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Federal Funds for EDUCATION

1958-59 AND 1959-60

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FOREWORD

FOR A PERIOD of more than 25 years, this series of publications has provided an authoritative and reasonably comprehensive source of information about Federal activities in education.

The present bulletin, *Federal Funds for Education, 1958-59 and 1959-60*, is the 15th in the series. It describes educational programs supported by the Federal Government and gives tabular summaries of the Federal funds provided. Compilations of amounts for the individual States in the 1958-59 and, if available, for the 1959-60 school years are presented.

Summary tables reporting program amounts over a 10-year period are also included to show trends in Federal support. These figures indicate annual amounts for the separate programs; the extent that educational activities are supported in the separate Federal departments, agencies, or offices; and the Government-wide participation in supporting education services throughout the United States.

The value of this kind of information has recently been emphasized in arrangements between the National Science Foundation and the Office of Education for a further analysis of data on Federal funds for education. In these plans, the present report is to be supplemented by a second bulletin to be entitled *Federal Support of Education: Fields, Levels, Recipients, 1959-60*. This companion publication will report the amounts of Federal funds for educational activities segregated by fields of study, academic levels, and kinds of recipients.

Special recognition is given to the National Science Foundation for its encouragement and joint support of the expanded study of Federal support for educational activities. Through this unified effort the separate needs of both agencies, as well as those of the general public, are being met with maximum reporting efficiency for the responding offices.

Interest in further information on Federal activities in education is evident in Sec. 1001(d) of the National Defense Education Act of 1958. As authorized here, an analysis of scholarships, fellowships, and other educational programs administered by Federal agencies is being made

in the Office of Education to develop policies and procedures for strengthening these programs in institutions of higher education.

Further recognition is given to the excellent assistance of the many contributing Federal departments and agencies and their constituent offices. The Office of Education is indebted to them for their help in the preparation of the descriptions and for compilations of data offered for this publication.

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Chapter 1

FEDERAL PURPOSES AND PROCEDURES IN SUPPORTING EDUCATION

THE HISTORY of education in the United States has consistently reported and discussed public education as the responsibility of the States and the local communities. Education has been viewed as the channel through which the people and the government of the State or community could give full expression to its aspirations for self-development. Public education was the means by which the general public, with unity of spirit and determination, could achieve significant growth through democratic action.

In recent years, however, as transportation and communication have almost eliminated State isolation, and as the National Government has appropriated funds for many more public services, much has been said about national interests in public education. Evidence of this growing national concern for education may be observed in the numerous Federal appropriations for educational purposes and for assistance to the States and local communities in the provision of educational services. As a preview of some of the educational activities of the Federal Government, several specific programs for which Federal appropriations are being made regularly are listed here.

Atomic Energy Commission Grants to Colleges	International Education
Books for the Blind	Kings Point Merchant Marine Academy
Civil Defense Education	Land-Grant Colleges
College Housing	Language Development
College Student Loans	Library Services
Education for the Blind	Meteorological Education and Training
Education in Fishery Trades	National Library of Medicine
Education of Military Personnel	Office of Education
Education of Public Health Personnel	Police Training Schools
Education of the Indians	Practical Nurse Training
Educational Exchange Programs	Public Assistance Consultation and Training
FBI National Academy	Public Health Research
Fellowships	Research
Guidance, Counseling and Testing	
Improvement of Educational Statistics	

2 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Scholarships	Traineeships for Health Personnel
School Lunch Program	Training of Personnel in Public Welfare
School Milk Program	Vocational Education
Schools at Military Installations	Vocational Training for Indians
Science, Mathematics and Foreign Language Institutes	Veterans Education
Support for Federally Affected Areas	War Orphans Education

PURPOSE OF THIS BULLETIN

Through more than 25 years, this series on Federal funds for education has provided a substantial and authoritative source of information on activities in education that are supported in whole or in part by the Federal Government. Amounts of money have been tabulated, summarized, and presented to report the status for specific years and to show trends. In addition to the figures, authorizing acts of Congress are identified, descriptions of programs are given, and for most of the programs, discussions of the methods used in apportioning the funds to the States, colleges, local school districts, or educational programs are presented. Summaries of amounts of Federal funds for education are reported in tables 1 through 8 of chapter 2.

Reports of these details are necessarily brief in view of the large number of programs discussed in one publication. Much more could be reported on each of the programs. Other details may be obtained from the Federal offices responsible for their administration. Facts given here, however, may be accepted with complete confidence since the presentations prepared for the bulletin were referred back to the individual Federal agencies for correction and approval prior to publication.

NATIONAL INTEREST IN EDUCATION

Federal activities in education, reported in this bulletin and in preceding issues in the series, demonstrate an extensive "interest" in education. Generally, the States have been regarded as responsible for the provision of educational services since there is no reference to education in the Federal Constitution. However, Congress itself made numerous references to education in approving the early acts by which the States, admitted to the Union since 1800, were first organized as Territories. In each of these Territorial acts, a provision for a system of public schools in the Territory was approved and, consequently, the Federal Government may be regarded as the founder of the public school systems operating in many of the States.

In more recent legislation, reasons for Federal concern for educational services are stated in the early paragraphs of the numerous public laws which authorize the programs reported in this bulletin. Typical of statements approved by Congress is the declaration of

policy given in Section 101 of the National Defense Education Act of 1958, which reads as follows:

Sec. 101. The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of this Nation depends upon the mastery of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.

We must increase our efforts to identify and educate more of the talent of our Nation. This requires programs that will give assurance that no student of ability will be denied an opportunity for higher education because of financial need; will correct as rapidly as possible the existing imbalances in our educational programs which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology.

The Congress reaffirms the principle and declares that the States and local communities have and must retain control over and primary responsibility for public education. The national interest requires, however, that the Federal Government give assistance to education for programs which are important to our defense.

To meet the present educational emergency requires additional effort at all levels of government. It is therefore the purpose of this Act to provide substantial assistance in various forms to individuals, and to States and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States.

Many of the more prominent national purposes underlying Federal activities in education have been selected from basic legislation authorizing the programs reported in this publication. These national purposes indicate the scope and depth with which educational values to the Nation are appreciated by Congress. Some of the more significant reasons for Federal support of education are listed here.

Reasons for Federal Support of Education

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 public education where there is a Federal responsibility or obligation.
3. To provide education and training services which are essential to the national defense but which are not the separate responsibilities of any local community, State, or segment of the population.
4. To assist students, selected on the basis of tests and recommendations, through 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.

4 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

6. To maintain efficient governmental services and to increase the effectiveness of the Federal service.
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.

Further evidence on the national interest in education has been kept before the public through the addresses and messages to Congress delivered by the President of the United States. A significant statement presenting the attitude of President Kennedy on specific national interests in public education was given in his message to Congress relative to American Education, on February 20, 1961. His convictions on the national interest in education may be quoted as follows:

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.

The human mind is our fundamental resource. A balanced Federal program must go well beyond incentives for investment in plant and equipment. It must include equally determined measures to invest in human beings—both in their basic education and training and in their more advanced preparation for professional work. Without such measures, the Federal Government will not be carrying out its responsibilities for expanding the base of our economic and military strength.

Our progress in education over the last generation has been substantial. We are educating a greater proportion of our youth to a higher degree of competency than any other country on earth. One-fourth of our total population is enrolled in our schools and colleges. This year \$26 billion will be spent on education alone.

But the needs of the next generation—the needs of the next decade and the next school year—will not be met at this level of effort. More effort will be required—on the part of students, teachers, schools, colleges, and all 50 States—and on the part of the Federal Government.

. . . Too many State and local governments lack the resources to assure an adequate education for every child. Too many classrooms are overcrowded. Too many teachers are underpaid. Too many talented individuals cannot afford the benefits of higher education. Too many academic institutions cannot afford the cost of, or find room for, the growing numbers of students seeking admission in the sixties.

Our twin goals must be: A new standard of excellence in education—and the availability of such excellence to all who are willing and able to pursue it.

We do not undertake to meet our growing educational problems merely to compare our achievements with those of our adversaries. These measures are justified on their own merits—in times of peace as well as peril—to educate better citizens as well as better scientists and soldiers. The Federal Government's responsibility in this area has been established since the earliest days of the Republic—it is time now to act decisively to fulfill that responsibility for the sixties.

This recent message of the President has encouraged extensive discussion of the national interests in education. Observations help to identify the reasons for Federal participation in supporting educational services. They also indicate some acceptance of Federal responsibility while clearly acknowledging the preference for State and local operation and control as opposed to Federal domination and control.

GENERAL AND SPECIAL PURPOSES

Federal programs in education may be classified in two categories: those for general purposes and those for special purposes. The former includes funds which States and local communities may use for any public educational purpose while the latter refers to funds which are allocated for a specified educational purpose.

Grants for education before 1860 were generally for the broad purpose of establishing and supporting programs of education. In these grants, funds were to be used for the *general* program of education and the law did not specify a particular service or some limited part of the educational program. An example of a general purpose is that of the land-grant program. Under the provisions of the several enactments for land grants, specified sections of land were reserved for schools with the further stipulation that if such lands were sold, the funds were to be maintained as irreducible endowments for the support of education.

Through the program of land grants, Congress obtained continuing benefits for education. These land grants and endowment provisions give current assistance to education in most of the States and have provided actual revenue for distribution to elementary and secondary public school systems amounting to approximately \$70 million for the 1957-58 school year. Amounts from this source are not included in the present publication since the grants are recognized as Federal only for the year they were granted. Thereafter, the lands and funds are State property, and the revenue derived is regarded as revenue from State sources.

