1957-58 school year are listed in table 20. A summary of the amounts expended or allotted to the States and Territories over the past 10 years is shown in table 19. Further details concerning the amounts expended under the several authorizations can be obtained from the Division of Vocational Education of the Office of Education.

Federal appropriations for vocational education are designed to encourage and promote instruction in this field. Public laws require dollar-for-dollar matching of Federal funds with State or local funds except that for practical nursing the States may in fiscal 1957 and 1958 use \$3 of Federal funds for each \$1 of State or local funds.

The Division of Vocational Education of the U. S. Office of Education reports that more than \$142 million of State and local funds were expended for these programs during the 1955-56 school year. This would make a total expenditure of over \$175 million for the vocational education programs in the 1955-56 school year, of which about 19 percent was provided from the Federal appropriations.

52 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Table 18.—FEDERAL FUNDS FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1955-56 TO 1957-58

Vocational education	Expended 1955-56	Allotted	
		1956-57	1957
1	2	3	4
Grand total	633,186,364	636,896,411	646,111,111
SMITH-HUGHES	7,268,484	7,273,330	7,273,330
Agriculture.....	2,054,834	2,054,832	2,054,832
Trade, home economics, and industry.....	2,097,927	2,104,435	2,104,435
Teacher training.....	1,113,823	1,114,263	1,114,263
GEORGE-BARDEN (TITLE I) ¹	26,913,880	26,307,061	26,307,061
Agriculture.....	9,249,464	10,246,683	10,246,683
Trade and industry.....	7,611,023	8,244,268	8,244,268
Home economics.....	7,628,086	8,211,777	8,211,777
Distributive occupations.....	1,430,347	2,604,263	2,604,263
Fishery occupations.....	0	0	0
GEORGE-BARDEN (TITLE II)	0	2,000,000	2,000,000
Practical nursing.....	0	2,000,000	2,000,000

¹ For the first 4 George-Barden programs, \$40,000 is included in columns 2, 3, and 4 for the Virgin Islands and an additional \$80,000 is included in column 4 for Guam.
² Of the \$2,000,000 allotment, \$1,428,123 was sent to the States.

Table 19.—FEDERAL FUNDS EXPENDED FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1948-49 TO 1957-58

School year	Amount	Percent of 1948-49	School year	Amount	Percent of 1948-49
1	2	3	4	5	6
Total (16 years)	\$399,365,653		1953-53.....	625,986,400	
1948-49.....	26,408,982	100.0	1953-54.....	25,418,894	
1949-50.....	26,622,828	100.8	1954-55.....	30,250,851	
1950-51.....	26,685,054	101.0	1955-56.....	33,180,364	
1951-52.....	25,852,988	97.9	1956-57.....	36,890,411	
			1957-58.....	40,998,411	

¹ Amounts are for allotments since expenditures are not yet known.

Table 20.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE, 1957-58

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	946,886,411	Massachusetts.....	\$791,676	South Dakota.....	\$295,407
Alabama.....	1,091,828	Michigan.....	1,436,684	Tennessee.....	1,163,789
Arizona.....	204,644	Minnesota.....	626,383	Texas.....	2,086,681
Arkansas.....	798,327	Mississippi.....	1,007,349	Utah.....	190,766
California.....	2,006,897	Missouri.....	1,126,274	Vermont.....	186,710
Colorado.....	840,226	Montana.....	213,297	Virginia.....	1,062,173
Connecticut.....	880,194	Nebraska.....	454,322	Washington.....	689,456
Delaware.....	189,012	Nevada.....	182,426	West Virginia.....	662,024
Florida.....	624,861	New Hampshire.....	164,863	Wisconsin.....	665,623
Georgia.....	1,173,514	New Jersey.....	792,956	Wyoming.....	162,426
Idaho.....	253,449	New Mexico.....	219,264	District of Co-	
Illinois.....	1,776,463	New York.....	2,325,106	lumbia.....	164,481
Indiana.....	1,057,906	North Carolina.....	1,668,323	Alaska.....	172,856
Iowa.....	901,089	North Dakota.....	269,851	Guam.....	80,000
Kansas.....	687,462	Ohio.....	1,766,180	Hawaii.....	199,116
Kentucky.....	1,104,881	Oklahoma.....	708,289	Puerto Rico.....	943,292
Louisiana.....	898,971	Oregon.....	419,804	Virgin Islands.....	44,469
Maine.....	299,108	Pennsylvania.....	2,194,484		
Maryland.....	614,601	Rhode Island.....	264,323		
		South Carolina.....	797,297		

PRESIDENT'S COMMITTEE ON EDUCATION BEYOND THE HIGH SCHOOL

In March 1956, the President appointed a 35-member "Committee on Education Beyond the High School" to encourage planning and appropriate action by private and public agencies, communities, States, regions, and the Nation through studies and conferences on problems of education beyond the high school and which would report to the President on its findings.

The President in his message to Congress on January 12, 1956, indicated the need for such a program and committee by saying:

Our vision would be limited if we failed at this time to give special thought to education beyond the high school. Certain problems exist now in this field, and already we can foresee other needs and problems shaping up in the future. . . . Higher education is and must remain the responsibility of the States, localities, and private groups and institutions. But to lay before us all of the problems of education beyond high school, and to encourage active and systematic attack on them, I shall appoint a distinguished group of educators and citizens to develop this year, through studies and conferences, proposals in this education field. Through the leadership and counsel of this group, beneficial results can be expected to flow to education and to the Nation in the years ahead.

The Eighty-fourth Congress approved Public Law 813 to encourage and assist the States in the establishment of State committees on education beyond the high school and for other purposes. In authorizing the appropriation of funds for the committee's work, the Congress

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required that a final report be submitted not later than December 31, 1957. The committee, therefore, decided to identify and focus attention upon major problems, rather than try to study exhaustively the entire field.

On November 16, 1956, the committee submitted its First Interim Report. The report pointed to the following two basic and challenging facts: (1) The impact of the greatly increased birth rates of the past 15 years, which now places enormous strains on elementary and secondary schools, will shortly involve institutions beyond the high school. These are already at the highest enrollment peak in history because of growing proportions of the population seeking education beyond the high school. (2) There are rapidly increasing demands throughout our expanding economy for men and women with education and training beyond the high school.

In the fall of 1956, five regional workshops were held to discuss and recommend ways and means of planning and conducting regional conferences on education beyond the high school. Five regional conferences were held during April and May 1957, attended by approximately 1,400 invited participants, and comprising a cross-section of outstanding lay and professional leadership from all the States and Territories. The discussions were vigorous and stimulating. They focused upon major problems, threw much light on regional trends of thinking, and gave the laymen and the educators new insights into their joint concerns with these problems.

Following the submission of its First Interim Report, the committee singled out major problem areas for particular study by subcommittees. Reports from these, as modified by the discussions of the whole committee, formed the basis for the Second Report, which was issued on August 11, 1957. A summary containing all the recommendations of the Second Report also was published and more than 100,000 copies were distributed.

The law authorized an appropriation of \$650,000 for State conferences, but the money was never appropriated. Some State conferences on education beyond the high school nevertheless have been held during 1957 and others are planned for 1958. Congress also appropriated \$150,000 for the administration of the act and the expenses of the committee for the fiscal year ended June 30, 1957, and \$50,000 with which to wind up the affairs of the committee by December 31, 1957.

PROGRAMS AT EDUCATIONAL INSTITUTIONS

The American Printing House for the Blind, Gallaudet College, and Howard University are three educational institutions which

receive assistance from congressional appropriations. The funds are administered by the Department of Health, Education, and Welfare, and reports of operation are made annually to the Secretary. However, these three educational enterprises are operated as semipublic institutions under the direct control of private corporations, and the Federal appropriations should be regarded as payments for services rendered to the Federal Government.

AMERICAN PRINTING HOUSE FOR THE BLIND

The American Printing House for the Blind is a national, non-profit institution located at Louisville, Ky. Its primary purpose is to supply educational books, materials, and tangible apparatus for the blind for schools and classes operating in all the States and Territories. Sponsorship of the Federal Government for this part of its work was originally established through the act of 1879 "To Promote the Education of the Blind." This first act appropriated \$10,000 per year. In 1919 the appropriation was increased to \$50,000; in 1927 to \$75,000; in 1937 to \$125,000; and in 1952 to \$280,000. In August 1956, the authorizing act was increased to \$410,000; however, only \$240,000 of the full authorization was appropriated for the 1956-57 school year and \$338,000 for 1957-58.

Under the fiscal supervision of the Department of Health, Education, and Welfare, the institution provides the individual States with educational materials for blind children attending public educational institutions, residential schools for the blind, public day school classes for the blind, and individual blind children in regular public schools for the seeing. The American Printing House for the Blind expends its Federal funds only for the payment of production costs of books and apparatus for the education of the blind. Allotments of materials to the States for the education of the blind are then made on the basis of allocations determined in relation to the number of blind students.

State and local public institutions for the education of the blind, as well as public schools having blind children in attendance, order materials to the extent of the allotments and are permitted to purchase additional materials produced by the American Printing House for the Blind. These additional materials are also supplied at cost. Allotments to the public schools having blind children in attendance are made through the allocations to the State departments of education.

Amounts allotted to the States and Territories for the 1956-57 school year are given in column 8 of the summary table 4. Federal appropriations for the American Printing House for the Blind for

the past 10 years are listed in table 21. Table 22 reports allotments for all the States, and District of Columbia, and three outlying parts of the United States during the 1957-58 school year.

Information about this program has been provided by the American Printing House for the Blind at Louisville, Ky.

Table 21.—FEDERAL FUNDS APPROPRIATED TO THE AMERICAN PRINTING HOUSE FOR THE BLIND, 1948-49 TO 1957-58

School year	Amount	Percent of 1948-49	School year	Amount	Percent of 1948-49
1	2	3	1	2	3
Total (10 years).....	\$1,897,000		1953-53.....	\$185,000	148.0
1948-49.....	125,000	100.0	1953-54.....	185,000	148.0
1949-50.....	125,000	100.0	1954-55.....	215,000	172.0
1950-51.....	125,000	100.0	1955-56.....	234,000	187.2
1951-52.....	125,000	100.0	1956-57.....	240,000	192.0
			1957-58.....	328,000	270.4

Table 22.—FEDERAL EXPENDITURES FOR MATERIALS AND APPARATUS MADE BY THE AMERICAN PRINTING HOUSE FOR THE BLIND AND ALLOTTED TO INSTITUTIONS FOR THE EDUCATION OF THE BLIND IN THE STATES AND TERRITORIES, 1957-58

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$838,000	Massachusetts.....	\$17,803	South Dakota.....	1,239
Alabama.....	5,471	Michigan.....	12,843	Tennessee.....	7,526
Arizona.....	1,814	Minnesota.....	8,100	Texas.....	11,213
Arkansas.....	5,440	Mississippi.....	4,080	Utah.....	1,300
California.....	23,273	Missouri.....	6,408	Vermont.....	756
Colorado.....	2,982	Montana.....	2,267	Virginia.....	8,856
Connecticut.....	7,193	Nebraska.....	2,504	Washington.....	3,990
Delaware.....	1,088	Nevada.....	30	West Virginia.....	3,806
Florida.....	10,881	New Hampshire.....	1,380	Wisconsin.....	6,466
Georgia.....	5,739	New Jersey.....	10,246	Wyoming.....	333
Idaho.....	957	New Mexico.....	2,446	District of Co-	
Illinois.....	15,807	New York.....	24,275	lumbia.....	1,330
Indiana.....	6,891	North Carolina.....	11,788	Hawaii.....	1,783
Iowa.....	4,171	North Dakota.....	907	Puerto Rico.....	2,388
Kansas.....	4,111	Ohio.....	19,797	Virgin Islands.....	303
Kentucky.....	5,138	Oklahoma.....	2,388		
Louisiana.....	5,289	Oregon.....	4,534		
Maine.....	665	Pennsylvania.....	23,306		
Maryland.....	6,801	Rhode Island.....	61		
		South Carolina.....	3,805		

GALLAUDET COLLEGE

This educational institution, formerly designated as the Columbia Institution for the Deaf, was incorporated under an act of Congress dated February 16, 1857. In 1864, President Lincoln approved an

act relating to the institution which authorized it to grant degrees in the liberal arts and sciences. Public Law 420, Eighty-third Congress, approved June 18, 1954, clearly defines its status as a college; its relationship with the Federal Government; and its responsibility to provide education and training for deaf persons, and otherwise to further the education of the deaf. Following an evaluation made by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, Gallaudet College formally gained accreditation in May 1957. Congress has provided annual appropriations for current operating expenses and for the construction of essential buildings. The college now has 26 buildings and is located in the District of Columbia.

In addition to the regular 4-year college course, there is also offered a 1-year preparatory course. This course bridges the gap between the secondary schools for the deaf in the United States and the freshman class in the college. Its administration also provides, through the Kendall School, elementary and secondary education for the deaf pupils of the District of Columbia and adjacent States. Kendall School also serves as a laboratory school for teachers-in-training, including those in the Graduate Department of Education, which offers a master's degree and a professional diploma in the education of the deaf to students with normal hearing. Gallaudet College in its undergraduate department offers the associate's degree after 2 years of study and a bachelor's degree in the liberal arts and sciences after the completion of work for the period of 4 years.

For the 1957-58 school year, a total of 74 children are in attendance in the Kendall School. Of this number, 61 are from the District of Columbia. Total enrollment in the college is 344, with students from 42 States, the District of Columbia, Hawaii, and 7 foreign countries.

In table 23 are listed the amounts of Federal funds appropriated for current operating expenses and for new construction over the past 10 years. Total expenditures by the college exceed the figures summarized in table 23 since the college receives tuition payments and other fees from the students, and these are available in addition to the appropriations by the Congress.

Table 23.—FEDERAL FUNDS APPROPRIATED FOR GALLAUDET COLLEGE:
1948-49 TO 1957-58

School year	Total	Current expenditures		Construction
		Amount	Percent of 1948-49	
1	2	3	4	5
Total (10 years)	\$11,608,500	\$4,554,500	.....	\$6,553,000
1948-49.....	320,800	320,800	100.0	0
1949-50.....	353,800	353,800	110.4	0
1950-51.....	368,200	368,200	114.9	0
1951-52.....	390,000	390,000	121.7	0
1952-53.....	803,000	413,000	128.9	90,000
1953-54.....	451,000	410,000	127.9	41,000
1954-55.....	674,000	415,000	129.5	299,000
1955-56.....	2,794,000	539,000	168.2	2,225,000
1956-57.....	2,162,000	615,000	191.9	2,547,000
1957-58.....	2,420,000	730,000	227.8	1,690,000

HOWARD UNIVERSITY

This institution was established in 1867 and located in the District of Columbia. It is operated under a self-perpetuating Board of Trustees as a semi-public institution comprising an undergraduate college; eight professional schools, including Medicine, Dentistry, Pharmacy, Engineering and Architecture, Music, Social Work, Law, and Religion; and a graduate school offering the doctorate degree in Chemistry and the master's degree in several fields. The College of Medicine is associated with Freedmen's Hospital which adjoins the university campus. Federal funds may not be used in support of the School of Religion.

During the 1956-57 school year, the university enrolled 5,020 students coming from 40 States, the District of Columbia, 41 foreign countries, 13 island possessions of the British West Indies and The Netherlands, and 4 outlying parts of the United States. Students of the institution are served by a faculty of 539 teachers of whom 205 are on a part-time basis. More than half of the approximately 19,839 graduates are engaged in the teaching profession.

Federal funds appropriated for Howard University for the past 10 years are given in table 24. These figures represent only the portions that are provided by the Federal Government. Additional income is derived from endowments, gifts and grants, student fees, and other sources, as is customary in all universities. The total annual budget for current operations in fiscal year 1958 from Federal and other sources is approximately \$7,109,284. Data reported in table 24 were obtained from the university.

Table 24.—FEDERAL FUNDS APPROPRIATED FOR HOWARD UNIVERSITY,
1948-49 TO 1957-58

School year	Total	For current expenditures		For construction	
		Amount	Percent of 1948-49	Amount	Percent of 1948-49
1	2	3	4	5	6
Total (10 years).....	\$47,919,935	\$38,164,989	.....	\$19,988,925	.....
1948-49.....	3,301,700	2,350,000	100.0	951,700	100.0
1949-50.....	3,285,628	2,666,200	108.2	5,719,425	601.0
1950-51.....	4,282,000	2,900,000	108.4	1,782,000	185.1
1951-52.....	4,601,000	2,709,000	115.3	1,267,000	135.8
1952-53.....	4,047,000	2,673,000	113.8	1,372,000	144.2
1953-54.....	2,464,000	2,523,000	107.9	30,000	2.1
1954-55.....	7,654,000	2,798,000	119.0	4,856,000	510.5
1955-56.....	5,006,000	2,873,400	122.4	2,130,600	222.9
1956-57.....	3,886,300	2,300,000	140.4	389,200	40.6
1957-58.....	4,212,000	2,800,000	181.7	412,000	42.3

PUBLIC HEALTH SERVICE

Educational programs sponsored by the United States Public Health Service are planned to extend services to physicians, dentists, nurses, laboratory specialists, and public health personnel. These programs are devoted to the development of additional areas of information, to the further preparation of health personnel, and to the dissemination of information about conditions that affect the public health.

Among the several educational programs of the Public Health Service, seven are described. These include Federal grants for (1) the Communicable Disease Center at Atlanta, (2) the further education of State and local public health personnel, (3) the Division of Indian Health, (4) education in hospitals, (5) public health research fellowships, (6) public health service traineeships and training grants, and (7) the Robert A. Taft Sanitary Engineering Center at Cincinnati. Expenditures for these programs totaled about \$19 million in 1955-56 and are estimated at approximately \$38 million for 1956-57.

COMMUNICABLE DISEASE CENTER

This center located at Atlanta, Ga., is a division of the Public Health Service. Two types of sponsored training are offered and they are described under laboratory training and field training.

Laboratory training.—These courses are offered to all grades of employed laboratory personnel of State and local health departments to develop accuracy and dependability in the diagnostic ability of

professional laboratory workers; to acquaint them with the best methods and apparatus available for each procedure; to familiarize them with the basic principles underlying each step; and to allow for interchange of ideas and discussion of problems with other students in group seminars. These courses are designed to improve the quality of diagnostic work by intensive refresher training in laboratory specialties with emphasis on newer developments, and on the practical aspects of diagnostic laboratory procedures.

Field training.—The objectives of this activity are (1) to provide practical field training to State and local public health personnel in general health theories, standards, techniques, and practices; to enable them to perform their duties more adequately; to assist in training other State personnel; and to assume greater responsibilities in the investigation and control of diseases; and (2) to provide demonstration and consultation services to States for assisting them in the development and improvement of State public health training programs or to encourage them to establish and operate their own training programs. Emphasis is placed on training in new or improved methods of disease control.

The Federal funds expended, the number of courses offered, and the number of trainees for the two training programs are given for the past 6 years in table 25.

Table 25.—FEDERAL FUNDS EXPENDED, NUMBER OF COURSES OFFERED, AND NUMBER OF TRAINEES FOR EDUCATIONAL PROGRAMS OF THE COMMUNICABLE DISEASE CENTER, 1951-52 TO 1956-57

School year	Federal funds expended			Number of courses offered	Number of trainees		
	Total	For State and local personnel	For foreign nationals		Total	State and local personnel	Foreign nationals
1	2	3	4	5	6	7	8
Total (6 years).....	\$2,578,639	\$2,461,639	\$116,999	1,161	24,249	23,863	1,384
1951-52.....	394,704	378,604	16,100	149	2,411	2,243	169
1952-53.....	370,100	356,100	14,000	159	2,055	2,570	185
1953-54.....	346,300	329,100	17,100	153	4,289	3,994	295
1954-55.....	396,026	376,926	19,100	208	2,941	2,647	294
1955-56.....	503,700	478,000	25,700	222	4,617	4,381	236
1956-57.....	567,809	542,909	24,900	231	5,986	5,721	265

EDUCATION OF PUBLIC HEALTH PERSONNEL

Programs of education sponsored by the State health agencies and using Federal grant-in-aid funds are not new. They began with the enactment of title VI of the Federal Social Security Act in 1936.

Part of the funds appropriated each year for the extension of public health services has been used for personnel training in order to improve the quality of State and local health services to the general public. The training programs afford the trainees opportunities to extend their technical and scientific knowledge so they can be more effective in the positions to which they are assigned. Through orientation and on-the-job training programs, public health personnel keep in step with changes and progressive developments in the practice of public health.

In each State the selection of personnel for sponsored training from the professional or technically trained ranks is left to the discretion of the State health officer. Types of persons trained include: physicians, dentists, nurses, laboratory workers, sanitation personnel, and other persons who are, or are to be, employed in official State, county, or local health programs. Also, this group includes some who are not employed by an official health agency but who will, as a result of the training, render services to public health programs. At the present time the personnel receiving sponsored training must fall into 1 of the 3 following-pay and allowance criteria: (1) Those who receive stipends instead of regularly established salaries, (2) those who receive salaries but have been relieved of their regular duties for the training period, and (3) those for whom only tuition and travel expenses are paid. Sponsored training may be either accredited or nonaccredited.

Accredited training.—Courses include academic classroom instruction or approved hospital, clinic, or field training for which a university gives credit toward a degree. Short university workshop classes which are credited toward a degree are also classified as accredited training.

Nonaccredited training.—This training is not recognized by a university as contributing toward a degree. It includes supervised experience in health departments, hospitals, or clinics. Also classified as nonaccredited training are refresher courses, short specialized hospital, and clinic courses, such as those conducted in the fields of venereal disease, tuberculosis, obstetrics, and general public health field practice.

Field training for Federal, State, and local public health workers in the various health programs has been afforded through the utilization of local health departments and other selected installations as centers for further training. These health centers have the necessary facilities for conducting planned field training for one or more occupational groups of public health workers.

62 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

In table 26 are listed the amounts used by the States and Territories for these training activities for 1954-55 and 1955-56, and the amounts budgeted for 1956-57. Details for the 1956-57 school year are included in column 9 of the summary table 4. These figures are given as reported to the Public Health Service by State health departments and by other State agencies participating in grants administered by the Public Health Service. They include the portions of the grants used for educational purposes. Amounts do not represent the total expenditures for education since it is known that funds spent for training are sometimes reported as regular charges to the specialized program rather than identified separately as amounts for educational projects.

Table 26.—PUBLIC HEALTH SERVICE GRANTS USED BY STATES AND TERRITORIES FOR EDUCATIONAL ACTIVITIES, 1954-55 TO 1956-57

State or Territory	1954-55	1955-56	Amount budgeted 1956-57	State or Territory	1954-55	1955-56	Amount budgeted 1956-57
1	2	3	4	1	2	3	4
Total	982,819	\$771,999	\$1,041,916	New Hampshire.....	\$1,995	0	\$1,000
Alabama.....	4,725	2,908	2,200	New Jersey.....	14,088	\$9,713	7,863
Arkansas.....	7,914	19,736	19,836	New Mexico.....	1,473	0	300
California.....	55,893	90,699	69,345	New York.....	90,690	64,036	162,458
Colorado.....	0	988	288	North Carolina.....	22,191	28,828	62,340
Connecticut.....	0	0	10,177	North Dakota.....	1,094	1,809	2,180
Florida.....	27,323	29,709	52,800	Ohio.....	20,248	69,121	69,202
Georgia.....	21,843	64,448	12,000	Oklahoma.....	9,712	14,018	29,782
Idaho.....	9,189	6,521	29,646	Oregon.....	15,539	15,795	17,705
Illinois.....	20,555	44,272	67,890	Pennsylvania.....	22,228	29,644	29,280
Indiana.....	17,784	10,663	27,694	Rhode Island.....	0	1,000	0
Iowa.....	2,798	7,900	9,500	South Dakota.....	2,190	2,543	4,022
Kansas.....	11,744	11,637	8,428	Tennessee.....	22,219	21,997	16,890
Kentucky.....	2,699	11,095	22,987	Texas.....	29,699	28,424	79,621
Louisiana.....	22,491	9,598	4,200	Utah.....	0	2,019	0
Maine.....	0	4,743	2,500	Vermont.....	2,646	419	4,292
Maryland.....	4,425	154	0	Virginia.....	299	0	0
Massachusetts.....	16,844	10,699	17,304	Washington.....	12,663	12,270	29,967
Michigan.....	60,906	49,520	22,077	West Virginia.....	0	429	2,175
Minnesota.....	7,924	4,113	12,799	Wisconsin.....	4,948	7,921	15,279
Mississippi.....	0	0	4,490	Wyoming.....	0	2,975	4,894
Missouri.....	10,126	7,998	12,800	Alaska.....	299	2,499	0
Montana.....	2,518	84	1,900	Hawaii.....	996	0	0
Nebraska.....	2,262	1,151	15,522	Puerto Rico.....	24,298	26,699	275
				Virgin Islands.....	0	216	4,290

INDIAN HEALTH

A formal training program for practical nurses is conducted by the Division of Indian Health at training schools located at Albuquerque, N. Mex., and Mount Edgecumbe, Alaska. Table 27 gives the Federal funds obligated along with the number of students in attendance and the number of staff members for the 1955-56 and 1956-57 school years.

Once each year, the training school at Phoenix, Ariz., also conducts a 6-week orientation and training course for sanitation aids and sanitarians who are employed at field locations of the Division of Indian Health. Twenty-three students attended the course in October 1956.

Training for the preparation of dental technicians and dental assistants is offered at the Alaska Native Health School in Alaska and at the Bureau of Indian Affairs Intermountain School, Brigham City, Utah. The Indian boys and girls who complete this training are eligible to work with dental officers and on dental preventive units upon the completion of their training.

Table 27.—FEDERAL FUNDS OBLIGATED FOR THE TRAINING OF PRACTICAL NURSES FOR INDIAN RESERVATIONS, AND NUMBER OF STUDENTS AND STAFF MEMBERS IN THE PROGRAM, 1955-56 AND 1956-57

Training school	Federal funds obligated		Number of—			
			Students		Staff members	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7
Total	\$292,000	\$179,300	78	89	20	25
Albuquerque, New Mexico.....	95,000	104,020	40	55	11	20
Mt. Edgecumbe, Alaska.....	107,000	75,279	38	34	9	15

EDUCATION IN HOSPITALS

At the Public Health Service Hospital, Baltimore, Md., training in medical record library science is offered qualified college students. The course consists of 50 weeks of instruction and practice in medical record theory, procedures, and management. Formal lectures, individual conferences, laboratory work, and other related activities are included in this training. Three registered medical record librarians as well as several members of the medical record staff and the medical staff participate in this program. Quarters and subsistence are made available to these students. Forty-seven students have graduated from the course since it was organized in 1950.

Educational opportunities are made available to patients at the Carville, La., Leprosarium. Three teachers are employed at a total annual salary of approximately \$14,500 per annum. At present, about 50 patients attend classes and receive elementary through high school instruction, depending upon their needs. Adult education is also included in this program.

Freedmen's Hospital provides clinical training for more than 100 student nurses enrolled in the Freedmen's Hospital School of Nursing.

There are approximately 30 staff members at the hospital employed exclusively for the training program.

Expenditures of Federal funds for these educational programs of the Division of Hospitals are not reported in tabular form since expenditures for educational purposes are not easily separated from the remaining portion of the budget.

PUBLIC HEALTH SERVICE RESEARCH FELLOWSHIPS

The Public Health Service has established a series of fellowships for students of various classifications including (1) predoctoral, (2) postdoctoral, (3) special, (4) part-time, and (5) senior research to encourage promising students and scholars from the United States in careers of medical and allied fields. These research fellowship programs are supported from funds appropriated by the Congress to the National Institutes of Health of the Public Health Service.

Public Health Service research fellowships may carry any one of the following designations, depending upon the Institute or Division that provides the funds to support the Fellow: Division of Research Grants, National Institute of Arthritis and Metabolic Diseases, National Institute of Neurological Diseases and Blindness, National Cancer Institute, National Institute of Dental Research, National Institute of Mental Health, National Institute of Allergy and Infectious Diseases, and Division of Nursing Resources.

The research Fellows may undertake their studies in any qualified institution in the United States, including governmental research laboratories, appropriate for the specific type of training elected by the Fellow. Studies may be undertaken at institutions outside the United States only when satisfactory evidence is provided that the type or quality of training sought cannot be obtained in this country.

Federal funds expended for research fellowships through the programs of the National Institutes of Health for the past 7 years are given in column 4 of table 28.

Table 28.—FEDERAL FUNDS ALLOTTED FOR RESEARCH FELLOWSHIPS AND FOR TRAINING GRANTS BY THE PUBLIC HEALTH SERVICE, 1951-52 TO 1957-58

School year	Total		Research fellowships	Traineeships and training grants
	Amount	Percent of 1951-52		
1	2	3	4	5
Total (7 years)	\$142, 252, 000		\$22, 121, 000	\$120, 131, 000
1951-52.....	9, 161, 000	100. 0	1, 747, 000	7, 414, 000
1952-53.....	9, 455, 000	103. 2	2, 017, 000	7, 438, 000
1953-54.....	12, 946, 000	141. 3	2, 133, 000	10, 813, 000
1954-55.....	13, 613, 000	148. 6	2, 562, 000	11, 051, 000
1955-56.....	17, 302, 000	188. 9	2, 800, 000	14, 502, 000
1956-57.....	36, 233, 000	395. 5	5, 397, 000	30, 836, 000
1957-58 ¹	44, 542, 000	486. 2	6, 465, 000	38, 077, 000

¹ Estimated.

PUBLIC HEALTH SERVICE TRAINEESHIPS AND TRAINING GRANTS

In recognition of the critical need for additional personnel well qualified in matters pertaining to health, the Federal Government through the Public Health Service has established two types of training awards in order to stimulate such training: (1) direct traineeships recommended on a competitive basis by review boards of the Public Health Service, and paid directly by a monthly Federal check to the trainee; and (2) indirect traineeships awarded by a local institution, and paid by that institution utilizing funds provided in a training grant for this purpose.

Both types of traineeships are currently awarded for training in the fields of air pollution; cancer, heart, arthritis, and metabolic diseases; neurological diseases and blindness; and for training of professional public health and nursing personnel. The second or indirect type is awarded by the National Institute of Mental Health and by the Division of Research Grants in the general health area. Federal funds expended for traineeships and training grants through the programs of the Public Health Service for the past 7 years are given in column 5 of table 28.

ROBERT A. TAFT SANITARY ENGINEERING CENTER

This center, with headquarters in Cincinnati, Ohio, is the unit of the Public Health Service with primary responsibility for research and investigations in the field of environmental sanitation. In solving environmental health problems, the center utilizes a wide variety of specialized competencies, including microbiologists, physicists, chemists, engineers, and medical doctors.

Training activities covering the fields of community air pollution, milk and food sanitation, radiological health and water supply, and pollution are conducted in the center. These training programs offer short courses in the above areas designed to increase the proficiency of practicing professional personnel. Courses are conducted both in the center and in the various States. Typical examples of courses offered in these areas are Fine Particle Techniques in Air Pollution, Control of Air Pollution Sources, Microbiological and Chemical Examination of Milk and Dairy Products, Sanitary Engineering Aspects of Nuclear Energy, Occupational Radiation Protection, Detection and Control of Radioactive Pollutants in Water, Organic Chemicals in Water, and Interference Organisms in Water Supplies.

The technical training courses are designed for professional personnel from State and local health departments, State control agencies, the Public Health Service, other governmental units, and universities. Industrial representatives who are cooperating with these agencies are also eligible to attend. In addition, arrangements are made for special training for foreign public health specialists.

To recognize the growing peacetime applications of nuclear energy, the radiological health training is designed to acquaint public health workers with the significance of ionizing radiation, the health hazards attendant on its use and existence in the environment, and methods of minimizing or protecting against such hazards.

Table 29 gives the number of formal courses and the number of individuals participating from 1951-52 through 1957-58. The number of individuals instructed in formal courses is reported separately for State and local health personnel, foreign personnel, and others. Principal groups included in the latter category are institutional personnel, individuals from the staffs of scientific foundations, a number from the Defense Department, from other Federal departments, and from industry. The participation of Federal and industrial personnel is usually incidental to programs organized for State and local personnel making applications for a particular course.

Table 30 reports the Federal funds allotted to this center's training programs for the past 7 years. All figures given in tables 29 and 30 were provided by the Public Health Service. *

Table 29.—NUMBER OF FORMAL COURSES OFFERED BY THE ROBERT A. TAFT SANITARY ENGINEERING CENTER AND THE NUMBER OF INDIVIDUALS TAKING THESE COURSES: 1951-52 TO 1957-58

School year	Number of formal courses			Number of individuals trained			
	Total	Cincinnati center	All other locations	Total	State and local health personnel	Foreign personnel	Others
1	2	3	4	5	6	7	8
Total (7 years).....	435	178	247	17,956	8,174	129	4,654
1951-52.....	35	23	12	749	422	5	321
1952-53.....	47	23	24	1,495	1,125	14	356
1953-54.....	51	21	30	1,226	920	4	302
1954-55.....	64	19	45	1,706	1,320	0	386
1955-56.....	85	25	60	2,698	1,943	2	753
1956-57.....	92	33	59	3,328	1,995	53	1,280
1957-58 ¹	51	34	17	1,755	449	50	1,256

¹ Estimated.

Table 30.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL PROGRAMS OF THE ROBERT A. TAFT SANITARY ENGINEERING CENTER: 1951-52 TO 1957-58

School year	Amount	Percent of 1951-52	School year	Amount	Percent of 1951-52
1	2	3	1	2	3
Total (7 years).....	\$1,467,438				
1951-52.....	136,698	100.0	1954-55.....	\$148,600	108.7
1952-53.....	126,540	92.6	1955-56 ¹	287,500	210.3
1953-54.....	116,100	84.9	1956-57 ¹	357,000	261.2
			1957-58 ¹	235,000	171.9

¹ Includes funds for civil defense training which was not continued beyond June 30, 1957.

² Estimated.

SURPLUS PROPERTY UTILIZATION

Congress first recognized the value of making surplus property available to educational institutions in the United States following World War I through the enactment of a law in 1919 which authorized the Secretary of War "under such regulation as he may prescribe, to sell at 15 per centum of their cost to trade, technical, and public schools and universities, and other recognized educational institutions, upon application in writing, such machine tools as are suitable for their use which are now owned by the United States of America and are under the control of the War Department and are not needed for Government purposes."

Other public laws pertaining to surplus property utilization were approved in 1927 and 1928 but it was not until 1944, when World

War II was drawing to a close, that the Surplus Property Act was approved for the purpose of setting up a more orderly procedure to dispose of the huge stockpiles of property no longer necessary for defense and to make them available for donation to education.

Several of these earlier laws were repealed by the enactment of Public Law 152 on June 30, 1949, Eighty-first Congress, which was known as the "Federal Property and Administrative Services Act of 1949." Today all Federal legislation pertaining to the disposal of domestic Federal surplus property is found under title II, section 203, entitled "Disposal of Surplus Property" and three other later enactments identified below:

<i>Congress</i>	<i>Public Laws</i>	<i>Enacted</i>
Eighty-first.....	152	1949
Eighty-first.....	754	1950
Eighty-fourth.....	61	1955
Eighty-fourth.....	655	1956

SURPLUS PERSONAL PROPERTY

Following the Korean War, Congress emphasized housecleaning activities on the part of the various Federal departments designed to clear the government inventories of stockpiles of obsolete equipment, supplies, and property surplus to the needs of the existing Federal establishments. Accordingly, this program greatly increased the amount of surplus personal property available for donation to public health and educational institutions.

In 1955, Congress enacted Public Law 61 which amended the Federal Property and Administrative Services Act to provide for the donation of certain classifications of property in the Defense Department which had recently been made nondonable by virtue of their being placed in "stock-fund" accounts. Then in 1956, Congress enacted Public Law 655 which amended Public Law 152, Eighty-first Congress, to provide for donations of Federal surplus personal property for civil defense purposes.

Federal personal property must be made available for allocation and donation to nonprofit tax-exempt school systems, colleges, universities, hospitals, clinics, medical institutions, health centers, and to tax-supported school systems before it can be offered for sale to the general public. Surplus personal property may also be donated to eligible civil defense units in the various States established pursuant to State law. The Secretary of Health, Education, and Welfare, under authority of the Federal Property and Administrative Services Act of 1949, as amended, is responsible for allocating Federal surplus property for health and educational purposes. Also, pursuant

to delegation from the Federal Civil Defense Administrator, the Department of Health, Education, and Welfare allocates surplus personal property to the various States for civil defense purposes.

Items for donation are classified as surplus personal property as they become surplus to the needs of the Federal Government because of oversupply, obsolescence, and the ever-changing requirements of the military, political, and international situations. There is hardly an item that would normally be procured by public health, educational institutions, or civil defense units which has not been available in some measure for donation to these eligible institutions through the surplus property donation program.

Approximately 85 percent of the supplies made available as surplus property have originated in the military agencies within the Department of Defense. Items declared surplus may be new and appropriate in every way for use in a school or hospital, but surplus to the needs of the military. Also, used equipment may fall below the performance standards required by the military, but still retain utilization value in whole or in part for use within a school, medical institution, or civil defense unit.

Property determined by the Department of Health, Education, and Welfare to be usable and necessary for educational, public health, or civil defense purposes is allocated to the established *State agencies for surplus property* for donation to eligible institutions within the respective States. At present, there is a duly recognized State agency for surplus property in each State, Territory, and outlying part of the United States.

During the years immediately following World War II, tremendous quantities of surplus were transferred by donation to schools. The outbreak of the Korean hostilities, however, caused the Government to re-evaluate properties normally determined to be surplus and to utilize Federal property to a maximum. This Korean situation caused both the quantity and the quality of surplus property suitable for donation to be reduced markedly. Concentrated efforts were made by the military departments, in cooperation with the Department of Health, Education, and Welfare, and the State agencies for surplus property, to recapture or recover for use in the defense effort usable items of previously donated property. Special programs of repossession were organized. Funds to finance the recapture of property were made available to the Department of Health, Education, and Welfare by the Department of Defense. As a result of these programs, approximately \$6 million of machine tools and \$2 million of miscellaneous items of personal property were recovered from educational

institutions and State agency warehouses for utilization in the Korean defensive effort.