Other types of Federal support are considered to be *special aids* because of the specific purposes described in the congressional enactments. Programs reported in this bulletin are chiefly regarded as

examples and variations of these *special aids*. The specific purposes of most of the programs presented in this report are readily apparent: Vocational education relates to a specific portion of the secondary school program; school lunch and milk apportionments are for certain designated purposes; training and education under the Veterans Administration relates only to veterans; research contracts are for specific purposes; and fellowships and scholarships are for specific training levels and selected fields of study. Examination of the various program discussions in the following chapters will reveal specifications for each program.

BASES FOR APPORTIONING FEDERAL FUNDS

Programs for education reported in this bulletin employ several different bases for determining Federal apportionments. These bases, adapted according to the requirements of the program and the purposes for which Congress provided the funds, may be described according to the 12 general classifications listed below:

1. Allotted on the basis of *land areas*;
2. Distributed in proportion to *population figures*;
3. Awarded as equal amounts or *flat grants* to each State;
4. Provided as the *cost of an educational program* or of operating a school;
5. Granted in accordance with *contracts for services* such as research programs in various colleges and universities;
6. Paid as *allowances to individuals* to cover the cost of tuition and other educational expenses of individuals;
7. Apportioned to meet a Federal obligation such as *payments in lieu of taxes* on federally owned property;
8. Given on the condition that equal or variable *matching funds* are provided from State and local revenues;
9. Offered with recognition of differences in financial capacity with proportionately *larger allotments to areas of lower financial ability*;
10. Made as *loans* to construct or provide needed school facilities or to meet student college expenses;
11. Made available on some *other bases* in recognition of certain limiting aspects; or
12. Distributed according to a selected *combination of bases*.

Each of these bases is further described in the discussion which follows.

LAND AREAS

Following the Louisiana Purchase, Federal assistance was given to the States 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. Currently, land area is recognized in distributions from mineral, grazing, and similar productive federally administered property.

POPULATION

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.

Limited portions of the population have also been used such as children from 5 to 17, pupil enrollment figures, and number of pupils in average daily attendance. For example, the number of children of school age is used in allocating school lunch funds and average daily attendance data are used in determining amounts of Federal funds for assistance to the federally affected school districts.

FLAT GRANTS

Allocations of the same amount to each State regardless of factors such as size, need, or financial condition, may also be identified. This kind of base 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 base is used in conjunction with some other base so that amounts are determined somewhat in proportion to the size of the educational project but each State receives no less than a stated amount.

COST OF EDUCATIONAL PROGRAMS

Federal funds are often allotted to finance the full cost of establishing and operating educational services. This is true for such educational projects as the Military Academy at West Point, N.Y., Naval Academy at Annapolis, Md., the Air Force Academy at Colorado Springs, Colo., the United States Merchant Marine Academy, the FBI Academy, and schools for Indians in the United States.

CONTRACTS FOR SERVICES

In many instances, the Federal Government has found it impracticable to operate programs of education or research and prefers to contract for the specialized work. Under this method of allocating funds, the Departments of Agriculture, Defense, and Health, Educa-

tion, and Welfare and such independent Federal agencies as the Atomic Energy Commission, National Aeronautics and Space Administration, and the National Science Foundation have contracted for important programs of research to be conducted in colleges and universities. Through these programs new facts are obtained, new areas of learning are developed, and additional scientists are trained. This method of contracting for special services uses to the best advantage the facilities already available in the Nation.

ALLOWANCES TO INDIVIDUALS

Extensive use is evident for programs in which the Federal Government provides the amount charged for tuition, and possibly some additional expense. One large program of this kind is for the rehabilitation of workers injured in industry. Here the Federal Government pays the tuition for injured people who are unable to continue with former vocations and must be trained for new work. Similarly, allowances for tuition, subsistence, and travel expense are arranged for the participants in 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 for more important services to the Nation.

PAYMENTS IN LIEU OF TAXES

Federal in-lieu-of-tax payments are made to local governments and boards of education to meet obligations of the Federal Government arising from the nontaxable status of federally owned property. This 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. Distributions of Federal funds to federally affected school districts is an example of this method of apportioning Federal money.

MATCHING FUNDS

Some programs of allotting Federal funds require an assurance that States and local communities are sufficiently concerned about the educational service that they will continue to provide additional funds for a specified purpose. To achieve this status, some appropriation acts have indicated required program contributions which must be paid from State or local sources to match the Federal payment. Typical of the matching method of Federal support is the allotment procedure for vocational education which specifies that State and local funds must be provided in specific proportions.

LARGER ALLOTMENTS TO AREAS OF LOWER FINANCIAL ABILITY

Federal funds for some activities in education are allotted so that proportionately larger amounts go to the less wealthy areas. This procedure raises the levels of support in such areas in order that they more nearly approximate the expenditure levels in areas having greater wealth.

This method of allotting funds is used to a certain extent in the distribution of Federal funds for school lunch 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 individuals. Federal allotments to the States for Vocational Rehabilitation and Public Library Services for Rural Areas are also adapted to principles of equalization and are distributed in proportionately larger amounts to the financially less able States.

LOANS

Federal funds for the encouragement and support of educational services and facilities have also found expression in the form of loans. Funds provided in this manner serve the purpose of helping college students and institutions requiring temporary financial support to obtain the kind of training or the school facilities specified for Federal assistance. Programs of this kind include loans for college housing; loans to college students, with preference given to those having superior capacities or backgrounds in science, mathematics, engineering, or modern foreign languages, and indicating a desire to teach; and loans to nonprofit private secondary schools for the acquisition of equipment and other facilities for strengthening instruction in science, mathematics, and modern foreign languages. These loans are obligations and must be repaid to the Federal Government according to the provisions of the respective laws.

OTHER BASES

It is presumptuous to consider that a brief listing of 10 separate bases for Federal distributions will fully answer or describe the many individual characteristics which Congress has considered necessary for satisfactory effectiveness of each program. Though the more prominent and more often used bases are described, others may be found. For example, in the program for Federal surplus property utilization, the distribution of real property may relate to a special consideration for the capacity of a college or university to use a particular piece of property in a specific location. Obviously, if a transfer of land is to be considered, the location of the property is significant.

Another base used is that in which the amount distributed is directly related to an amount of revenue collected. Programs which apportion

funds in this manner include those of federally owned property which is leased to individuals or corporations for use in such enterprises as mining, grazing, or forestry.

COMBINATIONS OF BASES

Methods of distributing Federal funds for education are often combined within one allocation procedure of Federal support. 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 number 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, other Federal supports of education are allocated on the basis of combinations of two or more of the procedures described here.

REPORTED PROGRAMS IN EDUCATION

Compilation of this report has depended upon contributions from the Federal departments, agencies, and offices. All were invited to supply information to the Office of Education regarding their activities in education. Many have reported educational programs for inclusion in this bulletin.

In considering programs to be included, some agencies raised questions concerning kinds of programs to be reported. There was some hesitation about reporting certain activities which obviously had another urgent purpose in addition to education. The educational services were offered as a means of achieving the other purpose. For instance, many educational activities in the Department of State are planned as a means of improving international relationships. Education is not the chief purpose. Similarly, many educational programs of the U.S. Public Health Service are planned as a means of improving the Nation's health.

Even though "education" is incidental or merely instrumental in the operation of projects having other national purposes, it appears that educational aspects are significant in the development of human resources of the Nation and that these Federal educational activities are worthy of summarization. Educational services, rendered in relation to many Federal projects, will have far-reaching effects that will endure beyond the immediate national purposes.

In deciding upon the programs to be reported, Federal agencies were requested to provide information on programs of Federal support for education that qualify according to a four-point guide.

Guide for Determining Programs To Be Reported

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 including research centers operated by them and hospitals.
3. Programs for the training of non-Federal research workers and technicians in Federal institutions.
4. Programs in which a pupil-teacher relationship exists 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 inservice training of Federal employees taken while on duty and which is provided outside of educational institutions. Recently, this exclusion has been questioned because of its significance in the total educational services of the Nation. Especially in the defense establishment, it is apparent that hundreds of thousands receive extensive technical training while in service and that this is important to the individuals and to the Nation for the years following the period of military service. For future publications in this series, consideration may be given to a modification of the above "guide" to permit reporting inservice training along with other Federal activities in education. If Federal programs of "in-service" training are included in this kind of report, or are reported separately, it is apparent that both the number of programs and the total Federal expenditure for education reported will be greatly increased.

Chapter 2

SUMMARY OF FEDERAL FUNDS FOR EDUCATION

FOR THIS REPORT, figures were requested from the Federal agencies for the 1958-59 and 1959-60 school years or fiscal years. Since the request was made near the middle of the 1959-60 school year, figures for that year are incompletely reported. Some agencies give estimates or amounts budgeted, allotted, programed, or appropriated, but several offices hesitate to report amounts of Federal funds for education until after the close of the fiscal year. This accounts for the inclusion of 1958-59 figures in presenting a comprehensive summary for this chapter. Amounts for 1958-59 are quite complete.

TRENDS IN FEDERAL SUPPORT OF EDUCATIONAL PROGRAMS

Summaries of Federal funds for the various Federal support programs for education are presented in table 1 for a 10-year period including every second year from 1950-51 through 1958-59. All programs for which figures have been reported to the Office of Education are included. Spaces indicate the absence of information about the amounts for some of the programs. For these vacancies, there are several 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.
4. The program may have been transferred to another agency where expenditures are reported for succeeding years.

It should be observed that some other reports of school revenue from Federal sources which are based upon summaries of State and local reports may differ from the totals presented in this publication. Differences are usually due to the fact that amounts reported by those receiving the funds may not be identical to the amounts reported by

offices that are disbursing the Federal funds. For example, some Federal funds are regarded as State funds as soon as they reach the State. Thereafter, they may be mingled with State appropriations for the same purpose and used in providing the specified educational services. In such instances, summaries of Federal funds reported by those receiving the assistance would not be identical to amounts reported by the Federal offices making the allotments.

As another example, those receiving Federal surplus property have information concerning the "fair value" of such property but this value is not recorded among the receipts and expenditures for the school district, college, university, or hospital, and, consequently, values of Federal assistance amounting to millions of dollars are not reported by those receiving, but they are reported by the Federal officers making the distribution.

Amounts reported in table 1 include all Federal funds for education reported by the Federal agencies for the present publication and for the preceding four bulletins in this series. Vacancies in some of the columns can be explained by one of the following observations:

1. An expenditure may have been made but the Federal office was unable to separate the amounts from other office expenditures.
2. The amount expended may not have been reported because of misunderstandings.
3. The educational program may not have been operating for that particular year.
4. The program may have been transferred to another agency where expenditures are reported for succeeding years.

In preparing the table, an effort has been made to identify in column 1 the various educational purposes and programs for which Federal funds are provided. Figures which follow reveal the relative emphasis in the 10-year period as well as the direction and extent of change for each of the programs for the years from 1950-51 through 1958-59. Approximate starting dates for some programs are evident in the trend data.

Listed in column 2 of table 1 are identifications of the academic levels directly served. These levels include:

1. Elementary-secondary (ES)—for children enrolled in the elementary and secondary schools.
2. Higher education (H)—for persons receiving instruction regarded as college level. This includes work at the undergraduate, graduate, or postdoctoral levels.
3. Adult education (A)—for persons above high school age engaged in educational activities not classifiable in the preceding two categories.

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION, 1950-51 TO 1958-59

Department or agency and program	Academic level ¹	Amount of Federal support, by year (thousands of dollars)						
		1950-51	1952-53	1954-55	1956-57	1958-59	1959-60	
Total		8	4	5	6	7		
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE		82,511,528	81,419,898	81,571,535	81,968,346	82,513,194		
OFFICE OF EDUCATION:		111,379	319,573	382,246	437,377	737,964		
Office Administration.....	E8 H A	2,879	5,140	3,504	4,871	8,229		
Civil Defense Education.....	H H A	0	0	45	58	0		
College Housing Loans Program.....	H H H	0	0	0	0	2,752		
Cooperative Research.....	H H H	5,030	5,030	4,052	4,052	0		
Fellowships for the Study of Mentally Retarded Children.....	H H H	0	0	0	0	0		
Merrill-Nelson and Bankhead-Jones Funds for Land-Grant Colleges.....	H H H	0	0	0	0	0		
National Defense Education Act of 1958.....	H H H	0	0	0	0	0		
College Student Loans.....	H H H	0	0	0	0	0		
Programs for Guidance, Counseling, and Testing.....	H H H	0	0	0	0	0		
Fellowships to Prepare College Teachers.....	H H H	0	0	0	0	0		
Improvement of Statistical Services of State Educational Agencies.....	H H H	0	0	0	0	0		
Language Development.....	H H H	0	0	0	0	0		
Science, Mathematics, and Foreign Language Instruction.....	H H H	0	0	0	0	0		
Loans to Nonprofit Private Schools for Science, Mathematics, and Foreign Language Instruction Facilities.....	H H H	0	0	0	0	0		
Utilization of New Educational Media.....	H H H	0	0	0	0	0		
Public Library Services for Rural Areas.....	H H H	0	0	0	0	0		
School Support in Federally Affected Areas.....	H H H	16,777	200,064	214,507	1,440	1,600		
Vocational Education.....	H H H	20,685	25,266	30,351	37,053	44,638		
FEDERALLY AIDED CORPORATIONS:								
American Printing House for the Blind.....	H H H	125	166	213	240	410		
Galveston College.....	H H H	368	803	674	2,162	973		
Howard University.....	H H H	4,262	4,047	7,664	2,686	4,626		
FOOD AND DRUG ADMINISTRATION:								
Consumer and Industry Education.....	H H H	0	0	0	0	0		
Training for State and Local Officials.....	H H H	0	0	0	0	0		
OFFICE OF VOCATIONAL REHABILITATION:								
Training of Individual Rehabilitants.....	H H H	0	0	0	0	0		
Research and Demonstration Projects.....	H H H	0	0	0	0	0		
Training and Traineeships.....	H H H	0	0	0	0	0		
PUBLIC HEALTH SERVICE:								
Communicable Disease Center.....	H H H	191	870	306	567	769		
Education in Hospitals.....	H H H	0	187	181	216	213		
Education of Public Health Personnel.....	H H H	0	0	653	1,179	1,272		
Indian Health.....	H H H	0	0	0	0	293		

Table 1.—FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION, 1950-51 TO 1958-59—Continued

Department or agency and program	Academic level	Amount of Federal support, by year (thousands of dollars)					
		1950-51	1952-53	1954-55	1956-57	1958-59	1959-60
1	3	3299	3422	3441	3239	3110	3110
DEPARTMENT OF JUSTICE							
Bureau of Prisons General and Social Education.....	A						620
Bureau of Prisons Correspondence Courses.....	A						180
Bureau of Prisons Vocational Training.....	A	286	421	441	520		596
FBI National Academy.....	H						9
Police Training Schools.....	A						225
		1,977	3,139	3,324	3,040		18,941
DEPARTMENT OF LABOR							
Apprenticeship and Training.....	A	2,193	2,224	2,160	2,269		4,009
Foreign Visitors Program.....	H	744	1,954	2,076	2,341		3,197
Testing, Counseling, and Placement Services.....	F.S.						2,795
		27,462	66,199		47,151		57,811
DEPARTMENT OF STATE							
Educational Exchange Program.....	H		23,290	19,795	18,905		26,560
Country Missions.....	H		14,042	20,322	26,166		31,221
Interuniversity Contracts.....	H						
		1,909	3,545	3,506	3,359		4,312
DEPARTMENT OF THE TREASURY							
U.S. Coast Guard Academy.....	H	1,798	2,813	2,625	3,265		4,498
Education of Dependent Children Overseas.....	F.S.	0	0	13	25		37
U.S. Coast Guard Officer Postgraduate and Specialized Training.....	H	22	53	58	62		64
Internal Revenue Service Training for Enforcement Personnel.....	A						1,051
		18,999	25,221	24,479	28,717		31,947
ATOMIC ENERGY COMMISSION							
Contract Research.....	H	13,467	17,342	19,421	21,264		29,028
Fellowships.....	H	1,045	696	229	413		658
Expenditures for Public Schools.....	F.S.	2,952	4,790	4,410	4,097		4,658
Other training.....	H	694	292	609	623		5,396
		18,168	23,130	24,669	26,397		34,740
CANAL ZONE							
Public Education.....	F.S.	2,830	2,635	2,910	3,047		3,019

SUMMARY

		3, 734	2, 319	4, 943	4, 977	7, 743
DISTRICT OF COLUMBIA						
Public Education.....	H	2, 946	2, 272	5, 216	5, 077	7, 980
Capitol Page School.....		32	23	47	50	62
Education in Public Welfare Institutions.....						
FEDERAL AVIATION AGENCY						
Aviation Training of Foreign Nationals.....	H	101	343	268	441	1, 028
Tuition Payments for Employees in Nondepartmental Institutions.....	H	100	343	244	432	904
International Civil Aviation Organization Fellowships.....	H	1	2	2	14	14
FEDERAL DEPOSIT INSURANCE CORPORATION						
Employee Education.....	H				7	14
LIBRARY OF CONGRESS						
Reading Material for the Blind.....		1, 000	1, 000	1, 000	1, 007	1, 000
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION						
Training and Research Centers.....	H	710	618	670	898	4, 923
Research at Educational Institutions.....	H	710	618	670	898	4, 970
NATIONAL SCIENCE FOUNDATION						
Basic Research.....			2, 320	18, 160	34, 043	772, 820
Research Facilities.....	H		1, 813	8, 009	13, 298	43, 960
Fellowships.....	H		1, 205	1, 784	3, 354	13, 071
Institutes, Course Content Improvement, and Special Projects.....	H		41	316	10, 944	68, 219
OFFICE OF CIVIL AND DEFENSE MOBILIZATION						
Civil Defense Resident and Extension Schools.....	A				707	1, 712
Training and Education Contributions to States.....	A					
SMALL BUSINESS ADMINISTRATION						
Management Training.....	A					
TENNESSEE VALLEY AUTHORITY						
Cooperative Research, Tests, and Demonstrations.....	H	662	447	644	643	803
VETERANS ADMINISTRATION						
Vocational Rehabilitation.....	H	3, 129, 310	738, 573	719, 954	812, 644	902, 626
Education and Training.....	H	175, 675	57, 799	40, 770	80, 848	22, 307
War Orphans Educational Assistance.....	H	1, 943, 341	907, 823	654, 514	773, 806	906, 395
Fees to Educational Institutions.....	H	0	0	0	2, 301	7, 923
	H	0	0	4, 800	7, 170	5, 700

¹ Academic levels:
 E8—Elementary-secondary, H—Higher Education, A—Adult Education.



One or all of the levels specified may be reported as appropriate for a program. The companion study, *Federal Support of Education: Fields, Levels, Recipients, 1959-60*; will provide separate tabulations showing amounts summarized by fields of study and academic levels, and the numbers of recipients.