Increased amounts of donable property were transferred during the years from 1953 to 1957. However, as a result of a Department of Defense regulation early in 1954, some classifications of property were transferred to special stock fund accounts in which the items were required to be sold. Consequently, much property was not available for donation for public health and educational purposes. Then in 1955, Congress enacted Public Law 61 which specifically included these special account items as donable property. Under this law, increased quantities of donable property became available for donation so that more than \$200 million of Federal surplus personal property per year has been donated during the past two fiscal years.

Table 31 shows the acquisition value of surplus personal property donated to health and educational institutions for each school year from 1947-48 to 1956-57. As indicated in column 6, the first allocation to civil defense organizations was not made until October 1956. Columns 4, 5, and 6 in table 31 indicate the estimated percents of proportions allotted to health institutions, educational institutions, and to civil defense units. Table 32 gives the detailed figures showing the acquisition value of surplus donable personal property allocated by States for the 1955-56 school year. Detailed figures on the amounts granted during the 1956-57 school year are shown in column 10 of summary table 4.

Table 31.—ACQUISITION VALUE OF DONABLE PERSONAL PROPERTY ALLOCATED TO HEALTH AND EDUCATIONAL INSTITUTIONS, AND CIVIL DEFENSE UNITS: 1947-48 TO 1956-57

School year	Acquisition value	Average amount per month	Estimated percent allotted to—		
			Health institutions	Educational institutions	Civil defense
1	2	3	4	5	6
Total (10 years).....	81, 174, 332, 188				
1947-48.....	145, 261, 269	12, 105, 105	0	100	0
1948-49.....	85, 598, 480	7, 133, 207	0	100	0
1949-50.....	110, 306, 652	9, 192, 220	0	100	0
1950-51.....	50, 361, 189	4, 196, 766	5	95	0
1951-52.....	42, 110, 501	3, 509, 208	8	92	0
1952-53.....	63, 117, 195	5, 259, 766	10	90	0
1953-54.....	107, 042, 941	8, 920, 245	20	80	0
1954-55.....	132, 174, 248	11, 014, 520	20	80	0
1955-56.....	204, 497, 417	17, 041, 451	20	80	0
1956-57.....	234, 862, 374	19, 571, 856	15	75	10

Table 32.—ACQUISITION COSTS OF DONABLE PERSONAL PROPERTY ALLOCATED TO EDUCATIONAL AND HEALTH INSTITUTIONS IN THE STATES AND TERRITORIES, 1955-56

State or Territory	1955-56	State or Territory	1955-56	State or Territory	1955-56
1	2	1	2	1	2
Total	\$294,497,417	Massachusetts.....	\$5,635,744	South Dakota.....	\$1,764,289
Alabama.....	4,899,304	Michigan.....	4,723,388	Tennessee.....	5,187,932
Arizona.....	1,593,487	Minnesota.....	4,233,412	Texas.....	10,608,874
Arkansas.....	1,967,675	Mississippi.....	3,433,496	Utah.....	2,316,741
California.....	19,480,716	Missouri.....	6,031,366	Vermont.....	803,368
Colorado.....	2,753,275	Montana.....	593,913	Virginia.....	5,960,519
Connecticut.....	2,403,331	Nebraska.....	3,521,921	Washington.....	4,685,709
Delaware.....	1,184,115	Nevada.....	294,746	West Virginia.....	3,360,178
Florida.....	7,147,537	New Hampshire.....	1,031,708	Wisconsin.....	4,467,169
Georgia.....	3,901,321	New Jersey.....	3,075,264	Wyoming.....	566,248
Idaho.....	0	New Mexico.....	1,194,471	District of Colum- bia.....	1,376,482
Illinois.....	9,007,370	New York.....	10,977,165	Alaska.....	355,784
Indiana.....	4,376,991	North Carolina.....	5,811,894	Hawaii.....	1,194,927
Iowa.....	3,553,186	North Dakota.....	409,042	Puerto Rico.....	2,161,377
Kansas.....	2,428,661	Ohio.....	7,431,763	Virgin Islands.....	9,700
Kentucky.....	3,965,539	Oklahoma.....	3,442,769		
Louisiana.....	4,107,907	Oregon.....	3,370,012		
Maine.....	1,231,648	Pennsylvania.....	9,405,577		
Maryland.....	4,976,939	Rhode Island.....	1,850,506		
		South Carolina.....	3,141,268		

SURPLUS REAL PROPERTY

Congressional enactments have authorized the sale or lease of real property to educational institutions if an important need exists. Such property may vary from large installations that are complete with buildings and all utilities to single buildings or small areas of land with or without improvements. In addition to buildings, sewage disposal plants, electrical or water distribution systems, fencing, bleachers, heating plants, and other improvements may be purchased for removal from the site and for educational use.

Transfers of real property are made to schools with restrictions requiring educational utilization, varying from 5 to 20 years. The fair value of the property at the time of transfer is paid by these institutions partly in cash and partly in public benefits which accrue through the utilization. Public benefits are predetermined by the program use and may justify a full 100 percent discount. To encourage capital outlays and the development of property by institutions, schools are afforded the right to abrogate restrictions in their conditional title requiring educational use. This is accomplished through the payment of any unearned portion of the public benefit allowance granted on a percentage of fair value accrued for each 12 months of utilization for education purposes.

The Surplus Real Property Utilization Division is responsible not only for disposing of surplus real property for school, classroom, or

other educational purposes, but also for the periodic approval of the program of utilization of transferred property, for the retransfer of property to other educational claimants, for authorizing other disposals by a transferee, and for changing the terms, conditions, and limitations in a transfer instrument when conditions warrant.

According to table 33, a total of 67,960 acres and 22,979 buildings were transferred to educational institutions over a period of 10 years. A total of \$339,581,642 has been expended by the Federal Government in acquiring and developing properties which were later transferred to educational institutions. At the time of the transfers, fair value for this property was \$87,352,611.

Acquisition costs and fair values of surplus real property are listed for the 1955-56 and 1956-57 school years in table 34. Numbers of acres and buildings are also given State by State for the educational institutions.

Table 33.—FEDERAL SURPLUS REAL PROPERTY TRANSFERRED TO ALL EDUCATIONAL INSTITUTIONS: 1947-48 TO 1956-57

School year	Number of acres transferred	Number of buildings transferred	Acquisition cost of transfers	Fair value of transfers
1	2	3	4	5
Total (10 years).....	67,960	22,979	\$339,581,642	\$87,352,611
1947-48.....	19,801	10,182	137,724,157	21,396,642
1948-49.....	31,233	6,528	14,417,064	30,402,968
1949-50.....	9,118	2,116	36,678,804	6,678,041
1950-51.....	518	968	6,782,619	1,463,470
1951-52.....	1,830	419	9,522,202	1,515,375
1953-53.....	330	226	2,035,108	722,710
1953-54.....	2,139	695	9,063,150	5,209,351
1954-55.....	1,218	522	7,520,786	4,370,953
1955-56.....	721	618	8,210,196	4,123,339
1956-57.....	1,352	706	7,527,841	2,629,773

Table 34.—ACQUISITION COST AND FAIR VALUE OF FEDERAL SURPLUS REAL PROPERTY ALLOTTED TO EDUCATION AND HEALTH INSTITUTIONS IN THE STATES AND TERRITORIES: 1955-56 AND 1956-57

State or territory	Number of acres transferred		Number of buildings transferred		Acquisition cost of transfers		Fair value of transfers	
	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57	1955-56	1956-57
1	2	3	4	5	6	7	8	9
Grand total	2,972.77	1,519.44	909	711	\$12,571,489	\$7,841,451	\$3,431,039	\$2,099,977
TRANSFERRED TO EDUCATIONAL INSTITUTIONS								
Total	729.67	1,409.26	618	796	8,216,199	7,577,841	4,123,239	2,639,779
Alabama	11.36	64.21	6	0	123,410	22,607	54,808	73,378
Arizona	41.94	0	8	6	54,844	34,600	742,716	3,800
Arkansas	14.00	0	8	0	137,538	0	17,288	0
California	90.70	96.67	34	76	798,902	687,058	587,431	557,548
Colorado	0	118.20	8	23	16,256	429,296	3,600	183,065
Connecticut	0	10.82	0	3	0	61,420	0	37,650
Florida	10.00	18.00	1	5	7,620	54,615	36,260	43,000
Georgia	0	52.16	4	57	16,566	1,110,499	4,162	506,206
Idaho	0	0	0	2	0	6,000	0	1,000
Illinois	0	0	10	0	42,608	0	10,800	0
Indiana	.57	0	2	44	16,424	271,140	14,636	20,808
Iowa	28.97	0	0	0	34,344	0	32,400	0
Kansas	21.06	0	6	0	263,607	0	102,000	0
Kentucky	12.32	123.39	87	100	366,176	411,068	110,400	116,580
Louisiana	0	0	1	8	1,503	98,000	1,000	7,405
Maine	0	31.70	0	2	0	62,006	0	26,166
Maryland	76.72	62.79	6	1	908,743	107,989	736,337	126,085
Massachusetts	0	11.28	1	8	3,600	88,174	1,000	49,851
Michigan	17.06	2.51	3	22	153,056	96,071	117,200	16,337
Minnesota	0	.32	0	0	0	1,702	0	3,800
Mississippi	4.08	0	7	6	680,176	60,989	47,845	4,900
Missouri	.20	0	4	15	94,913	169,811	5,855	2,044
Montana	0	.22	7	20	13,710	225,608	840	81,975
Nebraska	17.89	.64	5	1	154,884	5,928	45,690	1,325
New Jersey	28.55	.50	1	2	6,456	13,860	5,980	15,000
New Mexico	0	.61	19	22	302,070	136,276	26,954	40,940
New York	7.32	15.51	13	25	441,270	666,543	431,853	10,600
North Carolina	0	16.03	0	1	0	28,462	0	19,099
North Dakota	.68	0	31	2	268,633	1,890	86,780	251
Ohio	60.43	17.67	6	3	183,026	84,975	161,923	64,780
Oklahoma	14.97	0	21	10	305,551	112,790	46,905	8,600
Oregon	0	43.28	6	0	14,528	139,069	1,600	57,800
Pennsylvania	.55	50.07	1	2	21,211	98,145	23,960	166,809
South Carolina	0	0	0	21	0	137,649	0	25,360
South Dakota	.75	0	69	14	712,183	120,313	28,910	6,300
Tennessee	0	0	101	0	427,907	0	102,800	0
Texas	76.07	4.69	107	125	940,484	675,176	235,978	83,892
Utah	1.63	6.78	1	8	3,300	70,573	1,410	47,080
Virginia	12.82	29.00	1	3	19,690	462,573	20,695	80,000
Washington	168.79	23.03	23	14	679,194	265,299	228,746	78,473
Wyoming	.89	0	0	7	3,308	41,216	4,000	12,150
Alaska	1.08	661.99	5	6	31,591	78,009	23,590	43,790
Hawaii	0	0	5	4	73,148	146,983	2,145	21,300
Puerto Rico	0	0	1	0	10,000	0	7,287	0
TRANSFERRED TO HEALTH INSTITUTIONS								
Total	1,892.66	61.66	291	28	4,355,290	312,719	4,307,741	79,298

VOCATIONAL REHABILITATION

Cooperation with the States on the rehabilitation of disabled persons and their return to civil employment was provided in a public law approved by Congress in 1920. Federal appropriations were allotted to the States on the basis of total population. In order to receive its share of the Federal funds, each State was required to appropriate at least an equal amount of State money for the program of vocational rehabilitation.

In 1943, the Barden-LaFollette Act was passed. This act expanded the scope of the program and changed the method of financing the service. States were reimbursed for 100 percent of necessary expenditures in accordance with the approved "State Plan" for administration, guidance, and placement and 50 percent of the cost of the other services enumerated in the act. These other services included medical examination, surgical and therapeutic treatments, hospitalization, prosthetic appliances, transportation, occupational tools and licenses, training, and maintenance. Medical and psychiatric examinations to determine eligibility for service and vocational guidance, training, and placement are available at no cost to the disabled. Other rehabilitation services are provided without cost where economic need of the individual has been established.

Amendments to the Vocational Rehabilitation Act were enacted in August 1954 through the passage of Public Law 565, Eighty-third Congress. The amendments provided in this new law are designed to stimulate and aid in maintaining a great expansion of vocational rehabilitation services throughout the Nation. The act establishes a stronger and more flexible financial structure and improved administration of the combined State-Federal program. It contains many new and far-reaching provisions designed to provide more and better services to a greater number of our handicapped citizens.

The scope of vocational rehabilitation services was broadened to include the establishment of rehabilitation facilities and workshops and to extend the coverage of State agency-managed business enterprise programs to the severely disabled other than the blind. A number of other changes were made to increase the kinds of vocational rehabilitation services available, and the Randolph-Sheppard Act was amended to increase opportunities for licensed blind vending-stand operators.

Allotments under section 2 of the Vocational Rehabilitation Act are used for support of basic vocational rehabilitation services. Federal funds for the support program are allotted to the States on the basis of population weighted by per capita income, with provision

for a "floor" to insure that no State's allotment is less than the 1954 level of operation. In order to earn the "floor," State funds must equal 1954 State funds. The rest of the support allotment is earned at rates related to the fiscal capacity of the State. After 1959, the matching requirements for the "floor" are to be adjusted 25 percent a year so that by 1963 the entire support allotment will be earned at rates related to the fiscal capacity of the State.

Allotments under section 3 of the act are available to States for projects which they may initiate for the purpose of extending and improving their vocational rehabilitation services. The funds are allotted on the basis of relative State populations and must be matched on a 75-25 Federal-State ratio.

Federal funds are available under section 4 (a) (1) of the act to States and nonprofit organizations for special research and demonstration projects and projects for the establishment of special facilities and services, which give promise of making a substantial contribution to the solution of vocational rehabilitation problems common to all or several States. There is no allotment of these funds to the States, grants being made on an individual project basis. A National Advisory Council on Vocational Rehabilitation was established by the 1954 amendments and recommends action on special project applications under this section of the act.

Federal funds were available under section 4 (a) (2) of the act to States and nonprofit organizations for projects which would expand State vocational rehabilitation programs. There were, likewise, no allotments to States under this subsection and grants were made on an individual project basis. Authority for making grants under this subsection expired June 30, 1957.

Section 4 of the act also authorizes grants to pay part of the cost of traineeships. Direct Federal participation in short-term training and instruction in technical matters relating to vocational rehabilitation is authorized under section 7 of the act. Section 7 permits the establishment and maintenance of research fellowships and traineeships and the payment of the necessary stipends and allowances.

Approximately 20 percent of the total funds made available for support of vocational rehabilitation services is used to purchase education and training for the disabled individuals. The remaining 80 percent is used for other vocational rehabilitation services, including medical services, the establishment of rehabilitation facilities and workshops, and administration of the program. These proportions would, of course, vary from State to State.

States actually operate the programs for vocational rehabilitation. The State agency responsible for administering the program is either the State Board for Vocational Education or a State rehabilitation agency, which is primarily concerned with vocational rehabilitation, except where there is a separate agency for the rehabilitation of the blind. In 37 States the program for the rehabilitation of the blind is administered by the State blind commission or the State agency, usually located in the State welfare department, which provides assistance or services to the adult blind.

Assistance to the States is provided by the Office of Vocational Rehabilitation through the rendering of technical and professional assistance, the development of standards, the making of studies, demonstration and reports, the dissemination of information so obtained, and the provision of short-term training and instruction in technical matters relating to vocational rehabilitation services.

Number of persons rehabilitated and Federal funds expended during the past 10 years are shown in table 35. The amounts by States and Territories for the 1956-57 school year are given in column 12 of table 4. In addition to the amount shown in table 4, \$2,938,076 is provided for "traineeships." Figures estimated for the 1957-58 school year are listed in table 36, along with the figures for "traineeships." These have reference to grants to universities and other institutions for traineeships to increase the staffs needed in the expanded vocational rehabilitation programs authorized under the Vocational Rehabilitation Act.

Table 35.—NUMBER OF PERSONS REHABILITATED AND FEDERAL FUNDS EXPENDED FOR VOCATIONAL REHABILITATION, 1948-49 TO 1957-58

School year	Number rehabilitated	Expenditures		School year	Number rehabilitated	Expenditures	
		Amount	Per cent of 1948-49			Amount	Per cent of 1948-49
1	2	3	4	1	2	3	4
Total (10 years)	626, 126	\$267, 721, 266	.....	1953-53	61, 208	\$22, 947, 681	126. 0
1948-49	66, 020	18, 215, 063	100. 0	1953-54	55, 825	22, 064, 504	126. 1
1949-50	66, 507	20, 340, 142	111. 7	1954-55	57, 061	24, 790, 164	136. 1
1950-51	66, 193	21, 001, 288	115. 3	1955-56	65, 640	32, 052, 877	176. 0
1951-52	63, 632	21, 822, 981	119. 8	1956-57	70, 940	37, 785, 030	207. 4
				1957-58 ¹	80, 000	45, 800, 000	251. 4

¹ Estimated.

Table 36.—FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR SUPPORT OF VOCATIONAL REHABILITATION AND FOR TRAINEESHIPS, 1957-58

State or Territory	Amount ¹	State or Territory	Amount ¹	State or Territory	Amount ¹
1	2	1	2	1	2
Total:	844,800,000	Massachusetts	8715,400	South Dakota	8240,414
Alabama	1,884,617	Michigan	1,345,801	Tennessee	1,879,208
Arizona	234,402	Minnesota	920,809	Texas	1,424,845
Arkansas	1,104,510	Mississippi	578,457	Utah	192,800
California	2,870,801	Missouri	804,168	Vermont	176,554
Colorado	809,118	Montana	189,819	Virginia	1,131,880
Connecticut	853,954	Nebraska	329,177	Washington	741,848
Delaware	180,226	Nevada	87,514	West Virginia	985,854
Florida	1,553,439	New Hampshire	95,378	Wisconsin	1,080,722
Georgia	2,127,749	New Jersey	997,855	Wyoming	408,879
Idaho	144,273	New Mexico	171,413	District of Columbia	238,051
Illinois	1,091,445	New York	3,099,119	Alaska	98,443
Indiana	814,167	North Carolina	1,627,374	Guam	23,334
Iowa	694,310	North Dakota	221,511	Hawaii	181,147
Kansas	669,240	Ohio	788,762	Puerto Rico	521,974
Kentucky	429,331	Oklahoma	869,973	Virgin Islands	16,488
Louisiana	1,361,229	Oregon	693,369	Other	
Maine	280,563	Pennsylvania	3,081,603	(traineeships)	4,882,748
Maryland	421,573	Rhode Island	248,248		
		South Carolina	567,593		

¹ Estimated.

Chapter III

DEPARTMENT OF AGRICULTURE

AGRICULTURE in the United States has developed into the most efficient farm program in the world. Early in the history of America, 9 working persons out of 10 were in farming, and the average farmer produced enough food and fiber for himself and 3 others. Today, 1 working person in 10 is in farming, and he is able to produce enough food and fiber for himself and 20 others. This achievement is an outgrowth of programs of educational and informational services which have conveyed to farmers the significant findings of research in agriculture.

The Department of Agriculture has conducted numerous programs in this effort to increase the efficiency of American farms. At the present time, informational and educational services are provided by the Department in relation to specific programs, such as: Agricultural Conservation Program Service, Agricultural Marketing Service, Agricultural Research Service, Commodity Stabilization Program, Farmer Cooperative Service, Farmers' Home Administration, Foreign Agricultural Service, Rural Development Program, Rural Electrification, and Soil Conservation Service.

Detailed descriptions of programs dealing with education or relating to educational institutions are reported in this bulletin for four specific programs in the Department of Agriculture, including: (1) State Agricultural Experiment Stations, (2) Agricultural Extension Services, (3) Revenue from National Forests, and (4) School Lunch Services. These programs required expenditures of approximately \$399 million for the 1956-57 school year, as indicated in table 8 of chapter I.

In addition to these educational services, the Department of Agriculture conducts several other activities in education. One of these, the United States Department of Agriculture Graduate School, lo-

cated in Washington, D. C., serves about 7,000 part-time students. This school uses facilities of the Department of Agriculture but otherwise it is almost self-supporting, and does not require the appropriation of any significant amount of Federal money.

AGRICULTURAL EXTENSION SERVICE

The Smith-Lever Act of May 8, 1914, was the first legislation that authorized cooperative agricultural extension work between the agricultural colleges in the States and the United States Department of Agriculture. However, it was not until the 1914-15 school year that funds were appropriated and this act went into actual operation.

In 1953, Congress passed Public Law 83 which amended the Smith-Lever Act of May 8, 1914, to consolidate it with the 9 other acts relating to extension work. The new act simplified administration, authorized the appropriation of funds the Congress deemed necessary, and established a permanent formula for apportioning Federal funds to the States. In the year 1955-56, the funds previously appropriated for extension work under provisions of the Clarke-McNary Forestry Act were discontinued. The work has, however, been continued and is financed from appropriations under the Smith-Lever Act, as amended. Funds appropriated under this act, as amended June 26, 1953, amount to \$49,220,000 for the 1957-58 school year. Detailed information concerning these former acts which were consolidated may be found in prior issues of this series of bulletins on *Federal Funds for Education*.

Appropriations for educational work in marketing were authorized in the Agricultural Marketing Act of 1946. These funds, except for that portion used for contracts, are allotted to the States on the basis of specific project proposals which must be approved by the Department, and must be matched in full by non-Federal funds. The appropriations for 1956-57 and 1957-58 were \$1,495,000 each year.

Amounts allotted during the past 10 years for cooperative extension work are reported in table 37. Increases or decreases in the total allotment for these programs are evident in this table. Total amounts granted to the States and Territories for the 1957-58 school year are listed in table 38. Similar figures for the 1956-57 school year are shown in column 4 of summary table 5 in chapter I. In addition to the amount shown in table 5 for 1956-57, \$164,840 was provided for Agricultural Marketing Act regional contracts in cooperative extension work.

The States and Territories reported that matching funds, plus other funds, allotted for these extension programs amounted to \$69 million and \$77 million for the 1956-57 and 1957-58 school years,

respectively. This indicates that non-Federal funds used by the States for this program for the school year 1958 amounts to about 60 percent of the total.

Table 37.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, 1948-49 TO 1957-58

School year	Total		Smith-Lever Act as amended 1953	Research and Marketing Act, 1940
	Amount	Percent of 1948-49		
1	2	3	4	5
Total (10 years)	\$376,652,631		\$368,772,631	\$7,979,400
1948-49	30,437,885	100.0	30,132,385	305,500
1949-50	32,037,840	105.3	31,506,840	528,000
1950-51	32,141,338	105.6	31,613,338	528,000
1951-52	32,057,930	105.3	31,651,330	406,600
1952-53	32,117,059	105.5	31,685,450	431,600
1953-54	32,129,979	105.6	31,685,779	444,700
1954-55	39,675,000	130.3	38,750,000	925,000
1955-56	45,475,000	149.4	44,155,000	1,320,000
1956-57	49,865,000	163.8	48,370,000	1,495,000
1957-58	50,715,000	166.6	49,220,000	1,495,000

¹ Amount represents total for authorizations consolidated into the Smith-Lever Act as amended 1953.

Table 38.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, 1957-58

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$50,715,000	Massachusetts	\$394,345	South Dakota	\$550,865
Alabama	1,802,166	Michigan	1,514,726	Tennessee	1,796,077
Arizona	307,728	Minnesota	1,332,312	Texas	2,844,526
Arkansas	1,493,033	Mississippi	1,906,675	Utah	315,516
California	1,375,970	Missouri	1,655,976	Vermont	235,494
Colorado	512,879	Montana	420,329	Virginia	1,445,775
Connecticut	259,726	Nebraska	812,085	Washington	697,393
Delaware	150,669	Nevada	185,276	West Virginia	919,427
Florida	600,661	New Hampshire	180,192	Wisconsin	1,335,557
Georgia	1,966,166	New Jersey	367,366	Wyoming	266,778
Idaho	262,600	New Mexico	426,559	Alaska	96,261
Illinois	1,510,899	New York	1,306,268	Hawaii	261,640
Indiana	1,376,197	North Carolina	2,473,306	Puerto Rico	1,496,711
Iowa	1,379,740	North Dakota	568,935	Unallotted	210,439
Kansas	984,854	Ohio	1,732,056	A MA contracts	140,000
Kentucky	1,811,912	Oklahoma	1,337,178		
Louisiana	1,228,016	Oregon	584,207		
Maine	356,269	Pennsylvania	1,697,764		
Maryland	514,862	Rhode Island	96,087		
		South Carolina	1,293,498		

REVENUE FROM NATIONAL FORESTS

Most of the funds that are allocated to the States for educational purposes are appropriated by Congress from available general revenues. However, revenues from national forests represent at least one instance where an earmarked source is used and the amounts granted are definitely related to the amounts collected. These revenues are small in proportion to other funds used for public education, but in a few States they are significant and they are growing rapidly under the management of the Forest Service. This growth is evident in columns 2 and 3 of table 39.

The allocation of a portion of the revenue from national forests started in 1907 when Congress enacted a law that provided for the payment of 10 percent of all monies derived from grazing, timber, rentals, and other rights and uses of national forests, to the State or Territory in which the reserve is located. In 1908 a substitute law was enacted which raised this to 25 percent. These funds are to be expended as the legislatures in the States or Territories may prescribe for the benefit of public schools and public roads in the specific counties in which the national forests are located.

The funds collected by the Forest Service in one school year are available for allocation to the States the following school year. Receipts from national forests were collected in the 40 States, Alaska,

Table 39.—FEDERAL FUNDS FOR ROADS AND SCHOOLS COLLECTED DURING THE PRECEDING SCHOOL YEARS FROM NATIONAL FOREST RENTALS AND DISTRIBUTED FROM 1948-49 TO 1957-58

School year	Total from national forests		Revenue from national forests	Income on school lands located in national forests in Arizona and New Mexico
	Amount	Percent of 1948-49		
1	2	3	4	5
Total (10 years)	\$164,464,669		\$163,491,493	\$1,003,196
1948-49.....	6,040,550	100.0	5,983,464	57,096
1949-50.....	7,814,075	129.4	7,758,300	60,778
1950-51.....	8,434,827	139.6	8,362,897	71,930
1951-52.....	14,061,321	233.1	13,974,027	107,294
1952-53.....	17,460,091	289.3	17,358,503	131,588
1953-54.....	18,820,126	311.6	18,697,371	122,755
1954-55.....	16,496,162	273.1	16,393,563	102,579
1955-56.....	19,827,009	328.3	19,412,708	114,301
1956-57.....	26,619,747	442.3	26,490,343	129,404
1957-58.....	27,080,781	448.3	26,975,307	105,474

¹ Under Public Law 758, approved July 24, 1956, 84th Congress, receipts from the Tongass Indian lands in Alaska were set aside for schools and roads. This amounted to \$59,153 in 1956-57 and \$122,962 in 1957-58.

and Puerto Rico listed in table 40. Funds reported in this table represent 25 percent of total collections. These amounts, collected during the preceding years, are for distribution to the States for the 1956-57 and 1957-58 school years, as indicated in the table. Together 5 States, including California, Idaho, Montana, Oregon, and Washington, receive about 77 percent of the total available for all the States from national forests. The Federal offices do not have information regarding the apportionment of funds between roads and schools made by the various State legislatures.

Funds such as are reported in column 4 of table 39 are included in column 4 of summary table 8 even though information regarding the exact amounts allotted for schools is not available. It is understood that a substantial amount of the \$28,490,343 for 1956-57 given in column 4 of table 40 was made available for school purposes by the legislatures of the States, and that the remaining portions were used for the benefit of public roads. Data reported in the tables on the revenues from national forests were supplied by the Forest Service of the United States Department of Agriculture.

SCHOOL LANDS IN NATIONAL FORESTS

The enabling acts for Arizona and New Mexico provide that the title to the lands granted for their common schools, if located within national forests, shall not be vested in the States until such lands are restored to the public domain. Therefore, any income from such school lands is received by the Federal Government rather than by these States. As a matter of justice the act then provides for the transfer of such receipts to these 2 States by the following provision:

A sum bearing the same relation to the total yearly income of all national forests within each State as the area of school lands within such forests bears to the total area of the forest is paid to the State for its common schools.

Federal funds for schools which have been paid to Arizona and New Mexico from 1948-49 to 1957-58 from the income on school lands located in national forests in these 2 States are included in column 5 of table 39. This table indicates that the amounts distributed increased steadily from \$57,096 in 1948-49 to a peak of \$131,588 in 1952-53. Since that time, the annual amounts have been slightly lower. Collections for 1 year are available for distribution to Arizona and New Mexico during the following year.

Table 40.—FEDERAL FUNDS FOR ROADS AND SCHOOL COLLECTED DURING THE PRECEDING SCHOOL YEARS FROM NATIONAL FOREST RENTALS AND DISTRIBUTED DURING 1956-57 AND 1957-58

State or Territory	Total		Income from national forests		Income on school lands located in national forests	
	1956-57	1957-58	1956-57	1957-58	1956-57	1957-58
	1	2	3	4	5	6
Total	\$29,819,747	\$27,899,781	\$29,499,343	\$29,974,297	\$129,494	\$104,474
Alabama	200,543	314,857	200,543	314,857	0	0
Arizona	647,819	528,462	819,296	423,612	128,524	104,850
Arkansas	840,261	717,934	840,261	717,934	0	0
California	5,294,356	3,992,720	5,294,356	3,992,720	0	0
Colorado	316,535	261,252	316,535	261,252	0	0
Florida	202,975	200,304	202,975	200,304	0	0
Georgia	173,731	176,939	173,731	176,939	0	0
Idaho	1,636,032	1,608,843	1,636,032	1,608,843	0	0
Illinois	23,790	19,162	23,790	19,162	0	0
Indiana	5,038	4,457	5,038	4,457	0	0
Iowa	452	484	452	484	0	0
Kentucky	64,006	60,174	64,006	60,174	0	0
Louisiana	234,443	188,906	234,443	188,906	0	0
Maine	2,353	2,941	2,353	2,941	0	0
Michigan	196,171	196,816	196,171	196,816	0	0
Minnesota	124,570	131,323	124,570	131,323	0	0
Mississippi	590,601	706,922	590,601	706,922	0	0
Missouri	64,919	46,441	64,919	46,441	0	0
Montana	1,111,721	1,118,762	1,111,721	1,118,762	0	0
Nebraska	10,571	10,209	10,571	10,209	0	0
Nevada	53,342	58,592	53,342	58,592	0	0
New Hampshire	23,090	41,237	23,090	41,237	0	0
New Mexico	328,886	240,166	328,000	239,541	880	624
North Carolina	185,949	201,684	185,949	201,684	0	0
North Dakota	34	67	34	67	0	0
Ohio	8,627	8,464	8,627	8,464	0	0
Oklahoma	86,277	67,048	86,277	67,048	0	0
Oregon	9,422,817	9,450,662	9,422,817	9,450,662	0	0
Pennsylvania	74,045	72,315	74,045	72,315	0	0
South Carolina	291,241	352,584	291,241	352,584	0	0
South Dakota	82,057	51,455	82,057	51,455	0	0
Tennessee	86,066	113,561	86,066	113,561	0	0
Texas	532,174	532,677	532,174	532,677	0	0
Utah	182,206	170,103	182,206	170,103	0	0
Vermont	49,080	51,226	49,080	51,226	0	0
Virginia	110,174	87,660	110,174	87,660	0	0
Washington	4,313,436	4,328,290	4,313,436	4,328,290	0	0
West Virginia	69,217	63,952	69,217	63,952	0	0
Wisconsin	102,978	101,883	102,978	101,883	0	0
Wyoming	153,831	157,481	153,831	157,481	0	0
Alaska	605,085	142,323	605,085	142,323	0	0
Puerto Rico	1,268	1,424	1,268	1,424	0	0

¹ Under Public Law 758, approved July 24, 1956, Eighty-fourth Congress, receipts from Tongass Indian Lands in Alaska were set aside for schools and roads. This amounted to \$597,133 in 1956-57 and \$132,983 in 1957-58.

REVENUES FROM SUBMARGINAL LANDS

The Bankhead-Jones Farm Tenant Act of July 22, 1937, authorizes and directs the Secretary of Agriculture in title III to develop a program of land conservation and land utilization. The act states that as soon as practicable after the end of each calendar year, the Secretary shall pay to the counties in which any such land is held by the Secretary, 25 percent of the net revenues received by the Secretary from the use of the land during such year. In instances where the land is situated in more than one county, the amount to be paid shall be divided equitably among the respective counties. Payments are made to counties on the condition that they are used for road or school purposes, or both. Amounts listed in table 41 were collected in the preceding years and distributed to the States in the years indicated. The total amount for 1956-57 reported in this table is included in column 4 of summary table 8 even though information is not available concerning the exact amount that was allocated to school purposes by the legislatures of the States.

Table 41.—FEDERAL PAYMENTS TO COUNTIES IN THE VARIOUS STATES FROM COLLECTIONS RECEIVED THE PRECEDING CALENDAR YEAR FOR RENTAL OF SUBMARGINAL LANDS, AND DISTRIBUTED FOR ROADS AND SCHOOLS: 1956 AND 1957

State or Territory	Amount		State or Territory	Amount	
	1956	1957		1956	1957
1	2	3	4	5	6
Total	8459,785	8491,289	New Mexico.....	\$25,931	\$18,565
Alabama.....	1,427	427	New York.....	483	485
Arkansas.....	9,099	4,953	North Carolina.....	3,222	4,330
California.....	1,055	1,277	North Dakota.....	91,720	113,028
Colorado.....	36,397	28,626	Ohio.....	2,038	1,968
Florida.....	6,071	13,141	Oklahoma.....	35,208	23,933
Georgia.....	12,279	23,900	Oregon.....	1,378	3,323
Idaho.....	879	1,768	Pennsylvania.....	16	0
Indiana.....	93	0	South Carolina.....	0	1,808
Iowa.....	0	212	South Dakota.....	23,091	45,702
Kansas.....	12,281	8,106	Texas.....	19,189	18,769
Louisiana.....	21,699	9,438	Utah.....	422	2,098
Maryland.....	0	76	Wisconsin.....	31	20
Maine.....	402	0	Wyoming.....	27,409	22,498
Michigan.....	261	1,705	Puerto Rico.....	963	484
Mississippi.....	23,921	14,008			
Missouri.....	0	692			
Montana.....	88,048	112,161			
Nebraska.....	4,482	8,283			

SCHOOL LUNCH PROGRAM

The School Lunch Program in the Department of Agriculture was initiated under Public Law 320 approved in 1935 by the Seventy-

fourth Congress as one method of providing an expanding market for agricultural commodities during the depression. School lunches were not mentioned specifically, but section 32 of this act did provide for an annual appropriation to the Secretary of Agriculture, equal to 30 percent of the gross receipts from duties collected under custom laws, to be used for several purposes, one of which was—

To encourage the domestic consumption of such commodities or products by diverting them by the payment of benefits or indemnities or by other means, from the normal channels of trade or commerce or by increasing their utilization through benefits, indemnities, donations, or by other means, among persons in low-income groups.

As one of the activities financed under section 32, the Department of Agriculture purchased surplus food commodities for distribution to nonprofit school lunch programs, charitable institutions, and families receiving welfare assistance. The School Milk Program, established in 1940, and the Indemnity Plan, enacted in 1943, were also financed by funds made available to the Department of Agriculture under the same section. Descriptions of these programs will be found in *Federal Funds for Education, 1954-55 and 1955-56, Bulletin 1956, No. 5*, issued by the Office of Education.

NATIONAL SCHOOL LUNCH ACT

Public Law 396, known as the National School Lunch Act, was approved by the Seventy-ninth Congress in June 1946. The purpose of the act was—

To safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs.

Each State educational agency, in accordance with the act, received an apportionment of funds based upon the number of children from 5 to 17 years of age and upon variations in the per capita income, and disbursed these funds to schools for school lunch services. The formula provided in the act operates to allocate proportionately larger amounts of money to the financially weaker States. This accomplishes some equalization. An exception to this method of distribution is noted for funds allocated directly to the school lunch programs in private schools where State laws or court decisions do not permit the State office to make payments to private schools.

Federal funds to the extent of \$666,121,279 have been allotted in accordance with the provisions of the National School Lunch Act for the period of 10 years from 1947-48 to 1956-57, inclusive. Annual amounts are listed in column 4 of table 42.

Table 42.—FEDERAL FUNDS ALLOTTED AND ESTIMATED VALUE OF COMMODITIES DISTRIBUTED FOR THE SCHOOL LUNCH PROGRAM: 1947-48 TO 1956-57

School year	Total Federal assistance		National School Lunch Act		Estimated expenditures of the School Milk Program enacted in 1954
	Value of funds and commodities	Percent of 1947-48	Federal funds allotted	Value of surplus and National School Lunch Act commodities	
1	2	3	4	5	6
Total (10 years).....	\$1,616,948,210		\$688,131,379	\$726,119,931	\$134,000,000
1947-48.....	86,727,131	100 0	53,948,341	32,778,890	0
1948-49.....	94,776,800	109 3	58,752,066	36,024,704	0
1949-50.....	119,709,803	138 0	64,820,543	55,188,900	0
1950-51.....	118,081,894	136 1	68,150,229	49,925,665	0
1951-52.....	98,466,313	113 5	66,293,554	32,172,759	0
1953-53.....	133,840,019	154 0	67,071,472	66,468,547	0
1953-54.....	176,220,595	203 2	67,176,526	109,044,069	0
1954-55.....	169,414,090	195 3	69,142,000	83,136,000	17,136,000
1955-56.....	227,733,872	262 6	67,145,648	114,748,224	43,840,000
1956-57.....	291,578,933	336 2	83,915,000	146,631,933	61,032,000

The National School Lunch Act authorizes the purchase and distribution of foods to schools, as well as the distribution of funds. This distribution of foods includes surplus foods acquired under price support and surplus removal operations as well as foods purchased specifically for the school lunch program under the authority of section 6 of the act. Under this combined authorization, the total value of all commodities distributed to the schools for the years from 1947-48 to 1956-57, inclusive, is \$726,119,931 as shown in column 5 of table 42. Details regarding Federal assistance to school lunches, in addition to those given in tables 5, 42, and 43 can be obtained from the United States Department of Agriculture.