From the academic levels specified for the different programs and from the amounts of annual Federal support in the period from 1950-51 to 1958-59, an impression may be gained of the Federal emphasis in recent years. These items indicate both the direction and magnitude of change. It is evident, for example, that the Federal Government has given special emphasis to programs in science and technology in the elementary and secondary schools as well as in the colleges. It is further evident that skill development and scientific research is accepted as an important function in several Federal agencies and that the educational services provided by the Veterans Administration have been declining.

STATE-BY-STATE DISTRIBUTIONS

How much Federal support for education was received in my State? In response to this kind of question, tables 3 through 8 present summaries indicating amounts by States. Educators, legislators, and citizen committees make inquiries concerning the amount "our" State received from 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 of this chapter.

For some of the programs State-by-State amounts can be reported, but the purposes of several programs are national in scope and it is inappropriate to report the amount of support funds by States. The latter group includes such educational programs as are financed through appropriations for Federal military schools and academies, the Office of Education, and educational exchange programs. A summary of these "national" programs is provided in table 2 to indicate the locations at which they are discussed in this bulletin and the amount of funds reported for them. Expenditures for programs reported in table 2 which are national in scope and which cannot be reported by States are shown in table 7, opposite "National and other," in order that they may be included for national totals.

Table 2.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATE AND TERRITORY: 1958-59

Department or agency and program	Table No.	Amount	Page
1	2	3	4
Total.....	7	8618,894,064	29
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.....	7	106,100,536	29
OFFICE OF EDUCATION:			
Office Administration.....	9	8,228,965	34
School Support in Federally Affected Areas—Transferred to Federal Agencies.....	34, 36	17,047,134	70, 73
FEDERALLY AIDED CORPORATIONS:			
Gallaudet College.....	44	972,000	82
Howard University.....	45	4,636,300	83
PUBLIC HEALTH SERVICE:			
Communicable Disease Center.....	48	769,400	90
Education in Hospitals.....	49	215,000	91
Indian Health.....	52	282,857	96
Research Fellowships.....	53	10,154,000	97
Traineeships and Training Grants.....	53	60,203,000	97
Robert A. Taft Sanitary Engineering Center.....	55	318,100	100
SOCIAL SECURITY ADMINISTRATION:			
Children's Bureau Training Program.....	56	2,664,835	104
Bureau of Public Assistance Consultation and Training.....		668,945	
DEPARTMENT OF AGRICULTURE.....	7	6,579,000	29
COOPERATIVE REGIONAL CONTRACTS.....		170,000	
AGRICULTURAL MARKETING RESEARCH.....		500,000	
AGRICULTURAL REGIONAL RESEARCH.....		5,900,000	
DEPARTMENT OF COMMERCE.....		3,492,943	
CENSUS TRAINING FOR FOREIGN TECHNICIANS.....	71	81,701	128
MARITIME ADMINISTRATION SCHOOLS.....	72	3,265,908	129
METEOROLOGICAL EDUCATION AND TRAINING.....	73	40,584	131
TRAINING IN THE NATIONAL BUREAU OF STANDARDS.....	75	104,150	134
DEPARTMENT OF DEFENSE.....		396,877,397	
SERVICE ACADEMIES.....	76	38,502,778	136
EDUCATION FOR MILITARY PERSONNEL AT CIVILIAN INSTITUTIONS.....	76	9,324,335	136
EDUCATION FOR OFF-DUTY PERSONNEL.....	77	12,080,784	142
EDUCATION FOR CIVILIAN EMPLOYEES.....	79	3,074,140	146
EDUCATION OF DEPENDENT CHILDREN OVERSEAS.....	80	29,699,000	150
OPERATION OF SCHOOL BUSES.....		435,360	
EDUCATION FOR THE NATIVE POPULATION ON PACIFIC ISLANDS.....		103,000	
MEDICAL EDUCATION FOR NATIONAL DEFENSE.....	81	405,000	162
RESEARCH ASSISTANTSHIPS IN EDUCATIONAL INSTITUTIONS.....	82	207,252,000	153
DEPARTMENT OF THE INTERIOR.....		61,636,665	
BUREAU OF MINES SAFETY-TRAINING PROGRAM.....	84	1,200,000	166
EDUCATION FOR CHILDREN OF NATIONAL PARK SERVICE EMPLOYEES.....	86	38,287	159
EDUCATION IN THE PRIBILOF ISLANDS.....	87	51,000	163
EDUCATION IN THE TRUST TERRITORY OF THE PACIFIC ISLANDS.....	88	398,562	164
EDUCATION FOR INDIANS IN THE UNITED STATES.....	89	59,348,266	166
DEPARTMENT OF JUSTICE.....		1,416,267	
BUREAU OF PRISONS GENERAL AND SOCIAL EDUCATION.....		436,000	
BUREAU OF PRISONS CORRESPONDENCE COURSES.....		60,000	
BUREAU OF PRISONS VOCATIONAL TRAINING.....	99	686,217	174
FBI NATIONAL ACADEMY.....	100	8,800	176
POLICE TRAINING SCHOOLS.....	100	225,350	176
DEPARTMENT OF LABOR.....		10,941,156	
APPRENTICESHIP AND TRAINING.....	101	4,008,700	179
FOREIGN VISITORS PROGRAM.....	102	3,167,456	180
TESTING, COUNSELING, AND PLACEMENT SERVICES.....	103	3,765,000	181

See footnote at end of table.

20 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Table 2.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATE AND TERRITORY: 1958-59—Continued

Department or agency and program	Table No.	Amount	Page
1	2	3	4
DEPARTMENT OF STATE		\$57,811,482	
EDUCATIONAL EXCHANGE PROGRAM.....	104	26,590,482	
COUNTRY MISSIONS.....	108	31,221,000	
DEPARTMENT OF THE TREASURY		5,212,808	
U.S. COAST GUARD ACADEMY.....	112	4,068,478	
EDUCATION OF DEPENDENT CHILDREN OVERSEAS.....	112	34,610	
U.S. COAST GUARD OFFICER POSTGRADUATE AND SPECIALIZED TRAINING.....	112	56,426	
INTERNAL REVENUE SERVICE TRAINING FOR ENFORCEMENT PERSONNEL.....	113	1,061,388	
ATOMIC ENERGY COMMISSION		51,047,000	
CONTRACT RESEARCH.....	114	39,628,000	
FELLOWSHIPS.....	114	928,000	
EXPENDITURES FOR PUBLIC SCHOOLS.....	114	4,956,070	
OTHER TRAINING.....	114	5,536,000	
DISTRICT OF COLUMBIA	117	61,915	
CAPITOL PAGE SCHOOL.....	117	61,915	
FEDERAL AVIATION AGENCY		1,004,267	
AVIATION TRAINING OF FOREIGN NATIONALS.....	119	994,100	
TUITION PAYMENTS FOR EMPLOYEES IN NONDEPARTMENTAL INSTITUTIONS.....	121	14,187	
INTERNATIONAL CIVIL AVIATION ORGANIZATION FELLOWS.....		26,000	
FEDERAL DEPOSIT INSURANCE CORPORATION	123	14,261	
EMPLOYEE TRAINING.....	122	14,261	
LIBRARY OF CONGRESS	123	1,367,000	
READING MATERIAL FOR THE BLIND.....	123	1,367,000	
NATIONAL AERONAUTICS AND SPACE ADMINISTRATION		5,022,212	
TRAINING AND RESEARCH CENTERS.....	124	46,002	
RESEARCH AT EDUCATIONAL INSTITUTIONS.....	125	4,976,210	
NATIONAL SCIENCE FOUNDATION		97,000	
BASIC RESEARCH IN OTHER COUNTRIES.....		97,000	
OFFICE OF CIVIL AND DEFENSE MOBILIZATION		529,125	
CIVIL DEFENSE RESIDENT AND EXTENSION SCHOOLS.....		529,125	
VETERANS ADMINISTRATION	7	5,700,000	
FEEES TO EDUCATIONAL INSTITUTIONS.....	7	5,700,000	

¹ Consists of \$6,800,524 for current expense mentioned in table 23 plus \$10,246,610 for school facilities given in table 36.

In tables 3, 4, 5, and 6, State-by-State amounts are reported for the 1958-59 school year in a total of 38 separate columns. All of these amounts are summarized for table 7 which indicates a total of \$2,413,188,176 as the amount of Federal funds for education.

The final table in this chapter is table 8 which gives a summary of Federal funds loaned for educational purposes. Amounts listed here are separated from the other amounts because they are not used as grants but are loans which remain obligations of the recipients and must be repaid according to the conditions governing the loan programs. The extent to which the Federal Government has entered into this kind of special assistance for education is indicated by the \$216,127,000 reported in column 2. Columns 3, 4, and 5 report the amounts loaned under the three separate programs.