SPECIAL MILK PROGRAM

This program for providing assistance in the form of reimbursement payments to elementary and secondary schools was originally authorized by the Agricultural Act of 1954. The legislation provided that—

Beginning September 1, 1954, and ending June 30, 1958, not to exceed \$50,000,000 annually of funds of the Commodity Credit Corporation shall be used to increase consumption of fluid milk by children in nonprofit schools of high school grade and under.

The program is now operated under Public Law 752, Eighty-fourth Congress, Second Session, which extended the program through June 30, 1958, increased the annual authorization to \$75 million, and extended eligibility to nonprofit nursery schools, child-care institutions, settlement houses, summer camps, and similar nonprofit institutions devoted to the care and training of children. In reporting this bill, the House Committee on Agriculture stated that "The Committee re-emphasizes that the basic objectives of the Special Milk Program is to expand the consumption of milk by children of school age."

Maximum amounts that may be paid to participating schools and child-care institutions have been established by the Department of Agriculture. Schools serving Type A or B meals under the National School Lunch Program may receive up to 4 cents reimbursement for each half pint served in excess of the first half pint in a Type A or B lunch. All other schools and child-care institutions may receive up to 3 cents reimbursement for each half pint served.

In schools or institutions where milk is sold to children as a separately priced item, the reimbursement payment, except for a small handling charge, must be used to reduce the price of milk to children. Generally, the price paid by children is not more than 3 or 4 cents per half pint, and the school handling cost is usually 1 cent or less per half pint. In schools and child-care institutions where milk is not sold as a separately priced item, the amount of assistance is measured by the cost of the extra milk served over and above that normally consumed before entering the program.

Like the School Lunch Program, the Special Milk Program is administered by State departments of education in all public schools. These State offices also administer the program for nonprofit private schools, except where the State educational agencies cannot legally disburse funds to nonprofit private schools. In such States, the Agricultural Marketing Service administers the programs directly in nonprofit private schools through a system of five area offices. The Special Milk Program is administered in child-care institutions by various State agencies and by the Agricultural Marketing Service.

Table 44 indicates that the total reimbursement during 1955-56 was \$45,840,000. Tables 5 and 42 report a total reimbursement of about \$61,032,000 during 1956-57. Final figures for the 1956-57 school year also indicate that during March 1957, which was the peak month, 71,239 public and nonprofit private schools and child-care institutions were participating in the Special Milk Program, and served approximately 1.75 billion half pints of milk.

Table 44.—ESTIMATED EXPENDITURES OF FEDERAL FUNDS IN THE PROGRAM TO INCREASE CONSUMPTION OF FLUID MILK: 1955-56

State or Territory	Estimated expenditures	State or Territory	Estimated expenditures	State or Territory	Estimated expenditures
1	2	1	2	1	2
Total	\$45,840,000	Massachusetts.....	\$2,030,000	South Dakota.....	\$208,000
Alabama.....	818,000	Michigan.....	2,685,000	Tennessee.....	1,284,000
Arizona.....	254,000	Minnesota.....	1,543,000	Texas.....	1,420,000
Arkansas.....	588,000	Mississippi.....	607,000	Utah.....	88,000
California.....	4,014,000	Missouri.....	1,367,000	Vermont.....	111,000
Colorado.....	398,000	Montana.....	118,000	Virginia.....	992,000
Connecticut.....	385,000	Nebraska.....	287,000	Washington.....	878,000
Delaware.....	149,000	Nevada.....	41,000	West Virginia.....	286,000
Florida.....	691,000	New Hampshire.....	124,000	Wisconsin.....	2,085,000
Georgia.....	648,000	New Jersey.....	1,013,000	Wyoming.....	90,000
Idaho.....	182,000	New Mexico.....	248,000	District of Columbia.....	185,000
Illinois.....	3,708,000	New York.....	4,238,000		
Indiana.....	1,052,000	North Carolina.....	930,000		
Iowa.....	1,207,000	North Dakota.....	175,000		
Kansas.....	505,000	Ohio.....	2,769,000		
Kentucky.....	900,000	Oklahoma.....	488,000		
Louisiana.....	300,000	Oregon.....	303,000		
Maine.....	237,000	Pennsylvania.....	1,851,000		
Maryland.....	887,000	Rhode Island.....	200,000		
		South Carolina.....	285,000		

STATE AGRICULTURAL EXPERIMENT STATIONS

Since 1888, Federal aid has been available for the operation of State agricultural experiment stations. These stations are operated chiefly as units of the land-grant colleges of agriculture and mechanic arts. Federal funds have been provided by several congressional acts, the earliest of which was approved in 1887, and the most recent one in 1955. The first three enactments provided flat grants to the States and were approved in 1887, 1906, and 1925. Additional Federal aid, in excess of the annual flat grants totaling \$90,000 per State approved prior to 1935, has been allocated for the most part on a matching basis.

FEDERAL GRANTS-IN-AID

The Federal legislation authorizing appropriations for conduct of agricultural research at State agricultural experiment stations is the Hatch Act, as amended, of August 11, 1955. This legislation consolidated the following programs which were separately authorized:

Hatch Act of 1887, Adams Act of 1906, Purnell Act of 1925, Bankhead-Jones Act of 1935, and the amendment to the Bankhead-Jones Act of 1946. In addition the Hatch Act, as amended, supersedes a number of enactments extending the benefits of the Hatch, Adams, and Purnell Acts to Alaska, Hawaii, and Puerto Rico.

Section 2 of the Hatch Act, as amended, states that—

It is further the policy of the Congress to promote the efficient production, marketing, distribution, and utilization of products of the farm as essential to the health and welfare of our peoples and to promote a sound and prosperous agriculture and rural life as indispensable to the maintenance of maximum employment and national prosperity and security. It is also the intent of Congress to assure agriculture a position in research equal to that of industry, which will aid in maintaining an equitable balance between agriculture and other segments of our economy. It shall be the object and duty of the State agricultural experiment stations through the expenditure of the appropriations hereinafter authorized to conduct original and other researches, investigations, and experiments bearing directly on and contributing to the establishment and maintenance of a permanent and effective agricultural industry of the United States, including researches basic to the problems of agriculture in its broadest aspects, and such investigations as have for their purpose the development and improvement of the rural home and rural life and the maximum contribution by agriculture to the welfare of the consumer, as may be deemed advisable, having due regard for the varying conditions and needs of the respective States.

The 1955 legislation prescribes that the amount any State may be entitled to receive in any year for conduct of agricultural research shall be the amount received in fiscal year 1955, plus each additional amount as each State may be authorized to receive under the formula contained in the act. Under this formula any amounts in addition to those made available in 1955 are distributed as follows:

- 20 percent of the total, allotted equally to each State, including Alaska, Hawaii, and Puerto Rico.
- 26 percent allotted on the basis of relative rural population.
- 26 percent allotted on the basis of relative farm population.

All of this 72 percent must be matched in full from funds of non-Federal origin.

Twenty-five percent of any amount in addition to the funds available in 1955 is established as an addition to the Regional Research Fund. These moneys are allotted on the basis of research proposals for regional research projects which must be cooperative between at least two State stations. Allotments under this fund are based upon recommendations of a committee of nine persons established by law to represent the State agricultural experiment stations. This fund is not distributed on the basis of any prescribed formula and these funds need not be matched by the States. The remaining 3 percent does not

have to be matched and is available to the Department of Agriculture for administration of the funds allotted to the States. During the 1956-57 fiscal year, the Regional Research Fund amounted to \$5,387,500.

Detailed amounts allotted to the individual States and Territories during the 1956-57 fiscal year are given in column 3 of the summary table 5 of chapter I. Federal funds allotted from the various acts from 1948-49 through 1957-58 are shown in table 45. Detailed allotments by States for the 1957-58 school year are presented in table 46. Amounts shown in these tables cover only the amounts distributed to the States and Territories by formula. During the 1957-58 school year, the largest allotment to any State was made to Texas, with a total of \$937,927. The smallest allotment was received by Nevada in the amount of \$191,684. Funds made available to the States from the Regional Research Fund are excluded from the tables.

In addition to the funds allotted to the State agricultural experiment stations under the Hatch Act, as amended, the States receive allotments from funds authorized by the Agricultural Marketing Act of 1946. Funds made available to the State agricultural experiment stations under this legislation must be used for agricultural marketing research. Unlike the funds provided under the Hatch Act, as amended, these funds are made available on the basis of specific project proposals which must be approved by the Department of Agriculture. Payments under this authorization must be matched in full by non-Federal funds on a project basis. In both the 1956-57 and 1957-58 school years, the State agricultural experiment stations were allotted \$500,000 from these funds for marketing research as shown in table 3 for 1956-57. Since these moneys are not allotted by formula they are not included in tables 5, 45, and 46.

Table 45.—FEDERAL FUNDS ALLOTTED FOR AGRICULTURAL EXPERIMENT STATIONS: 1948-49 TO 1957-58

School year	Amount ¹	Percent of 1948-49	School year	Amount ¹	Percent of 1948-49
1	2	3	1	2	3
Total (10 years)	\$167,388,384	.....	1952-53.....	\$11,041,208	114.0
1948-49.....	9,887,482	100.0	1953-54.....	11,773,708	121.5
1949-50.....	11,006,208	112.6	1954-55.....	15,733,708	162.4
1950-51.....	11,016,208	112.7	1955-56.....	19,549,708	201.8
1951-52.....	11,028,708	112.8	1956-57.....	22,969,708	237.1
			1957-58.....	23,581,708	242.4

¹ The amount reported in this column for the years prior to 1956-57 include amounts for the separate acts consolidated into the Hatch Act as amended 1955. Allotments in 1956-58 for the several acts included in this consolidation are as follows: Hatch Act, 1957—\$765,000; Adams Act, 1906—\$765,000; Purnell Act, 1928—\$3,060,000; Bankhead-Jones Act, 1935—\$2,863,708; and Bankhead-Jones Act, 1946—\$12,096,000.

Table 46.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR AGRICULTURAL EXPERIMENT STATIONS, 1957-58

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$23, 581, 798	Massachusetts.....	312, 791	South Dakota.....	310, 229
Alabama.....	675, 365	Michigan.....	633, 732	Tennessee.....	704, 722
Arizona.....	248, 108	Minnesota.....	564, 837	Texas.....	937, 927
Arkansas.....	563, 704	Mississippi.....	683, 356	Utah.....	236, 754
California.....	640, 888	Missouri.....	622, 070	Vermont.....	235, 268
Colorado.....	302, 297	Montana.....	262, 962	Virginia.....	624, 701
Connecticut.....	263, 581	Nebraska.....	385, 933	Washington.....	379, 724
Delaware.....	204, 492	Nevada.....	191, 684	West Virginia.....	478, 595
Florida.....	382, 280	New Hampshire.....	225, 396	Wisconsin.....	576, 166
Georgia.....	702, 810	New Jersey.....	306, 763	Wyoming.....	214, 287
Idaho.....	269, 570	New Mexico.....	262, 074	Alaska.....	192, 838
Illinois.....	664, 711	New York.....	650, 177	Hawaii.....	230, 850
Indiana.....	580, 904	North Carolina.....	922, 378	Puerto Rico.....	635, 215
Iowa.....	582, 882	North Dakota.....	312, 525		
Kansas.....	431, 938	Ohio.....	750, 578		
Kentucky.....	697, 676	Oklahoma.....	487, 779		
Louisiana.....	500, 911	Oregon.....	341, 297		
Maine.....	277, 656	Pennsylvania.....	826, 236		
Maryland.....	334, 282	Rhode Island.....	199, 980		
		South Carolina.....	563, 928		

Chapter IV

DEPARTMENT OF COMMERCE

THE DEPARTMENT OF COMMERCE offers several programs of education and training as a means of serving the commercial interests of the Federal Government. Five of the major programs in education are described here. These include Aviation Education, Census Training Program for Foreign Technicians, the Federal Merchant Marine School and the State Marine Schools of the Maritime Administration, Meteorological Education and Training, and the National Bureau of Standards Graduate School.

AVIATION EDUCATION

The Civil Aeronautics Administration of the Department of Commerce has responsibility for fostering and developing civil aviation. An important phase of this work is advanced through many activities which might be classified under air-age education. Under this program, materials for air-age education are offered to elementary and secondary schools so that they might provide direct instruction concerning aviation and offer opportunities for including facts having air-age significance in subjects such as geography, health, safety, history, mathematics, and the physical sciences. The Federal purpose in encouraging aviation education is to develop air-age understandings in the young people of the Nation, and to acquaint them with career opportunities in aviation.

Under this program, the Department of Commerce also provides aviation education for students in the United States and for technicians from other countries. The programs for the technicians from other countries are planned for the further development of technically underdeveloped areas.

AVIATION TRAINING OF FOREIGN NATIONALS

Authority of the Civil Aeronautics Administration to provide training for foreign nationals is included in Public Law 402, Eightieth

Congress, which authorizes an educational exchange program; Public Law 647, Eightieth Congress, which is known as the International Aviation Facilities Act; and Public Law 535, Eighty-first Congress, which is known as the Foreign Economic Assistance Act.

The Foreign Economic Assistance Act of 1950 declares that it is the policy of the United States to aid the peoples of economically underdeveloped areas to develop their resources and improve their working and living conditions by encouraging the exchange of technical knowledge and skills and by promoting the flow of investment capital to countries in which such technical assistance and capital can effectively contribute to raising standards of living, creating new sources of wealth, increasing productivity, and expanding purchasing power.

Under this assistance program, selected foreign nationals come to the United States for training in various fields of aviation. Some of the fields of specialization are: Administration of civil aviation; airport management, design, construction, and engineering; aircraft airworthiness inspection; airline maintenance management, traffic, and sales; air traffic control; aeronautical communication; aviation law and medicine; aircraft dispatching; aviation mechanics; flight operations; maintenance and installation of air navigation aids equipment; accident investigation; and aeronautical engineering.

Several programs in these fields of specialization are sponsored by the International Cooperation Administration, the Department of State, and the Civil Aeronautics Administration. As a participating agency in technical assistance programs, the Civil Aeronautics Administration has provided or arranged aviation training for 1,299 selected foreign nationals since July 1, 1947.

Detailed information is given in table 47 concerning the Federal funds expended for aviation training of foreign nationals, the number of trainees, and the number of countries participating in the program. This table indicates that 289 foreign nationals representing 40 countries participated in these training programs in 1956-57 with \$432,000 in Federal funds expended for this training.

Federal funds expended, as given in column 2 of table 47, do not include the expenditures for training International Civil Aviation Organization Fellows. An average of 10 ICAO Fellows have been trained in each of the last 5 years at a cost of approximately \$2,000 per Fellow, exclusive of international travel. ICAO in Montreal, Canada, has paid the travel expenses of the Fellows. Also, Federal funds expended for some of the years relate to years in which funds are obligated since the training lagged behind the years of obligation by as much as 1 year in some instances.

The cooperating countries, and the number of trainees from each of the countries, are given in table 48 for the years from 1953-54 through 1956-57.

Table 47.—FEDERAL FUNDS EXPENDED FOR AVIATION TRAINING OF FOREIGN NATIONALS AND NUMBER OF TRAINEES FROM OTHER COUNTRIES: 1947-48 TO 1956-57

School year	Federal funds expended	Number of trainees	Number of countries participating	School year	Federal funds expended	Number of trainees	Number of countries participating
1	2	3	4	1	2	3	4
Total (10 years).....	\$2,794,969	1,299	247	1951-52.....	183,919	94	22
1947-48.....	265,282	123	15	1952-53.....	344,889	121	31
1948-49.....	332,094	108	11	1953-54.....	227,986	110	26
1949-50.....	306,374	86	13	1954-55.....	243,933	104	26
1950-51.....	99,531	94	20	1955-56.....	260,002	170	31
				1956-57.....	432,000	289	40

Table 48.—NUMBER OF FOREIGN NATIONAL TRAINEES PARTICIPATING IN AVIATION EDUCATION: 1953-54 TO 1956-57

Cooperating countries	1953-54	1954-55	1955-56	1956-57	Cooperating countries	1953-54	1954-55	1955-56	1956-57
1	2	3	4	5	1	2	3	4	5
Total	110	164	170	299	Japan.....	1	2	2	26
Afghanistan.....	0	0	0	1	Korea.....	0	0	1	5
Argentina.....	0	1	1	0	Lebanon.....	0	0	0	3
Bolivia.....	10	3	12	13	Mexico.....	3	1	0	2
Brazil.....	13	23	26	9	Nepal.....	0	1	1	0
British Guiana.....	0	0	1	1	Nicaragua.....	0	0	2	4
Burma.....	0	1	0	0	Norway.....	0	0	0	1
Chile.....	2	3	13	20	Pakistan.....	4	4	4	6
China.....					Panama.....	3	4	5	2
(Formosa).....	1	4	6	7	Paraguay.....	1	0	0	1
Colombia.....	4	2	0	4	Peru.....	0	1	3	2
Costa Rica.....	3	4	5	10	Philippines.....	4	1	4	8
Cuba.....	3	1	1	13	Rhodesia.....	0	0	0	1
Ecuador.....	5	5	3	5	Saudi Arabia.....	5	6	0	0
Egypt.....	12	0	8	5	Spain.....	1	9	28	53
Ethiopia.....	0	4	14	14	Surinam.....	0	0	1	2
Finland.....	2	0	0	1	Syria.....	0	0	0	1
France.....	0	0	4	3	Sweden.....	1	0	0	0
Greece.....	0	0	4	2	Thailand.....	0	1	5	19
Guatemala.....	0	0	1	0	Turkey.....	3	1	0	8
Honduras.....	4	4	2	1	Uruguay.....	1	0	1	2
Iceland.....	13	10	0	10	Venezuela.....	1	0	0	0
India.....	7	0	4	6	Vietnam.....	1	0	0	1
Indonesia.....	1	7	5	7					
Iran.....	0	0	0	9					
Israel.....	1	1	2	1					
Jamaica.....	0	0	1	0					

TUITION PAYMENTS FOR EMPLOYEES IN NONDEPARTMENTAL INSTITUTIONS

A major responsibility of the Civil Aeronautics Administration is to maintain the proficiency of its employees. For this purpose, em-

ployees may enroll in such courses as Theory and Application of Transistors, Digital Computers, Aviation Medicine for Physicians and Scientists, Helicopter Maintenance, Fundamentals of Strain Gage Techniques, Noise Reduction, etc. These courses are usually offered at universities, but often private industry provides instruction without cost. The Department of Commerce pays travel, per diem, tuition charges, and other reimbursable costs. Expenditures for this program are listed in table 49.

The authority for tuition allowances to institutions not operated by the Secretary of Commerce is provided by Public Law 670, Eighty-first Congress. This law empowers the Secretary of Commerce to detail technical or professional employees of the Civil Aeronautics Administration to enroll in technical and scientific courses related to aeronautics.

Table 49.—FEDERAL FUNDS EXPENDED FOR TUITION IN NONDEPARTMENTAL INSTITUTIONS AND NUMBER OF TRAINEES: 1950-51 TO 1956-57

School year	Federal funds expended	Number of trainees	School years	Federal funds expended	Number of trainees
1	2	3	1	2	3
Total (7 years)	\$28, 226	271	1953-54.....	2, 162	31
1950-51.....	654	9	1954-55.....	1, 930	22
1951-52.....	6, 797	17	1955-56.....	8, 808	32
1952-53.....	2, 580	50	1956-57.....	8, 626	110

CENSUS TRAINING PROGRAM FOR FOREIGN TECHNICIANS

The Bureau of the Census conducts formal training programs in census and statistical procedures for qualified technicians from other countries. As a participating agency in technical assistance programs sponsored by the International Cooperation Administration, the Bureau of the Census has designed and developed training programs combining formal classroom presentations with practical on-the-job experience in accordance with the training requirements of the participants.

From 1947 to 1957, the International Statistical Programs Office, which administers the foreign training activity, has provided specialized training for over 500 foreign technicians from more than 50 countries. A majority of these training participants have returned to their home countries to occupy important positions in the statistical field.

Training programs can be scheduled in all the subject-matter areas for which the Bureau of the Census collects and compiles statistical information. These subject-matter areas include the fields of popula-

tion, housing, agriculture, industry, domestic trade and services, foreign trade, and State and local government statistics. To complement the subject-matter presentations, the training programs include lectures and laboratory exercises on the procedures and techniques for conducting censuses and surveys, mass processing and tabulating of data through conventional and electronic equipment, publication of statistical results, census geography and cartography, and statistical organization and administration. Special seminars in sampling techniques and quality control procedures are also provided.

Normally, the standard training courses commence at about the same time that universities and colleges begin their semester programs. After the formal training is completed, specialized programs are developed to meet individual needs of each participant. This might include a short-term project within a division of the Bureau, another Government agency, or a university. Although the majority of participants in the census-training program has come under the auspices of the International Cooperation Administration or its predecessor organizations, some come under the sponsorship of the United Nations, the U. N. Food and Agriculture Organization and other international agencies, and under various International Education Exchange programs of the State Department.

Practically all the Federal funds expended in the census-training programs for foreign nationals are provided by the International Cooperation Administration. For certain short-term visitors, the Bureau of the Census provides host facilities and appropriate staff services as part of its regular operations for international cooperation in the field of statistics, which also include the development of international statistical standards and the exchange of publications and methodological materials.

MARITIME ADMINISTRATION

The Maritime Administration in the Department of Commerce operates a training program for the purpose of training young men to become licensed officers in the United States Merchant Marine. In addition, the Maritime Administration also administers a grant-in-aid program for State marine and civilian nautical schools.

FEDERAL MERCHANT MARINE SCHOOL

At the present time there is one federally operated merchant marine school for the training of officers for the merchant fleet. This institution, known as the United States Merchant Marine Academy, is located at Kings Point, Long Island, N. Y., and was established in 1942. Approximately 950 cadets are now in training at this institution. Public Law 415, Eighty-fourth Congress, approved February 20,

1956, placed this academy on a permanent basis, and among other provisions provided for congressional nomination of candidates to participate in annual competitive examination for appointment to the academy. The number of vacancies allocated to each State is proportioned to the representation in the Congress.

Annual expenditures of Federal funds for the operation of the Federal Merchant Marine School for the past 10 years are listed in column 4 of table 50.

STATE MARINE SCHOOLS

The Secretary of the Navy was authorized as early as 1874 to furnish, if requested by a State Governor, a fully equipped vessel for use by colleges. The State Marine School Act of 1911 promoted nautical education by authorizing Federal aid "to be used for the benefit of any nautical school, and any school or college having a nautical branch" in any of 11 seaport cities named in the act. Navy personnel could be furnished for supervision or instruction in the schools and Federal funds were appropriated for these educational services. The act required that the Federal funds be matched by a State or municipality, but the Federal money could not exceed \$25,000 for any one school per year. Later legislation increased this \$25,000 limitation with the provision that the amount allocated to any school could not exceed \$47,500 per school year, conditioned on the admittance for training of cadets from out of State.

Responsibility for administering Federal aid to these schools, which are known as State Maritime Academies, was transferred in 1941 from the Navy to the United States Maritime Commission and

Table 50.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MERCHANT MARINE PERSONNEL: 1948-49 TO 1957-58

School year	Total		Federal Merchant Marine School	State Maritime Academies	Training of unlicensed merchant marine personnel	Upgrading of licensed and unlicensed merchant marine personnel
	Amount	Percent of 1948-49				
1	2	3	4	5	6	7
Total (10 years).....	843, 849, 886		825, 168, 975	\$7, 683, 689	21, 639, 364	28, 647, 718
1948-49.....	7, 654, 991	100. 0	3, 517, 809	1, 117, 491	1, 117, 084	1, 902, 607
1949-50.....	6, 755, 004	88. 2	3, 288, 518	1, 053, 492	767, 257	1, 645, 737
1950-51.....	5, 292, 414	69. 1	2, 745, 847	1, 018, 548	37, 161	1, 490, 858
1951-52.....	4, 377, 133	57. 2	2, 572, 208	646, 336	36, 856	1, 121, 731
1952-53.....	4, 023, 883	52. 6	2, 129, 278	621, 376	38, 644	1, 234, 585
1953-54.....	4, 228, 737	55. 2	2, 142, 900	781, 137	42, 500	1, 262, 200
1954-55.....	2, 593, 290	33. 9	1, 096, 583	696, 707	0	0
1955-56.....	2, 744, 405	35. 9	2, 184, 851	559, 554	0	0
1956-57.....	2, 836, 229	37. 1	2, 196, 681	639, 548	0	0
1957-58.....	3, 043, 800	39. 8	2, 394, 300	649, 500	0	0

now known as the Maritime Administration. The four academies are located in California, Maine, Massachusetts, and New York.

A 10-year summary of expenditures for the education of merchant marine personnel in these programs is given in table 50. Figures present all expenditures for education, including training obtained through correspondence courses. The data were provided by the Maritime Administration in the United States Department of Commerce.

Table 51.—FEDERAL FUNDS EXPENDED FOR THE TRAINING OF FOREIGN METEOROLOGISTS, NUMBER OF PARTICIPANTS FROM VARIOUS COUNTRIES, AND SPONSORING AGENCIES: 1954-55 TO 1956-57

Countries represented (by school year)	Sponsor	Federal funds expended ¹	Number of participants
1	2	3	4
Total (3 years) (19 countries)		\$164,350	53
1954-55 (8 countries)		38,577	13
Cuba	FOA	4,330	1
Ethiopia	FOA	20,168	4
Haiti	UN	0	1
Honduras	FOA	5,454	1
India	FOA	3,300	1
Liberia	FOA	5,325	1
Thailand	Thai Government	0	3
Taiwan	UN	0	1
1955-56 (10 countries)		77,968	19
Brazil	FOA	7,056	2
Cuba	FOA	1,690	1
Ethiopia	ICA	16,650	2
Honduras	FOA	2,788	1
Honduras	ICA	5,100	1
Indonesia	FOA	4,264	2
Pakistan	UN	0	1
Peru	FOA	2,028	1
Spain	FOA	2,942	1
Syria	Syrian Government	0	2
Thailand	ICA	30,120	5
1956-57 (10 countries)		47,705	21
Argentina	UNESCO	0	1
Bolivia	UN	0	1
Chile	ICA	5,454	1
Chile	UN	0	1
India	UN	0	2
Indonesia	ICA	2,872	1
Pakistan	ICA	5,030	1
Pakistan	ICA	3,548	2
Philippines	UN	0	1
Spain	UN	0	1
Thailand	ICA	10,215	2
Thailand	ICA	21,086	3
Thailand	UN	0	2
Thailand	Thai Government	0	2
Turkey	UN	0	1

¹ Foreign Operations Administration was the predecessor of the present International Cooperation Administration.

² These funds are also included in table 73.

METEOROLOGICAL EDUCATION AND TRAINING

An education and training program to improve the technical knowledge of meteorologists from other countries is supervised by the Weather Bureau in the Department of Commerce. At the present time, this program is sponsored by the International Cooperation Administration, the United Nations, and, in some cases, it is under the direct sponsorship of the foreign country with all expenses being paid by the country.

The Weather Bureau of the Department of Commerce assists the foreign trainee in either of two ways, or a combination of both. First, the prospective trainee is advised as to the type of training that is available and a suitable program is proposed. Second, the Weather Bureau assists the foreign trainee in enrolling in a university or college which will give him the required training, or the Bureau may develop a specific program adapted to his requirements and provide the training opportunities at one of the Weather Bureau facilities.

Table 51 indicates the Federal funds expended for the training of foreign meteorologists, number of participants from various countries, and the sponsoring agencies for the 1954-55, 1955-56, and 1956-57 school years. The data were provided by the Weather Bureau of the Department of Commerce.

NATIONAL BUREAU OF STANDARDS GRADUATE SCHOOL

This graduate school, established in 1908, is the oldest of the several advanced educational programs sponsored by governmental agencies primarily for employees. Educational services are provided in the Bureau's area of scientific responsibility, the physical sciences.

Classroom and laboratory space, library facilities, and instructional materials are provided by the Bureau. Specialists from the Bureau's staff form the major portion of the teaching staff which is augmented by professors from the cooperating universities in the program. The same administration staff handles the in-hours' education and training programs that are a part of the Bureau's official specialized education and training, as well as out-of-hours' courses. The two programs together constitute the National Bureau of Standards Graduate School program, for which a single catalog and listing is available to the students. Out-of-hours' classes are held outside of regular working hours and all costs for such instructions are covered by fees paid either directly to the cooperating universities or through the graduate school office. Each academic year there are approximately 1,000 registrations in the various courses.

Funds are not appropriated, or specifically spent, for the operation of the school and, consequently, no tabulation of Federal funds expended for this educational program is presented here. Operation expenses are paid from student fees. The school is a nonprofit organization and professors are reimbursed for after-hours' instruction. Students pay \$10 per semester hour for instruction. An educational committee, composed of senior staff members, plans and administers the courses. This committee serves without reimbursement other than their regular salary.

A gradual change has been brought about in the school due to the increasing emphasis on science and the continuous growth of extension activity in American universities. Many of the courses offered in the graduate school are sponsored by some recognized institution of higher learning in which the students register and receive resident credit as well as academic credit. The school and the cooperating institution jointly select the course and the instructor.

Even though this graduate school is not a degree-granting institution, credit for course work toward a degree is earned and transferred to the registrar of the university or college in which the employee is enrolled. Advanced degrees have been obtained by more than 175 students. Students have used either course or dissertation work, completed at the school, as a partial fulfillment of their requirements for degrees.

Chapter V

DEPARTMENT OF DEFENSE

PROGRAMS of training, education, and research in the Defense Department are essential to the defense of the Nation. Basic and specialized training are needed by the personnel of the military Services in order to prepare them for efficient service in the military branches. Programs in research are needed to secure new facts basic to the defense program and they often provide opportunities for research personnel to further their education. These programs of training and research proceed during peacetime to train military personnel and to discover, develop, and test new methods and materials which may be important to the defense of the Nation.

In addition to the activities directly related to defense, the Department of Defense has found it advisable to provide elementary and secondary school services for dependents of military and civilian employees when their families join them for overseas assignments. Also, further opportunities are provided by the Department for the extended education of military personnel while off duty to enable them to secure additional schooling that may be useful after they have regained civilian status. These and several other educational activities of the Department of Defense are described in this chapter. Information concerning other programs can be obtained directly from the Department.

EDUCATION PROGRAMS FOR MILITARY SERVICE

The Department supports a number of educational programs which are designed to meet specific requirements of the Armed Forces, provide a gradual improvement in the educational level of military personnel in their specialties, and to provide an opportunity for career personnel to raise their educational levels. At the same time, these programs have the effect of increasing and improving the Nation's

total resources of such manpower. The major programs which provide for the payment of the costs of education by the Department of Defense at the Service academies and civilian institutions follow. Excluded are a number of other programs conducted at civilian institutions which involve no payment for education except that pay and allowances are provided for the participating military personnel. Also excluded are such specialized military schools as the Army Language School, Armed Forces Industrial College, and the Army Psychological Warfare School since these are operated primarily for in-service training.

SERVICE ACADEMIES

Academic training which is comparable to that of civilian colleges is offered in the three Service academies, namely, U. S. Military Academy, West Point, N. Y.; U. S. Naval Academy, Annapolis, Md.; and the U. S. Air Force Academy, temporarily located at the Lowry Air Force Base, Denver, Colo.

Degrees are granted upon completion of the 4-year course at each academy. All graduates are required to serve on active duty in a commissioned status for a minimum of 3 or 4 years, depending upon the branch of the Service. Enrollments in the academies were as follows in October 1957: Army 2,432; Navy 3,733; and Air Force 749. Funds for the operation of the academies are shown in columns 3, 4, and 5 of table 52. Amounts reported in the table do not include military pay and allowances.

TRAINING AT CIVILIAN INSTITUTIONS

As a part of the career development of military personnel consistent with meeting specific needs of the Services, additional academic training is provided at civilian institutions. These programs served to improve the quality of military personnel and provide incentives for continuing service careers. The major programs which are included in the amounts reported in column 6 of table 52 are discussed in the several paragraphs which follow.

Air Force Programs.—Educational opportunities are provided by the Air Force through the Air Force Institute of Technology at the undergraduate and graduate levels to meet established Air Force requirements. The training is conducted in residence at the Institute at Wright-Patterson Air Force Base, and at selected civilian institutions. The program consists of a professional education program in scientific, technical, managerial, and other areas; training-with-industry programs; and a program of foreign language and language-

Table 52.—FEDERAL FUNDS ALLOTTED FOR ACADEMIC TRAINING MILITARY PERSONNEL AT CIVILIAN SCHOOLS AND SERVICE ACADEMIES: 1948-49 TO 1957-58¹

School year	Total	U. S. Air Force Academy	U. S. Military Academy	U. S. Naval Academy	Academic training of military personnel at civilian institutions	U. S. Naval Reserve Officers' Program
1	2	3	4	5	6	7
Total (10 years).....	\$245,966,049	\$29,692,136	\$99,567,645	\$72,999,926	\$35,644,925	\$29,069,357
1948-49.....	15,830,594	0	4,875,300	5,569,192	2,453,355	2,9
1949-50.....	16,159,610	0	5,041,808	5,492,300	2,216,538	3,4
1950-51.....	20,372,130	0	7,228,299	6,424,340	2,948,991	3,7
1951-52.....	23,608,806	0	9,340,335	7,090,600	3,543,821	3,6
1952-53.....	28,044,479	0	8,473,874	7,481,969	3,164,576	3,9
1953-54.....	22,361,463	0	7,926,000	7,507,000	3,004,463	3,9
1954-55.....	22,049,968	0	8,717,074	7,634,091	2,547,373	3,1
1955-56.....	24,063,300	(?)	8,802,000	8,398,700	3,849,000	3,3
1956-57.....	32,279,699	5,005,138	9,804,105	8,570,946	4,852,868	3,9
1957-58 ²	46,175,000	15,687,000	10,664,000	9,046,000	6,474,000	4,3

¹ Does not include military pay and allowance.² Not available.³ Estimated.

area training. In addition, the Air Force Institute of Technology administers various medical education programs, and offers a short course program which is conducted for officers on a temporary basis. Academic and military prerequisite qualifications, as well as length of courses, vary in accordance with the particular program.

Officers participating in the program must agree to remain on extended active duty for at least 3 years after termination of training. As of November 1957, more than 500 officers were enrolled in the residence program at Wright-Patterson Air Force Base, an additional 1,680 were enrolled in the civilian institutions' portion of the professional education program, and about 900 persons were enrolled in the foreign language programs in civilian institutions. All expenses for these educational programs are paid by the Air Force. Funds expended at civilian institutions are included in column 6 of table 52.

Army Graduate School Programs.—The Army has established a program for training military personnel at civilian educational, commercial, and industrial institutions. This program is correlated with training conducted in the Service school system and covers both undergraduate and graduate work. Persons are trained under the program only to the extent necessary to meet Army and certain joint agency requirements. Almost all participants take work at the graduate level, and up to this time over 90 percent have earned Master's or higher degrees. This education is available to qual-

Regular Army officers, warrant officers, and enlisted men and officers of the reserve components on active duty upon meeting certain requirements. Officers are obligated for additional service of 4 years after completing a period of training exceeding 20 weeks; enlisted participants are required to re-enlist for at least 3 years. All expenses are paid by the Army. As of November 1957, there were 567 persons enrolled under this program in courses lasting 20 weeks or more. In addition, the Army offers short courses many of which are for only a few days' or weeks' duration at civilian educational institutions or with private industrial firms. Funds expended at the civilian institutions are included in column 6 of table 52.

Navy Programs.—The "Five-Term Program" at civilian institutions provides educational opportunities up to the baccalaureate level for certain augmented and integrated officers with a permanent grade of ensign and above, but below the grade of commander, in order to permit them to compete for promotion on an equal basis with their contemporaries who are graduates of the Naval Academy or of accredited colleges. This program is limited to commissioned line officers and Supply Corps officers in specific categories who were accepted into the Regular Navy after January 1, 1949, and who have earned a minimum of 45 semester hours of credit acceptable to a university or college. Students may pursue almost any major field of study with certain specified exceptions. This training is wholly subsidized and students receive normal pay and allowances for a maximum of five terms or semesters. As of October 1957, approximately 400 officers were enrolled in the "Five-Term Program."

The Navy also sponsors a program for the postgraduate training of officers. The U. S. Naval Postgraduate School, Monterey, Calif., is operated by the Navy and confers advanced academic degrees. The institution is accredited and consists of the Engineering School, General Line School, and the Navy Management School; however, the Engineering School is the only component which utilizes courses at civilian colleges. The Engineering School provides basic and advanced scientific and technical education. Some of the curriculums are given in their entirety at the Engineering School while others provide for terminal studies at a civilian institution after an initial year or two at the U. S. Naval Postgraduate School. Still other curriculums are given entirely at civilian institutions. Eligibility for participation varies by specific curriculums and all expenses are paid by the Navy. Each participant is required to serve on active duty 1 year for each half year or fraction thereof of postgraduate instruction received. Approximately 800 officers participate in the Engineer-

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ing School each year. Of this number, about 250 attend civilian institutions. Funds expended at the civilian institutions are included in column 6 of table 52.

A third program sponsored by the Navy is the Navy Enlisted Advanced School Program. It is relatively new and is designed to produce "System Engineers" to meet the Navy requirements, and is available to outstanding petty officers under the age of 30 who have at least 3 years of active naval service. The program provides for a total of 4 years of college-level training in civilian universities in 2-year increments alternating with periods of active service of 2 years. Personnel completing the entire program must serve at least 4 additional years of active service. Participants in this program are eligible for commissioning, if otherwise acceptable, upon attainment of a degree. As of November 1957, a total of 138 were enrolled in the program and attended either Purdue University or the University of Washington. Funds expended at these institutions are included in column 6 of table 52. Amounts do not include military pay and allowances.

Navy Regular ROTC Program.—The Navy instituted a "Regular" ROTC program in 1946 to provide for the training of career officers for the Regular Navy. This program provides for not more than 4 years of Navy-subsidized education in 1 of 52 designated colleges or universities. Participants are free to indicate the institution they wish to attend and pursue a baccalaureate or higher degree in all except a relatively small number of fields. Upon graduation, such persons are commissioned in the Navy or Marine Corps and are required to serve on active duty. Those appointed Midshipmen in 1957 and thereafter have a 4-year active-duty obligation, while those appointed prior to 1957 have a 3-year obligation. During the third year of active duty, officers may request retention as career officers. Those not selected are retained as Reserve Officers. As of October 1957, about 6,300 persons were enrolled in this program. Funds expended for this program are reported in column 7 of table 52.

Air Force, Army, and Navy Special Education Programs for Medical and Allied Specialists.—Each of the Services provides special education programs for medical and dental officers, medical service corps officers, nurse corps officers, etc. These programs involve a variety of long and short courses given at civilian or military institutions. Some of the longer courses at the graduate level range from 6 months to several years. These programs usually require additional obligated service or else require specified minimum periods of obli-

gated service upon completion of the courses. Expenditures for these programs are included in column 6 of table 52.

EDUCATION PROGRAMS FOR CIVILIANS

A large number of civilians are employed by the Department of Defense. Many of these employees are highly trained professional people who need special courses, or additional training and study, in order to maintain a high efficiency in their fields of specialization. Also, it is the policy of the Department to encourage the advancement of competent employees by giving varying degrees of assistance depending upon the relationship of courses of study to their work and the level at which the study is offered.

Aside from the provisions for assistance and training of civilian employees, two other programs which relate to the training of civilians are also discussed in this section. Of these, the program for medical education for defense constitutes a direct financial aid to medical schools for the training of doctors. The second program recognizes the value of research and development contracts for the opportunity they provide for the training of research assistants.

CIVILIAN EMPLOYEE PROGRAMS

Department of Defense civilian personnel are given opportunities for additional training related to their work in order to improve job performance and to keep abreast of the changes that are taking place in their fields of work. Usually, this training is given at the place of employment and it is short and specialized. However, it may be supplemented, where it is considered appropriate, through assignment to classes at colleges and other educational institutions. Specially qualified personnel in the scientific and engineering fields are sometimes authorized to take full-time advanced study which may extend up to one year.

Employees are encouraged to engage in self-improvement training activities by attending extension courses offered at the Department by local universities after-hours, or during a combination of work and after-work hours. The cost is paid either by the student, Department, or in part by the student and part by the Department, depending on the degree of the relationship to the employee's work and the nature of the program.

Cooperative Education Programs.—In order to provide a flow of qualified personnel into professional categories, such as science and engineering and sometimes in the administrative fields of accounting, budget, and production control, the Department conducts cooperative education programs which are governed by uniform standards and policies promulgated by the Secretary of Defense.

These programs may be conducted either through the facilities of recognized cooperative educational colleges, or through other colleges where plans for integration of work and study leading to a degree can be developed. Employees alternate work and study. The employment constitutes a regular continuing and essential element in the educational process since the work assignments are related to the field of study in which the student is engaged. Assignments increase in difficulty as the student progresses through his college curriculum toward the degree.

Normally, financial assistance toward payment of tuition, other expenses, and salaries are not provided while attending school. If it is determined that tuition assistance is necessary in order to attract and retain students, such assistance may not exceed one-half of the tuition costs of the total program leading to the undergraduate degree. Student-employees pursuing studies at the graduate level may be given financial assistance up to the full amount of the tuition expenses, when desirable. Students who receive tuition assistance must agree to remain with the Department after graduation for a period proportionate to the amount of financial assistance provided. If this obligation is not fulfilled, a refund must be made for the tuition paid. During the latter part of calendar year 1957, about 1,800 persons were enrolled in the cooperative education programs.

Table 53 indicates funds expended during 1956-57 and estimated expenditures for 1957-58.

Table 53.—DEPARTMENT OF DEFENSE FUNDS FOR EDUCATION PROGRAMS FOR CIVILIAN EMPLOYEES, 1956-57 TO 1957-58

School year	Amount	Students enrolled
1	2	3
Total (3 years)	84, 188, 687	
1956-57.....	1, 893, 826	11, 800
1957-58 ¹	2, 284, 683	

¹ Approximate.
² Estimated.

MEDICAL EDUCATION FOR NATIONAL DEFENSE

"Medical Education for National Defense" was started in February 1952 through the joint efforts of representatives of the Association of American Medical Colleges, the military services, United States Public Health Service, and the Federal Civil Defense Administration.

The primary objective is to improve the medical school curriculums in those areas of fundamental importance with respect to military

medicine and surgery, and medical aspects of civil defense. A pilot program was first initiated in 5 medical schools in the fall of 1952 and has now expanded to 45 schools. It is planned to expand at the rate of 10 new schools per year until all medical schools desiring participation are included. Cost of this program averages about \$11,000 per school plus certain costs for the Office of the National Coordinator. If implemented in all medical schools, the cost would amount to approximately \$750,000 per year. Table 54 shows the Department of Defense expenditures for 1952-53, 1953-54, 1954-55, 1955-56, 1956-57 and the amounts estimated for 1957-58 and budgeted for 1958-59.

Table 54.—DEPARTMENT OF DEFENSE FUNDS FOR MEDICAL EDUCATION FOR NATIONAL DEFENSE, AND NUMBER OF SCHOOLS PARTICIPATING IN THE PROGRAM, 1952-53 TO 1958-59

School year	Amount	Medical schools participating	School year	Amount	Medical schools participating
1	2	3	1	2	3
Total (7 years).....	\$1, 276, 600		1955-56.....	\$200, 000	25
1952-53.....	75, 000	5	1956-57.....	240, 000	35
1953-54.....	75, 000	5	1957-58 ¹	267, 500	45
1954-55.....	114, 000	15	1958-59 ¹	405, 000	55

¹ Estimated.

² Budgeted.

RESEARCH ASSISTANTSHIPS IN EDUCATIONAL INSTITUTIONS

Research and development contracts with educational institutions and research centers affiliated with educational institutions are designed for performance of needed research for the military departments. Significantly, employment is often provided for a substantial number of research assistants to perform research while engaged in completing graduate or postgraduate training. Such employment contributes to the technical training of the student and indirectly assists him in completing his education. Based on Department of Defense appropriations for research and development, it is roughly estimated that between 10,000 and 15,000 research assistants are employed on research and development contracts covering scientific and technical projects. Expenditures for this program are not easily separated from other items in the budget and are not reported here.

EDUCATION OF DEPENDENT CHILDREN OVERSEAS

Military and civilian personnel serving the Department of Defense in locations outside continental United States, Alaska, Hawaii, Puerto

Rico, and the Virgin Islands are permitted to take their families with them under certain conditions. Experience has shown that this consideration is extremely important in maintaining high morale and in securing greatest efficiency. The plan, however, has required the provision of schooling for the children in these families.

Under certain limitations, the military services are authorized by law to spend appropriated funds to provide elementary and secondary schooling for children of military and civilian employees of the Department of Defense residing outside the continental United States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands. The military services provide schooling in service-operated schools, in non-service-operated schools available in the overseas area, and by correspondence courses. If personnel of more than one military service are located in the area and it is feasible to establish a service-operated school, one service operates the school for all military dependents in the area. If it is impractical to establish a service-operated school, education is provided by tuition payments to non-service-operated schools available in the locality. If neither service-operated nor locally operated schools are available, then correspondence or home-study courses are provided at Government expense.

The Secretary of the Navy authorizes the establishment of Navy-operated schools. Major overseas commanders may authorize the establishment of Army and Air Force service-operated schools. The expenditures reported in tables which accompany the description of the military programs represent appropriated funds used to pay administrative and instructional costs for the service-operated schools, to pay tuition in non-service-operated schools, and to pay for home-study courses.

DEPARTMENT OF THE AIR FORCE PERSONNEL

Annually, the Department of the Air Force has been authorized to use appropriated funds for the education of dependents of military and civilian personnel stationed in foreign countries. This authority has been granted in the annual military appropriations acts which have specified average per-pupil limitations on the expenditures. Expenditures may be made for these educational programs only when the Secretary of the Air Force finds that local schools are unable to provide adequately for the education of dependent children of military or civilian personnel.

Four types of arrangements for educational services are included in the Air Force schools for dependents' program. They include:

1. *Air Force-operated schools.*—These schools are established and operated directly by the Air Force where there are sufficient numbers of pupils to justify their operation and where no other adequate educational facilities are available.
2. *Army- or Navy-operated schools.*—These are similar to the Air Force-operated schools. Pupils attend on a tuition basis and the Air Force reimburses the operating service for the cost of educating Air Force dependents attending such schools.
3. *Contract schools.*—These are non-service-operated schools which are considered adequate to provide for the education of dependent children. They include local English-speaking public, private, or church schools. Tuition payments are made from Air Force funds.
4. *Correspondence schools.*—Commanders are authorized to expend appropriated funds for the education of dependent children through approved home-study courses. This plan is used only when other types of schools are either unavailable or are considered inadequate.

A summary of the total expenditures for (1) schools operated by the Air Force, and (2) other education obtained at Army- or Navy-operated schools, at local contract schools, or through home-study courses is included in table 55. The table also gives summarized figures on the number of pupils served and the number of Air Force-operated schools.

Table 55.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF AIR FORCE PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE AIR FORCE IN OVERSEAS AREAS, 1950-51 TO 1957-58

School year ¹	Total amount expended	Education through Air Force-operated schools			Education through other Service-operated schools, contract schools, or home-study courses	
		Amount expended	Number of pupils	Number of schools	Amount expended	Number of pupils
1	2	3	4	5	6	7
Total (8 years)	945, 398, 088	822, 667, 545	129, 831		122, 730, 543	63, 898
1950-51.....	802, 425	604, 526	2, 744		197, 899	1, 482
1951-52.....	1, 126, 391	654, 318	2, 910	20	481, 973	3, 030
1952-53.....	3, 258, 574	2, 776, 553	6, 053	49	482, 321	7, 405
1953-54.....	4, 262, 575	2, 206, 778	8, 517	61	2, 055, 797	11, 965
1954-55.....	5, 441, 263	4, 131, 692	16, 145	90	1, 309, 571	7, 773
1955-56.....	7, 858, 655	6, 015, 410	22, 300	100	1, 843, 245	8, 910
1956-57.....	10, 573, 250	7, 340, 250	30, 400	90	3, 233, 000	12, 760
1957-58 ¹	11, 856, 733	8, 068, 018	30, 732	93	2, 788, 715	10, 485

¹ Estimated.

DEPARTMENT OF THE ARMY PERSONNEL

American-type public school educational opportunities, grades 1 through 12, are provided for eligible dependent children of United States military and civilian personnel on duty overseas where free

112 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

public schooling is not otherwise available. Educational facilities for eligible dependent children are provided through the medium of Army-operated schools, other service-operated schools, locally available English-speaking schools, or through the use of recognized home-study courses.

The Army-operated schools in overseas areas are patterned after American public schools so far as curriculum, administration, and extracurricular activities are concerned. Every effort is made to provide an adequate variety of both curricular and extracurricular activities in order to permit the maximum educational development of the pupils, and to maintain the accreditation presently held by service-operated secondary schools.

Table 56 gives information concerning the number of schools in operation, number of pupils in these schools, the funds obligated by the Army from 1951-52 through the 1956-57 school years, and estimated obligations for the 1957-58 school year. The 144 schools listed in column 5 of table 56 are located in five different countries where substantial numbers of Americans are on duty. There are no schools operated in Alaska, Hawaii, Puerto Rico, Wake Island, Guam, or the Virgin Islands under this program. Support of schools in these six areas is provided under the provisions of Public Law 874, Eighty-first Congress, as amended, which is administered by the Office of Education.

Federal funds reported in table 56 are limited to those specifically budgeted as current operating expenses required by these schools.

Table 56.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF ARMY PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE ARMY IN OVERSEAS AREAS, 1951-52 TO 1957-58

School year	Total funds obligated	Education through Army-operated schools			Education through Service-operated schools, contract schools, or home-study courses.	
		Funds obligated	Number of pupils	Number of schools	Funds obligated	Number of pupils
1	2	3	4	5	6	7
Total (7 years).....	882, 215, 454	882, 469, 023	288, 296	-----	88, 844, 443	88, 685
1951-52.....	4, 784, 004	4, 112, 150	15, 000	123	641, 854	2, 241
1952-53.....	4, 815, 724	4, 129, 286	19, 226	145	678, 788	2, 323
1953-54.....	7, 828, 888	6, 794, 833	26, 857	155	1, 080, 326	4, 806
1954-55.....	9, 862, 920	8, 212, 288	31, 553	181	1, 289, 646	5, 286
1955-56.....	10, 785, 194	9, 040, 944	34, 261	147	1, 744, 280	6, 233
1956-57.....	11, 820, 743	9, 700, 288	36, 256	126	2, 128, 474	7, 673
1957-58 ¹	12, 748, 000	10, 486, 900	41, 986	144	2, 262, 100	7, 204

¹ Estimated.

Expenditures for school housing are not included. Also, some additional administrative expense as well as other expenditures for services provided in connection with the educational programs are not reported here because of difficulties of separating such items from other portions of the Army's budget.

DEPARTMENT OF THE NAVY PERSONNEL

Public Law 604, Seventy-ninth Congress, and the annual Department of Defense appropriation acts authorize the use of appropriated funds for the education of Navy dependents in overseas areas. Annual expenditures of appropriated funds, on a per child basis, may not exceed limitations set by Congress. Schooling costs in excess of the limitations are the responsibility of the parents.

Aid for the education of dependents in overseas areas is available equally to all military personnel and on a space-available basis to all United States citizen civilian employees of the Navy establishment. Funds are provided for the schooling of dependents of indigenous employees of the Navy in foreign areas only under exceptional circumstances and in compliance with legal requirements.

In overseas areas educational assistance is provided to Navy dependents through: (1) Navy-maintained schools; (2) schools operated by the Army or Air Force; (3) those maintained by local groups, including Government, private, and church schools; and (4) correspondence or home-study courses. Assistance generally is given only for dependents of school age for schooling normally provided without tuition charges in tax-supported schools in continental United States.

Table 57 gives information concerning the number of Navy-operated schools, expenditure and pupil figures for these schools, and for schooling provided for Navy dependents in other Service-operated schools, contract schools, and home-study courses.

The 21 schools listed for 1957-58 in column 5 of table 57 are located as follows:

Place	Number of schools	Place	Number of schools
British West Indies.....	1	Midway.....	1
Cuba.....	1	Newfoundland.....	1
French Morocco.....	3	Philippines.....	3
Italy.....	1	Salpan.....	1
Japan.....	4	Spain.....	1
Kwajalein.....	1	Taiwan (Formosa).....	4

Table 57.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF NAVY PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE NAVY IN OVERSEAS AREAS: 1952-53 TO 1957-58

School year	Total funds obligated	Education through Navy-operated schools			Education through other Service-operated schools, contract schools, or home-study courses	
		Funds obligated	Number of pupils	Number of schools	Funds obligated	Number of pupils
1	2	3	4	5	6	7
Total (8 years)	22, 845, 289	12, 844, 232	24, 572	.....	10, 001, 057	18, 222
1952-53.....	636, 309	284, 170	2, 033	10	452, 139	2, 263
1953-54.....	1, 082, 126	527, 223	2, 820	12	554, 903	2, 471
1954-55.....	1, 416, 100	714, 990	2, 515	14	701, 110	2, 208
1955-56.....	1, 649, 632	1, 042, 501	4, 239	17	607, 132	2, 229
1956-57.....	1, 980, 845	1, 283, 698	4, 721	19	697, 147	2, 422
1957-58 ¹	2, 732, 587	1, 898, 652	7, 253	21	833, 935	2, 200

¹ Estimated.

EDUCATION OF OFF-DUTY MILITARY PERSONNEL

The Armed Forces have assumed the responsibility of providing opportunities for military personnel to initiate or continue education in subjects normally taught in civilian academic institutions. These educational opportunities are made available because the Armed Forces feel that the individual's participation in educational activity will help him to (1) perform his service job more efficiently; (2) prepare him for more responsible jobs in the service; (3) increase his chances for promotion to higher rank; (4) allow him to maintain continuity in the academic or vocational training he began before entering the service; and (5) increase his value in the civilian manpower pool when he is separated from the Armed Forces.

In the development of its education program for the Armed Forces, the Department of Defense is assisted by the Defense Advisory Committee on Education in the Armed Forces. The committee is composed of 14 eminent civilian educators and 7 military representatives. The civilian members assist the Department by providing professional advice on educational problems confronting the Armed Forces.

VOLUNTARY EDUCATION PROGRAMS

The United States Armed Forces Institute, more commonly known as USAFI, is the backbone of the Armed Forces voluntary education program. USAFI, chartered by the Secretary of Defense, is a field activity of the Office of Armed Forces Information and Education.

Although USAFI is used exclusively by the Armed Forces, it is essentially a civilian-type educational organization. USAFI, Madison, located at Madison, Wis., together with the five oversea USAFIs in Europe, Japan, Alaska, Hawaii, and the Caribbean serve all personnel of the Armed Forces in the continental United States and overseas. Oversea USAFIs are operated under the same policies and procedures as USAFI, Madison, although they are under the administrative control of the theater commanders.

USAFI offers correspondence courses in which the individual must submit a specified number of lessons and pass an end-of-course test. The courses offered range from the elementary level through the first 2 years of college. An individual enrollment fee of \$2 is charged for the first enrollment in a course and as long as the individual completes each course in which he enrolls no additional fee is required.

In addition to the regular course offerings, a large number of participating colleges and universities throughout the United States provide correspondence courses under contract with USAFI at minimum cost to service personnel. For these courses, the student pays the cost of enrollment and the Government, through USAFI, pays the cost of lesson service.

A most important service of USAFI is its testing program. There are four kinds of tests administered through USAFI. They are identified as end-of-course, subject-matter, General Educational Development, and USAFI Achievement Tests. The subject-matter tests are useful in counseling the individual as to what level course he is prepared to take. Many of the Service training schools use these tests to indicate whether or not an individual is prepared to enroll in a particular school. As the name implies, the tests of General Educational Development are used to determine whether the student has the equivalent of a high-school education or a high-school education plus approximately 1 year of college work. USAFI Achievement Tests II and III are used by the Services to determine grade-level placement of their personnel.

Another important phase of the USAFI program is its role as an educational supply agency for the Services. The separate military Services conduct their own education programs, utilizing the educational materials developed and stocked by USAFI.

GENERAL TYPES OF EDUCATION PROGRAMS

Voluntary off-duty education programs of the various Services for which Federal appropriated funds are used can be generally classified under either the (1) Resident Center Program, or (2) Group Study Class Program. Two kinds of course offerings are available under the Resident Center Programs. The first consists of those courses offered

on the post, base, or station by qualified instructors from nearby colleges and universities. The second consists of those courses taught in the classroom of neighboring schools by members of the institution's regular teaching staff. Completion of either of these two kinds of courses will meet, at least partially, the residence requirements for graduation from those institutions. Included in this program is the overseas college program for Service personnel. Several universities have made classroom instruction, using members of their staff as teachers, available to Service personnel stationed almost anywhere in the world.

If it is not possible or convenient to organize classes under the Resident Center Program, the group study method of instruction is used. Classes are organized and, if possible, the Services hire civilian instructors to conduct these classes. When civilian instructors are not available, qualified military personnel are used. For the most part, the textbooks and materials used are furnished by USAFI. Federal Funds are expended in the Resident Center Program to pay a portion of the student's tuition for courses taken through the program. In the Group Study Class Program, Federal funds are expended by the individual Services for the employment of instructors and the purchase of materials which are not available from USAFI.

Voluntary off-duty education programs of the Army, Navy, Air Force, Marine Corps, and Coast Guard are described in the sections which follow. Average number of enrollments by military personnel and the amounts of Federal funds expended for the off-duty education of military personnel for the years 1950-51 to 1956-57 are presented in tables 58 and 59, respectively. Funds expended by the separate military services as reported in table 52 are in addition to the expenditures made by these services through USAFI listed in column 3 of the table.

Table 58.—AVERAGE NUMBER OF ENROLLMENTS BY MILITARY PERSONNEL PARTICIPATING IN EDUCATIONAL PROGRAMS WHILE OFF DUTY, 1950-51 TO 1956-57

School year	Total	Army	Navy	Air Force	Marine Corps	Coast Guard
1	2	3	4	5	6	7
1950-51.....	295, 939	117, 310	26, 448	139, 726	1, 537	1, 758
1951-52.....	440, 946	180, 412	65, 628	197, 819	11, 580	2, 120
1952-53.....	453, 778	182, 042	71, 215	214, 515	2, 200	2, 808
1953-54.....	800, 066	200, 668	72, 861	219, 862	2, 072	2, 858
1954-55.....	491, 748	124, 220	66, 121	298, 411	8, 499	2, 411
1955-56.....	462, 295	120, 635	72, 747	253, 477	12, 798	2, 670
1956-57.....	808, 787	114, 215	91, 680	279, 694	16, 331	2, 367

* Enrollment statistics for Marine Corps Tuition Assistance Program unavailable.

Table 59.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MILITARY PERSONNEL WHILE OFF DUTY, 1950-51 TO 1956-57

School year	Total	U. S. Armed Forces Institute ¹	Air Force	Army	Navy	Coast Guard	Marine Corps
1	2	3	4	5	6	7	8
Total (7 years)	\$59,997,465	\$29,219,783	\$11,667,294	\$29,934,913	\$932,629	\$191,866	\$391,719
1950-51.....	5,134,513	2,091,700	926,099	2,050,126	48,712	7,800	10,076
1951-52.....	7,991,246	2,490,000	1,562,186	3,750,060	121,200	15,000	49,120
1952-53.....	8,632,703	3,063,700	1,562,046	3,957,900	57,248	20,000	21,649
1953-54.....	8,642,606	3,472,600	1,361,662	3,729,420	58,926	6,400	13,532
1954-55.....	9,269,859	3,043,000	1,686,120	4,514,798	60,665	7,719	56,559
1955-56.....	9,807,806	3,001,152	1,926,370	4,409,215	53,081	16,487	91,611
1956-57.....	10,578,673	3,057,000	2,640,722	4,513,316	222,078	25,394	120,163

¹ Does not include support costs which are not furnished by the Office of Armed Forces Information and Education, Department of Defense, which are estimated at \$150,000 per year plus \$100,000 per year for postal fees.

AIR FORCE EDUCATION SERVICES PROGRAM

Many opportunities for personnel who wish to continue their academic education during off-duty hours are offered by the Air Force Education Services Program. The program consists of two parts: "Operation Bootstrap" which is especially designed to encourage and assist the man who is working toward a high school diploma or a college degree, and "Operation Midnight Oil" which is designed to assist the man who is interested in studying courses that are directly related to his Air Force occupation. Personnel may participate in both programs simultaneously, thereby becoming more proficient in their jobs and earning academic credit as well.

Individuals may enroll in any, or a combination of any, of the following programs of study: (1) Classroom courses which are offered at night by accredited civilian high schools or colleges on or near Air Force bases; (2) group-study classes conducted at night on Air Force installations by qualified civilian or military instructors hired by the Air Force, using texts, materials, and tests supplied by USAFI; (3) correspondence courses offered by USAFI; and (4) correspondence courses offered by civilian colleges and universities through USAFI.

The Air Force encourages and assists personnel who wish to continue their academic education during off-duty time by paying a part of the tuition cost of civilian school courses. In addition, Air Force personnel who can complete residence and academic requirements for a college degree in a period of 6 months or less may be placed on temporary duty to attend the accredited college of their choice.

ARMY'S PROGRAM OF GENERAL EDUCATIONAL DEVELOPMENT

The Army provides its military personnel the facilities, incentives, and guidance for resuming and continuing their general education in courses similar to those offered in accredited civilian schools. Except during basic combat and individual training, the use of duty time for general educational development is authorized. Activities of general educational development are conducted in and through Army Education Centers of units and installations. The services of a professional civilian educator are available to each center. Civilian education advisors are full-time employees of the Department of the Army.

Materials and services available to all Army personnel include the following:

1. Correspondence courses of the U. S. Armed Forces Institute, and through USAFI, those of participating civilian colleges and universities under contract with the Department of Defense.
2. Group-study classes taught by military and civilian instructors employed directly by the Army.
3. Classes made available, either on or off post, by accredited high schools and colleges and taught by regular faculty members. The Army pays a substantial portion of the tuition charges for military personnel attending these classes.
4. Tests of General Educational Development, achievement tests, and subject examinations.
5. Educational and vocational advisement.

Educational services conducted through the program of General Educational Development are of two types—functional and formal. Functional education comprises civilian-type curricula, courses, or subject-matter instruction conducted specifically to serve an immediate Army or individual service-related need. In character, scope, method, and time phasing, it is adult education for which no civilian credit or equivalency at any formal level is sought. For the second type, formal education, in-service achievements of military personnel may be considered for appropriate credit in civilian schools under recommendations made by the Commission on Accreditation of the American Council on Education. High school work is emphasized for personnel capable of establishing, through courses and tests of general educational development, an acceptable basis for higher formal studies. College education is emphasized as an opportunity for all eligible personnel, and is considered essential within the full career assignment potential of commissioned personnel.

COAST GUARD'S OFF-DUTY EDUCATION PROGRAM

Coast Guard officers and enlisted personnel may pursue studies in off-duty time at Coast Guard expense either in attendance at or by

correspondence from civilian institutions. This includes courses at colleges, universities, and other educational institutions which offer either correspondence or night school courses. Application for these courses is made by individual request through appropriate Service channels to Coast Guard Headquarters. Approval of requests for enrollment in these courses at Coast Guard expense is generally based on the need for the course in the applicants' performance of duties or the need to fulfill a requirement for advancement in rating. General education subjects are often authorized as being of value to the service as well as the individual.

MARINE CORPS' OFF-DUTY EDUCATION PROGRAM

The only phase of its educational program where funds are specifically appropriated for off-duty education of military personnel of the Marine Corps is the Tuition Assistance and Instructor-Hire Program. This program is designed to provide an opportunity for Marines in their off-duty time to participate in educational courses provided by accredited civilian high schools and colleges.

Marine Corps commands located within commuting distance of an accredited institution are authorized to pay a portion of the individual's tuition costs. Commands located in areas not within commuting distances of accredited educational institutions are authorized to pay the accredited institutions a portion of the instructors' salaries for conducting classes at the military installations. The instructor-hire phase of the program was started in July 1954.

NAVY'S OFF-DUTY EDUCATION PROGRAM

The objectives of the Navy's voluntary off-duty education program are to help each member of the Navy to (1) increase his capacity to assimilate training and perform his present job better; (2) prepare for career advancement; (3) continue educational programs begun prior to military service; and (4) prepare for a civilian job for the time when he will leave the Service. There is an Information and Education Officer on every ship and at every station whose assigned duty is to provide the educational services that will accomplish these objectives. At the larger shore installations, particularly those in a position to serve shipboard personnel, there are well-stocked Education Centers. Services offered include educational counseling; elementary, high-school, vocational, and college courses and tests; and academic accreditation services. Courses are made available through (1) arrangements for class attendance at local schools and colleges; (2) on-station classes offered by extension from local schools and colleges; and (3) on-ship or station classes taught by uniformed personnel and civilians hired from special funds; and (4) correspondence courses provided by and through USAFI.

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Data concerning amounts of expenditures for Navy off-duty education are applicable only to those programs under the jurisdiction of the Bureau of Naval Personnel and the Bureau of Medicine and Surgery. Other Navy bureaus and offices expend funds for off-duty education programs, but information on the extent of these programs and the amount expended is not available. Programs administered by the Bureau of Naval Personnel and the Bureau of Medicine and Surgery, however, represent the bulk of such expenditures by the Navy.

Chapter VI

DEPARTMENT OF THE INTERIOR

THIS DEPARTMENT is concerned principally with the management, conservation, and development of the natural resources of the United States. Activities are related to Federal lands, water and power resources, oil, gas, minerals, forests, fish and wildlife resources, and the national park system. Associated with these activities the Department sponsors several education programs. One of these, which has been in operation for approximately 48 years, is the Bureau of Mines Safety-Training Program. In this educational service, the Department has provided training in first-aid, accident prevention, rescue work, and the maintenance of good health for miners.

The educational program of the Department which requires the largest expenditure of funds is that of operating schools for the education of Indians residing in the United States. Educational programs for these people, and other programs for native populations in outlying possessions of the United States, are particularly challenging both in the difficulty in arranging satisfactory services and in the rewards that come with the extension of educational services to these people. The advancing economy has diverted these natives from their earlier ways of life, and it is now essential that they be given the advantages to be derived from the acquisition of additional knowledge and skills. Through education they will be able to contribute more effectively to the national welfare.

Other educational services in addition to those for Indian and native populations are provided by the Department for the education of children who are dependents of employees at the national parks. Such services are usually provided through arrangements with local school authorities.

Programs of education are also served by the Department through the distribution of certain revenues to the States which may be used

for educational purposes. These revenues are derived from payments for permits, licenses, and leases associated with grazing lands, mineral lands, and national forests which are administered by the Federal Government. Allocations are limited to those States having portions of the public domain in such categories, and the amounts received by these States are proportional to the collections from areas within their boundaries. Revenues from these sources may be used by the States for purposes of local government with emphasis placed upon roads and schools.

BUREAU OF MINES SAFETY-TRAINING PROGRAM

The Bureau of Mines Safety-Training Program seeks to promote safe practices and to prevent occupational injury of persons employed in the mineral industries. This program began with the establishment of the Bureau on July 1, 1910. In the early days, the educational activities were confined to teaching persons in giving aid to the injured and to training persons in rescue operations and recovery procedures for use following mine disasters. These activities are necessary and persons taking the training improve their "safety mindedness." However, such training is not directed toward accident prevention, but teaches a person what to do after a mishap occurs. Consequently, accident-prevention training was begun as part of the Bureau's safety education program.

Safety-education activities of the Bureau, at present, are in the following principal categories:

1. First-aid and mine rescue training for workmen and supervisors.
2. Accident-prevention training for workmen and supervisors in the various phases of the mineral industries.
3. Holmes Safety Association. The association is a Bureau-sponsored safety organization that provides, through its councils and chapters, an open forum for the discussion of accidents and how to prevent them. The association also provides educational meetings to promote the general welfare of its membership.
4. Demonstrated lectures for workmen and supervisors employed in various phases of the mineral industries. These include "Magic of Fire" and "Hazards of Static Electricity."

Until 1941, the Bureau's safety-education work was quite limited. At that time additional funds and personnel became available through the passage of Public Law 49, Seventy-seventh Congress—the original Federal Coal-Mine Inspection Act. Today, the Bureau's safety-education work is carried on in all States with mineral industries. The four activities mentioned in the preceding paragraphs are included in the work of Federal coal-mine inspectors, mining engineers, and mine-safety representatives.

Training in accident prevention ranges from short talks to 40 hours of formal classroom training for supervisors. The minimum accident-

prevention training courses for workmen has 16 hours of classroom instruction for the coal-mining industry and 10 hours for the noncoal-mining industries. The Bureau's first-aid training course is for 15 hours. Courses for basic mine rescue operations provide 20 hours of instruction. Figures on formal safety-training courses are given below.

Kind of course	Year services started	Total number trained through June 30, 1967
First aid to the injured	1910	1, 912, 000
Mine rescue	1910	110, 000
Accident prevention	1941	200, 000

Separate appropriations are not made for safety education services. Instead, funds for these educational programs are portions of appropriations for safety activities, including coal-mine inspections and investigations, investigation of accidents and rescue work, health research and testing of respiratory protective equipment, electrical-mechanical testing of underground mining equipment, and demonstrations at the Bureau's Experimental Coal Mine. Estimated amounts spent for the Bureau of Mines safety-training program for the past 8 years are given in table 60.

Regarding the training, each new professional employee of the Bureau engaged in health and safety activities is sent to the Pittsburgh, Pa., Station of the Bureau where he receives approximately 4 weeks' instruction in the health and safety program and in Bureau policy. After completing this training, the new employee is assigned to one or more experienced persons in the particular field where the new employee will work. He then operates under the immediate supervision and guidance of experienced personnel who inform the proper authorities when the new employee is believed capable of carrying on independently. Bureau personnel engaged in safety-education activities receive additional training from time to time on teaching methods and are given material and guidance for maintaining interest among workers in the mineral industries.

Table 60.—APPROXIMATE AMOUNTS OF FEDERAL FUNDS EXPENDED FOR THE BUREAU OF MINES SAFETY-TRAINING PROGRAM: 1950-51 TO 1957-58

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
Total (8 years)	88, 000, 000		1953-54.....	880, 000	100. 0
1950-51.....	780, 000	100. 0	1954-55.....	850, 000	109. 0
1951-52.....	816, 000	104. 6	1955-56.....	898, 000	115. 1
1952-53.....	837, 000	107. 3	1956-57.....	898, 000	115. 1
			1957-58.....	1, 000, 000	128. 2

EDUCATION FOR CHILDREN OF NATIONAL PARK SERVICE EMPLOYEES

Many of the employees in the national parks are required to reside in areas that are isolated and distant from public school services. To provide educational services for children in the families of the national park employees, the Department of the Interior arranges special school programs. Three educational programs of this kind are described here.

CRATER LAKE NATIONAL PARK

Authority has been given to the Secretary of the Interior, pursuant to section 8 of the act of September 30, 1950 (Public Law 874, Eighty-first Congress), to make arrangements for free public education for children of employees of Crater Lake National Park, Oregon. Pursuant to this authority, such facilities have been provided beginning with the 1951-52 school year. Schoolroom space is provided without additional expense by utilizing a room of the administration building at the park headquarters. Expenses for the salary of a teacher, textbooks, teaching supplies, heat, and janitor services are financed through working funds advanced to the National Park Service. The amounts of the advances are based upon per pupil costs depending upon average attendance records. Also, funds are advanced to pay tuition, board, and room of pupils to attend high school outside the park. Column 4 of table 61 lists the actual and estimated expenditures for this program at Crater Lake over a period of 7 years. Information for this educational program was furnished by the Department of the Interior.

Table 61.—FEDERAL FUNDS EXPENDED FOR EDUCATION OF CHILDREN OF EMPLOYEES OF CRATER LAKE, MAMMOTH CAVE, AND YELLOWSTONE NATIONAL PARKS, 1948-49 TO 1957-58

School year	Total		National parks		
	Amount	Percent of 1948-49	Crater Lake	Mammoth Cave	Yellowstone
1	2	3	4	5	6
Total (10 years).....	\$281,487	-----	\$38,577	\$5,365	\$247,644
1948-49.....	12,251	100.0	0	0	12,251
1949-50.....	15,936	130.3	0	0	15,936
1950-51.....	12,756	105.8	0	0	12,756
1951-52.....	71,455	583.3	1,300	0	70,155
1952-53.....	19,516	167.3	2,216	0	16,300
1953-54.....	26,297	215.5	2,728	0	22,572
1954-55.....	26,001	209.7	2,948	1,214	21,339
1955-56.....	29,086	238.0	4,127	1,126	23,832
1956-57.....	29,287	239.8	4,986	1,425	23,026
1957-58 ¹	26,150	213.8	7,075	1,480	27,085

¹ Includes \$21,973 for school construction.

² Estimated.

MAMMOTH CAVE NATIONAL PARK

Similar authority has been given to the Secretary of the Interior, pursuant to section 6 of the act of September 30, 1950, Public Law 874, Eighty-first Congress, to make arrangements for free public education for children of the employees of Mammoth Cave National Park. Pursuant to this authority, such services have been provided beginning with the 1954-55 school year. These services are financed through working funds advanced to the National Park Service. From this fund, the Park headquarters make reimbursements to the local school boards in the surrounding communities of Hart, Edmonson, and Barran Counties, in the State of Kentucky, based on the number of school children attending the individual schools. Actual and estimated expenditures for a 4-year period are shown in table 61. Information for this educational program was furnished by the Department of the Interior.

YELLOWSTONE NATIONAL PARK

A portion of the revenues received from visitors to the Yellowstone National Park are used in providing educational facilities for the children of personnel employed in the administration, operation, and maintenance of the park. A special fund appropriation account has been set up for this purpose. From this fund, operation of the elementary school located in the park is financed and reimbursement is made to local school boards in the surrounding communities on a pro rata per pupil basis covering tuition and transportation costs. This method of financing educational costs of children of employees of the park was authorized and approved by Public Law 604, Eightieth Congress, on June 4, 1948.

In the act of June 4, 1948, three provisions seek to improve education facilities which are inadequate. If, in the opinion of the Secretary of the Interior, facilities are inadequate, the Secretary may enter into cooperative agreements with State and local agencies (1) for the operation of school facilities; (2) for the construction and expansion of local facilities at Federal expense; and (3) for a contribution by the Federal Government, on an equitable basis satisfactory to the Secretary, to cover the increased cost of local agencies for providing the educational services required.

A 10-year summary of Federal funds allotted for the education of children of employees of the parks is given in table 61. Information for this table was furnished by the Department of the Interior.