22 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Table 3.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1958-59

State or Territory	Total (Cols. 2-20)	Coopera- tive research	Morril-Nelson and Bankhead- Jones funds for land-grant colleges	Public li- brary ser- vices for rural areas	School support in federally affected areas	
					Current expenses	School construction
1	2	3	4	5	6	7
Total.....	\$631,704,960	63,753,393	\$4,051,590	\$4,317,935	\$123,073,363	\$65,945,617
Alabama.....	17,857,383	0	100,541	151,819	2,087,304	1,578,115
Alaska.....	7,446,634	8,300	71,283	40,000	5,122,587	961,323
Arizona.....	9,330,430	31,338	77,477	63,528	2,157,806	2,031,924
Arkansas.....	6,460,150	20,000	99,048	118,832	746,994	311,898
California.....	72,860,482	339,378	174,890	165,063	24,857,719	13,333,570
Colorado.....	11,279,373	11,800	83,218	74,826	2,324,266	2,747,927
Connecticut.....	6,364,334	5,302	90,028	65,333	1,198,954	589,936
Delaware.....	1,993,573	6,000	78,173	0	311,429	10,010
Florida.....	22,314,771	11,604	97,644	117,588	2,967,289	2,790,065
Georgia.....	18,047,884	29,490	104,300	172,959	2,693,022	628,418
Hawaii.....	6,268,747	12,421	74,966	48,800	2,354,721	2,044,041
Idaho.....	4,103,481	0	75,872	78,987	912,214	538,054
Illinois.....	19,844,028	394,139	156,906	151,884	2,271,067	1,594,022
Indiana.....	10,680,748	92,955	109,245	0	686,363	965,887
Iowa.....	6,868,421	183,776	96,146	105,849	362,951	34,742
Kansas.....	9,716,234	6,867	89,006	63,989	3,541,652	1,243,224
Kentucky.....	9,283,402	0	99,375	171,991	975,434	105,517
Louisiana.....	8,999,682	2,245	96,799	99,883	797,426	644,180
Maine.....	5,490,374	0	79,115	71,189	1,113,677	137,244
Maryland.....	17,374,363	0	93,372	76,000	5,455,295	4,131,981
Massachusetts.....	18,195,199	66,278	116,789	77,214	2,818,192	277,779
Michigan.....	16,632,878	102,512	133,560	139,373	754,543	2,222,873
Minnesota.....	8,058,787	82,212	99,781	135,730	308,919	140,108
Mississippi.....	9,585,191	14,992	91,735	150,856	972,530	1,002,636
Missouri.....	12,010,612	48,295	109,448	130,665	1,680,043	1,299,997
Montana.....	2,791,549	0	75,896	60,515	730,389	412,284
Nebraska.....	5,473,240	2,415	83,222	89,626	1,047,151	910,763
Nevada.....	2,086,074	0	71,697	54,346	809,675	217,728
New Hampshire.....	2,555,771	0	74,319	65,796	607,490	75,674
New Jersey.....	10,992,415	80,411	118,233	70,333	2,271,962	398,306
New Mexico.....	11,001,940	20,183	76,795	63,981	2,991,621	3,438,300
New York.....	42,347,922	469,235	217,984	191,482	3,613,401	474,510
North Carolina.....	15,601,061	52,634	110,518	317,431	1,448,569	773,163
North Dakota.....	2,063,003	0	76,181	51,455	194,292	279,183
Ohio.....	18,917,468	82,311	149,269	190,612	3,157,885	680,951
Oklahoma.....	15,543,211	5,833	92,278	97,970	4,796,164	1,757,306
Oregon.....	6,053,341	4,990	85,178	83,340	839,416	111,405
Pennsylvania.....	21,206,389	256,331	174,720	162,636	1,773,018	94,010
Rhode Island.....	4,024,638	0	77,899	45,902	1,128,301	197,307
South Carolina.....	10,024,128	0	91,118	95,794	2,146,571	1,467,224
South Dakota.....	3,951,494	0	76,511	70,783	1,484,273	526,255
Tennessee.....	12,526,495	25,579	102,535	169,714	1,898,063	175,394
Texas.....	36,224,355	125,422	146,921	202,818	8,471,670	4,063,740
Utah.....	5,767,241	43,911	76,871	75,285	1,211,174	243,743
Vermont.....	1,585,282	0	73,768	56,937	69,795	0
Virginia.....	24,005,955	0	103,104	164,082	9,371,604	3,854,602
Washington.....	17,969,208	0	93,731	101,770	5,801,016	1,739,257
West Virginia.....	5,314,027	20,000	90,006	128,169	107,212	0
Wisconsin.....	8,334,687	92,458	104,260	109,001	313,364	6,156
Wyoming.....	1,949,774	0	72,898	0	353,540	207,235
District of Columbia.....	1,998,528	0	0	0	0	0
Canal Zone.....	49,000	0	0	0	0	0
Guam.....	928,357	6,785	0	0	0	0
Puerto Rico.....	4,000,691	19,080	50,000	16,008	496,760	267,674
Virgin Islands.....	113,530	0	0	10,782	0	-3,194

Table 3.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1958-59—Con.

State or Territory	National Defense Education Act of 1958						
	Vocational education	Programs for guidance, counseling, and testing	Fellowships to prepare college teacher	Improvement of statistical services of State educational agencies	Language development	Science, mathematics, and foreign language instruction	Utilization of new educational media
1	8	9	10	11	12	13	14
Total	\$44,638,411	\$8,677,379	\$4,384,088	\$386,544	\$4,919,463	\$48,636,088	\$1,388,985
Alabama.....	1,195,929	214,099	100,280	0	0	1,448,890	0
Alaska.....	193,536	9,680	0	0	0	49,000	0
Arizona.....	223,883	35,371	84,200	0	4,710	444,712	0
Arkansas.....	875,778	0	63,180	3,160	0	806,665	10,800
California.....	2,180,858	516,990	404,850	0	487,453	2,803,845	227,068
Colorado.....	371,071	108,148	125,600	12,232	278,543	517,613	0
Connecticut.....	412,762	114,485	85,600	2,360	150,234	418,350	0
Delaware.....	206,814	55,484	25,700	0	0	96,376	0
Florida.....	682,269	217,179	163,780	35,000	0	1,115,983	47,990
Georgia.....	1,284,691	238,393	116,650	30,000	77,079	1,680,686	19,148
Hawaii.....	207,980	14,904	41,750	5,350	2,000	147,919	0
Idaho.....	255,158	30,316	79,550	0	0	288,712	0
Illinois.....	1,932,273	561,113	213,300	13,850	74,692	1,790,776	49,606
Indiana.....	1,154,894	239,252	174,800	0	201,321	1,310,126	14,028
Iowa.....	986,723	167,900	52,800	13,335	0	917,219	0
Kansas.....	642,441	151,463	122,350	5,875	9,315	654,661	0
Kentucky.....	1,211,628	191,029	79,580	1,225	0	1,341,503	0
Louisiana.....	882,506	208,434	143,060	0	86,691	1,355,130	9,000
Maine.....	293,825	40,749	53,800	1,800	101,215	344,918	115,328
Maryland.....	561,320	151,080	73,850	3,092	7,000	764,744	23,991
Massachusetts.....	858,364	272,008	149,800	17,800	273,572	989,574	110,802
Michigan.....	1,564,729	368,657	100,280	0	200,312	2,027,166	397,446
Minnesota.....	1,013,315	208,863	90,950	3,217	0	1,099,584	169,680
Mississippi.....	1,106,112	112,714	116,800	0	0	1,082,298	0
Missouri.....	1,233,164	236,978	139,900	0	56,058	1,120,282	0
Montana.....	238,338	80,270	63,180	3,000	0	240,867	0
Nebraska.....	498,429	176,678	42,800	500	0	466,106	4,975
Nevada.....	200,520	19,725	0	0	0	67,014	0
New Hampshire.....	203,047	23,265	0	0	0	185,166	0
New Jersey.....	859,238	244,145	64,200	4,456	38,560	997,547	0
New Mexico.....	239,316	42,992	62,480	12,430	122,095	406,109	0
New York.....	2,737,996	1,084,355	287,880	50,000	1,965,458	2,826,551	33,113
North Carolina.....	1,718,766	256,626	228,300	0	0	1,997,744	0
North Dakota.....	328,228	69,548	41,400	0	0	296,310	0
Ohio.....	1,955,233	425,103	90,980	12,215	207,248	2,245,214	66,697
Oklahoma.....	772,565	136,202	143,400	0	0	864,237	0
Oregon.....	457,967	182,736	143,080	8,162	0	522,120	14,900
Pennsylvania.....	2,384,266	420,880	178,800	15,914	98,353	2,831,421	41,216
Rhode Island.....	224,799	32,534	62,800	26,100	0	203,086	0
South Carolina.....	873,609	159,874	57,800	0	0	1,129,745	0
South Dakota.....	328,405	31,680	21,400	3,925	45,562	303,721	0
Tennessee.....	1,274,610	312,629	184,800	48,222	0	1,481,280	0
Texas.....	2,225,579	628,294	200,850	24,120	95,310	3,232,965	109,606
Utah.....	207,849	53,615	100,280	3,891	0	284,377	0
Vermont.....	208,804	20,000	15,350	0	40,486	156,610	0
Virginia.....	1,150,845	187,827	138,080	0	85,956	1,397,782	0
Washington.....	642,920	274,691	143,780	2,700	160,800	731,182	9,948
West Virginia.....	723,787	120,680	20,700	0	0	901,364	0
Wisconsin.....	1,088,804	184,107	31,080	0	61,782	1,180,321	84,685
Wyoming.....	200,820	42,688	47,100	0	0	124,000	0
District of Columbia.....	182,807	68,681	121,300	0	20,698	133,317	51,766
Canal Zone.....	0	0	0	0	0	49,000	0
Guam.....	90,130	0	0	0	0	49,000	0
Puerto Rico.....	1,088,716	65,597	0	0	0	808,081	0
Virgin Islands.....	50,825	0	0	3,223	0	49,000	0

24 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Table 3.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 1958-59—Con.