EDUCATION FOR INDIANS IN THE UNITED STATES

The Bureau of Indian Affairs of the Department of the Interior provides educational programs for Indian children. In the adminis-

tration of these programs the Bureau has three major objectives: (1) To provide educational opportunities for the Indian children of school age who are not enrolled in school; (2) to provide a sound educational program for children and participants in adult education programs who attend schools operated and supported by the Federal Government; and (3) to transfer responsibility for Indian education services to the public-school systems as rapidly as feasible.

School census reports of the Bureau of Indian Affairs reveal significant progress since 1953 when there were 19,534 Indian children, or 17.1 percent of those of school age, who were not enrolled in any schools. By 1957, this number not in school was reduced to 7,236, or only 5.6 percent of the Indian children. The growth in enrollments of Indian children indicates a continuing need for additional school facilities.

Reductions in the number of Indians not enrolled were greatest for the Navajo Reservation where only 10.5 percent were not in school in 1957, compared with 46.1 percent in 1953. However, 42.8 percent of the 7,236 Indian children not enrolled in any school in 1957 were Navajos.

In 23 States, educational services were provided for 114,129 Indian children, ages 6 to 18, for the 1956-57 school year. Of this number, 70,106 were enrolled in public schools, 33,737 in Federal boarding and day schools, and 10,286 in mission and other schools. An additional 6,573 students who were outside the 6 to 18 age-group were enrolled in 1957.

In addition to the number reported above, there are many Indian children and adults attending the public schools operated by local school districts. Where these children live on tax-exempt Indian-owned lands in areas with limited resources to support education, the Federal Government assists these school districts financially by means of contracts with State departments of education and with local school districts. Contracts were negotiated with 15 States and the Territory of Alaska, and with 32 districts in 7 States and the Territory of Alaska in 1957. Approximately 41,370 Indians were enabled to attend public schools in 1957 under contract agreements.

A 10-year summary of Federal funds expended for the education of Indians in the United States is given in table 62. From this table, it is evident that an effort has been made to improve this educational program. Expenditures for the 1956-57 school year were approximately $3\frac{1}{2}$ times the amount expended 10 years earlier. Amounts expended for new school housing for this program are given in column 5. These figures were obtained from the Department of the Interior.

Table 62.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF INDIANS IN THE UNITED STATES: 1947-48 TO 1956-57

School year	Total amount	For current expenditures		For construction
		Amount	Percent of 1947-48	
1	2	3	4	5
Total (10 years).....	\$377, 510, 167	\$331, 780, 515	.....	\$45, 729, 652
1947-48.....	11, 780, 700	11, 423, 700	100. 0	357, 000
1948-49.....	18, 195, 241	13, 277, 241	118. 2	4, 918, 000
1949-50.....	19, 302, 736	16, 314, 081	142. 8	2, 987, 775
1950-51.....	24, 000, 051	19, 872, 292	171. 3	4, 117, 759
1951-52.....	25, 414, 022	21, 065, 022	189. 6	4, 349, 000
1952-53.....	27, 376, 000	22, 964, 690	201. 0	4, 411, 310
1953-54.....	29, 912, 408	23, 247, 408	203. 5	6, 665, 000
1954-55.....	34, 805, 624	29, 951, 424	262. 3	4, 854, 200
1955-56.....	40, 526, 557	34, 931, 440	205. 8	5, 595, 117
1956-57.....	45, 731, 148	38, 396, 147	236. 1	7, 335, 001

EDUCATION IN ALASKA

Two educational programs for Alaska which are administered by the Department of the Interior are described in the following sections. The first, known as the "Alaska Public Works Program," is under the Office of Territories and helps to finance the cost of construction projects. The second, under the Bureau of Indian Affairs, provides educational services in public schools, Federal day and boarding schools, and in mission and other schools for the "Education of Indians, Eskimos, and Aleuts."

ALASKA PUBLIC WORKS PROGRAM

In 1949 the Eighty-first Congress passed Public Law 264 authorizing \$70 million for public works in Alaska to foster economic and social development through the provision of facilities for community life. This 5-year act was later amended by Public Law 498, Eighty-third Congress, and extended to June 30, 1959. Originally, the authority under this act was delegated to the Administrator of the General Services Administration, but on May 20, 1950, the responsibility and authority was transferred by Presidential Reorganization Plan No. 15 to the Secretary of the Interior.

Under the provisions of this act, any public body in Alaska, such as the Territorial Government, city, town, school district, public utility district, or other public body, may make application to the Secretary of the Interior for a public works project. The Federal Government finances the entire cost of construction of the approved projects. Upon completion, these construction projects are authorized to be transferred to the public bodies for whom they were built in exchange for agreements to pay amounts that will return to the Treasury of the United States from 25 percent to 75 percent of the total cost. Not less than 50 percent of the total cost of all projects

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must be returned to the Treasury. Inasmuch as the financial position of all public bodies in Alaska is relatively the same, the selling prices of construction projects have been almost uniformly 50 percent of their total costs.

Each year Congress is presented with a list of projects constituting the appropriation estimate for the ensuing fiscal year. Fiscal year appropriations have ranged from \$3 million to \$13 million and to date a total of \$64,676,200 has been appropriated. It is estimated that \$4 million will be needed during the 1959 fiscal year.

At the time a project is transferred to the public body, the United States accepts a cash payment for the total amount of the public body's share of the cost if the Territorial Government is the applicant. Usually for other public bodies, a smaller cash payment is made and securities are issued to amortize the debt. In practice, this period for repayment has been limited to 20 years. Interest on these deferred payments is fixed by the act at 2 percent per annum.

Table 63.—FEDERAL ASSISTANCE FOR THE CONSTRUCTION OF SCHOOL FACILITIES UNDER THE ALASKA PUBLIC WORKS PROGRAM, 1949-50 TO 1957-58

School year	Total			Elementary and secondary schools		University	
	Expenditures for school buildings		Number of projects	Federal share ¹	Number of projects	Federal share ¹	Number of projects
	Amount	Federal share ¹					
1	2	3	4	5	6	7	8
Total (8 years)	\$25,819,268	\$17,966,153	89	\$14,621,411	89	\$3,282,741	9
1949-50.....	2,204,173	1,602,086	10	1,463,500	9	138,687	1
1950-51.....	202,374	101,137	1	0	0	101,137	1
1951-52.....	2,327,108	1,606,554	8	1,394,423	7	274,123	1
1952-53.....	6,808,644	3,262,772	8	2,123,127	4	1,239,645	1
1953-54.....	5,853,518	2,931,759	10	2,637,949	9	293,810	1
1954-55.....	6,472,190	3,226,066	11	2,906,606	10	319,460	1
1955-56.....	2,959,795	1,434,899	5	1,134,349	4	300,550	1
1956-57.....	2,753,700	1,376,250	5	1,028,850	4	347,400	1
1957-58 ²	4,603,000	2,301,500	4	963,500	3	1,348,000	1

¹ Federal share considered as 50 percent of total construction expenditures.
² Estimated.

A summary presenting information about numbers of school building projects, the total amounts expended for the construction of schools in Alaska under this program, and the Federal share of such expenditures is given in table 63. This information was obtained from the Department of the Interior.

EDUCATION OF INDIANS, ESKIMOS, AND ALEUTS

The expression "native children" as used in Alaska, has reference to Indian, Eskimo, and Aleut children. School census reports for the 1956-57 school year indicate that of the 12,655 native children 6 to 18

years old enumerated in Alaska, 6,144 were enrolled in public schools, 4,558 in Federal day and boarding schools, and 724 in mission and other schools. The remaining 1,229, or 9.7 percent of those enumerated, were not enrolled in any school.

It is estimated that an additional 1,200 children are residing in isolated areas and were not included in the enumeration figures. School facilities for children in isolated areas have been provided through Johnson-O'Malley contract funds. The 25 schools provided by these funds are enrolling 1,026 for the 1957-58 school year.

Federal funds expended during the past 10 years for the education of natives in Alaska are reported in table 64. From these figures it is apparent that the amounts expended in recent years are more than double the amount 10 years ago. These figures on expenditures were supplied by the Department of the Interior.

Table 64.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF INDIANS, ESKIMOS, AND ALEUTS IN ALASKA, 1947-48 TO 1956-57

School year	Amount	Percent of 1947-48	School year	Amount	Percent of 1947-48
1	2	3	1	2	3
Total (10 years)	\$24,724,977		1947-48	\$2,752,063	102.0
1947-48	1,433,483	100.0	1952-53	2,940,344	198.1
1948-49	1,474,738	102.9	1953-54	2,884,785	201.3
1949-50	1,929,940	134.6	1954-55	2,935,949	204.6
1950-51	2,427,537	169.5	1955-56	2,345,223	168.4
			1956-57	2,702,023	196.3

Adult education.—Education funds expended by the Bureau of Indian Affairs for the 1956-57 school year included \$163,025 for the education of adult Indians in Alaska and the United States to develop basic skills in reading, writing, speaking, and understanding the English language. A total of \$755,920 was expended for a program of education and vocational training to help the adult members of the tribes under readjustment programs to (1) earn a livelihood, (2) conduct their own affairs, and (3) assume their responsibilities as citizens; all without special services because of their status as Indians.

EDUCATION IN THE PRIBILOF ISLANDS

The Pribilof Islands are located approximately 250 miles north of Dutch Harbor, Alaska, in the Bering Sea. These islands constitute a special Government reservation set aside by Congress in 1869 for the protection of the Alaska fur seals and for other purposes. Under the act of February 26, 1944, as amended, the Government is responsible for the health, education, and general welfare of the Aleut native resident population of approximately 600.

Except for St. Paul Island and St. George Island, the Pribilof group of islands are relatively uninhabited. The Fish and Wildlife Service, with the technical advice of the Territorial Department of Education for Alaska, administers the educational program for these two small communities. Educational services for the Pribilof Islands have been closely integrated with the program for the Territory of Alaska.

Aleutian residents of the Pribilof Islands reservation between the ages of 6 and 16 are required to attend the elementary schools maintained on each of the two inhabited islands. Four teachers and a teacher-principal are employed by the Fish and Wildlife Service in the St. Paul Island school with approximately 104 Aleut children enrolled. Two teachers and a teacher-principal are employed in the St. George Island school with approximately 57 enrolled. Children of Federal civilian personnel stationed on the islands are also permitted to attend the schools.

Expenditures for education in the Pribilof Islands from 1950-51 to 1956-57 are shown in table 65. However, \$169,841 of Federal funds for the construction of a new school completed at St. George in 1955 is not included in this table. Data on Federal funds for these schools were obtained from the Department of the Interior.

Table 65.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE PRIBILOF ISLANDS: 1950-51 TO 1956-57

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
Total (7 years).....	\$343,518		1953-54.....	\$35,518	134.5
1950-51.....	26,400	100.0	1954-55.....	34,894	132.2
1951-52.....	26,400	100.0	1955-56.....	43,169	163.5
1952-53.....	34,134	129.3	1956-57.....	43,000	162.9

EDUCATION IN THE VIRGIN ISLANDS

Revenues for school support in the Virgin Islands are provided chiefly from local sources. The two exceptions which are presented here include funds provided from Interior Department appropriations for the salaries of school superintendents and some additional Federal assistance for school construction provided by the Federal Virgin Island Public Works Program.

SALARIES OF SUPERINTENDENTS

For a number of years, the Interior Department has provided funds for the salaries of two school superintendents in the Virgin

Islands. However, during the 1954-55 school year the salary of only one superintendent was paid from the Federal appropriation. Since July 1, 1955, funds for the operation of the schools, other than funds received from Federal grant-in-aid programs described elsewhere in this publication, have been appropriated from Government of the Virgin Islands revenues, pursuant to provisions of the Revised Organic Act.

Amounts allotted to the Virgin Islands for the salaries of superintendents during the past 10 years are listed in column 3 of table 66.

Table 66.—FEDERAL FUNDS EXPENDED FOR SUPERINTENDENTS' SALARIES AND FOR SCHOOL CONSTRUCTION PROJECTS IN THE VIRGIN ISLANDS, 1947-48 TO 1956-57

School year	Total	Salaries of superintendents	School construction
1	2	3	4
Total (10 years).....	\$2,642,100	909,895	\$2,582,414
1947-48.....	11,967	11,967	0
1948-49.....	10,598	10,598	0
1949-50.....	14,749	11,826	2,923
1950-51.....	13,141	12,250	891
1951-52.....	49,862	12,406	37,456
1953-53.....	65,138 ¹	13,368	51,764
1954-54.....	1,216,444	11,140	1,205,304
1955-55.....	1,646,801	6,140	1,640,661
1956-56.....	585,514	0	585,514
1956-57.....	27,901	0	27,901

¹ Only 1 superintendent of education.

VIRGIN ISLAND PUBLIC WORKS PROGRAM

Federal assistance has been provided in past years for the construction of schools such as those at Christiansted and La Vallee on St. Croix, Charlotte Amalie and James Madison on St. Thomas, and those at Cruz Bay, Johns Folly, and Coral Bay on St. John. These and similar projects were carried out under the Federal Virgin Island Public Works Program, previously administered by the Interior Department. Later, the Revised Organic Act of the Virgin Islands, approved July 22, 1954, transferred responsibility for its public works program to the Territorial Government. Amounts of Federal funds expended on the construction of schools participating in the Virgin Island Public Works Program are listed in column 4 of table 66. All data for this table were obtained from the Department of the Interior.

REVENUE FROM PUBLIC DOMAIN GRAZING LANDS

Portions of the Federal revenue received from the rental of grazing lands are made available for education and other purposes. Under

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the terms of a 1934 law, as amended, 12½ percent of the grazing receipts from each of the national grazing districts and 50 percent of grazing receipts from lands outside of grazing districts are returned to the States in which the Federal grazing lands are located. This money may be used as the State legislatures prescribe for the benefit of the subdivisions having such grazing lands within their areas.

An additional 33½ percent of the grazing receipts from each grazing district located on Indian land ceded to the United States for disposition under the public-land laws is paid to the State in which such land is located. These payments are for the benefit of schools and roads of the respective counties.

Payments to the States from receipts for grazing lands, reported by the Bureau of Land Management of the Department of the Interior, are listed in tables 67 and 68. Table 67 presents a 10-year summary of Federal payments to the States from the receipts from grazing use. In table 68 are given the total amounts paid to individual States during the 1955-56 and 1956-57 school years. Annual distributions

Table 67.—FEDERAL FUNDS PAID FROM RECEIPTS FOR LEASING GRAZING LANDS, 1947-48 TO 1956-57¹

School year	Amount	Percent of 1947-48	School year	Amount	Percent of 1947-48
1	2	3	1	2	3
Total (10 years).....	\$2,129,187	-----	1951-52.....	\$331,984	129.2
1947-48.....	250,964	100.0	1952-53.....	348,165	134.7
1948-49.....	185,211	72.1	1953-54.....	380,491	136.4
1949-50.....	297,986	116.0	1954-55.....	347,838	126.4
1950-51.....	298,285	112.2	1955-56.....	365,928	142.4
			1956-57.....	389,270	139.4

¹ Funds may be used for schools and roads as apportioned by the State legislatures.

Table 68.—FEDERAL FUNDS COLLECTED DURING THE PRECEDING SCHOOL YEAR FROM RECEIPTS FOR LEASING GRAZING LANDS AND DISTRIBUTED TO THE STATES IN 1955-56 AND 1956-57

State or Territory	1955-56	1956-57	State or Territory	1955-56	1956-57
1	2	3	1	2	3
Total.....	\$955,923	\$988,279	Nevada.....	\$41,233	\$41,169
Arizona.....	28,893	28,801	New Mexico.....	30,253	29,291
Arkansas.....	25	0	North Dakota.....	1,396	1,443
California.....	28,982	40,149	Oklahoma.....	200	489
Colorado.....	20,881	19,930	Oregon.....	23,608	24,220
Idaho.....	24,874	24,128	South Dakota.....	7,643	7,716
Kansas.....	0	0	Utah.....	29,099	29,976
Louisiana.....	13	0	Washington.....	4,200	2,717
Montana.....	23,514	25,197	Wyoming.....	80,879	81,083
Nebraska.....	210	5			

under this program are based on amounts collected in the preceding fiscal year. The Bureau of Land Management is unable to supply information on separate amounts for the public schools. No reports on the use of these funds made by the State legislatures are sent to the Bureau of Land Management.

REVENUE FROM PUBLIC DOMAIN MINERAL LANDS

Laws enacted in 1920, 1926, 1927, and 1928 provide that 37½ per cent of the receipts from rentals, royalties, and bonuses from mineral lands in the public domain be paid to the States. These provisions affect only those States in which leased federally owned mineral lands are located. Funds paid to the States under these laws may be used for the construction and maintenance of roads or for the support of public schools or other public educational institutions as the legislatures of the respective States may direct. Funds are also paid to

Table 69.—FEDERAL FUNDS PAID FROM RECEIPTS FOR LEASING MINERAL LANDS: 1947-48 TO 1956-57¹

School year	Amount	Percent of 1947-48	School year	Amount	Percent of 1947-48
1	2	3	1	2	3
Total (10 years).....	\$175,798,477	.....	1951-53.....	\$16,201,922	171.6
1947-48.....	9,539,518	100.0	1953-54.....	17,256,537	180.9
1948-49.....	11,230,647	118.8	1954-55.....	20,673,791	216.7
1949-50.....	10,898,004	114.8	1955-56.....	23,806,409	247.4
1950-51.....	12,908,642	145.8	1956-57.....	24,255,983	254.2
				26,206,124	286.2

¹ Funds may be used for schools and roads as apportioned by the State legislatures.

Table 70.—FEDERAL FUNDS COLLECTED DURING THE PRECEDING SCHOOL YEAR FROM RECEIPTS FOR LEASING MINERAL LANDS AND DISTRIBUTED TO THE STATES IN 1955-56 AND 1956-57

State or Territory	1955-56	1956-57	State or Territory	1955-56	1956-57
1	2	3	1	2	3
Total.....	\$94,254,989	\$99,286,124	Montana.....	\$988,238	\$1,247,127
Alabama.....	452	2,200	Nebraska.....	2,420	2,463
Arizona.....	24,436	262,193	Nevada.....	290,276	199,458
Arkansas.....	6,276	4,749	New Mexico.....	4,689,914	5,478,373
California.....	2,511,205	2,418,108	North Dakota.....	73,946	90,224
Colorado.....	2,777,689	4,432,753	Oklahoma.....	26,094	22,180
Florida.....	117	397	Oregon.....	48,089	14,989
Idaho.....	129,442	292,167	South Dakota.....	108,961	92,897
Kansas.....	60,229	45,294	Utah.....	1,414,252	2,044,689
Louisiana.....	62,894	117,724	Washington.....	2,877	4,298
Michigan.....	1,807	990	Wyoming.....	2,851,204	10,122,686
Mississippi.....	1,908	2,069	Alaska.....	176,721	214,729

the States under the Acquired Lands Act of 1947 with the allocations determined by the governing laws under which the lands were acquired. Collections made during any one school year are available for distribution the following school year. Payments to the States and Territories, under these laws, have amounted to more than \$175 million during the past 10 years. Amounts paid to the States for this 10-year period are given in table 69.

Table 70 shows the amounts paid to each of the 22 States and Alaska for the 1955-56 and 1956-57 school years. Information regarding the portions of funds allocated to roads and schools by the several legislatures is not available from the Bureau of Land Management.

REVENUE FROM REVISED AND RECONVEYED LANDS

The Oregon and California Lands Acts of June 9, 1916, and July 13, 1926, provided for the payments of \$1,571,044 and \$7,135,283, respectively, to the counties as back taxes with a requirement that the counties use the funds for public purposes, including schools as though they had been paid by taxpayers. These moneys were appropriated from the Treasury General Fund. The Government was subsequently reimbursed for these appropriations.

The Act of August 28, 1937, provided that the counties should get 50 percent of total receipts in lieu of taxes to be used as other county funds with another 25 percent to satisfy shortage in payments to the counties in lieu of taxes covering the years 1934 to 1937, after which this 25 percent would be credited to the Government until it was reimbursed for having advanced money in lieu of taxes during the period in which income was unavailable. The latter obligation was fulfilled early in 1951, and 75 percent is now payable to the counties, except that Congress in recent appropriation acts has authorized the retention of up to a third of this 75 percent for the construction and maintenance of access roads and reforestation.

The act of May 24, 1939, concerning the Coos Bay reconveyed lands, related to payments in lieu of taxes to two counties in Oregon for purposes specified in the prior act of February 26, 1919, which contained requirements for State and county schools as well as other public purposes.

Table 71 indicates the payments from 1916 to 1957 to certain counties in Oregon and Washington from receipts from revested lands in the Oregon and California R.R. reconveyed Coos Bay Wagon Road land-grant funds. This information was obtained from the Bureau of Land Management.

Table 71.—FEDERAL FUNDS PAID TO CERTAIN COUNTIES IN OREGON AND WASHINGTON OUT OF REVESTED OREGON AND CALIFORNIA AND RECONVEYED COOS BAY LAND-GRANT FUNDS: JUNE 9, 1916, TO 1956-57¹

School year	Amount	School year	Amount
1	2	1	2
Total (43 years).....	\$65,401,634	1952-53.....	\$6,460,804
1916-20.....	27,121,015	1953-54.....	6,632,479
1920-51.....	3,248,217	1954-55.....	14,222,631
1951-52.....	6,000,654	1955-56.....	11,920,170
		1956-57.....	9,805,664

¹ Funds may be used for education, roads, and public improvements as apportioned by State legislatures

Table 72.—SUMMARY OF FEDERAL FUNDS PAID TO THE STATES OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS: 1948-49 TO 1956-57¹

School year	Amount	Percent of 1948-49	School year	Amount	Percent of 1948-49
1	2	3	1	2	3
Total (9 years).....	\$933,491		1952-53.....	66,655	358.4
1948-49.....	18,600	100.0	1953-54.....	86,296	464.5
1949-50.....	41,894	225.2	1954-55.....	134,002	720.4
1950-51.....	59,890	322.0	1955-56.....	159,389	856.9
1951-52.....	68,593	368.8	1956-57.....	198,082	1,064.9

¹ Funds may be used for education, roads, and public improvements as apportioned by State legislatures.

Table 73.—FEDERAL FUNDS COLLECTED DURING THE PRECEDING SCHOOL YEAR OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS AND DISTRIBUTED TO THE STATES IN 1955-56 AND 1956-57

State	1955-56	1956-57	State	1955-56	1956-57
1	2	3	1	2	3
Total.....	\$129,399	\$199,693	Mississippi.....	679	280
Alabama.....	2,996	2,761	Missouri.....	6	13
Arizona.....	6,758	14,791	Montana.....	7,583	7,663
Arkansas.....	9,438	16,830	Nebraska.....	90	187
California.....	21,180	43,323	Nevada.....	17,048	20,145
Colorado.....	8,066	9,123	New Mexico.....	2,213	6,298
Florida.....	10,829	9,829	North Dakota.....	340	35
Idaho.....	9,958	15,907	Oklahoma.....	0	198
Illinois.....	1	0	Oregon.....	35,527	31,943
Indiana.....	0	49	South Dakota.....	2,514	253
Kansas.....	4	11	Utah.....	4,062	3,005
Louisiana.....	1,428	211	Washington.....	11,374	11,496
Michigan.....	2,176	444	Wisconsin.....	1,026	410
Minnesota.....	297	423	Wyoming.....	3,758	2,428

REVENUE FROM SALES OF PUBLIC LANDS

States having public lands administered by the Federal Government receive 5 percent of the net proceeds from the sales of public land and materials within its boundaries. This money is available for distribution to the States the school year following the year it was collected and is to be used for education, roads, and public improvements as apportioned by the State legislatures. A summary of the total amounts paid to the States during the past 9 years is given in table 72. Detailed figures indicating the amounts for 27 States for 1955-56 and 1956-57 school years are listed in table 73.

The Bureau of Land Management has no data on the proportions of these payments which are used by the States for the support of public schools.

Chapter VII

DEPARTMENT OF JUSTICE

LEGAL INTERESTS of the United States Government, administered by the Department of Justice, are served by a few educational programs described in this section. One of these programs in education is that of the Bureau of Prisons which seeks to provide educational opportunities for those in Federal penal and correctional institutions. Another program of the Department of Justice is that of the Federal Bureau of Investigation in which training is provided for local, State, and Federal law-enforcement officers through special schools and classes.

In addition to these two programs, the Immigration and Naturalization Service cooperates in the establishment and maintenance of public school classes for the instruction and training in citizenship responsibilities of applicants for naturalization. Pursuant to statutory authorization, that Service publishes and distributes the Federal Textbook on Citizenship at various literacy levels free of charge to candidates for naturalization receiving instruction in preparation for citizenship within or under the supervision of the public schools.

The statute also authorizes the reimbursement of the appropriation of the Department of Justice for the cost of such publication and distribution from the naturalization fees deposited in the United States Treasury.

BUREAU OF PRISONS

Education is a major function of the treatment and rehabilitation program in the 80 institutions of the Bureau of Prisons. In this program, the education departments within the institutions are concerned with improving the education of inmates or helping them to overcome educational deficiencies. To accomplish this, many inmates are enrolled in some form of organized educational activity, including general education, correspondence courses or vocational training, and

in several cases they are enrolled in college-level courses. During the year 1956-57, more than 15,000, or approximately 80 percent, of the total prisoners confined were enrolled in the educational program.

GENERAL EDUCATION

Inmates are enrolled in this program on the basis of results obtained from tests administered by educational personnel. According to these measurements and individual educational needs, the inmates are given the opportunity for self-improvement through attendance in the three scholastic levels of the education program. Literacy courses are offered for those who fall below the fifth-grade level on standardized achievements tests; intermediate courses for those between fifth- and eighth-grade levels; and advanced courses for those above the eighth-grade level. These courses comprise the major portion of the general education curriculum. About 70 percent of the inmate population for the 1956-57 school year were engaged in some phase of general education, and a total of 14,315 inmates were enrolled in courses in the 491 different training programs. Table 74 indicates the number of courses offered, individual enrollments, number completing courses, and number of certificates issued from 1954-55 to 1957-58.

Table 74.—GENERAL EDUCATION IN FEDERAL PENAL INSTITUTIONS, 1954-55 TO 1957-58

Item	1954-55	1955-56	1956-57	1957-58 ¹
1	2	3	4	5
Number of courses offered.....	441	476	491	530
Individual enrollments, without duplication.....	14,430	12,798	14,315	15,000
Number completing courses.....	4,640	5,472	6,350	6,700
Number of certificates issued.....	373	391	339	428

¹ Estimated.

Through arrangements with State and local school systems, a number of programs are accredited and many courses were completed which satisfied the requirements for elementary certificates and high school diplomas. During the year, 245 high school diplomas and 94 elementary certificates were granted to inmates for satisfactorily completing courses. In addition to the college-level courses being continued in two of the penitentiaries this year, a comparable program was offered also in a youth institution and a correctional institution. These were generally offered on a correspondence basis through the cooperation of colleges and universities. In some cases, however, they were organized along conventional extension lines and conducted by members of the faculty of nearby universities.

CORRESPONDENCE COURSES

These courses are of considerable importance in the educational program, and they are used extensively in practically all institutions to supplement and enrich vocational training and classroom activities. More than 40 percent of the inmate body were enrolled this year in correspondence courses, and 3,053 actually completed at least one such course.

VOCATIONAL TRAINING

During the 1956-57 fiscal year, more than half of the inmates were enrolled in vocational training. Of this group, 5,127 were receiving trade training in the institutional maintenance shops and vocational school shops, and 1,432 were in training in the various industries' production shops. The remainder were enrolled in specialized courses and in vocational-agriculture training where those institutions operated farm enterprises.

Of the total number enrolled in training areas, 1,588 completed courses and received certificates of achievement. These were approved certificates issued by the State departments of vocational education and other special accrediting agencies, such as Apprenticeship Councils, Civil Aeronautics Board of Airplane Mechanics, and Licensing Boards for Barbers, Dental Technicians, and Hospital Attendants.

In addition to sponsoring and financing the vocational training program, Federal Prison Industries, Inc., a government-owned corporation, appropriates funds out of its earnings for operating the Employment Placement Service. The Service consists of five units regionally located in five institutions. Its main function is to develop suitable employment opportunities for inmates who have been trained for specific occupations and are about to be released, and also for others who may need special help in finding postrelease employment. This year the placement offices found jobs for 2,432 inmates, about a fourth of them in fields directly related to the training and work experiences they had gained in the institution.

Since the vocational training programs and the placement services summarized in table 75 are financed out of earnings of the industries' corporation, the expenditure of Federal funds is not required for these services. Total expenditures from the industries' corporation funds for these services are reported in table 76. This information was obtained from the Bureau of Prisons.

140 FEDERAL FUNDS FOR EDUCATION, 1956-57 AND 1957-58

Table 75.—VOCATIONAL EDUCATION IN FEDERAL PENAL INSTITUTIONS: 1953-54 TO 1957-58

Item	1953-54	1954-55	1955-56	1956-57	1957-58 ¹
1	2	3	4	5	6
Number of training courses offered	517	519	513	575	620
Total enrollments for year	11,299	11,870	12,320	12,880	13,380
Individual enrollments, without duplication ..	9,606	9,970	10,189	11,014	12,500
Number completing units of training	5,355	5,320	5,544	5,029	5,500
Number of certificates issued	1,517	1,534	1,620	1,588	1,790
Number placed in jobs on release	1,749	1,979	1,466	2,432	2,600

¹ Estimated.

Table 76.—EXPENDITURES FOR VOCATIONAL TRAINING IN FEDERAL PENAL INSTITUTIONS: 1950-51 TO 1957-58

School year	Total expenditures	Expenditures per student completing training, including placement	School year	Total expenditures	Expenditures per student completing training, including placement
1	2	3	4	5	6
Total (8 years) ..	\$3,687,157		1953-54	\$440,979	\$62.07
1950-51	386,098	\$37.26	1954-55	461,070	63.06
1951-52	425,900	62.40	1955-56	480,634	47.17
1952-53	421,801	61.92	1956-57	528,561	48.06
			1957-58 ¹	528,000	43.12

¹ Estimated.

FEDERAL BUREAU OF INVESTIGATION

The Department of Justice, through its Federal Bureau of Investigation, is concerned with the enforcement of laws and with protecting America's internal security. Enforcement responsibilities include the detection of violations, apprehension of those who violate the Federal laws, and assistance to State, county, and local law-enforcement agencies. In this work, however, there are important opportunities to provide instruction to State and local police officials over the Nation. Educational services are provided chiefly through the FBI National Academy and assistance in Police Training Schools.

FBI NATIONAL ACADEMY

The FBI National Academy was established on July 29, 1935. Since that time, 3,452 law-enforcement officers, coming from all States and outlying parts of the United States and from many foreign countries, have been graduated from the 12-week course.

Academy purposes are to train graduates so that they are better prepared for responsibilities as police instructors and administrators. At present, more than 28 percent of the graduates are the executive heads of the State, county, or local law-enforcement agencies with which they are associated. Many of the graduates have provided courses of instruction in their departments for their co-workers.

An average of about 80 men attend each of the 2 sessions held annually by the FBI National Academy. Instruction is given at the FBI Headquarters in Washington, D. C., and at the FBI Academy on the United States Marine Corps Base at Quantico, Va.

Twelve weeks of instruction are offered at the 2 locations. The first 10 weeks are devoted to a general course of instruction relating to law-enforcement work. Among the topics discussed are: police organization and administration, fingerprint identification, laboratory, public speaking, traffic, juvenile delinquency, teaching techniques, police records, crime-scene searches, the handling of evidence, and testifying in court. One week is given to instruction in firearms. Civil rights are stressed and courses are given in constitutional law and ethics in law enforcement. The final 2 weeks are devoted to specialized training in subjects of special interest to the officer. Class lectures, seminar discussions, and actual field work are included in the course.

Staff members of the Federal Bureau of Investigation provide most of the instruction. In addition, lectures are given by nationally known experts, including outstanding criminologists, police officials, newspaper editors, and educators. These individuals give instruction in their special fields of endeavor.

An applicant student for the FBI National Academy must be a law-enforcement officer who has not attained the age of 51 at the time the session begins. He must be recommended by the head of his department and have at least 2 years of experience in law-enforcement work. If the head of the department desires to nominate himself he may do so. Before being accepted, the FBI conducts a thorough background investigation to determine the applicant's character, loyalty, reputation, and physical fitness. There is no charge for tuition for any part of the training. The officer, however, must pay his own travel and living expenses. In most instances, State, county, or local law-enforcement agencies pay all or a large part of these expenses.

POLICE TRAINING SCHOOLS

The FBI, upon request, conducts Police Training Schools for local law-enforcement officers. Some of these are designed for the recruit

and the relatively inexperienced officer; others provide advanced training. Topics discussed include, among others, fingerprint identification, testifying in court, defensive tactics, firearms, report writing, photography, crime-scene searches, law-enforcement ethics, and supervisory responsibilities. During the 1957 fiscal year, the FBI participated in 8,325 Police Training Schools. In the previous fiscal year, 8,492 schools were held.

Like the FBI National Academy, expenditures for these Police Training Schools cannot be reported separately since they are conducted in the course of the regular activities of the FBI.

Chapter VIII

DEPARTMENT OF LABOR

THE DEPARTMENT OF LABOR recognizes many relationships existing between the success of wage earners and their education. It operates programs designed to supply subject-matter information that will make workers more effective in their jobs and to provide the workers with information about labor laws, union methods, contracts, grievances, economics, and other factors which will help to improve their working conditions.

Comprehensive programs of the Department of Labor relating to the education of workers are described in this chapter. One of these is centered in the Bureau of Apprenticeship and Training. Activities of this Bureau are planned to implement a portion of the act of March 4, 1913, establishing the Department of Labor which directs the Department "to foster, promote, and develop the welfare of wage earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment." The Bureau also seeks "to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices and to cooperate with the States in the promotion of such standards" as required by the National Apprenticeship Act of August 16, 1937.

Another program contributing to education is operated by the Bureau of Employment Security which has developed a testing, counseling, and placement service. This program is conducted by the affiliated State Employment Service Offices in cooperation with more than 8,000 high schools.

The Bureau of Labor Statistics publishes an *Occupational Outlook Handbook* which is used extensively by high schools and other educational institutions as a counseling and guidance reference for young people. Similar information on a number of occupations of special interest to young women students is published in the Women's Bureau.

Other services to education are provided by the Bureau of Labor Standards. Through its promotion of (1) school-age employment certification programs, (2) stay-in-school campaigns, (3) educational opportunities for children of migrant workers, and (4) improved State and Federal child-labor laws, this Bureau helps to strengthen the educational services available to young people.

In addition, the Office of International Labor Affairs of the Department of Labor cooperates with the Department of State and its International Cooperation Administration in providing and arranging educational and training programs for foreign visitors. Activities of the Department of State are presented in chapter IX.

APPRENTICESHIP AND TRAINING

Federal promotion of apprenticeship was initiated in 1934 under authority of the National Industrial Recovery Act. Resources, to continue the work, were provided by the National Youth Administration established in 1935. Basic authority for the present Federal promotional activity was created by the National Apprenticeship Act of 1937. In this act the Secretary of Labor is authorized and directed to (1) formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices; (2) extend the application of such standards by encouraging the inclusion thereof in standards of apprenticeship; (3) bring together management and labor for the formulation of programs of apprenticeship; (4) cooperate with State agencies engaged in the formulation and promotion of standards of apprenticeship; and (5) cooperate with the Office of Education on certain matters of mutual interest. The Secretary is further authorized to publish information relating to apprenticeship standards and to appoint a national advisory committee on apprenticeship training.

The administration of the legislative authorizations of the Department of Labor in the field of encouraging skill development for workers is carried on through the Bureau of Apprenticeship and Training established by the Secretary of Labor in General Order No. 91, December 11, 1956. Its purpose is to improve the working conditions of wage earners in industry and advance their opportunities for profitable employment through the encouragement and promotion of programs of skill development. No educational or training activities in industry are performed by the Bureau.

Major emphasis is placed upon the encouragement of apprenticeship programs for the development of workers in those industrial

occupations, commonly known as skilled crafts or trades, which require a wide and diverse range of skills and knowledge as well as maturity and independence of judgment. Because of these requirements, an apprenticeship normally consists of from 2 to 7 years of scheduled, supervised, progressive, and productive employment experience in all of the operations of the trade or craft, supplemented by classroom instruction in the related technical or scientific subject matter necessary to full competency.

Bureau activities include the encouragement of programs in industry which provide for the administration of apprenticeship; establishment of standards affecting the quality of training and interests of the apprentices as employed workers; and outlining the work experience and supplementary instruction necessary to the acquisition of skills and knowledge of a competent craftsman.

The Secretary of Labor is advised on standards of apprenticeship and other matters of policy for the development of skills by the Federal Committee on Apprenticeship, members of which are appointed in accordance with the provisions of the National Apprenticeship Act. Membership on the committee has been composed of nationally prominent representatives of labor, management, vocational education, and government.

Promotional service and assistance in the organization of apprenticeship and other programs for the development of skills in industry is provided by the field staff of the Bureau. This staff works closely with employers, workers, State agencies, State boards of education, local vocational schools, and local civic organizations. Staff services are supplemented by the voluntary services of 50,000 persons employed by labor and management who assist in skill development. In the 1957-58 school year, industry employed an estimated 270,000 appren-

Table 77.—FEDERAL EXPENDITURES OF THE BUREAU OF APPRENTICESHIP FOR PROGRAMS OF APPRENTICE TRAINING: 1948-49 TO 1957-58

School year	Amount	Percent of 1948-49	School year	Amount	Percent of 1948-49
1	2	3	1	2	3
Total (10 years).....	\$22, 126, 945		1948-49.....	\$2, 599, 000	100.0
1948-49.....	2, 599, 000	100.0	1949-50.....	2, 713, 000	104.4
1949-50.....	2, 713, 000	104.4	1950-51.....	3, 183, 268	122.5
1950-51.....	3, 183, 268	122.5	1951-52.....	3, 579, 492	137.7
1951-52.....	3, 579, 492	137.7	1952-53.....	31, 223, 795	127.9
			1953-54.....	2, 297, 000	124.3
			1954-55.....	2, 199, 700	121.6
			1955-56.....	2, 380, 800	129.9
			1956-57.....	2, 399, 000	130.8
			1957-58.....	2, 600, 000	138.5

tices, and an average of 1,000 committees and 16,000 industrial establishments carried on skill development programs for employed workers.

Table 77 presents a summary of the expenditures of the Bureau for the encouragement of apprenticeship and skill development for the years 1948-49 through 1957-58. This information was furnished by the Bureau of Apprenticeship and Training of the Department of Labor.

FOREIGN VISITOR PROGRAM

The Department of Labor serves as the central agency of the Federal Government for the arrangement of programs in the United States for foreign nationals in labor and allied fields. These activities are coordinated by the Office of International Affairs of the Department of Labor, but are carried out in various Bureaus of the Department. Participation in such activities dates back to the inception of the United States Government international exchange programs in the late 1930's.

These programs in the Department of Labor are performed to a great extent at the request of the International Cooperation Administration, of the Department of State, but they also include programs for foreign leaders and specialists under the Department of State's International Educational Exchange Service and training for Fellows under the programs of the United Nations and International Labor Organization.

Included in the Department's programs for foreign visitors are the following elements: (1) Introductory orientation to the general United States' scene and its labor phases; (2) technical courses provided by the Bureaus of the Department of Labor; (3) discussions with representatives of other Government agencies, trade unions, industry, academic institutions, and community and other private organizations; (4) special training in trade unions, industrial plants, and Federal and State agencies; (5) courses provided by academic institutions; (6) observation of specific United States' activities relating to program objectives as well as the general United States' scene; and (7) travel and other means which provide opportunities for making contacts with a variety of situations and conditions which result in experiences commensurate with program objectives.

Recently, arrivals of visitors from the Far East and Latin America have increased in number, and greater emphasis has been placed on

long-term labor programs providing for trade union internship and more academic study. These activities have benefited greatly from the excellent cooperation received from American trade unions, industrial firms, academic institutions, and other private organizations. Arrangements have been made to send foreign visitors to all of the 48 States, Hawaii, and Puerto Rico. Special efforts have been made to include small- and medium-sized communities, as well as big cities, in these programs in order to satisfy personal interests and to provide exposure to a good cross-section of American life.

Table 78 shows the number of programs arranged, by field of study, for the foreign visitors and programs completed from 1954-55 to 1956-57. Expenditures of Federal funds for this foreign visitor program in the Department of Labor amounted to approximately \$2,500,000 for the 1956-57 school year and is reported in tables 2 and 3 of chapter 1. This information was furnished by the Department of Labor.

Table 78.—FOREIGN VISITOR PROGRAMS ARRANGED AND COMPLETED BY THE DEPARTMENT OF LABOR: 1954-55 TO 1956-57

Foreign visitor program	Fiscal years		
	1954-55	1955-56	1956-57
1	2	3	4
Number of foreign visitors for whom programs were arranged by fields of service.....	568	768	797
Trade unions and labor management relations.....	337	584	631
Industrial training.....	83	58	74
Industrial safety and labor law administration.....	64	59	63
Employment services.....	15	28	18
Labor statistics.....	8	30	11
Women's affairs.....	61	9	

TESTING, COUNSELING, AND PLACEMENT

The local offices of the State Employment Service operate an extensive program of testing, counseling, and placement of high-school graduates who are entering the labor market. This service is carried on throughout the senior year by employment service counselors who work in the school in close cooperation with school personnel.

The test used in conjunction with the testing and counseling services is the "United States Employment Service General Aptitude Test Battery," often referred to as the "GATB." One of the principal uses of this test is to help young people explore their potential abilities in order to decide upon suitable occupations. In the course of this

testing, many seniors are discovered who have college-level ability but who had not planned to attend college.

The test battery consists of 12 tests that provide measures of nine different aptitudes. These aptitudes are intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. Norms for the GATB are available for a large variety of occupations collected into groups according to similarities in the abilities required. This makes it possible to interpret test results in terms of the potential suitability of individuals for a wide range of occupations. Through an interpretation of the test scores and counseling interviews, which consider aspects of the individual other than aptitudes and takes into consideration local job opportunities, the high school graduate is assisted in making a desirable occupational choice.

The cooperative program with the schools was started on a formalized and nationwide basis in 1950. In the school year 1955-56, it was operating in 7,328 or about one-third of the high schools in the country. Schools in all of the States and Territories were served. During that school year, 194,774 persons were tested with the GATB and 211,463 given counseling interviews. During the 1956-57 school year, 7,878 schools were served. In these schools 219,901 were tested with the GATB, and counseling interviews given to 227,418.

Chapter IX

DEPARTMENT OF STATE

FEDERAL FUNDS are expended by the Department of State for many cultural and educational programs designed to help maintain and improve friendly relationships with people of other nations. Two of these programs, the Educational Exchange Program, and activities of the International Cooperation Administration, are described in this chapter.

In addition to Federal funds expended on the international programs planned to improve international understanding, amounts are also expended by business and industry, educational foundations, institutions of higher education, and the governments of participating countries around the world. All of these expenditures by each participating organization helps to improve relationships between the United States and other countries.

EDUCATIONAL EXCHANGE PROGRAM

A program of international educational exchange involving approximately 6,000 exchanges a year between the United States and over 80 other countries and dependent areas is conducted by the Department of State. The purpose of this program, in the words of the authorizing congressional legislation, is "to promote a better understanding of the United States in other countries and to increase mutual understanding between the people of the United States and the people of other countries." Opportunities are provided for Americans to pursue educational activities abroad and for foreign nationals to undertake similar projects in the United States. Participants include students, teachers, lecturers, research scholars, leaders, and specialists. In accordance with the purpose of this program, the object of these visits is to create a greater understanding of and confidence in the United States, and to develop the realization among other peoples that our objectives and policies are in harmony with, and will advance, their own legitimate aspirations for peace, progress, and freedom.

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Of those participating in the exchange program, approximately two-thirds are foreign nationals who come here to observe at first hand the American way of life, to increase their knowledge in specialized fields, and to establish and broaden their contacts with Americans of similar interests. The remaining one-third are Americans who go to other countries to obtain an understanding of their ways of life, to impart information about American life and institutions, to acquire further knowledge in specialized fields, and to demonstrate and share their country's achievements.

Exchanges of educators are arranged under several congressional authorizations which include (1) those originally authorized under the act for cooperation with the other American Republics, (2) those provided by the foreign currency program under the Fulbright Act, and (3) the worldwide program authorized by the Smith-Mundt Act which established a general framework for all the educational exchange activities. The Department of State also conducts special programs with Finland and India with certain funds derived from debts of those countries set aside for this purpose. Total costs of these programs under various authorizations, including grants and administrative expenses, are summarized in table 79 for the 7 years from 1951-52 through 1957-58. Additional details for funds allotted from 1954-55 through 1957-58 are presented in table 80.

Number of persons participating in the educational exchange programs from 1951-52 through 1957-58 are summarized in table 81. Tables 82 and 83 present more detailed information about the participants for the 1956-57 and 1957-58 school years.

Table 79.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGE PROGRAMS: 1951-52 TO 1957-58

School year	Total for exchange activities		Funds available for international educational exchange activities.	
	Amount	Percent of 1961-62	Fulbright and Smith-Mundt	Additional funds
1	2	3	4	5
Total (7 years)	8151,867,306		6142,976,626	20,890,679
1961-62.....	25,223,116	100.0	22,815,500	2,407,616
1962-63.....	23,359,890	92.6	21,403,755	1,956,135
1963-64.....	23,245,844	92.2	22,235,637	1,010,207
1964-65.....	19,708,235	78.4	19,239,133	469,102
1965-66.....	20,283,809	80.4	18,600,294	1,683,515
1966-67.....	18,604,618	73.8	18,231,076	373,542
1967-68.....	21,401,824	84.9	20,925,223	476,601

Table 80.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGE PROGRAMS, 1954-55 TO 1957-58

Program	1954-55	1955-56	1956-57	1957-58
1	2	3	4	5
Total	\$19,793,235	\$20,282,999	\$18,064,619	\$21,461,824
Fulbright (Public Law 594, 79th Cong.) and Smith-Mundt (Public Law 402, 80th Cong.) ¹	19,259,133	18,600,294	18,231,076	20,926,233
Chinese and Korean (Public Laws 327 and 535, 81st Cong.).....	282,117	113,963	0	0
Finnish (Public Law 265, 81st Cong.).....	213,234	290,329	165,637	270,546
Indian (Public Law 48, 82d Cong.).....	8,190	79,223	193,770	205,974
Iranian (Public Law 861, 81st Cong.).....	5,561	0	14,135	71
Southeast Asia and the Western Pacific, Execu- tive (Transfer to State) 1955.....	0	1,200,000	0	0

¹ Includes Public Laws 207 and 663, Eighty-third Congress for Austria (\$173,735 in 1954-55; \$192,865 in 1955-56) and Germany (\$2,876,782 in 1954-55; \$2,108,008 in 1955-56).

Table 81.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1951-52 TO 1957-58

School year	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
ALL PARTICIPANTS					
Total (7 years)	44,643	2,096	21,123	5,394	4,449
1951-52.....	6,796	289	5,501	702	204
1952-53.....	7,108	267	5,295	805	746
1953-54.....	7,066	198	5,206	917	774
1954-55.....	5,820	229	4,304	644	643
1955-56.....	5,955	443	4,019	568	925
1956-57.....	5,768	547	3,498	784	939
1957-58.....	6,111	728	3,300	974	1,109
PARTICIPANTS FROM THE UNITED STATES					
Total (7 years)	12,625	622	9,765	1,345	663
1951-52.....	1,531	50	1,248	180	53
1952-53.....	1,551	42	1,214	207	88
1953-54.....	1,782	35	1,468	175	104
1954-55.....	1,938	64	1,546	182	146
1955-56.....	1,900	87	1,501	157	155
1956-57.....	1,970	115	1,454	191	209
1957-58.....	1,953	128	1,334	253	228
PARTICIPANTS FROM OTHER COUNTRIES					
Total (7 years)	32,018	2,164	21,358	4,049	4,457
1951-52.....	5,265	239	4,253	522	251
1952-53.....	5,557	220	4,061	568	658
1953-54.....	5,313	163	3,728	742	670
1954-55.....	3,882	165	2,758	402	497
1955-56.....	4,055	356	2,518	411	770
1956-57.....	3,798	431	2,044	698	730
1957-58.....	4,158	590	1,966	721	881

Table 82.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1956-57

Participants	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
Total	5,768	547	2,498	764	959
From the United States	1,979	116	1,484	191	189
Students.....	986	33	875	28	50
Teachers.....	327	0	238	39	50
Lecturers, research scholars.....	494	40	276	89	89
Leaders, specialists.....	163	43	65	35	20
From other countries	3,789	431	2,044	573	770
Students.....	1,703	119	943	258	383
Teachers.....	487	112	263	59	53
Lecturers, research scholars.....	548	10	367	48	123
Leaders, specialists.....	1,060	190	471	238	171

Table 83.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1957-58

Participants	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
Total	6,111	728	2,399	974	1,109
From the United States	1,863	126	1,324	253	236
Students.....	906	33	799	25	48
Teachers.....	345	2	240	56	47
Lecturers, research scholars.....	495	52	240	104	99
Leaders, specialists.....	208	51	55	68	34
From other countries	4,248	602	1,075	721	873
Students.....	1,729	164	800	298	377
Teachers.....	531	103	277	71	80
Lecturers, research scholars.....	479	11	312	55	101
Leaders, specialists.....	1,419	312	487	297	323

COORDINATION OF EDUCATIONAL EXCHANGE PROGRAM

Educational exchange programs authorized by Congress and similar activities conducted by other agencies of the Government are coordinated by the Department of State. The Department also cooperates extensively with independent nongovernmental sponsors of exchanges in the United States. Often, the services of the Department and those arranged by private organizations complement each other with the international travel provided by foreign currency funds of the Government and tuition, maintenance, and other assistance supplied by

private groups. It is estimated that these groups, which include schools, colleges, universities, foundations, hospitals, and private business enterprises, provided approximately \$11 million in 1956 primarily to assist foreign grantees. The program conducted by the International Educational Exchange Service of the Department is coordinated with the economic and technical assistance program of the International Cooperation Administration and with the programs of other Federal agencies, such as the Department of Defense. This coordination is effected at both planning and administrative levels in Washington and overseas.

Contractual arrangements are made between the Department and a number of public and private agencies for provision of certain services necessary to the administration of the program. These services include screening and recommending candidates, arranging programs for orienting and supervising grantees, and evaluating program effectiveness. The Office of Education, for example, cooperates closely with the Department of State under a working-fund agreement in connection with both American and foreign-teacher exchanges. It administers the teacher-interchange program under which American and foreign teachers trade positions in their respective school systems for a year, recommends qualified American teachers for grants to teach abroad, and arranges special programs for foreign teachers to study and observe American school systems.

Assistance to private groups here and abroad on exchange projects contributing to the Department's objectives is a significant part of the International Educational Exchange Program. During 1956, for example, over 400 sponsors were assisted in relation to projects involving more than 6,000 persons. These programs did not require United States Government funds, although many were as valuable in achieving similar objectives as the Department's program. Assistance ranged from detailed guidance for American and foreign groups on how to operate various kinds of educational exchange programs to arranging with Foreign Service posts to distribute applications, and to assist in nominating and selecting candidates under private programs.

Under the provisions of section 201 of the Smith-Mundt Act, the Department stimulates public and private exchange efforts through the designation of exchange-visitor visa programs. This facilitates entry into the United States of foreign nationals desiring to come to this country as non-immigrants for bona fide educational purposes.

INTERNATIONAL COOPERATION ADMINISTRATION

Under authority contained in Executive Order 10610, dated May 9, 1955, the International Cooperation Administration was established within the Department of State as a semiautonomous agency. It has responsibility for coordination of foreign assistance programs, and for several mutual security programs.

Appropriations of Federal funds for foreign assistance cooperative programs are made each year by Congress. Additional funds are appropriated by the foreign cooperating governments. These contributions of other governments are, on the average, about double the United States' contributions. Programs are not undertaken except upon the specific request of the participating governments.

The International Cooperation Administration administers programs of technical cooperation in the developing areas of the world. It is believed that this is one of the best means of strengthening the nations of the free world. Technical cooperation has many aspects, but all of them are closely related to educational processes and rely upon them for their effectiveness. Education is the indispensable means of developing any nation's most valuable resources—its human resources—and education plays a key role in every aspect of this program. The most effective overseas programs include integrated activities in such related fields as agriculture, health, industry, and public governmental administration, with the education staff cooperating closely with other ICA programs and UN representatives. Only by helping the less-developed nations increase their own ability to do the job for themselves can lasting improvements be made.

The developing countries are looking to the United States for two principal types of educational assistance: (1) They want help in the development of vocational and other curriculums to stress the practical application of knowledge for the solution of economic and social problems; and (2) they seek aid in the extension and improvement of primary education to reduce for future generations the problem of illiteracy. For these purposes, they have too few well-trained teachers, not enough schools, and inadequate teaching materials.

Educational programs of the ICA always recognize the culture of the country, traditions, educational institutions, civic programs, and the expressed desires of its peoples, as well as the needs of the country. Programs are directed toward the training of those who will teach others, rather than immediate participation in mass education, except where demonstration schools are necessary as pilot projects to stimulate local development of educational facilities or new techniques.

Emphasis is placed on imparting new skills and on helping the people to develop their own educational resources rather than on material assistance such as buildings, equipment, and supplies, although assistance of the latter type was given in unusual situations, such as for Korean reconstruction. Trainees, carefully selected for their ability to make a significant contribution to the development of their own country, are brought to the United States or to special regional training centers, such as the American University of Beirut, for periods of technical instruction in appropriate fields. The Office of Education assists educators coming to the United States for specialized training by conducting orientation classes, arranging conferences with authorities in the fields, planning programs for study in this country, and otherwise helping the trainees to equip themselves to make important contributions to education in their homelands.

COUNTRY MISSIONS

The International Cooperation Administration through its Education Division performs much of its work by sending educators to foreign countries. These groups of educators constitute education staffs within ICA country missions. In arranging for the effective operation of these staffs, the Education Division of ICA in Washington, D. C., with the cooperation of the Division of International Education in the Office of Education, has major responsibilities which include the following:

1. Planning, reviewing, and evaluating educational projects proposed by other countries.
2. Staffing and orienting the Country Missions.
3. Maintaining liaison with United States sources of professional advice.
4. Establishing contractual relations with educational institutions on an international inter-university basis.
5. Fostering coordination among the educational missions sent to the various countries.

Table 84.—FEDERAL FUNDS FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES: 1951-52 TO 1956-57

School year	Amount	School year	Amount
1	2	1	2
Total (6 years).....	\$124,408,400	1953-54.....	14,789,000
1951-52.....	12,141,000	1954-55.....	22,517,700
1952-53.....	14,042,000	1955-56.....	32,408,400
		1956-57.....	28,510,300

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Table 85.—NUMBER OF TECHNICIANS AND PARTICIPANTS, AND FEDERAL FUNDS PROGRAMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES, 1956-57

Cooperating countries	Total funds programed	United States employed technicians		United States contract technicians	
		Number	Funds programed	Number	Funds programed
1	2	3	4	5	6
Total	825, 516, 200	430	85, 778, 800	645	88, 767, 000
AFRICA	2, 099, 500	64	854, 000	58	1, 044, 000
Egypt	478, 000	23	208, 000		
Ethiopia	534, 000	20	280, 000	11	65, 000
Libya	816, 000	5	80, 000	27	600, 000
Libya	621, 800	16	218, 000	2	20, 000
Dependent overseas territories	250, 000			18	250, 000
FAR EAST	12, 300, 000	114	1, 565, 000	150	8, 374, 000
Cambodia	890, 000	9	135, 000	8	500, 000
China (Formosa)	1, 040, 000	18	210, 000	14	234, 000
Indonesia	830, 000	11	135, 000	21	280, 000
Japan	700, 000	5	40, 000	18	550, 000
Korea	8, 288, 000	10	168, 000	23	820, 000
Laos	400, 000		40, 000		
Philippines	1, 618, 000	16	240, 000	31	820, 000
Thailand	620, 000	22	320, 000	21	
Vietnam	580, 000	23	280, 000	8	100, 000
LATIN AMERICA	4, 758, 800	156	2, 168, 800	13	200, 000
Bolivia	425, 000	12	180, 000		
Brazil	724, 700	21	308, 800		
Colombia	126, 000	4	101, 000		
Costa Rica	47, 500	2	30, 000	2	
Cuba	248, 000	5	60, 000	5	100, 000
Dominican Republic	205, 300	8	120, 300		
Ecuador	330, 500	12	185, 000		
El Salvador	124, 700	6	88, 600		
Guatemala	300, 000	8	100, 000		
Haiti	225, 000	5	65, 000		
Honduras	388, 000	14	210, 000		
Mexico	274, 700	8	54, 700	2	100, 000
Nicaragua	194, 200	8	107, 000	3	
Panama	340, 000	21	220, 000		
Paraguay	336, 200	12	143, 500		
Peru	578, 400	11	125, 000		
Dependent overseas territories	82, 600	-3	57, 600		
NEAR EAST	1, 306, 000	48	469, 000	9	120, 000
Iraq	280, 000	27	174, 000		
Israel	81, 000	2	38, 000	1	
Jordan	361, 000	9	130, 000		
Lebanon	704, 000	10	129, 000	6	120, 000
SOUTH ASIA	5, 101, 000	18	255, 000	106	2, 269, 000
Afghanistan	1, 059, 000	2		47	1, 059, 000
India	1, 800, 000	7	108, 000	8	400, 000
Nepal	165, 000	1	15, 000	3	75, 000
Pakistan	2, 077, 000	8	135, 000	106	1, 738, 000
REGIONAL PROJECTS	825, 000				
Near East—Africa	825, 000				
EUROPE	1, 400, 000	30	480, 000	49	750, 000
Greece		1			
Turkey	580, 000			43	580, 000
Iran	820, 000	29	480, 000	6	200, 000

Table 85.—NUMBER OF TECHNICIANS AND PARTICIPANTS, AND FEDERAL FUNDS PROGRAMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES: 1956-57—Continued

Cooperating countries	Foreign participants		Funds programed for—		
	Number	Funds programed	Supplies and equipment	Contribution to cooperative service	Other costs
1	7	8	9	10	11
Total	1,250	\$3,937,700	\$7,854,400	\$1,650,400	\$295,000
AFRICA	27	147,000	125,000	470,500	50,000
Egypt	20	95,000	85,000		
Ethiopia	4	40,000		100,000	30,000
Liberia	3	12,000	40,000		15,000
Libya				370,500	5,000
Dependent overseas territories					
Far East	323	1,696,000	5,734,000		
Cambodia	10	70,000	205,000		
China (Formosa)	48	182,000	414,000		
Indonesia	52	312,000	33,000		
Japan	23	110,000			
Korea	85	552,000	3,847,000		
Laos		95,000	265,000		
Philippines	31	105,000	450,000		
Thailand	44	220,000	370,000		
Vietnam	40	70,000	150,000		
LATIN AMERICA	255	833,700	96,500	1,110,000	\$41,800
Bolivia	13	75,000	7,000	150,000	13,000
Brazil	60	190,000		150,000	75,900
Colombia	6	20,000			5,000
Costa Rica	6	15,000			2,500
Cuba	11	73,000	10,000		5,000
Dominican Republic	6	11,300		70,000	33,700
Ecuador	10	30,000	3,000	80,000	32,500
El Salvador	6	25,000			10,800
Guatemala	28	94,000		80,000	26,000
Haiti	5	18,000		100,000	42,000
Honduras	12	38,000	25,000	100,000	20,000
Mexico	36	65,000	50,000		5,000
Nicaragua	6	30,000		50,000	7,200
Panama	9	40,000		50,000	30,000
Paraguay	10	26,000	1,500	150,000	8,200
Peru	14	78,400		150,000	25,000
Dependent overseas territories	7	15,000			10,000
NEAR EAST	137	173,000	220,000		274,000
Iraq	81	62,000	24,000		
Israel	5	15,000			
Jordan	32	61,000	75,000		95,000
Lebanon	19	45,000	221,000		179,000
SOUTH ASIA	65	173,000	1,310,000	70,000	24,000
Afghanistan	30				
India	30	150,000	1,145,000		
Nepal			5,000	70,000	
Pakistan	5	23,000	160,000		24,000
REGIONAL PROJECTS	378	825,000			
Near East—Africa	378	825,000			
EUROPE	16	70,000	100,000		
Greece	15				
Turkey	1				
Iran	13	70,000	100,000		

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Educational programs are in operation this year in 46 countries and territories. There are also regional programs in the Near East and South Asia areas. Negotiations are underway to establish new programs in several additional countries, and for additional projects in many of those countries where ICA educational programs are already operating. In these educational programs, American competence is shared with people in the developing areas.

Federal funds programed for cooperative educational activities from 1951-52 to 1956-57 are reported in table 84. Details on the personnel and funds programed by countries for the 1956-57 school year are presented in table 85. Table 86 gives a summary of the Federal funds programed for cooperative educational activities in other countries from 1953-54 to 1956-57 and reports the number of technicians and foreign trainees participating in the program.

Table 86.—SUMMARY OF FEDERAL FUNDS PROGRAMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES AND NUMBER OF TECHNICIANS AND TRAINEES: 1953-54 TO 1956-57

Item	1953-54	1954-55	1955-56	1956-57
1	2	3	4	5
FUNDS PROGRAMED.....	\$14,789,000	\$22,517,700	\$32,408,400	\$28,510,300
U. S. technicians.....	4,362,000	11,837,200	16,169,800	14,537,800
Foreign trainees.....	1,586,000	4,024,800	5,540,500	3,937,700
Supplies, equipment and other costs.....	8,841,000	6,655,700	10,698,100	10,034,800
PERSONNEL.....	733	1,527	2,111	2,113
U. S. technicians.....	285	499	891	863
Foreign trainees.....	448	1,028	1,220	1,250

INTER-UNIVERSITY CONTRACTS

Work in the field of higher education is being emphasized through contracts with colleges and universities in the United States. For this program, Federal funds are used to secure the services of American colleges and universities for assistance to overseas universities in improving teaching, curriculum, research, and extension work. Through the training in American universities, and in their own institutions under faculty members provided from American institutions, the overseas professors are prepared to carry new methods into practice on a permanent basis. For this purpose, universities in the United States, under Federal sponsorship, have contracted with colleges and universities of other lands. This program is planned to broaden international horizons and to make important contributions to education, health, agriculture, and other programs of social and economic advancement.

In accordance with 79 inter-university contracts in force on September 30, 1957, American professors from 56 universities are loaned to host universities in about 38 countries. After a year or two of work in partnership with a professor in the other country, the counter-part professor comes to the contracting university in the United States to study for a year. Later, the American professors return to their regular work in the United States with greatly broadened understandings of the world in which they live, and of the responsibilities of America.

Approximately 600 American professors were at work in host universities, and about 300 professors from host countries were at universities in the United States in December 1957. Countries which have requested this kind of cooperation and have arranged inter-university contracts are listed in column 1 of table 87. The table also indicates the universities in the United States having contracts, their fields of activity, and the Federal funds that are obligated to operate these programs.

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Table 87.—INTERNATIONAL COOPERATION ADMINISTRATION INTER-UNIVERSITY CONTRACTS IN OPERATION ON SEPTEMBER 30, 1957

Cooperating country	United States institutions	Field of activity	United States obligations
1	2	3	4
Total			\$66,099,767
AFRICA			7,401,680
Ethiopia.....	Oklahoma A. and M. College.....	Agriculture.....	5,455,000
Liberia.....	Texas A. and M. College.....	Vocational education.....	1,654,400
Overseas Territories			
Kenya.....	Rutgers University (New Jersey).....	Vocational education.....	19,180
Sierra Leone.....	Ohio State University.....	Vocational education.....	69,100
Uganda.....	Isaac Delgado Central Trades School (Louisiana).....	Vocational education.....	206,000
EUROPE			361,500
France.....	Northwestern University.....	Business administration.....	125,000
Italy.....	University of California.....	Public administration.....	161,000
Spain.....	University of California.....	Business administration.....	75,500
FAR EAST			19,628,006
China (Taiwan).....	University of California.....	Agriculture.....	425,250
	Pennsylvania State University.....	Education.....	300,000
Indonesia.....	Purdue University (Indiana).....	Engineering.....	668,000
	University of California.....	Medicine and education.....	1,329,000
	University of California.....	Engineering.....	1,295,200
	University of Kentucky.....	Engineering.....	1,234,700
	University of Kentucky.....	Agriculture.....	1,255,000
	Tuskegee Institute (Alabama).....	Vocational education.....	913,000
Japan.....	University of Massachusetts.....	Agriculture.....	25,000
	University of Michigan.....	Engineering, industrial management and business management.....	675,000
Korea.....	University of Minnesota.....	Agriculture, engineering, medicine and public administration.....	2,295,000
	George Peabody College (Tennessee).....	Education.....	176,000
Philippines.....	Cornell University (New York).....	Agriculture.....	950,000
	Cornell University (New York).....	Forestry.....	204,750
	Stanford University (California).....	Education.....	900,000
Thailand.....	University of Indiana.....	Education.....	1,291,000
	University of Indiana.....	Public administration.....	880,000
	Oregon State College.....	Agriculture.....	785,000
	University of Texas.....	Engineering.....	290,000
	Wayne State University (Michigan).....	Vocational education.....	596,000
Vietnam.....	Michigan State University.....	Public administration.....	3,240,106
LATIN AMERICA			5,881,621
Bolivia.....	University of Tennessee.....	Public administration.....	421,000
Brazil.....	Michigan State University.....	Business administration.....	313,916
	Purdue University (Indiana).....	Agriculture and home economics.....	218,660
Chile.....	University of California.....	Agriculture.....	150,000
	University of Chicago (Illinois).....	Economics.....	376,000
Colombia.....	Michigan State University.....	Agriculture and natural resources.....	835,568
	Tulane University (Louisiana).....	Medicine.....	123,300
Cuba.....	University of Tampa (Florida).....	Vocational rehabilitation.....	500,000
Guatemala.....	University of Florida.....	Agriculture.....	1,900
	University of Kentucky.....	Agriculture.....	90,000
Mexico.....	University of Michigan.....	Vocational education.....	142,000
	University of Pennsylvania.....	Veterinary medicine.....	18,000

Table 87.—INTERNATIONAL COOPERATION ADMINISTRATION INTER-UNIVERSITY CONTRACTS IN OPERATION ON SEPTEMBER 30, 1957—Con.

Cooperating country	United States institutions	Field of activity	United States obligations
1	2	3	4
LATIN AMERICA—Con.			
Nicaragua.....	University of Florida.....	Education.....	\$197,900
Panama.....	University of Tennessee.....	Public administration.....	224,000
Paraguay.....	University of Buffalo (New York).....	Medical education.....	244,000
Peru.....	University of New Hampshire.....	Education.....	115,800
	University of North Carolina.....	Sanitary engineering.....	184,277
	North Carolina State University.....	Agriculture and textile engineering.....	826,300
<i>Overseas Territories</i> British Guiana, Surinam, and Jamaica	University of Maryland.....	Agriculture, engineering, health, housing, community development.....	900,000
NEAR EAST AND SOUTH ASIA			
			26,631,960
Afghanistan.....	Columbia University.....	Education.....	1,225,000
	University of Wyoming.....	Agriculture, engineering and education.....	1,200,000
Ceylon.....	Texas A. and M. College.....	Agriculture and Engineering.....	809,000
India.....	University of Illinois.....	Engineering.....	450,000
	University of Illinois.....	Agriculture.....	780,800
	Kansas State College.....	Agriculture.....	1,397,340
	University of Missouri.....	Agriculture.....	862,060
	Ohio State University.....	Education.....	323,300
	Ohio State University.....	Agriculture.....	499,110
	Rensselaer Polytechnic Institute (New York).....	Engineering.....	263,300
	University of Tennessee.....	Agriculture and home economics.....	1,127,500
Iran.....	University of Wisconsin.....	Engineering and education.....	1,038,000
	University of Southern California.....	Public Administration.....	623,350
	Syracuse University (New York).....	Audio-visual education.....	370,000
	Utah State Agricultural College.....	Agriculture.....	1,800,000
	Brigham Young University (Utah).....	Education.....	221,000
Iraq.....	University of Arizona.....	Agriculture.....	530,000
Israel.....	New York University.....	Public administration.....	1,199,754
	State University of New York.....	Public health, education, agriculture, and industry.....	2,115,700
Nepal.....	University of Oregon.....	Education.....	471,886
Pakistan.....	Colorado A. & M. College.....	Engineering, agriculture, education, and home economics.....	1,500,000
	Indiana University.....	Medicine.....	511,570
	New Mexico College of Agriculture & Mechanic Arts.....	Agriculture.....	750,000
	Texas A. & M. College.....	Education, business administration, agriculture, engineering, and home economics.....	1,700,000
	State College of Washington.....	Agriculture, engineering, education, business administration and home economics.....	1,913,000
Turkey.....	Georgetown University (Washington, D. C.).....	Education (English language training).....	278,500
	University of Nebraska.....	Agriculture, engineering, business administration and education.....	1,378,000
	New York University.....	Public administration.....	768,000
	Spring Garden Institute (Pennsylvania).....	Engineering.....	528,000
			195,000
REGIONAL: Near East and South Asia	Harvard University (Massachusetts).....	Public health.....	75,000
	University of Wisconsin.....	Agriculture.....	120,000

Chapter X.

DEPARTMENT OF THE TREASURY

FUNCTIONS of the Treasury Department include responsibilities for the administration of certain educational programs. One of these is the program of specialized training provided for Coast Guard personnel. Another is the advanced training arranged for tax specialists in the Bureau of Internal Revenue. Other educational programs in the Department include the promotion of the habit of saving among the school children, the recognition of counterfeit money, and the specialized training for customs inspectors and other Treasury law-enforcement officers. The latter three programs, however, are not reported here since expenditures for them cannot be separated from other parts of the budgets for various divisions of the Treasury Department.

INTERNAL REVENUE SERVICE

The Internal Revenue Service Advanced Training Center was established in the summer of 1954 by contract with the University of Michigan under authority of Public Law 51, Eighty-fourth Congress, approved June 1, 1954. Specialized training in the tax-enforcement field was made available to selected members of the Internal Revenue Service in this program. The center was discontinued at the end of the 1956 fiscal year. Funds which were expended for this contractual program arranged with the University of Michigan are shown in table 88.

In the place of the center at the University of Michigan, a training program has been adopted by the Internal Revenue Service to be carried on at some 20 to 25 different points throughout the country by instructors selected from within the Internal Revenue Service. Under the revised program, the training courses have been designed to meet more particularly the specific requirements of the Internal Revenue Service. The courses have been shortened somewhat to make them more intensive and the base of the training has been broadened to include revenue officers as well as agents.

**Table 88.—FEDERAL FUNDS FOR THE INTERNAL REVENUE SERVICE
ADVANCED TRAINING CENTER: 1954-55 TO 1955-56**

School year	Total	Students' salaries, per diem, travel, and other expenses	School operating expenses	Payments to other institutions
1	2	3	4	5
Total (2 years)	\$1,689,581	\$1,431,075	\$172,816	\$4,688
1954-55.....	536,521	474,883	56,950	4,688
1955-56.....	1,073,060	956,192	116,868	0
1956-57.....	(1)	(1)	(1)	(1)

¹ Expenditures for the revised program are no longer separately identifiable.

Under the revised program, the points at which training is given have been brought closer to the employees' regular duty stations thereby reducing travel, per diem, and other training expenses. The costs of training under the revised program are not separately identifiable from the regular operating expenses of the Internal Revenue Service.

U. S. COAST GUARD

Educational services for the Coast Guard are provided through the operation of the Coast Guard Academy, and through the payment of tuition for individuals who are assigned to take academic training at specific institutions of higher learning. Amounts for these 2 programs are listed in columns 4 and 5 of table 89. In addition to these programs, Congress has authorized the use of funds for the education of dependents of Coast Guard personnel stationed outside the continental limits of the United States. Funds for this program are shown in column 6 of the table.

Coast Guard Service Personnel also qualify for off-duty educational benefits as described in chapter V. Amounts of Federal funds expended for these services are listed in column 7 of table 59.

Table 89.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF COAST GUARD PERSONNEL AND THEIR DEPENDENTS: 1948-49 TO 1957-58

School year	Total		Coast Guard Academy	Tuition for Coast Guard personnel	Education of dependents of Coast Guard personnel
	Amount	Percent of 1948-49			
1	2	3	4	5	6
Total (10 years)	\$75,918,664		\$24,446,978	\$562,028	\$75,669
1948-49.....	1,983,357	100.0	1,951,929	31,428	0
1949-50.....	2,046,247	103.2	2,014,047	32,200	0
1950-51.....	1,800,000	90.8	1,768,000	32,000	0
1951-52.....	2,265,000	114.3	2,219,000	47,000	0
1952-53.....	2,565,000	129.3	2,513,000	52,000	0
1953-54.....	2,637,000	127.9	2,480,000	57,000	0
1954-55.....	2,505,270	126.4	2,435,000	58,000	13,270
1955-56.....	2,574,190	144.9	2,795,000	61,900	17,290
1956-57.....	3,249,600	163.9	3,265,000	61,500	23,100
1957-58.....	3,091,000	155.9	3,000,000	69,000	22,000

Chapter XI

VETERANS ADMINISTRATION

PEOPLE HAVE GREAT CONCERN for the restoration of the citizen soldier to a satisfactory civilian status. This is evident in the congressional enactments with reference to the welfare of veterans. The public desires to compensate men and women of the military services for wartime interference with their educational and vocational programs. For this purpose, many programs of assistance have been provided by the Veterans Administration. Especially important among such programs are those pertaining to the further education and the vocational rehabilitation of the veterans and educational assistance for war orphans. Other services of the Veterans Administration include programs of compensation, pensions, loan guarantees, life insurance, death benefits, and medical care.

This bulletin on Federal funds for education proposes to describe programs of education for which Congress provides financial assistance. Consequently, the presentations here are limited to the educational services arranged for the veterans and war orphans. Comprehensive details concerning other programs for veterans and war orphans are described in the annual reports of the Veterans Administration.

BASIC LAWS ON REHABILITATION AND EDUCATION

On the basis of disability considerations, public laws for the education and vocational preparation of veterans have been approved separately. This plan was followed for the veterans returning from World War II as well as those serving during the Korean conflict. Public Laws 16 and 894 have specifically provided for the vocational rehabilitation of disabled veterans.

Veterans having no service-incurred disability are also eligible for educational benefits as provided under other laws. The Servicemen's Readjustment Act of 1944 provides a program of education and training for veterans who served in World War II and the Veterans'

Readjustment Assistance Act of 1952 extended similar benefits to those serving in the Korean conflict. This legislation is provided in Public Laws 346 and 550.

Under the War Orphans' Educational Assistance Act of 1956, Public Law 634, Eighty-fourth Congress, financial aid is provided for the education of young men and women who survive a parent who died of injuries or diseases resulting from military service during World War I, World War II, or the Korean conflict.

PUBLIC LAWS 16 AND 894

Veterans education laws were approved by the Seventy-eighth Congress in 1943 and the Eighty-first Congress in 1950. Under these laws the Veterans Administration prescribes, provides, and supervises programs of vocational rehabilitation for disabled veterans. The general purpose is to restore employability which has been lost by virtue of a handicap due to a service-incurred disability for which wartime rates of compensation are payable. The program provides for each step in the rehabilitation process from the veteran's initial application to providing assistance for his placement in suitable employment.