State or Territory	American Printing House for the Blind	Office of Vocational Rehabilitation		Education of public health personnel	Acquisition cost of Federal surplus property transferred	
		Research and demonstration grants	Training grants ¹		Personal Property	Real property
1	15	16	17	18	19	20
Total	\$410,000	\$4,589,086	\$4,799,106	\$1,772,439	\$379,763,763	\$12,092,006
Alabama.....	7,366	65,825	17,181	18,852	9,725,536	145,476
Alaska.....	0	0	1,390	395	907,198	81,987
Arizona.....	2,592	49,700	12,173	0	2,419,502	101,764
Arkansas.....	6,036	106,914	44,532	32,060	2,181,777	41,816
California.....	32,189	361,279	493,823	80,765	25,680,644	558,489
Colorado.....	4,229	87,133	75,188	735	3,242,188	214,066
Connecticut.....	9,411	124,739	3,636	4,833	3,065,919	24,777
Delaware.....	1,432	0	1,000	0	1,200,165	0
Florida.....	11,062	28,823	120,728	59,873	11,691,167	147,182
Georgia.....	10,775	24,175	90,758	84,670	6,785,801	2,973,800
Hawaii.....	1,807	0	6,560	0	959,538	345,970
Idaho.....	896	0	0	10,112	1,704,243	132,377
Illinois.....	21,980	258,906	264,595	42,873	10,011,766	40,300
Indiana.....	7,127	61,439	22,757	61,540	5,508,130	79,889
Iowa.....	4,604	32,415	87,267	14,779	3,529,615	3,310
Kansas.....	4,058	33,390	39,258	16,297	2,083,956	159,442
Kentucky.....	4,842	8,560	3,000	25,334	3,058,010	6,404
Louisiana.....	6,820	21,160	39,055	16,571	4,532,998	55,794
Maine.....	920	47,390	4,917	707	3,085,120	0
Maryland.....	8,082	47,016	8,370	0	5,851,678	107,492
Massachusetts.....	20,255	113,617	313,458	30,994	10,823,442	165,593
Michigan.....	19,368	139,128	219,428	82,144	7,850,781	290,618
Minnesota.....	7,059	129,978	123,673	9,722	4,444,784	1,200
Mississippi.....	4,535	0	7,500	6,205	4,796,447	171,331
Missouri.....	7,741	118,974	107,751	12,166	5,469,136	261,914
Montana.....	1,535	0	0	1,212	909,536	4,557
Nebraska.....	2,557	0	31,214	16,625	2,068,519	29,860
Nevada.....	136	0	662	0	624,671	0
New Hampshire.....	1,057	29,376	8,610	354	1,280,537	0
New Jersey.....	14,492	57,415	3,899	2,465	5,739,763	25,000
New Mexico.....	2,444	17,115	0	0	3,050,654	154,595
New York.....	44,362	1,073,380	1,163,065	210,597	25,816,334	139,380
North Carolina.....	13,946	36,792	80,106	27,728	8,512,442	125,307
North Dakota.....	818	39,055	8,795	1,800	672,136	4,800
Ohio.....	22,232	216,947	156,496	35,789	9,109,755	104,605
Oklahoma.....	2,489	18,910	35,524	20,526	5,977,909	825,898
Oregon.....	5,626	45,469	43,034	30,713	3,311,986	198,242
Pennsylvania.....	30,416	294,618	304,409	47,276	12,086,406	30,000
Rhode Island.....	647	85,923	2,852	0	1,894,315	82,164
South Carolina.....	4,365	700	0	0	3,912,188	75,139
South Dakota.....	1,500	0	2,848	4,047	1,051,064	4,680
Tennessee.....	8,150	19,864	80,727	40,154	7,027,062	201,442
Texas.....	12,821	76,875	121,237	108,392	14,048,321	1,614,395
Utah.....	1,432	78,030	92,584	0	3,164,129	0
Vermont.....	499	41,384	21,607	12,719	838,657	33,756
Virginia.....	8,624	276,195	102,102	0	7,088,189	97,108
Washington.....	7,399	52,725	56,678	27,434	5,982,519	2,240,919
West Virginia.....	4,467	0	68,819	4,033	3,049,299	77,571
Wisconsin.....	7,604	74,436	82,102	21,448	4,942,489	0
Wyoming.....	477	0	990	4,644	784,605	111,157
District of Columbia.....	1,057	175,133	202,053	0	1,038,716	0
Canal Zone.....	0	0	0	0	0	0
Guam.....	0	0	0	0	0	0
Puerto Rico.....	2,762	29,800	54,761	42,877	1,751,127	45,026
Virgin Islands.....	0	0	0	0	0	0

¹ Includes long- and short-term teaching and traineeship grants and rehabilitation fellowships.

Table 4.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN THE DEPARTMENT OF AGRICULTURE, 1958-59

State or Territory	Total (Cols 2, 4, 5, and 6)	Agricultural extension service	National forests and submarginal lands	State agricultural experiment stations
1	2	3	4	5
Total	\$376,866,847	\$43,714,000	\$22,888,197	\$31,444,766
Alabama.....	10,630,572	1,897,575	221,243	701,093
Alaska.....	544,330	107,968	77,967	198,068
Arizona.....	3,210,172	327,902	587,233	255,082
Arkansas.....	7,492,065	1,861,081	714,726	590,908
California.....	23,018,268	1,372,295	2,961,371	664,897
Colorado.....	3,718,376	643,464	362,448	312,306
Connecticut.....	3,128,078	273,358	0	271,674
Delaware.....	818,361	160,192	0	210,306
Florida.....	7,980,338	621,624	346,892	395,364
Georgia.....	11,088,497	2,069,703	228,767	730,367
Hawaii.....	1,762,632	262,359	0	237,535
Idaho.....	2,818,877	399,844	1,021,276	278,286
Illinois.....	14,977,011	1,608,053	18,678	680,170
Indiana.....	8,336,568	1,363,768	2,599	602,963
Iowa.....	7,241,032	1,460,934	440	606,310
Kansas.....	3,016,755	1,034,661	5,410	447,413
Kentucky.....	3,994,550	1,934,505	55,039	725,228
Louisiana.....	9,397,399	1,307,604	253,112	519,667
Maine.....	2,167,204	376,572	2,466	296,515
Maryland.....	4,688,062	533,906	709	345,414
Massachusetts.....	7,872,577	414,637	0	322,760
Michigan.....	13,038,304	1,605,307	171,843	657,836
Minnesota.....	8,326,755	1,399,842	148,000	556,626
Mississippi.....	9,140,968	2,004,107	634,759	710,866
Missouri.....	9,167,353	1,762,698	47,940	646,330
Montana.....	2,501,153	435,146	369,675	271,263
Nebraska.....	3,199,103	847,402	18,663	369,571
Nevada.....	696,340	182,899	39,970	198,947
New Hampshire.....	1,253,318	189,140	34,161	232,040
New Jersey.....	5,905,357	391,190	0	316,631
New Mexico.....	3,054,071	457,006	263,474	270,330
New York.....	22,443,854	1,403,425	790	674,413
North Carolina.....	13,328,390	2,636,824	182,641	969,622
North Dakota.....	2,314,043	606,641	162,890	223,018
Ohio.....	15,464,646	1,840,401	13,169	779,600
Oklahoma.....	6,550,618	1,396,042	88,942	505,698
Oregon.....	11,130,990	612,665	7,712,360	362,872
Pennsylvania.....	16,217,027	1,803,114	66,543	857,357
Rhode Island.....	1,179,610	102,913	0	205,537
South Carolina.....	7,908,538	1,368,276	409,426	574,079
South Dakota.....	2,322,730	596,142	121,499	320,806
Tennessee.....	11,598,784	1,907,137	80,898	732,709
Texas.....	17,585,892	3,043,801	598,160	975,262
Utah.....	2,583,456	327,912	145,130	243,946
Vermont.....	1,060,654	251,507	23,228	242,360
Virginia.....	9,431,135	1,541,367	62,382	648,698
Washington.....	9,363,561	730,022	3,893,185	392,990
West Virginia.....	5,287,942	972,485	95,441	495,888
Wisconsin.....	8,531,413	1,424,980	84,871	898,296
Wyoming.....	1,186,370	284,094	177,820	230,534
District of Columbia.....	721,047	0	0	0
Guam.....	24,900	0	0	0
Puerto Rico.....	8,547,948	1,593,470	1,999	680,885
Virgin Islands.....	99,180	0	0	0
Unallotted.....	173,416	173,416	0	0
A M A contracts.....	170,000	170,000	0	0
Trust Territories.....	89,539	0	0	0

Table 4.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN THE DEPARTMENT OF AGRICULTURE, 1958-59—Continued