Public laws providing for the rehabilitation of disabled veterans are mentioned first because the legislation was approved prior to those for veterans having no service-connected disability and because the program had much earlier beginnings in the Veterans Administration. If comparisons are made as to size, the program for disabled veterans is relatively small. During the 1947-48 school year, when the largest number of veterans were enrolled in both programs, the number of disabled veterans in training was only 9.7 percent of the total number of veterans participating in the training programs, including those enrolled under Public Law 346. Similarly, the number of disabled veterans securing vocational rehabilitation during the 1956-57 school year was only 2.8 percent of the total number of veterans in training, as indicated by the figures in table 90.

PUBLIC LAWS 346 AND 550

Programs of financial assistance for veterans education and training were approved by the Seventy-eighth Congress in 1944 and the Eighty-second Congress in 1952. They assisted the veteran in pursuing an educational course of his choice in any approved school or job-training establishment which accepts him, provided that each of those eligible under Public Law 346 began courses of study by July 25, 1951, or within 4 years of the veteran's first discharge from active World War II military service after July 25, 1947. Veterans must have entered active service in the Armed Forces prior to February 1, 1955, to be eligible under Public Law 550 and must have initiated

their training by August 20, 1954, or within 3 years after discharge or release from active service, whichever is the later. Education and training under Public Law 346 will not be afforded beyond 9 years after termination of World War II (July 25, 1947) except for those eligible for benefits beyond that time by reason of having enlisted or re-enlisted in the regular Army, Navy, Marine Corps, or Coast Guard during the period beginning October 6, 1945, and ending October 5, 1946. Education and training under Public Law 550 will not be afforded beyond 8 years after discharge or release from active service but in no event beyond January 31, 1965. The extent of a veteran's entitlement to education and training benefits under Public Law 550 is limited to $1\frac{1}{2}$ times the period of active service up to a maximum of 36 months of entitlement.

Differences between the programs authorized by Public Laws 346 and 550 should be noted. Veterans returning from World War II, on the average, had been in military service for a longer period of time. Public Law 346 authorized the Veterans Administration to make payment for registration fees, tuition, and charges for books and supplies. These expenses were paid directly to the training institutions. Only amounts for subsistence and dependents were paid directly to the veterans.

Public Law 550, in contrast with Public Law 346, has authorized payments directly to veterans who are free to arrange their training programs just as they might if they had been granted scholarships. Except for a small amount paid to institutions for keeping office records and preparing reports, the funds are paid directly to students with no adjustment for varying tuition charges. The student selects approved courses in the institution of his choice, and plans his own expenditures for tuition, registration fees, books, supplies and subsistence. Counseling is available on request, but there is no plan for counseling all participants receiving benefits under this program.

PUBLIC LAW 634

The War Orphans' Educational Assistance Act of 1956, enacted by the Eighty-fourth Congress, was approved by the President on June 29, 1956. The act provides educational assistance for training in colleges or in vocational programs given by schools below the college level. The beneficiaries must generally be between 18 and 23 years of age and can receive educational services up to 36 months. Special restorative training may be provided under this law for young men or women who are unable to pursue a program of education because of physical or mental disability. Like Public Law 550, no payments are made directly to educational institutions to cover training costs. Direct payment of an educational assistance allowance

is made to assist the individual in meeting combined expenses for subsistence, tuition, fees, supplies, books, and equipment while in school.

EDUCATIONAL FACILITIES AND CONTRACTS

Vocational rehabilitation and educational services for veterans and war orphans are administered by the Veterans Administration, but the Federal Office does not actually provide any schooling or vocational training. These services are provided by approved educational institutions and on-the-job training establishments which offer suitable courses. Under Public Laws 346 and 550 the various States have the responsibility for approving or rejecting courses given within their borders. Under Public Law 550, the Office of Education is required to assist with this approving program. According to provisions of that law, the Commissioner of Education "... shall publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by an educational institution. . . ." This plan, approved by Congress, gives greater assurance that courses taken will be of high quality.

Extensiveness of participation in providing educational service is demonstrated by the large number of educational institutions and training establishments which have participated. During the 1956-57 school year, training under all laws administered by the Veterans Administration was conducted in approximately 11,000 educational institutions, including those of college level and below college level, and in approximately 30,000 on-the-job training establishments.

Programs available to veterans have included correspondence courses and a considerable number have extended their education through this plan. Under Public Laws 16, 894, and 346, the Veterans Administration entered into contracts with 39 correspondence schools located in 24 colleges and universities and 15 other schools offering trade, industrial, and business training. Similarly, arrangements have been made with 51 colleges and universities and 59 trade, industrial, and business schools, to provide courses of instruction to veterans under Public Law 550. Public Law 634 makes no provision for correspondence study.

For trainees enrolled under Public Law 550 and Public Law 634, the Veterans Administration does not arrange contracts with the educational institutions. However, educational arrangements had previously taken the form of contracts between the educational agencies and the Veterans Administration to pay tuition fees and other charges. This was particularly true for the two basic programs covered by Public Laws 16 and 346. However, under the more recent legislation intended to provide for veterans of the Korean period, the

contractual plan is used only for disabled veterans under Public Law 894.

Educational courses in which veterans and orphans may enroll under Public Laws 346, 550, and 634 require the approval of an approving agency designated by each State. Where the State declines to establish or designate an appropriate agency, the Veterans Administration is empowered to exercise that function. In 4 States, the Administrator through a VA regional office performs the functions of a State-approving agency wholly or in part.

Courses offered by agencies of the Federal Government, by privately owned industrial establishments which are national in scope, and by foreign institutions are approved by the Veterans Administration. As of the close of the fiscal year, courses of training offered by 14 Federal agencies were approved for training under Public Law 550. Among the institutions approved were 18 schools for Indians which were operated by the Department of the Interior. Under the provisions of Public Law 550 approvals were granted to 80 private industrial corporations which are national in scope. These approvals covered approximately 1,200 separate courses in apprentice or other job training in the steel, automobile, railroad, chain-store, telephone, electrical equipment, farm machinery, and photographic equipment industries. Federal departments and agencies offering courses in apprentice and other job training which have received approval include the Air Force, Army, Navy, Treasury, Agriculture, Tennessee Valley Authority, and the National Advisory Committee for Aeronautics. The veterans enrolled in approved courses of training in the various installations of the above are under the jurisdiction of the regional office in the area in which the training is being provided.

COUNSELING AND VOCATIONAL GUIDANCE

Counseling services to veterans continued to be provided by the Veterans Administration with regard to (1) choice of suitable vocational and educational goals, (2) the development of appropriate occupational plans, and (3) personal adjustment problems. These services were provided for disabled veterans applying for vocational rehabilitation under Public Law 16 and Public Law 894. The same services were made available to nondisabled veterans who requested the assistance of a counselor in connection with choosing an educational or occupational objective and in planning an education or training program under Public Law 550 or Public Law 346. Since the enactment of the War Orphans' Educational Assistance Act of 1956, Public Law 634, Eighty-fourth Congress, counseling is also provided for eligible war orphans to assist them in the identification

of an educational goal and the development of their educational programs.

Counseling services were provided in every State, the District of Columbia, Hawaii, Puerto Rico, Alaska, and the Philippines through the 67 Veterans Administration's regional offices. As of June 1957, there were also 48 contract guidance centers throughout the Nation assisting in the counseling of persons eligible for benefits under the Veterans Administration education and training programs. During the 1956-57 school year, counseling was provided for more than 26,000 disabled veterans mostly under Public Law 894. Counseling for readjustment training was provided to approximately 46,000 other veterans practically all under Public Law 550. In addition, 5,700 war orphans were provided counseling service under Public Law 634. Counseling interviews with regard to problems of personal adjustment, which became evident in the course of counseling or after the beneficiary had entered training, totaled 18,000 in 1956-57. The total number of persons provided counseling during 1956-57 was 77,500, as compared with 87,500 in 1955-56.

NUMBER IN TRAINING

Number of veterans and orphans enrolled and participating in the educational programs of the Veterans Administration are reported in greater detail in the annual reports of the Administrator of Veterans Affairs. These reports show the extent to which beneficiaries have accepted training opportunities and they also indicate the types of training secured.

A total of 612,000 World War II veterans had entered training under Public Law 16 by June 30, 1957. Of these, only 1,300 remained in training at the end of the 1956-57 school year. Others had completed their vocational preparation or dropped out of training. These figures indicate that this particular program is drawing to a close.

Only a very few World War II veterans remain in training under the Servicemen's Readjustment Act. These are veterans who enlisted or re-enlisted in the regular Army, Navy, Marine Corps, and Coast Guard during the period from October 6, 1945, to October 5, 1946. Since this act was passed in 1944, more than 7,800,000 veterans received educational benefits. These figures indicate that more than half of the veterans of World War II availed themselves of training benefits under Public Law 346.

As the veterans' educational program authorized by Public Law 16 and Public Law 346 approached the end, beneficiaries participating under Public Law 894 and Public Law 550, which extend similar benefits to the veterans for the period of the Korean conflict, increased in number. The year 1956-57 was the first school year in which educa-

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tional assistance became available under the War Orphans' Educational Assistance Act of 1956, Public Law 634, Eighty-fourth Congress. By the end of June 1957, approximately 9,000 orphans had applied for training.

Table 90 indicates the average number of veterans or beneficiaries in training under Public Laws 16 and 894, 346, 550, and 634 from 1947-48 to 1956-57.

Table 90.—NUMBER OF BENEFICIARIES IN TRAINING: 1947-48 TO 1956-57

School year	Average number of veterans or beneficiaries in training under—				
	All laws	Public Laws 16 and 894	Public Law 346	Public Law 550	Public Law 634
1	2	3	4	5	6
1947-48.....	2,450,764	237,882	2,213,882	0	0
1948-49.....	2,272,546	217,740	2,054,806	0	0
1949-50.....	2,158,222	167,809	1,990,413	0	0
1950-51.....	1,651,912	99,872	1,552,040	0	0
1951-52.....	1,281,115	84,253	1,226,862	0	0
1952-53.....	701,124	31,417	613,491	56,216	0
1953-54.....	529,776	23,867	288,415	217,494	0
1954-55.....	584,333	24,468	141,472	418,393	0
1955-56.....	629,700	22,245	66,718	540,737	0
1956-57.....	595,177	16,635	3,852	574,490	1,204

Table 91.—AVERAGE NUMBER OF BENEFICIARIES ENROLLED IN VARIOUS EDUCATIONAL PROGRAMS IN THE 5 MONTHS FROM OCTOBER THROUGH MARCH: 1947-48 TO 1956-57

School year	Total	Percent of 1947-48	Higher education	Below college grade	On-the-farm training	On-the-job training
1	2	3	4	5	6	7
1947-48.....	2,718,998	100.0	1,180,350	685,758	228,077	624,813
1948-49.....	2,499,029	91.9	1,024,924	709,216	304,989	469,900
1949-50.....	2,405,197	88.5	851,290	895,818	346,960	311,229
1950-51.....	1,765,988	65.0	558,523	728,086	312,398	166,981
1951-52.....	1,402,872	51.6	369,179	678,196	250,304	104,693
1952-53.....	743,455	27.4	257,162	306,003	128,497	51,793
1953-54.....	604,870	22.2	267,260	213,490	65,881	57,939
1954-55.....	710,016	26.1	335,287	246,717	45,516	62,496
1955-56.....	784,587	28.9	440,040	238,948	39,336	66,263
1956-57.....	769,806	28.0	464,458	197,712	38,397	59,238

Table 91, in addition to showing the enrollment trends for veterans and orphans, depicts the participation in the different types of training. According to the figures, the most popular kind of training was that offered in colleges and universities where the peak enrollment was noted for the 1947-48 school year. Other types of training, in the order they were taken by veterans, were training below college grade, on-the-job training, and on-the-farm training.

The extent to which veterans have enrolled in correspondence courses to extend their preparation is not revealed in table 91. According to the Veterans Administration, 22 percent of the veterans who have trained under Public Law 346 and 8 percent who have trained under Public Law 550 in schools below college grade were enrolled in correspondence courses.

EXPENDITURES FOR EDUCATIONAL BENEFITS

The total of Federal payments for educational benefits since the inception of the education, training, and vocational rehabilitation programs has reached \$18.7 billion. Expenditures for subsistence, tuition, and supplies under Public Laws 16, 894, and 346, education and training allowances under Public Law 550, and educational assistance allowance under Public Law 634 are shown in table 92. They amount to \$805 million for 1955-56 and \$807 million for 1956-57.

For the 1956-57 school year, payments under Public Laws 16 and 894 as reported in table 93 amounted to about \$21.6 million for subsistence and almost \$9 million for tuition, supplies, and equipment. Corresponding payments under Public Law 346 given in table 93 amounted to \$2 million for subsistence and nearly \$5 million for tuition, supplies, and equipment. Payments made to veterans for all purposes, including subsistence and education under Public Law 550, amounted to almost \$767 million as shown in table 92. Under Public Law 550 and Public Law 634, a small payment is made to educational institutions to defray the cost of reporting on beneficiaries enrolled and attending school. This fee amounted to \$1 per beneficiary per month and required the payment of \$6.6 million for 1955-56 and \$7.1 million for 1956-57.

Table 92.—FEDERAL FUNDS EXPENDED BY THE VETERANS ADMINISTRATION FOR VOCATIONAL REHABILITATION AND FOR EDUCATION AND TRAINING: 1947-48 TO 1956-57

School year	Grand total	Vocational rehabilitation, Public Laws 16 and 894	Education and training, Public Law 346	Education and training, Public Law 550	Educational assistance allowance, Public Law 634
1	2	3	4	5	6
Total (10 years)	\$18,919,857,964	\$1,434,144,857	\$12,942,299,781	\$2,441,771,866	\$2,351,453
1947-48	2,831,297,146	333,311,470	2,497,985,676	0	0
1948-49	3,039,061,497	335,199,628	2,703,861,869	0	0
1949-50	2,868,020,239	272,291,866	2,595,728,373	0	0
1950-51	2,120,215,751	176,873,154	1,943,340,597	0	0
1951-52	1,428,305,412	97,902,084	1,326,403,348	0	0
1952-53	725,571,175	57,768,001	581,561,195	86,241,379	0
1953-54	585,413,775	41,294,343	247,781,702	296,337,630	0
1954-55	705,283,657	40,769,872	101,092,491	563,421,364	0
1955-56	805,033,758	38,133,701	38,626,929	728,273,128	0
1956-57	808,855,654	30,568,323	6,907,571	766,998,207	2,351,453

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Table 93.—FEDERAL FUNDS EXPENDED BY THE VETERANS ADMINISTRATION FOR VOCATIONAL REHABILITATION IN PUBLIC LAWS 16 AND 894, AND FOR EDUCATION AND TRAINING IN PUBLIC LAW 346: 1947-48 TO 1956-57

School year	Vocational rehabilitation, Public Laws 16 and 894			Education and training, Public Law 346		
	Total	Tuition, equipment, and supplies	Subsistence allowance	Total	Tuition, equipment, and supplies	Subsistence allowance
1	2	3	4	5	6	7
Total (10 years)	\$1,434,144,853	\$318,610,941	\$1,105,334,511	\$12,843,299,751	\$3,843,421,150	\$8,999,878,601
1947-48.....	333,311,470	68,013,236	265,298,234	2,497,985,676	872,756,131	1,625,229,545
1948-49.....	335,199,628	73,003,618	262,196,010	2,703,861,869	834,379,091	1,869,482,778
1949-50.....	272,291,866	58,676,346	213,615,520	2,595,728,373	766,616,410	1,829,111,963
1950-51.....	176,875,154	41,702,280	135,172,874	1,943,840,597	580,262,020	1,363,578,577
1951-52.....	97,902,064	23,619,180	74,282,884	1,325,403,348	423,746,390	899,656,958
1952-53.....	57,768,601	14,846,357	42,922,244	861,561,195	202,919,725	378,641,470
1953-54.....	41,294,243	10,320,011	30,974,232	247,781,702	94,446,167	153,335,535
1954-55.....	40,769,802	9,790,542	30,979,260	101,092,491	41,848,850	59,243,641
1955-56.....	38,133,701	9,857,822	28,275,879	38,626,929	19,542,860	19,084,069
1956-57.....	30,568,323	8,980,949	21,587,374	6,907,571	4,903,506	2,004,065

Summaries of expenditures over a 10-year period are given in tables 92 and 93. The figures indicate that subsistence allowances have accounted for 78 percent of the funds required to provide for vocational rehabilitation of disabled veterans under Public Laws 16 and 894, and they constituted about 68 percent of the expenditures under Public Law 346. Payments to beneficiaries under Public Law 550 and Public Law 634 are for all purposes, including tuition and subsistence. A summary of significant financial data for the 1955-56 school year, by State, is given in table 94. Similar information for the 1956-57 school year is given in summary tables 6 and 8. Both of these tables include an item "Foreign Countries" which give the amounts expended for the education of veterans choosing to attend colleges in other countries.

Table 94.—SUMMARY OF FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR THE EDUCATION OF BENEFICIARIES: 1955-56

State or Territory	Grand total	Vocational rehabilitation, Public Laws 16 and 894	Education and training, Public Law 346	Education and training, Public Law 550
1	2	3	4	5
Total	\$946, 832, 396	\$28, 153, 331	\$38, 626, 979	\$720, 272, 118
Alabama	25, 835, 173	1, 155, 543	1, 044, 651	23, 634, 979
Arizona	4, 575, 673	839, 433	150, 750	4, 085, 490
Arkansas	10, 263, 359	652, 663	1, 287, 069	8, 323, 627
California	71, 381, 343	2, 262, 531	3, 547, 076	65, 571, 736
Colorado	10, 018, 888	742, 470	601, 924	8, 674, 494
Connecticut	8, 103, 792	349, 893	271, 969	7, 481, 840
Delaware	851, 750	32, 039	26, 245	793, 466
Florida	22, 429, 387	1, 047, 979	2, 036, 354	19, 345, 054
Georgia	24, 800, 961	546, 176	2, 309, 666	21, 945, 219
Idaho	3, 196, 361	229, 058	17, 477	2, 949, 821
Illinois	36, 905, 180	1, 149, 251	1, 563, 021	34, 192, 908
Indiana	16, 225, 706	721, 407	827, 962	14, 676, 337
Iowa	14, 646, 804	738, 472	392, 853	13, 515, 479
Kansas	7, 628, 900	332, 577	268, 767	7, 027, 556
Kentucky	11, 845, 330	673, 496	323, 974	10, 847, 860
Louisiana	19, 967, 898	435, 705	658, 548	18, 673, 645
Maine	2, 715, 276	167, 495	45, 622	2, 502, 159
Maryland	5, 557, 330	173, 805	434, 996	4, 948, 529
Massachusetts	21, 649, 899	1, 805, 388	901, 127	18, 943, 384
Michigan	23, 792, 923	1, 219, 279	743, 754	21, 829, 890
Minnesota	17, 093, 895	1, 007, 556	585, 613	15, 500, 726
Mississippi	13, 835, 430	782, 540	1, 008, 777	12, 044, 613
Missouri	22, 032, 878	1, 141, 491	889, 211	20, 002, 176
Montana	2, 943, 559	135, 708	103, 705	2, 704, 146
Nebraska	9, 619, 147	560, 131	167, 707	8, 891, 309
Nevada	543, 364	26, 214	16, 592	500, 558
New Hampshire	2, 222, 769	222, 221	49, 264	1, 951, 284
New Jersey	12, 916, 540	679, 022	856, 376	11, 481, 142
New Mexico	4, 690, 174	210, 907	202, 682	4, 276, 493
New York	56, 259, 605	3, 787, 025	4, 653, 247	47, 839, 333
North Carolina	22, 438, 044	1, 038, 219	529, 994	20, 869, 831
North Dakota	5, 188, 028	214, 695	201, 210	4, 672, 123
Ohio	26, 129, 326	1, 693, 669	1, 107, 510	23, 428, 147
Oklahoma	16, 390, 059	795, 460	691, 706	14, 999, 893
Oregon	6, 934, 427	344, 555	462, 207	6, 127, 665
Pennsylvania	45, 185, 032	2, 411, 241	2, 458, 427	40, 315, 364
Rhode Island	4, 223, 300	269, 975	92, 142	3, 861, 183
South Carolina	12, 937, 146	300, 306	733, 406	11, 903, 434
South Dakota	5, 335, 584	209, 001	94, 790	5, 031, 793
Tennessee	19, 030, 377	884, 686	689, 591	17, 456, 100
Texas	62, 255, 809	2, 824, 594	1, 532, 268	47, 898, 947
Utah	7, 896, 681	304, 957	355, 227	7, 326, 497
Vermont	1, 296, 265	103, 878	47, 572	1, 134, 815
Virginia	11, 045, 443	611, 627	355, 335	10, 078, 481
Washington	12, 093, 734	518, 719	526, 640	11, 048, 375
West Virginia	7, 214, 565	668, 568	132, 913	6, 513, 064
Wisconsin	15, 314, 957	975, 769	523, 211	13, 815, 977
Wyoming	1, 295, 577	83, 561	73, 146	1, 138, 870
District of Columbia	11, 804, 963	398, 079	989, 896	10, 416, 986
U. S. Possessions	23, 926, 350	537, 878	215, 068	23, 173, 404
Foreign Countries	2, 568, 027	36, 334	624, 789	1, 906, 904

Chapter XII

OTHER FEDERAL OFFICES

SOME of the Federal independent agencies and the District of Columbia also expend Federal funds for educational services. These programs vary from public school education and in-service training to extensive programs of research, and serve not only students in school for regular and specialized instruction but also adults who are seeking to improve their occupational status.

Programs of education administered by nine independent agencies and the District of Columbia are described in this chapter. Federal funds expended are reported for some of these programs, but for other programs figures are not given since it is difficult to separate expenditures for education from the total operating budget.

ATOMIC ENERGY COMMISSION

Among the specific purposes and activities of the Atomic Energy Commission, there are several closely related to education. These include programs for assisting and fostering research and development at colleges and universities to encourage maximum scientific progress; the dissemination of scientific and technical information to encourage widespread participation in the development and utilization of atomic energy; federally conducted research and development to assure the government adequate scientific and technical accomplishment; and the granting of equipment, materials, teaching aids, and other assistance to colleges and universities.

Here follows a description of the Contract Research Program and the Vocational and Scientific Fellowships Program. Also described is a program which provides assistance for the support of public schools near AEC installations.

CONTRACT RESEARCH

As indicated in column 4 of table 95, significant amounts of Federal funds are expended in contracting for research and for training in

research, arranged with individual universities, groups of universities, and research departments of industrial establishments. The Commission's two divisions of (1) Physical Research and (2) Biology and Medicine are responsible for the development and supervision of research in the physical, biological, and medical sciences at the AEC installations as well as outside organizations.

Contracts for unclassified research in the physical sciences in university and college laboratories are currently proceeding at an annual expenditure of about \$19.2 million, and in the biological and medical sciences at an annual expenditure of about \$11.0 million. Generally, these contracts are for two kinds of research: (1) To solve a specific scientific problem, such as one dealing with the development of an isotope separation process, and (2) to add to the general fund of knowledge applicable to atomic energy development.

Universities and colleges having capable scientists who are willing and interested in expanding and continuing research programs in atomic energy submit proposals for basic research to the AEC. Members of the Commission's scientific staff consider many factors before the decision is made that a project should be supported by Commission funds. These factors include the following: (1) Importance of proposed project to atomic energy development; (2) general need of the AEC for more persons trained in the particular field of study; (3) scientific achievements already made by the institution concerned; (4) probability of continued research performance; and (5) extent of participation of the institution in the work to be undertaken.

FELLOWSHIP PROGRAMS

To encourage the training of young scientists, a program of granting fellowships was started by the Commission in 1948. Through the operation of the program, approximately 1,060 fellowships were awarded by the end of the 1951-52 school year at a total cost of about \$3,500,000. However, beginning with the 1952-53 school year the National Science Foundation, described on page 191, has sponsored a broad fellowship program which meets much of the need for the training of new scientists. Consequently, the Atomic Energy Commission now offers only a limited number of vocational fellowship awards in the specialized fields of radiological physics, industrial medicine, industrial hygiene, and nuclear technology. Under the 1957-58 fellowship program, approximately 150 college graduates will receive assistance for graduate studies in nuclear energy technology. Other fellowships to be offered include 80 in radiological physics, 8 in industrial hygiene, and 11 in industrial medicine. Federal expenditures for scholarships and for other training are shown in columns 5 and 6 of table 95. For the 9-year period from 1949-50 to 1957-58, these funds have totaled \$25,374,853.

OPERATION OF PUBLIC SCHOOLS

In addition to the foregoing programs designed to develop more information and ability in the field of atomic energy, the Commission is required to operate or arrange for the operation of programs in public education for children living in the AEC owned and operated communities of Los Alamos, N. Mex.; Oak Ridge, Tenn.; and Richland, Wash. Amounts of Federal funds expended for the construction and operation of these schools in recent years are listed in column 7 of table 95.

Table 95.—FEDERAL FUNDS EXPENDED FOR EDUCATIONAL PURPOSES BY THE ATOMIC ENERGY COMMISSION: 1949-50 TO 1957-58

School year	Expenditures for the development of scientists and of new information about atomic energy					Construction, maintenance, and operation of elementary and secondary schools at Los Alamos, Oak Ridge, and Richland
	Total	Percent of 1949-50	Contract research	Fellowships	Other training	
1	2	3	4	5	6	7
Total (9 years)	\$283,261,653	-----	\$177,536,266	65,993,693	\$19,351,661	\$27,261,653
1949-50	20,845,000	100.0	18,706,000	1,203,000	836,000	3,917,000
1950-51	15,225,711	73.0	13,487,426	1,054,649	683,636	3,682,497
1951-52	19,452,871	93.3	17,638,592	1,126,220	688,059	3,565,567
1952-53	18,441,357	88.5	17,352,154	696,769	393,434	6,780,086
1953-54	19,080,119	91.5	18,418,033	270,164	391,922	3,650,633
1954-55	20,069,000	96.3	19,431,000	229,009	409,000	4,410,000
1955-56	22,869,000	109.7	21,166,000	216,000	1,487,000	3,290,000
1956-57	26,620,000	127.7	21,284,000	413,000	4,923,000	4,097,000
1957-58 ¹	40,666,000	194.8	30,343,000	696,000	9,566,000	3,970,000

¹ Estimated.

CANAL ZONE

A program of public education in the Canal Zone provides elementary and secondary schooling from the kindergarten through grade 12, and a junior college for grades 13 and 14. In the elementary and secondary schools, it is estimated that the average daily enrollment in 1957-58 will be approximately 11,037 children, and that the junior college will enroll approximately 170 students. The junior college also conducts adult evening classes that are financed entirely from tuition fees.

An apprentice school to provide training in the skilled trades is operated by the Panama Canal Company. Expenditures for the school are reported in table 96 which lists accrued costs for the Canal Zone schools.

Table 96.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE CANAL ZONE: 1950-51 TO 1957-58

School year	Total for education		Kindergarten, elementary and secondary schools and junior college		Apprentice school
	Amount	Percent of 1950-51	Current expenditures ¹	Capital outlay	
	2	3	4	5	6
Total (8 years)	\$24, 364, 600		\$22, 661, 413	\$1, 298, 466	\$163, 779
1950-51	2, 290, 785	100. 0	2, 017, 385	269, 992	12, 408
1951-52	2, 378, 068	103. 4	2, 356, 354	9, 977	12, 777
1952-53	2, 634, 972	114. 6	2, 664, 648	87, 690	12, 734
1953-54	3, 710, 284	161. 9	2, 821, 588	866, 183	20, 513
1954-55	2, 910, 042	126. 5	2, 866, 507	22, 111	21, 424
1955-56	3, 552, 392	154. 5	3, 279, 613	247, 549	25, 230
1956-57	3, 646, 896	158. 6	3, 354, 008	260, 795	32, 093
1957-58 ²	4, 131, 221	179. 6	3, 541, 300	563, 321	26, 600

¹ Current expenditures exclude depreciation but include general and administrative expense.

² Estimated.

Congress initially appropriates funds for the entire cost of the Canal Zone Government, including its educational program. The Canal Zone schools provide free education in kindergarten to children of United States Government agencies' personnel residing in the Republic of Panama; and in grades 1 through 12 to all children resident in the Canal Zone and to the children of United States citizens employed in Government agencies in the Republic of Panama. Reasonable tuition charges are made for the junior college and for resident non-United States citizen children in kindergarten. Amounts expended by the Canal Zone Government for furnishing education to employees of agencies of the United States and their dependents, other than the Panama Canal Company and the Canal Zone Government, less tuition payable by such employees and their dependents, are repaid to the Canal Zone Government by such agencies.

Tuition fees received by the Canal Zone Government, and the amounts paid by other Government agencies are deposited in the United States Treasury. The difference between the total of these amounts and the total cost of operating the schools is repaid to the Treasury by the Panama Canal Company, which is required by law to reimburse the United States Treasury as nearly as possible for the net differences between the appropriation for the Canal Zone Government, and the receipts for its services.

The payments made by the Panama Canal Company to reimburse the Treasury are derived from tolls and other revenue the Company receives. Consequently, it would be proper to indicate that the funds reported in table 96 do not come directly or entirely from Federal taxation.

DISTRICT OF COLUMBIA

The Government of the District of Columbia is similar to that of other large cities in the United States. One important difference, however, is in its dependence upon Congress. Congress has the final responsibility for financing all governmental operations in the District, determines the amount and kind of local taxes to be levied, authorizes the expenditure of tax revenues, and makes special appropriations of Federal funds to help finance the public services provided in the city.

BOARD OF EDUCATION

Congress, and the District of Columbia, through its Board of Education, operate a complete program of public education. This program includes educational services from kindergarten through college offered in the elementary, junior high, senior high, and vocational schools, as well as the District of Columbia Teachers College. The teachers college grants the Bachelor of Science in education.

Other public institutions of higher education, Gallaudet College and Howard University, are located in the District of Columbia but are not supervised by the D. C. Board of Education. They are a part of the United States Department of Health, Education, and Welfare. Howard University has a relationship to the District of Columbia that is somewhat similar to that existing between State universities and cities in which they are located. The program of Gallaudet College is described on page 56 and that of Howard University on page 58.

Support for education institutions in the District of Columbia is derived chiefly from local taxes. However, the Federal Government does provide some funds for their operation. Funds are not appropriated specifically for the schools, but for all public services in the District including education. It is assumed, in this presentation, that the proportion of total District funds provided for all public services from Federal sources can be applied uniformly to all of the separate governmental services including education.

Amounts expended for public educational services in the District of Columbia over the past 10 years are reported in table 97. Since the D. C. Teachers College is operated as a part of the city school system, under the direct control of the Board of Education, expenditures for the college are not listed separately but are included in the amounts listed in columns 2, 4, and 6 of the table.

Table 97.—EXPENDITURES FOR PUBLIC EDUCATION IN THE DISTRICT OF COLUMBIA: 1947-48 TO 1956-57

School year	Total expense	Percent from Federal appropriations	Current expense		Capital outlay
			Amount	Percent of 1947-48	
1	2	3	4	5	6
Total (10 years)	\$312, 256, 793		\$267, 847, 819		\$44, 408, 974
1947-48.....	28, 585, 224	13.46	19, 430, 176	100.0	9, 155, 048
1948-49.....	25, 168, 992	12.79	21, 594, 647	111.1	3, 574, 345
1949-50.....	28, 302, 401	11.19	22, 820, 252	114.9	5, 482, 149
1950-51.....	28, 248, 468	9.48	23, 254, 638	119.7	4, 993, 830
1951-52.....	31, 165, 953	8.58	26, 000, 145	133.8	5, 165, 808
1952-53.....	28, 276, 398	8.92	26, 517, 644	136.5	1, 758, 754
1953-54.....	31, 590, 664	8.59	28, 800, 431	148.2	2, 790, 233
1954-55.....	35, 812, 703	14.48	30, 176, 291	155.3	5, 636, 412
1955-56.....	38, 071, 233	11.03	34, 143, 455	173.7	3, 927, 778
1956-57.....	37, 119, 667	11.61	35, 609, 940	183.3	1, 509, 727

From 1947-48 to 1956-57, an average of 11 percent of the total budget for the District of Columbia came from Federal funds and 89 percent was derived from local taxation. These local revenues come chiefly from the property tax, the general sales tax, and the District income tax. During the 1956-57 school year, it was estimated that the Federal contribution constituted about 11.61 percent of the total amount required by the District Commissioners. From this estimate, it may be determined that Federal funds for current operating expenses for the schools amounted to about \$4,134,314. In addition to this, Congress approved the expenditure of District and Federal funds for public-school capital outlay amounting to \$1,509,727 for the 1956-57 school year. Using the same percent, it may be assumed that approximately \$175,279 of this expenditure for housing was provided from Federal revenues. Information about these figures and those included in table 97 were obtained from the Department of Business Administration for the public schools of the District of Columbia.

DEPARTMENT OF PUBLIC WELFARE

Needy or delinquent children living in the District of Columbia are provided institutional care by the Department of Public Welfare. Various services of the types required by children under these conditions are supplied by several institutions supervised by this Department including: District Training School, Cedar Knoll School, Maple Glen School, Junior Village, National Training School for Boys, and the Receiving Home for Children.

Education is an important service to the children in all these institutions. For some of them, teachers are employed who teach classes or individual children. For others, arrangements are made to attend the public schools. Inasmuch as the expenditures for education are included as parts of the budget of the Department of Public Welfare or the Board of Education, the amounts for education are not reported separately here. However, some figures on the number of children served are included in table 98 to indicate the extent of the six programs described.

Table 98.—NUMBER OF NEEDY OR DELINQUENT CHILDREN WHO MAY RECEIVE EDUCATIONAL SERVICES WHILE IN INSTITUTIONS OPERATED BY THE DEPARTMENT OF PUBLIC WELFARE OF THE DISTRICT OF COLUMBIA, 1955-56 AND 1956-57

Name of institution	1955-56			1956-57		
	Number of children		Average daily population	Number of children		Average daily population
	Admitted	Discharged		Admitted	Discharged	
	1	2	3	4	5	6
Total	4,481	2,927	1,800	4,224	4,181	2,027
District Training School	40	12	703	83	20	697
Cedar Knoll School	855	385	398	655	631	454
Maple Glen School	250	246	147	181	153	218
Junior Village	742	768	240	872	778	772
National Training School for Boys	139	175	323	143	176	278
Receiving Home for Children	2,376	2,351	88	2,341	2,383	78

District Training School.—Training and treatment of mental defectives in the District of Columbia are offered at the District Training School. Children of low-grade intelligence who require special facilities and specially trained personnel are admitted or placed on the waiting list for this school. The purpose of the program is to help train the children where possible, so that they may be returned to their homes, actually care for themselves, and eventually assist in their support.

Classes for the children range from nursery and sense training through the lower elementary grades. Other instruction has been given in occupational therapy, industrial arts, vocational education, music, and recreation. Expenditures for this school would include amounts for maintenance and subsistence, as well as instruction, and are not included in this report since they are not easily separated from other portions of the Department of Public Welfare budget.

Cedar Knoll and Maple Glen Schools.—Boys and girls who enter these two schools range in age from 8 to 17 years. They are placed in

these institutions by the Department of Public Welfare for a variety of reasons, but most of the children have been committed to the Department of Public Welfare by the Juvenile Court for violations of law. While in residence, they are provided such desirable and necessary services as medical care, education, moral and religious training, recreation, family contacts, case-work services, and post-institutional follow-up. All children are placed at Cedar Knoll School on admission. Younger children and those approaching readiness for release are later transferred to Maple Glen School. The present facilities provide living and school accommodations for 542 resident children at Cedar Knoll School and 241 at Maple Glen School.

Academic courses as well as remedial study in reading and speech are offered. Also, shop-work, carpentry, shoe repairing, metalwork, barbering, laundering, painting, landscaping, cosmetology, and home-making are presented. Boys and girls alike are accepted in the various classes. Expenditures for these schools would include amounts for maintenance and subsistence as well as for instruction.

Junior Village.—Nine buildings are maintained at Junior Village to provide both living quarters and classroom space. Entrants into this organization range in age from 6 months to 14 years and include all races and both sexes. Junior Village provides temporary shelter, custody, training, and physical care for dependent and neglected children.

Children of school age are admitted to the academic school at Junior Village in regular elementary and junior high school classes. Concurrently, volunteer workers continue to staff the kindergarten-nursery school program, and to support such activities as hobby clubs, music, dancing, storytelling, sightseeing trips, etc.

National Training School for Boys.—This school, located in the District of Columbia, is a correctional institution for boys and is operated by the United States Department of Justice. The Department of Justice, through a contract with the Department of Public Welfare, accepts all boys committed by the Juvenile Court of the District of Columbia to the National Training School. Expenditures for this school would include amounts for maintenance and subsistence, as well as for instruction, and would be included in the budget of the Bureau of Prisons, Department of Justice.

Receiving Home for Children.—This institution serves as a detention home for "children under 18 years of age who are arrested by the police on charge of offenses against any laws in force in the District of Columbia" pending Juvenile Court action. Temporary care is also given to a few older children who need custody while

permanent plans are being considered by the Child Welfare Division. Even though the average daily population was only 83 during the school years 1955-56 and 1956-57, there were more than 2,300 children admitted to the home during each year. Arrangements are made for the education of children who remain at the institution for some time.

FEDERAL CIVIL DEFENSE ADMINISTRATION

The Federal Civil Defense Act of 1950, Public Law 920, Eighty-first Congress, states that the "responsibility for civil defense shall be vested primarily in the several States and their political subdivisions." Inherent in this responsibility is the need for State and local governments to make, to the extent possible, the financial outlays required to educate the public in protecting life and property from enemy attack.

Civil defense, however, is more than a State and local problem. The people and the productive resources of the entire country must be protected; hence, the Federal Government, through the Federal Civil Defense Administration, has the responsibility for preparing national plans and programs, for providing necessary coordination and guidance, and for giving necessary assistance to the States in carrying out their civil defense programs.