State or Territory	School lunch and milk			
	Total	National School Lunch Act		Special milk programs
		Cash distribution	Commodity distribution	
1	6	7	8	9
Total	6374, 944, 949	693, 553, 319	6168, 491, 534	973, 898, 189
Alabama.....	7, 809, 761	2, 903, 619	2, 816, 575	1, 089, 567
Alaska.....	180, 287	62, 167	80, 463	17, 657
Arizona.....	2, 039, 296	681, 796	913, 496	444, 014
Arkansas.....	4, 606, 075	1, 805, 875	2, 141, 733	658, 467
California.....	18, 020, 705	5, 022, 644	5, 874, 073	7, 123, 989
Colorado.....	2, 800, 167	854, 083	1, 077, 979	868, 096
Connecticut.....	2, 581, 046	739, 771	1, 007, 527	833, 748
Delaware.....	447, 863	111, 421	148, 677	187, 765
Florida.....	6, 716, 458	1, 996, 686	2, 449, 101	1, 270, 671
Georgia.....	2, 069, 680	2, 956, 783	4, 147, 775	964, 103
Hawaii.....	1, 282, 438	336, 613	742, 283	171, 573
Idaho.....	1, 119, 468	436, 496	801, 362	181, 608
Illinois.....	12, 659, 480	2, 577, 703	2, 891, 451	2, 490, 236
Indiana.....	6, 369, 288	2, 229, 431	2, 468, 704	1, 674, 108
Iowa.....	2, 174, 348	1, 614, 615	1, 971, 366	1, 688, 368
Kansas.....	2, 529, 371	1, 193, 034	1, 545, 625	799, 712
Kentucky.....	6, 851, 778	2, 495, 511	2, 149, 108	1, 207, 199
Louisiana.....	7, 317, 016	2, 311, 384	4, 574, 167	431, 466
Maine.....	1, 491, 648	548, 491	664, 364	288, 803
Maryland.....	2, 758, 034	1, 218, 451	1, 082, 549	1, 457, 034
Massachusetts.....	7, 135, 180	1, 916, 444	2, 486, 422	2, 732, 314
Michigan.....	10, 803, 318	2, 473, 194	2, 815, 615	4, 214, 809
Minnesota.....	6, 192, 288	1, 861, 889	2, 255, 139	2, 073, 290
Mississippi.....	2, 791, 296	2, 626, 110	2, 156, 878	1, 008, 245
Missouri.....	6, 710, 365	2, 049, 425	2, 671, 082	1, 989, 888
Montana.....	925, 069	368, 009	420, 977	141, 083
Nebraska.....	1, 983, 447	941, 314	655, 143	438, 991
Nevada.....	278, 824	98, 684	107, 768	73, 087
New Hampshire.....	797, 977	289, 614	306, 869	201, 774
New Jersey.....	2, 197, 566	1, 865, 114	1, 497, 833	1, 814, 619
New Mexico.....	2, 073, 211	646, 322	825, 264	601, 825
New York.....	20, 265, 266	5, 726, 837	6, 136, 074	2, 822, 245
North Carolina.....	9, 549, 303	2, 770, 409	4, 506, 858	1, 270, 086
North Dakota.....	1, 222, 504	504, 394	480, 685	267, 415
Ohio.....	12, 831, 482	2, 991, 954	4, 404, 417	4, 436, 111
Oklahoma.....	4, 889, 986	1, 455, 004	2, 320, 589	794, 373
Oregon.....	2, 453, 073	879, 979	1, 100, 898	472, 196
Pennsylvania.....	12, 490, 013	4, 978, 099	4, 217, 092	2, 294, 822
Rhode Island.....	871, 160	263, 075	212, 515	284, 570
South Carolina.....	5, 537, 757	2, 471, 517	2, 542, 166	894, 075
South Dakota.....	1, 294, 483	828, 579	368, 230	372, 274
Tennessee.....	2, 848, 045	2, 770, 167	4, 434, 511	1, 643, 377
Texas.....	12, 978, 639	5, 483, 189	5, 166, 323	2, 327, 687
Utah.....	1, 896, 488	573, 245	1, 112, 985	178, 268
Vermont.....	333, 589	237, 692	161, 406	144, 461
Virginia.....	7, 178, 788	2, 294, 146	3, 431, 321	1, 453, 321
Washington.....	4, 367, 464	1, 276, 291	1, 894, 131	1, 207, 042
West Virginia.....	2, 734, 128	1, 582, 115	1, 782, 789	289, 274
Wisconsin.....	6, 423, 375	1, 977, 401	1, 746, 199	2, 699, 681
Wyoming.....	503, 922	172, 410	190, 510	141, 008
District of Columbia.....	721, 047	239, 042	111, 160	379, 845
Guam.....	24, 990	9, 098	15, 922	0
Puerto Rico.....	6, 291, 894	2, 423, 199	2, 998, 608	0
Virgin Islands.....	99, 180	28, 516	60, 664	0
Unallotted.....	0	0	0	0
AMA contracts.....	0	0	0	0
Trust Territories.....	89, 539	0	89, 539	0

Table 5.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN THE VETERANS ADMINISTRATION, 1958-59

State or Territory	Total	Vocational re- habilitation, World War II and Korea	Education and training		War orphans educational assistance
			World War II	Korea	
1	2	3	4	5	6
Total	\$394, 334, 600	294, 204, 504	139, 486	154, 718, 020	57, 928, 510
Alabama.....	17, 393, 903	622, 104	4, 542	16, 510, 063	160, 284
Alaska.....	173, 827	3, 098	70	174, 009	1, 660
Arizona.....	4, 622, 848	220, 451	4, 855	4, 323, 848	73, 694
Arkansas.....	6, 649, 971	362, 355	4, 123	6, 078, 427	104, 087
California.....	59, 846, 982	1, 440, 779	19, 749	57, 740, 884	645, 580
Colorado.....	7, 788, 181	551, 733	3, 264	7, 097, 401	105, 683
Connecticut.....	4, 882, 019	193, 283	3, 029	4, 631, 577	54, 180
Delaware.....	540, 447	12, 553	0	521, 959	5, 935
Florida.....	18, 361, 819	907, 394	1, 009	17, 228, 113	215, 313
Georgia.....	18, 785, 163	331, 305	6, 429	18, 277, 873	169, 556
Hawaii.....	(1)	(1)	(1)	(1)	(1)
Idaho.....	2, 349, 801	103, 967	419	2, 212, 891	32, 524
Illinois.....	23, 092, 806	765, 257	1, 048	24, 028, 339	295, 162
Indiana.....	12, 433, 408	414, 740	4, 874	11, 833, 046	171, 246
Iowa.....	10, 946, 977	337, 080	3-44	10, 479, 158	130, 783
Kansas.....	6, 040, 344	174, 993	2, 856	5, 782, 983	79, 812
Kentucky.....	9, 128, 063	314, 108	480	8, 695, 198	127, 317
Louisiana.....	14, 344, 701	302, 706	4, 531	13, 917, 307	120, 157
Maine.....	2, 083, 312	52, 097	96	1, 995, 241	35, 079
Maryland.....	4, 618, 911	120, 673	1, 827	4, 441, 180	55, 261
Massachusetts.....	17, 031, 940	1, 325, 379	456	15, 464, 571	235, 532
Michigan.....	20, 840, 155	741, 034	7, 453	19, 863, 162	206, 807
Minnesota.....	13, 460, 584	445, 706	14, 205	12, 580, 842	149, 831
Mississippi.....	7, 294, 234	273, 312	1-13, 029	6, 878, 660	93, 891
Missouri.....	14, 890, 108	610, 532	3, 984	14, 035, 125	210, 492
Montana.....	2, 315, 311	75, 100	88	2, 200, 256	39, 967
Nebraska.....	6, 470, 584	316, 322	811	6, 099, 048	54, 206
Nevada.....	308, 471	22, 748	1-57	477, 904	7, 876
New Hampshire.....	1, 698, 938	72, 854	0	1, 584, 657	41, 427
New Jersey.....	10, 637, 239	474, 351	1, 506	10, 287, 233	74, 149
New Mexico.....	3, 234, 088	40, 723	1, 390	3, 133, 829	58, 156
New York.....	26, 890, 398	2, 019, 735	180, 940	26, 254, 889	404, 649
North Carolina.....	14, 972, 679	546, 135	1, 245	14, 171, 215	254, 084
North Dakota.....	3, 965, 814	105, 336	0	3, 843, 824	16, 384
Ohio.....	19, 414, 761	790, 083	4, 002	18, 355, 363	266, 313
Oklahoma.....	10, 744, 196	393, 554	254	10, 160, 927	189, 461
Oregon.....	5, 845, 796	262, 778	4, 052	5, 474, 725	104, 240
Pennsylvania.....	33, 620, 547	1, 456, 314	13, 538	31, 704, 082	347, 613
Rhode Island.....	3, 061, 318	127, 577	1-104	2, 909, 135	24, 710
South Carolina.....	9, 921, 373	205, 589	80, 265	9, 523, 369	111, 080
South Dakota.....	4, 040, 199	87, 718	25	3, 913, 159	34, 297
Tennessee.....	12, 748, 448	664, 372	3, 087	11, 916, 094	178, 045
Texas.....	28, 923, 689	770, 078	1-13, 616	27, 749, 261	426, 316
Utah.....	4, 940, 206	101, 153	1, 657	4, 788, 685	48, 710
Vermont.....	968, 322	51, 444	1-40	874, 204	32, 714
Virginia.....	13, 494, 834	641, 417	10, 947	12, 571, 728	260, 732
Washington.....	10, 694, 867	390, 050	4, 750	9, 579, 395	120, 671
West Virginia.....	6, 236, 341	400, 696	2, 366	5, 785, 351	78, 638
Wisconsin.....	12, 063, 827	598, 792	265	11, 372, 696	87, 064
Wyoming.....	1, 087, 214	49, 546	137	981, 155	6, 346
District of Columbia.....	9, 510, 738	299, 980	1-11, 602	9, 149, 415	103, 026
U.S. Possessions.....	21, 627, 655	676, 898	670	20, 916, 735	33, 332
Foreign Countries.....	2, 967, 074	17, 837	16, 386	2, 157, 533	778, 048

¹ Amount included with U.S. Possessions.

² Recovery of claims and overpayments through voluntary or GAO action.