The function of civil defense training and education is to develop and maintain throughout the Nation a trained citizenry possessing the skills, attitudes, and knowledge necessary for survival and recuperation in case of attack. Emphasis in FCDA training programs will continue to be placed on radiological defense and on preparation of Federal, State, and local governments to continue during an enemy-caused disaster, and to have the capacity for emergency operations.

In this program for civil defense, other Federal agencies were authorized by Congress to provide specific kinds of assistance that appeared appropriate to their usual operations. Among these, the Office of Education of the Department of Health, Education, and Welfare was given certain responsibilities including the development of instructional materials that might be used in assuring that educational institutions would be ready to face emergency situations. A further description of the *Education for Civil Defense* project in the Office of Education is given in chapter II.

FCDA TRAINING SCHOOL RESIDENT PROGRAM

FCDA operates a National Civil Defense Staff College in Battle Creek, Mich.; a Rescue Instructor Training School at Olney, Md.; and a National Radiological Defense School which presents radiologi-

cal defense courses at Battle Creek and various other locations as needed. In these schools, civil defense training is carried on under the mandate of the act of Congress creating the agency to "conduct or arrange, by contract or otherwise, for training programs for the instruction of civil defense officials and other persons in the organization, operation, and techniques of civil defense; conduct or operate schools or classes . . . and provide instructors and training aids as deemed necessary."

The Staff College in Battle Creek has specialized in training civil defense administrative officials in a 1-week "Administration Course." Other basic courses, of at least 1 week, which have been offered include an "Operations Course" covering problems the State and local governments would face in an enemy attack and an "Evacuation Course" dealing with the techniques and problems of evacuating a target area. In addition, numerous special courses and conferences have been conducted for the orientation of government employees and for the instruction of specialized and technical groups, such as communications specialists, police officers, fire fighters, engineers, public health officials, the clergy, and industry representatives.

The Rescue Instructor Training School at Olney conducts three types of courses: a 1-week rescue-instructor course in light-duty rescue; a 1-week rescue-instructor course in heavy-duty rescue; and a 1-week advanced rescue-instructor course. These courses prepare key personnel to carry on rescue-training activities at State and local levels. The Rescue Instructor Training School will discontinue operation on June 30, 1958.

The National Radiological Defense School began operation early in 1956. Through June of that year, five courses were given by officials of the United States Public Health Service under contract with FCDA. Thereafter, the courses have been presented by the FCDA staff. The "Radiological Monitoring for Instructors Course" is designed to prepare instructors who will return to their communities and organizations and train other radiological instrument-operator instructors. These radiological instrument-operator instructors will, in turn, train people to become operators of radiological instruments which are used to detect and measure radioactivity.

A summary of training activities of these three schools is presented in table 99. The table gives the number of persons who completed training at the National Civil Defense Staff College, the Rescue Instructor Training School, and the Radiological Defense School from 1951 to 1954 as well as the respective school years 1954-55, 1955-56, and 1956-57.

Table 99.—NUMBER OF PERSONS RECEIVING RESIDENT INSTRUCTION THROUGH THE FEDERAL CIVIL DEFENSE ADMINISTRATION: 1951-52 TO 1956-57

School	Total	1951-52 to 1953-54	1954-55	1955-56	1956-57
1	2	3	4	5	6
Total	14,399	7,909	1,899	2,816	2,814
National Civil Defense Staff College	12,030	7,228	1,587	1,764	1,451
Basic courses	3,751	2,384	256	720	391
Special courses and conferences	8,279	4,844	1,331	1,044	1,060
Rescue Instructor Training School	1,957	732	213	450	562
Radiological Defense Schools	403	0	0	102	301

FCDA TRAINING SCHOOL EXTENSION PROGRAM

In addition to the training activities at the National Civil Defense Staff College, Rescue Instructor Training School, and the Radiological Defense School, State governments have been assisted in developing their own training programs to prepare governments for continuity and emergency operations in event of attack. To provide this assistance, contracts executed by FCDA with a State call for initial presentation of a "Civil Defense Administration Course" by a traveling team of National Civil Defense Staff College instructors. The State agrees, under the terms of the contract, to present the same type course at least twice a year for three consecutive years.

In addition to providing a traveling team to conduct the initial course, a maximum of \$2,500 is provided to the State to offset State expense for the pilot course, and the first State follow-up course. The additional State-conducted follow-up courses, stipulated by the contract, are eligible for matching funds with up to one-half of the expense of the courses being met by FCDA.

Some institutions of higher learning within the States serve as cooperating agencies, and their facilities are utilized for conducting the courses. Among those taking this course are university and college faculty members, as well as key State and local government personnel, who serve as instructors in subsequent State courses. A summary of the number of persons that have received training under this extension program is given in table 100.

Table 100.—NUMBER OF STATE PEOPLE TRAINED THROUGH FEDERAL CIVIL DEFENSE ADMINISTRATION EXTENSION INSTRUCTION IN THE STATES: 1954-55 TO 1956-67

States by school year	Number trained by—		States by school year	Number trained by—	
	FCDA traveling teams	State follow-up courses		FCDA traveling teams	State follow-up courses
1	2	3	1	2	3
Total (3 years)	596	1,170			
1954-56	235	750	<i>1955-56—Continued</i>		
Connecticut.....	50	166	Louisiana.....	58	32
Florida.....	73	198	Maine.....	69	155
Georgia.....	30	112	Maryland.....	46	63
Ohio.....	54	204	Tennessee.....	58	76
Wisconsin.....	28	70		71	6
1955-56	292	414	<i>1956-57</i>		
Alabama.....	51	73	Kentucky.....	46	0
Kansas.....	30	15	Nebraska.....	25	6

FEDERAL CONTRIBUTIONS PROGRAM

The Federal Contributions Program, authorized by Congress, is a means of assisting States and their political subdivisions to meet the cost of civil defense training. Under this program, the Federal Government shares the cost of training essential for combating the effects of enemy-caused disasters. Through the Contributions Program, FCDA provides training guidance and assistance to the States in developing sound, well-balanced civil defense programs.

Training courses, special group-training activities, workshops, combined test exercises, training centers, and other training projects are involved in the civil defense training and education program. FCDA-recommended courses and projects are listed in the Federal Contributions Manual M25-1, Revised, which also makes provision for consideration and approval of matching funds for justifiable courses not listed in the Manual. In the area of training and education, FCDA matches funds for:

1. Approved courses which train individuals for specific skills, such as rescue, police, radiological defense, fire, welfare, and communications.
2. Special group training activities, such as institutes, seminars, demonstrations, and workshop sessions which provide training in many areas. Demonstration of the FCDA emergency hospital and technical engineering workshops are examples of this training.
3. Combined training and test exercises during which classroom training is applied to realistic field conditions and separate components are afforded the opportunity of functioning as an effective operational organization. Cities and States are encouraged to test their emergency operation plans for soundness and workability by participating in the annual national test exercises, and by conducting their own exercises.
4. Civil defense training centers, for either city or State, that provide space and facilities to train individuals, enabling the several emergency services of government to utilize the same equipment. These centers

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may be the focal point for conducting civil defense training and test exercises.

5. Equipment necessary to conduct skills-training courses.

Table 101 shows Federal funds obligated by the FCDA to the States on a matching basis from 1951-52 through 1956-57. These data were obtained from the National Headquarters of the Federal Civil Defense Administration.

Table 101.—FEDERAL FUNDS OBLIGATED BY THE FEDERAL CIVIL DEFENSE ADMINISTRATION: 1951-52 TO 1956-57

State or Territory	Total	1951-52 to 1954-55	1955-56	1956-57
1	2	3	4	5
Total	\$5,346,475	\$3,889,153	\$850,484	\$706,838
Alabama	93,195	65,838	25,232	2,125
Arizona	21,744	17,003	4,741	0
Arkansas	20,532	757	8,694	11,111
California	914,472	794,825	87,561	32,086
Colorado	36,353	34,589	611	1,153
Connecticut	120,687	61,677	28,350	30,660
Delaware	56,766	29,981	13,303	13,482
Florida	74,515	20,534	40,411	13,570
Georgia	54,801	23,950	20,343	10,508
Idaho	2,082	247	0	1,835
Illinois	52,149	37,354	5,356	9,439
Indiana	22,540	14,521	5,904	2,115
Iowa	11,291	11,291	0	0
Kansas	80,482	78,248	1,725	509
Kentucky	12,082	11,532	275	225
Louisiana	83,556	44,569	8,931	30,136
Maine	39,652	29,447	3,485	9,720
Maryland	137,764	122,274	6,071	9,419
Massachusetts	159,122	111,772	29,682	17,668
Michigan	179,683	167,475	8,294	3,914
Minnesota	73,473	59,561	4,344	9,568
Mississippi	2,957	479	2,010	468
Missouri	42,815	32,380	2,855	7,580
Montana	1,325	1,117	108	100
Nebraska	34,349	21,580	1,820	10,940
Nevada	13,250	13,250	0	0
New Hampshire	21,780	16,222	1,294	4,264
New Jersey	165,967	110,296	37,262	18,440
New Mexico	0	0	0	0
New York	1,205,719	995,018	34,056	206,642
North Carolina	2,765	2,280	76	409
North Dakota	7,438	7,234	0	204
Ohio	335,823	267,715	42,006	26,102
Oklahoma	145,527	34,871	47,803	62,853
Oregon	82,336	53,462	21,715	7,159
Pennsylvania	374,789	213,476	98,405	62,908
Rhode Island	14,135	13,375	427	333
South Carolina	8,986	8,986	0	0
South Dakota	418	418	0	0
Tennessee	62,241	52,942	6,957	2,342
Texas	52,317	31,577	9,294	11,446
Utah	28,851	25,088	2,477	1,286
Vermont	14,760	9,674	2,857	3,236
Virginia	68,690	60,759	2,969	4,952
Washington	127,091	101,349	22,834	2,908
West Virginia	2,584	1,754	0	830
Wisconsin	44,716	36,363	6,983	1,470
Wyoming	4,084	3,465	509	113
District of Columbia	244	244	0	0
Alaska	9,418	9,288	130	0
Canal Zone	77	77	0	0
Guam	5,766	5,297	559	0
Hawaii	47,941	46,381	1,560	0
Puerto Rico	68,971	68,829	0	142
Virgin Islands	1,455	574	415	466

FEDERAL DEPOSIT INSURANCE CORPORATION

The Federal Deposit Insurance Corporation was created by the Banking Act of June 16, 1933, to pay depositors of failed banks the amount of their insured deposits. By making such deposits readily available, it has strengthened confidence in the banking system and thereby exerted a stabilizing influence upon the economy of the Nation.

The only program in which the Federal Deposit Insurance Corporation is now engaged, and in which there is any established contact with public educational institutions, is the residence training of Corporation personnel engaged in the examination of insured banks. For a selected group of such employees, the Corporation pays established tuition charges while attending special on-campus schools of banking.

Table 102 shows that during 1956-57 there were 53 employees enrolled in 5 educational institutions at a cost of \$7,170 to the Federal Deposit Insurance Corporation for tuition charges. These data were reported by the Corporation.

Table 102.—FEDERAL FUNDS EXPENDED FOR THE RESIDENCE TRAINING IN EDUCATIONAL INSTITUTIONS OF FEDERAL DEPOSIT INSURANCE CORPORATION EMPLOYEES: 1956-57

Name of institution	1956-57		Name of institution	1956-57	
	Employees enrolled	Tuition payments		Employees enrolled	Tuition payments
1	2	3	1	2	3
Total	53	\$7,170	School of Banking of the South Louisiana State University	4	\$520
Graduate School of Banking Rutgers University (New Jersey)	24	3,440	School of Consumer Banking University of Virginia	2	350
School of Banking University of Wisconsin	22	2,710	School of Banking Williams College (Massachusetts)	1	150

HOUSING AND HOME FINANCE AGENCY

This independent agency of the Federal Government provides services related to two programs of Federal assistance to education described in this bulletin. As indicated on page 49, the engineering staff of the agency makes reports to the Office of Education regarding progress on the reconstruction of school facilities authorized by Public Law 815, and its amendments. Federal funds are released for approved construction projects on the basis of reports of progress. Under another program of assistance to education, the Housing and Home Finance Agency makes loans available to colleges for the construction of certain kinds of college plant facilities.

COLLEGE HOUSING PROGRAM

The original College Housing Act of 1950 provided \$300 million for long-term, low-interest-rate loans for private and public colleges and universities. This act was passed in response to a critical need for on-campus residential facilities which had been accumulating for about 30 years. During these years, student enrollments had doubled, and private rooming houses were disappearing rapidly with the expansion of college facilities and the growth of business activities near educational institutions.

Administration of the College Housing Program is vested in the Administrator of Housing and Home Finance Agency. Subject to law and to the supervision of the Housing and Home Finance Administrator, the Commissioner of Community Facilities Administration, which is an organizational unit within the Office of the Administrator, administers the programs of loans which are made under title IV of the Housing Act of 1950 (Public Law 475, Eighty-first Congress), as amended.

Assistance of Office of Education.—Under the provisions of the act, the Administrator is authorized to consult with and to secure the advice and recommendations of the Commissioner of the United States Office of Education. In agreement with this provision, the Administrator of the Housing and Home Finance Agency requested that the Office of Education provide assistance by making educational determinations with respect to applications for loans. The educational determinations made by the Office of Education deal with pertinent background information regarding the respective institutions, and with eligibility as educational institutions as defined in the act.

Aside from the review by the Office of Education, there are reviews by the legal, engineering, and fiscal divisions of the Community Facilities Administration. A final determination, in terms of all factors, is made in the Office of the Housing and Home Finance Administrator.

On July 18, 1950, within 3 months of the passage of Public Law 475, and before application forms were made available, operations under title IV with respect to housing for educational institutions were suspended because of the situation arising from the outbreak of hostilities in Korea. Military and defense requirements took priority for needed materials. The College Housing Program, therefore, remained inactive until January 15, 1951. At that time, an executive order made available \$40 million of the \$300 million authorized by Congress with the added stipulation that the funds thus released were

to be used for college and university housing at institutions for higher education which contributed to defense activities.

Higher enrollments in 1953 and 1954 again stimulated Federal concern for college and university service-type facilities. Public Law 345, Eighty-fourth Congress, First Session, provided several amendments to the College Housing Program. These amendments are administered by the Housing and Home Finance Agency, and the Office of Education continues to provide educational advisory services. The amended program has five important features:

1. The program is broadened to include "other educational facilities," which are defined by the act as cafeterias or dining halls, student centers or student unions, infirmaries or other health facilities, and other essential service facilities.
2. Maximum term of the loans was increased from 40 to 50 years.
3. Total loan funds were increased from \$300 million to \$500 million, of which not to exceed \$100 million is provided for service-type facilities.
4. Interest rate was lowered from its previous level of 3.25 to 2.75 percent.
5. Junior colleges are specifically designated as eligible participants in the College Housing Program. Attached to this specific and new provision is a statement which provides that a corporation may be established by an educational institution for the sole purpose of financing housing or other educational facilities for students and faculty, and to participate in the College Housing Program.

Demands upon the fund have increased along with the expansion of eligible facilities. In response to these demands, the total loan fund was increased from \$500 million to \$750 million under Public Law 1020, Eighty-fourth Congress, Second Session.

Further legislation was enacted under Public Law 85-104, Eighty-fifth Congress, First Session, which increased the total funds from \$750 million to \$925 million. This law amended the basic legislation to include public or private hospital schools of nursing and State agencies established for the purpose of providing or financing housing or other educational facilities for students or faculty of any public educational institution. Included in this amendment was the provision that an amount not exceeding \$25 million of the total could be outstanding in loans for hospital schools of nursing at any one time.

By June 30, 1957, a total of 1,150 applications for \$1,128,861,000 in loan funds had been filed since the inception of the program, and an accumulative total of \$454,891,000 in loans were made in this period to 489 colleges and universities. The loans were made to institutions in 46 States, the District of Columbia, and Puerto Rico as shown in table 103. In addition to these loans, funds had been reserved to the extent of \$213,463,000 for facilities in the final phases of planning at 215 institutions.

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Table 103.—NUMBER AND AMOUNT OF COLLEGE HOUSING LOANS BY STATES: 1950-51 TO 1956-57

State	Number of loans	Amount loaned	State	Number of loans	Amount loaned
1	2	3	4	5	6
Total	499	\$444,891,000	New Hampshire	1	\$1,500,000
Alabama	8	6,451,000	New Jersey	6	5,742,000
Arizona	6	6,500,000	New Mexico	1	435,000
Arkansas	11	8,235,000	New York	34	40,170,000
California	15	13,241,000	North Carolina	13	8,947,000
Colorado	22	24,773,000	North Dakota	1	600,000
Connecticut	2	2,600,000	Ohio	25	20,164,000
Delaware	1	1,854,000	Oklahoma	3	4,450,000
Florida	14	19,008,000	Oregon	7	2,925,000
Georgia	6	6,317,000	Pennsylvania	33	18,676,000
Idaho	2	1,186,000	Rhode Island	4	4,335,000
Illinois	25	24,183,000	South Carolina	7	5,818,000
Indiana	19	24,585,000	South Dakota	10	5,621,000
Iowa	11	5,367,000	Tennessee	11	6,810,000
Kansas	18	12,055,000	Texas	28	33,317,000
Kentucky	8	7,837,000	Utah	5	3,273,000
Louisiana	13	14,340,000	Vermont	5	2,705,000
Maine	1	330,000	Virginia	6	3,863,000
Maryland	7	6,826,000	Washington	17	15,030,000
Massachusetts	9	8,356,000	West Virginia	8	3,499,000
Michigan	6	7,969,000	Wisconsin	10	18,552,000
Minnesota	12	10,750,000	District of Columbia	5	4,901,000
Mississippi	6	9,606,000	Puerto Rico	3	4,490,000
Missouri	17	16,742,000			
Montana	5	2,475,000			
Nebraska	2	982,000			

NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS

The National Advisory Committee for Aeronautics is an independent Federal agency established by an act of Congress on March 3, 1915 (U. S. Code 50, sec. 151). It is engaged in research in practically all branches of physical science or engineering important in the field of aeronautics.

Although most of the research is conducted in the Committee's laboratories, a modest program of research is also supported in colleges, universities, and nonprofit research institutions. This sponsored research complements their in-house research and utilizes special talents and facilities that otherwise would not be available.

Contracts are negotiated with individual institutions and the research is performed by professional staff members. Staff members are usually aided substantially by graduate students who secure additional training through research activities and use research procedures and findings in preparing theses and dissertations. Although the program is research, rather than education-oriented, the educational benefits are significant.

Figures indicating the expenditure of Federal funds for research in educational institutions during the past 10 years are given in

table 104. As shown in this table, the funds made available to educational institutions under this program during 1956-57 were \$580,000, and the 1957-58 expenditures are estimated at \$360,000. Contracts with non-educational research institutions and with other governmental agencies are not included in these figures. Data are not available on the number of students or professional staff members who are actively engaged in this research. Information for this presentation was obtained from the National Advisory Committee for Aeronautics.

Table 104.—FEDERAL FUNDS AVAILABLE FOR RESEARCH IN EDUCATIONAL INSTITUTIONS CONTRACTED BY THE NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS: 1948-49 TO 1957-58

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years)	\$8, 818, 278	1950-51	\$709, 649	1954-55	\$675, 000
1948-49	498, 283	1951-52	657, 134	1955-56	617, 311
1949-50	671, 190	1952-53	618, 267	1956-57	580, 000
		1953-54	628, 444	1957-58	360, 000

¹ Estimated.

NATIONAL SCIENCE FOUNDATION

Under the National Science Foundation Act of 1950, the National Science Foundation was established and authorized "to promote the progress of science; advance the national health, prosperity, and welfare; secure the national defense and for other purposes." Specific purposes and programs of the Foundation, designed to assist in the achievement of these broad objectives, include the development and encouragement of a national policy for the promotion of basic research and education in the sciences, the initiation and support of basic scientific research, the awarding of graduate fellowships in the sciences, the fostering of interchange of scientific information among the scientists in the United States and in foreign countries, and the appraisal of the impact of research upon industrial development and upon the general welfare.

Programs of the Foundation related to the training of scientists and engineers are the responsibility of the Division of Scientific Personnel and Education. The formal training programs in the Foundation are centered in this division, but training is also a correlative function of the research support programs through which a considerable number of graduate assistants obtain direct experience and valuable training in research.

Program activities in the Division of Scientific Personnel and Education fall into the following categories: (1) Evaluation of the

Nation's scientific manpower in terms of supply, utilization, demand, and training needs; (2) administration of such action programs for the training of scientific manpower as are necessary in the national interests; and (3) identification of problem areas in science education and support of exploratory and experimental programs and projects directed at improvement. In general, these problem areas which exist at all levels in the educational system have to do with the motivation and support of science students, training of science teachers, and development of subject-matter and curricular materials consistent with the present state of scientific knowledge and with the training needs of students.

Programs of the National Science Foundation related to science education include: (1) Graduate Fellowships in the Sciences, (2) Institutes Programs, (3) Special Projects in Science Education, and (4) Training Through the Research Grants Program. In addition to these activities, the National Register of Scientific and Technical Personnel and the Clearinghouse for Scientific Manpower Information are also administered in the Division of Scientific Personnel and Education.

GRADUATE FELLOWSHIPS IN THE SCIENCES

Predocctoral and postdoctoral fellowships in the mathematical, physical, medical, biological, engineering and other sciences are awarded annually by the National Science Foundation. The awards are open to citizens of the United States and are made for a period of an academic or full year at the predocctoral level and for a period from 6 to 24 months at the postdoctoral level. Recipients of fellowships may apply for renewal.

Predocctoral applicants are required to take examinations for scientific aptitude and achievement. These tests are currently administered by the Educational Testing Service, Princeton, N. J. Test scores, academic records, and recommendations regarding each candidate's abilities are then considered by panels of scientists in the respective fields of the candidates. Postdoctoral candidates are not required to take the examination. An evaluation of each candidate's qualifications is made by panels of scientists chosen by the National Research Council of the National Academy of Sciences. Final selection is made by the National Science Foundation with the approval of the National Science Board. All Fellows are selected solely on the basis of ability and in cases of substantially equal ability, predocctoral awards are made in such a way as to give wide geographical distribution.

Fellows may attend any accredited nonprofit institution of higher education in the United States, or any similar institution abroad,

approved by the National Science Foundation. Stipends for Fellows are at the rate of \$1,600 per annum for the first year, \$1,800 for intermediate years, and \$2,000 for the terminal year of graduate study. Postdoctoral fellowships carry a stipend of \$3,800 for the first 12 months and \$4,200 for the next 12.

Two other fellowship programs are offered by the Foundation, namely, a senior postdoctoral fellowship program, and a science faculty fellowship program. In the senior postdoctoral program, awards are made to persons who have received their doctoral degrees at least 5 years prior to the time of application. The objective of this program is to enable scientists who have demonstrated superior accomplishments in a special field to become still more proficient in their respective specialities by studying and doing research in outstanding laboratories. The purpose of the science faculty fellowship program is to improve standards of college-level science instruction by providing teachers of science with opportunities for advanced study, and for pursuing courses that will give them a broader understanding and knowledge of their fields. The senior postdoctoral and science faculty fellowship programs carry provisions for stipends computed on a "salary-matching" principle. Allowances for travel, tuition, and other special expenses are provided. Reports of research carried out by a Fellow during his training may be made available to the public without restrictions, except as required in the interest of national security.

Predocctoral awards are made in March, postdoctoral in October and March, and senior postdoctoral and science faculty awards in December. For the 1957-58 academic year, 756 predocctoral, 110 postdoctoral, 47 senior postdoctoral, and 89 science faculty fellowships were awarded.

THE INSTITUTES PROGRAMS

The three following types of Institutes Programs are directed toward the improvement of science teaching through supplemental subject-matter training:

Summer Institutes.—These institutes for high school and college teachers of science and mathematics have been supported by the Foundation since 1953. Ninety-six Summer Institutes were conducted during the summer of 1957, and 106 have been announced for the summer of 1958. One hundred of the institutes for 1958 will be open only to high school teachers, and 5 to college teachers only. The remaining 3 Summer Institutes are for both high school and college teachers. Approximately 5,000 high school teachers and 250 college teachers will be enabled to participate through stipends and tuition provided by the National Science Foundation.

Academic-Year Institutes.—These institutes are designed for high school teachers of science and mathematics who can devote a full school year to academic work. These institutes provide financial support of the teacher-participants and special subject-matter courses prepared to meet their needs. Two exploratory institutes were conducted in 1956-57. This number was increased to 16 during the school year 1957-58 and 19 have been announced for 1958-59. The 1958-59 program will provide instruction for approximately 950 teachers.

In-Service Institutes.—These institutes meet during the academic year but outside regular school hours. Courses are offered in the subject matter of science and mathematics especially designed for high school teachers. In-Service Institutes were first supported by the Foundation in the spring of 1957. The program has been expanded to support 21 In-Service Institutes for the academic year 1957-58.

SPECIAL PROJECTS IN SCIENCE EDUCATION

This program makes provision for the exploration, evaluation, and support of promising new projects which fall within the overall objectives of "strengthening education in the sciences." The program is, in effect, a kind of laboratory by means of which Foundation support may be directed to a variety of activities designed to encourage and develop the scientific talents of able young people. The projects in this program are grouped into three general categories: (1) Student Programs, (2) Course Content Improvement Programs, and (3) Teacher Improvement Programs.

Student Programs.—Primarily, these programs are directed toward the identification and motivation of potential scientists. They include the Visiting Scientists Programs, Traveling Science Libraries, Traveling Science Demonstration Lecturers, support of science clubs and student projects, career development programs, and others.

Course Content Improvement Programs.—These programs are intended to help in many ways to bring the subject matter of science instruction up to date, and to put it into form which will best serve the needs of science students. Attention will be given, also, to the development of supplemental teaching aids which will be required in connection with the revised subject matter materials.

Teacher Improvement Programs.—In addition to the Institutes Programs, these programs are also directed toward finding ways for improving the subject-matter knowledge of science and mathematics teachers. Projects in this category consist largely of support for refresher courses and short institutes for science teachers at all levels.

TRAINING THROUGH THE RESEARCH GRANTS PROGRAM

Although the primary purpose of the Research Grants Program of the National Science Foundation is the support of basic research and the discovery of new scientific knowledge, an element of training is also involved. Research grants are awarded to highly experienced investigators in all fields of the natural sciences and some of the social sciences whose programs of research show promise of extending the frontiers of knowledge. The conduct of this research requires the employment of a considerable number of research assistants, most of whom are graduate students. It is possible only to estimate the part of the total funds for research grants which is used for the support of students, but it is believed that the number supported may not be far from 1,000 per year, and that expenditures for the program may amount to as much as \$2,250,000 in the current fiscal year.

A summary of Federal funds obligated for research grants and fellowships for the past 7 years is given in table 105. Detailed information about the amounts, State by State, distributed according to the permanent residence of the participant, is given for the 1956-57 school year in table 106. Similar amounts, State by State, are reported in column 4 of summary table 7 and are included along with other Federal expenditures for education in column 6 of summary table 8.

Table 105.—FEDERAL FUNDS OBLIGATED FOR BASIC RESEARCH AND EDUCATION AND TRAINING BY THE NATIONAL SCIENCE FOUNDATION: 1951-52 TO 1957-58¹

Fiscal year	Total funds obligated	Obligations for basic research grants	Foundation obligations for education and training			
			Obligations for education and training	Graduate fellowships	Education in the sciences	Graduate student support from basic research grants ²
1	2	3	4	5	6	7
Total (7 years).....	\$166,862,072	\$56,574,230	\$52,486,822	\$15,206,620	\$32,062,941	\$12,237,252
1951-52.....	2,868,183	1,073,975	1,794,188	1,532,971	7,200	254,017
1952-53.....	3,649,371	1,813,301	1,836,070	1,366,344	40,844	426,882
1953-54.....	6,978,498	4,004,569	2,973,929	1,865,978	160,790	947,161
1954-55.....	12,003,264	8,009,469	3,903,895	1,782,706	315,790	1,894,309
1955-56.....	16,752,124	9,941,818	5,810,306	2,131,026	1,434,275	2,245,005
1956-57 ³	33,181,067	15,268,415	17,912,652	3,353,605	10,947,711	3,611,336
1957-58 ⁴	34,430,485	16,262,692	18,167,798	3,265,000	11,056,341	3,846,452

¹ Source: Fiscal years 1951-57, Annual Reports of the National Science Foundation.

² The National Science Foundation has estimated that 73 percent of grants for basic research is for salaries, and that 22.4 percent of this is for salaries of research assistants which "includes graduate assistants enrolled at the grantee institution and working toward a master's degree or a doctorate." (See Sixth Annual Report, pages 46-47.)

³ Estimated.

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Table 106.—FEDERAL FUNDS FOR GRADUATE FELLOWSHIPS AND BASIC RESEARCH AWARDED BY THE NATIONAL SCIENCE FOUNDATION: 1956-57

State or Territory	Total	Graduate fellowship awards	Basic research grants	
			Institutional	Graduate student support
1	2	3	4	5
Total	\$22,233,356	\$3,353,693	\$15,269,415	\$3,611,236
Alabama	81,509	25,680	45,150	10,679
Arizona	67,159	26,601	32,800	7,758
Arkansas	65,214	31,591	27,200	6,433
California	2,924,297	395,204	2,045,250	483,743
Colorado	158,264	42,526	93,600	22,138
Connecticut	727,106	67,558	533,360	126,198
Delaware	17,132	9,990	5,800	1,372
Florida	321,105	45,732	222,700	52,673
Georgia	120,647	30,010	73,300	17,337
Idaho	15,507	7,470	6,500	1,537
Illinois	1,669,549	274,290	1,128,400	266,889
Indiana	777,262	88,307	557,100	131,765
Iowa	176,059	56,611	96,600	22,848
Kansas	245,181	48,090	160,200	37,891
Kentucky	119,075	32,500	70,500	14,675
Louisiana	154,845	18,210	110,500	26,135
Maine	22,219	12,450	7,900	1,899
Maryland	499,504	72,472	345,350	81,682
Massachusetts	1,617,744	178,125	1,164,250	275,369
Michigan	943,353	119,707	666,100	157,546
Minnesota	479,477	69,606	338,750	80,121
Mississippi	27,299	11,595	12,700	3,004
Missouri	468,191	66,300	325,400	76,491
Montana	50,731	4,989	37,000	8,751
Nebraska	56,692	22,410	27,700	6,552
Nevada	8,408	0	6,800	1,608
New Hampshire	46,751	10,026	29,700	7,025
New Jersey	499,406	134,138	295,400	69,868
New Mexico	100,940	16,575	67,500	15,965
New York	2,540,210	483,444	1,663,350	393,416
North Carolina	368,417	52,496	255,500	60,431
North Dakota	26,619	4,980	17,600	4,139
Ohio	647,924	145,658	406,250	96,086
Oklahoma	91,762	19,929	58,100	13,742
Oregon	233,008	42,460	154,100	36,448
Pennsylvania	1,477,966	207,194	1,027,700	243,072
Rhode Island	104,997	19,986	68,750	16,261
South Carolina	41,412	14,085	22,100	5,227
South Dakota	17,891	14,151	3,000	710
Tennessee	255,634	46,446	169,175	40,013
Texas	551,026	65,445	392,700	92,881
Utah	263,014	9,960	204,650	48,404
Vermont	67,675	11,661	45,300	10,714
Virginia	157,092	45,805	90,000	21,287
Washington	240,586	87,478	131,100	31,008
West Virginia	35,275	4,980	24,500	5,795
Wisconsin	1,079,785	102,687	790,200	186,898
Wyoming	29,868	9,960	16,100	3,808
District of Columbia	47,595	14,085	27,100	6,410
Alaska	15,720	15,720	0	0
Hawaii	64,748	9,105	45,000	10,643
Puerto Rico	2,490	2,490	0	0
Virgin Islands	0	0	0	0
Other	1,402,216	13,555	1,122,740	1,266,021

¹ Not geographically assignable.

SMALL BUSINESS ADMINISTRATION

To assist the owners and managers of small businesses to become better administrators, the Small Business Administration encourages educational institutions to provide short, practical courses in administrative management. These courses embody two principles: (1) they are designed for owners and managers of small firms, and (2) the subjects taught relate to administration—planning, organizing, staffing, directing, and controlling—rather than day-to-day operations.

The educational institutions assume full educational and financial responsibility for all courses, while the Small Business Administration aids as a co-sponsor by helping with promotion, offering suggestions for speakers, and acting as a clearinghouse for ideas concerning subject matter, teaching methods, and administrative techniques. Often the educational institution and the Small Business Administration are assisted by local organizations and groups, such as State and local distributive education people, chambers of commerce, and local or State business and industry associations. Costs are defrayed by tuition fees paid to the educational institutions by the businessmen who take the courses.

The program has expanded rapidly since the spring of 1954 when a successful experiment was made with two pilot courses. By the spring of 1958, approximately 375 courses had been given by 130 educational institutions, with 12,000 executives of small businesses completing the courses. A typical course runs for 8 weeks, with classes scheduled for 2½ hours one evening a week. It is preferred that classes remain small and thus far they have averaged from 25 to 30 students.

Funds are not appropriated specifically for this educational activity. No tabulation showing the Federal funds expended is given since the expenditures are not listed separately from other portions of the budget for the Small Business Administration agency. Expenses for instruction are defrayed by the educational institutions through fees paid by the businessmen taking the courses.

TENNESSEE VALLEY AUTHORITY

The Tennessee Valley Authority was established in 1933 primarily for the unified development and wise use of natural resources. This obligation is discharged through two broad functions: engineering and education. It is through education, in a general sense of the term, that the people and groups who largely own and who use natural resources are encouraged to participate actively in programs for their development, conservation, and use. This educational program is informal and non-institutional except for educational activities arranged at the colleges and universities.

TVA does not support formal educational programs as such or activities involving a formal teacher-pupil relationship. The principal educational work of TVA includes research, tests, and demonstrations. To a large extent the people for whom these activities are performed are their own teachers and gain information by using research data and by observing tests and demonstrations. The success of the program may be judged by the extent to which practical application of new knowledge is made.

To a large degree, the research and demonstration projects in which TVA participates are cooperative. They may involve other Federal agencies, colleges and universities, State and local agencies, and private firms and associations. In some cases, TVA contributes financial support to research projects conducted by colleges and universities, or pays part of the cost of supervising tests and demonstrations.

As shown in table 107, TVA contributed \$581,697 to the support of research, tests, and demonstrations which were conducted or supervised in 25 colleges and universities with a total of 307 personnel participating during 1956-57. Table 107 also shows that 25 colleges and universities are participating during the 1957-58 school year with estimated expenditures amounting to \$625,500 and about 292 personnel participating. The personnel figures for 1956-57 and 1957-58 include all individuals engaged full-time or part-time on cooperative projects with TVA. These projects include basic agronomic research and the economic interpretation of agronomic research results, fertilizer marketing studies and demonstrations, supervision of farm tests and demonstrations of fertilizer, tributary watershed investigations and demonstrations, and general studies and demonstrations for agricultural resource development.

Table 107.—FEDERAL FUNDS CONTRIBUTED BY THE TENNESSEE VALLEY AUTHORITY AND ALL PERSONNEL PARTICIPATING IN SUPPORT OF COOPERATIVE RESEARCH, TESTS, AND DEMONSTRATIONS CONDUCTED OR SUPERVISED BY COLLEGES AND UNIVERSITIES: 1956-57 AND 1957-58

College or university	1956-57		1957-58	
	Amounts contributed	Personnel participating	Amounts contributed	Personnel participating
1	2	3	4	5
Total	\$541,697	297	\$623,500	292
Alabama Polytechnic Institute.....	48,422	43	55,200	44
Arizona, University of.....	900	1	4,800	2
Clemson Agricultural College (South Carolina).....	768	1	0	0
Colorado State University.....	10,000	4	10,000	4
Connecticut, University of.....	0	0	2,500	1
Georgia, University of.....	55,520	24	61,100	26
Illinois, University of.....	4,152	5	9,700	5
Iowa State College.....	28,409	16	28,500	17
Kentucky, University of.....	30,751	9	34,000	12
Michigan State University.....	7,372	13	7,000	12
Minnesota, University of.....	550	1	3,200	1
Mississippi State College.....	30,721	23	34,300	24
Nebraska, University of.....	3,000	1	3,000	1
New York State College of Agriculture.....	10,000	6	10,000	6
North Carolina State College.....	133,487	78	109,200	49
North Dakota Agricultural College.....	3,396	1	5,200	1
Oregon State College.....	2,000	6	6,000	6
Purdue University (Indiana).....	4,550	2	5,400	2
South Dakota State College.....	6,219	1	6,600	1
Tennessee, University of.....	145,679	36	162,500	40
Texas A. and M. College.....	1,926	1	4,500	1
Utah State Agricultural College.....	4,252	2	3,100	2
Vanderbilt University (Tennessee).....	8,845	4	10,000	4
Virginia Polytechnic Institute.....	33,099	24	35,500	25
Washington, State College of.....	6,000	4	10,000	5
Wisconsin, University of.....	1,722	1	4,200	1

A summary of the expenditures of Federal funds over the past 10 years for educational programs is presented in table 108. Information about this program was obtained from the Tennessee Valley Authority.

Table 108.—FEDERAL FUNDS CONTRIBUTED BY THE TENNESSEE VALLEY AUTHORITY IN SUPPORTING COOPERATIVE RESEARCH, TESTS, AND DEMONSTRATIONS AT COLLEGES AND UNIVERSITIES: 1948-49 TO 1957-58

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years)	\$5,678,043	1950-51	\$593,478	1954-55	\$485,315
1948-49.....	653,030	1951-52.....	465,556	1955-56.....	504,033
1949-50.....	728,441	1952-53.....	557,061	1956-57.....	581,697
		1953-54.....	477,942	1957-58.....	623,500

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