Table 6.—SUMMARY OF AMOUNTS FOR EDUCATIONAL PROGRAMS IN OTHER FEDERAL AGENCIES: 1958-59

State or Territory	Total	Department of the Interior	National Science Foundation	Office of Civil and Defense Mobilization	Tennessee Valley Authority	Other Federal offices and agencies
1	2	3	4	5	6	7
Total	\$188,767,866	\$52,222,689	\$122,724,000	\$1,211,894	\$592,526	\$12,916,833
Alabama	915,642	2,922	851,000	1,735	59,965	0
Alaska	6,512,165	6,270,165	242,000	0	0	0
Arizona	1,478,356	219,966	1,247,000	7,590	4,800	0
Arkansas	431,283	30,156	188,070	212,137	0	0
California	12,277,097	2,231,527	8,998,000	108,570	0	0
Colorado	5,299,200	3,669,512	1,658,000	1,167	10,521	0
Connecticut	2,870,406	0	2,843,000	23,906	2,500	0
Delaware	267,756	0	265,000	2,756	0	0
Florida	1,595,074	6,996	1,578,000	13,078	0	0
Georgia	2,759,712	0	2,696,000	12,854	49,858	0
Hawaii	701,845	0	701,000	845	0	0
Idaho	309,139	166,449	152,000	690	0	0
Illinois	6,212,723	0	6,163,000	49,950	4,773	0
Indiana	2,983,506	62	2,928,000	2,070	2,374	0
Iowa	1,952,497	0	1,923,000	0	29,497	0
Kansas	1,852,947	55,961	1,793,000	2,980	436	0
Kentucky	596,545	0	592,000	1,450	32,095	0
Louisiana	1,301,147	102,281	1,196,000	1,766	0	0
Maine	644,691	0	622,000	20,696	1,722	0
Maryland	1,787,482	0	1,772,000	15,482	0	0
Massachusetts	10,320,184	0	10,296,000	24,184	0	0
Michigan	7,841,011	1,144	7,822,000	7,308	10,569	0
Minnesota	2,846,025	1,198	2,821,000	219,957	4,770	0
Mississippi	618,411	4,220	598,000	0	26,191	0
Missouri	1,956,849	8	1,952,000	4,440	401	0
Montana	2,306,247	1,826,871	473,000	6,376	0	0
Nebraska	255,069	5,639	243,000	181	6,249	0
Nevada	332,904	238,642	93,000	62	1,200	0
New Hampshire	365,501	0	362,000	3,501	0	0
New Jersey	1,876,881	0	1,843,000	22,881	0	0
New Mexico	7,628,423	6,670,283	968,000	40	0	0
New York	16,413,491	0	16,206,000	97,491	10,000	0
North Carolina	2,581,733	0	2,475,000	4,072	102,661	0
North Dakota	609,465	80,645	523,000	1,096	4,734	0
Ohio	2,547,552	0	2,529,000	18,285	267	0
Oklahoma	1,963,743	45,899	1,899,000	12,778	2,066	0
Oregon	16,913,099	14,862,280	2,034,000	11,746	7,093	0
Pennsylvania	4,921,986	0	4,839,000	82,614	372	0
Rhode Island	802,000	0	802,000	0	0	0
South Carolina	449,645	0	449,000	449	196	0
South Dakota	835,359	65,699	764,000	1,060	4,600	0
Tennessee	2,035,802	0	1,981,000	1,437	153,265	0
Texas	2,696,312	0	2,582,000	4,735	9,577	0
Utah	2,651,705	2,629,033	1,021,000	210	1,462	0
Vermont	335,789	0	333,000	2,789	0	0
Virginia	1,279,547	0	1,222,000	26,434	31,113	0
Washington	1,316,511	16,517	1,277,000	12,872	9,122	0
West Virginia	267,482	0	257,000	482	0	0
Wisconsin	5,253,560	236	5,205,000	44,024	4,200	0
Wyoming	12,649,526	12,094,291	554,000	178	1,057	0
District of Columbia	13,529,775	0	5,880,000	0	0	7,679,775
American Samoa	218,113	0	0	0	0	218,113
Canal Zone	5,019,045	0	0	0	0	5,019,045
Puerto Rico	268,007	0	251,000	7,007	0	0

Table 7.—SUMMARY OF FEDERAL FUNDS FOR EDUCATION: 1958-59

State or Territory	Grand total	Funds administered by the DHEW	Funds administered by the USDA	Funds administered by the Veterans Administration	Other Federal funds for education
1	2	3	4	5	6
Total	\$3,413,196,176	\$737,964,696	\$281,444,947	\$993,024,609	\$699,757,923
Alabama	46,770,900	17,857,393	10,680,872	17,396,908	918,642
Alaska	14,881,956	7,446,634	844,330	178,827	6,512,165
Arizona	18,642,806	9,330,430	3,210,172	4,622,848	1,479,356
Arkansas	20,954,089	6,680,150	7,492,085	6,548,971	431,293
California	167,511,839	72,368,482	23,018,268	59,846,982	12,277,097
Colorado	28,122,129	11,279,373	3,718,375	7,758,181	5,366,200
Connecticut	19,244,837	6,364,334	3,128,078	8,862,019	2,870,406
Delaware	3,620,127	1,993,573	818,351	540,447	287,756
Florida	50,242,032	22,314,771	7,990,328	18,851,819	1,085,074
Georgia	50,681,256	18,047,894	11,088,497	18,785,163	2,759,712
Hawaii	6,723,224	6,268,747	1,782,632	(1)	701,845
Idaho	9,861,268	4,103,481	2,818,877	2,940,801	309,109
Illinois	66,127,578	19,844,028	14,977,011	25,092,806	6,212,733
Indiana	34,886,230	10,680,748	8,328,566	12,423,406	2,933,506
Iowa	26,738,927	6,908,421	7,241,032	10,946,977	1,632,497
Kansas	22,026,280	9,716,234	5,016,755	6,040,344	1,252,947
Kentucky	28,574,500	9,283,402	9,596,550	9,128,063	568,545
Louisiana	34,042,929	8,999,982	9,397,369	14,344,701	1,301,147
Maine	10,374,781	5,490,374	2,157,204	2,063,512	644,691
Maryland	28,418,818	17,374,363	4,638,082	4,618,911	1,787,462
Massachusetts	53,419,900	18,195,199	7,872,577	17,031,940	10,329,184
Michigan	58,252,348	16,432,878	13,038,304	20,840,155	7,841,011
Minnesota	32,683,051	8,058,787	8,328,755	13,490,584	2,846,025
Mississippi	26,579,794	9,586,191	9,140,956	7,234,234	618,411
Missouri	38,994,917	12,010,612	9,167,353	15,890,103	1,866,849
Montana	9,914,290	2,791,549	2,501,153	2,318,311	2,302,247
Nebraska	13,297,996	5,473,240	3,199,103	6,470,564	255,089
Nevada	3,603,789	2,096,074	696,340	508,471	322,904
New Hampshire	5,873,528	2,555,771	1,253,318	1,698,938	365,501
New Jersey	29,611,922	10,992,418	8,908,387	10,837,239	1,876,861
New Mexico	24,928,822	11,001,946	3,054,071	3,234,088	7,638,428
New York	120,065,530	42,347,922	22,443,854	38,890,268	16,413,491
North Carolina	47,483,893	18,601,061	13,328,369	14,972,679	3,581,733
North Dakota	8,952,028	2,063,003	3,314,043	3,665,514	609,468
Ohio	57,345,452	18,917,493	18,464,646	19,415,761	3,547,552
Oklahoma	34,801,798	15,543,211	6,550,618	10,744,196	1,963,763
Oregon	39,945,226	6,053,341	11,130,990	5,845,796	16,914,099
Pennsylvania	75,865,949	21,206,899	16,217,027	33,320,347	4,921,866
Rhode Island	9,067,546	4,034,626	1,179,610	3,061,318	892,000
South Carolina	28,304,564	10,024,128	7,909,538	9,921,273	440,645
South Dakota	11,149,792	3,951,494	2,322,730	4,040,199	834,359
Tennessee	38,892,529	12,538,496	11,868,784	12,749,448	2,035,802
Texas	86,338,506	36,224,355	17,565,902	28,932,039	2,596,212
Utah	17,942,607	5,767,241	2,563,456	5,940,205	3,651,705
Vermont	3,930,027	1,563,282	1,050,654	956,222	334,769
Virginia	48,301,471	24,005,955	9,431,135	13,464,834	1,279,547
Washington	36,754,147	17,999,206	9,263,561	10,084,867	1,316,511
West Virginia	17,197,692	5,314,027	5,287,942	6,236,241	367,482
Wisconsin	34,273,486	8,334,687	8,531,412	12,053,827	5,353,560
Wyoming	16,822,864	1,949,774	1,186,370	1,037,214	12,649,526
District of Columbia	25,755,108	1,993,528	721,047	9,810,756	13,529,775
American Samoa	218,113	0	0	0	218,113
Canal Zone	5,088,045	49,000	0	0	5,019,045
Guam	953,347	928,357	24,990	0	0
Puerto Rico	12,806,646	4,000,691	8,547,948	0	258,007
Virgin Islands	212,710	113,530	99,180	0	0
U.S. Possessions	21,627,655	0	0	21,627,655	0
Foreign Countries	2,967,074	0	0	2,967,074	0
Unallotted	173,416	0	173,416	0	0
A M A contracts	170,000	0	170,000	0	0
Trust Territories	89,539	0	89,539	0	0
National and other	618,394,064	106,160,536	6,570,000	5,700,000	499,963,528

¹ Amount included with U.S. Possessions.

30 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Table 8.—SUMMARY OF AMOUNTS OF FEDERAL LOANS FOR EDUCATIONAL PURPOSES, 1958-59

State or Territory	Total amount loaned	Housing and Home Finance Agency, College housing loans	Department of Health, Education and Welfare, National Defense Education Act of 1958	
			College student loans	Nonprofit private school loans
1	2	3	4	5
Total	6326,177,000	6179,697,000	631,000,000	64,780,000
Alabama	2,804,806	1,900,000	690,337	94,550
Alaska	9,556	0	6,989	2,567
Arizona	696,579	603,000	206,434	80,155
Arkansas	1,612,307	1,290,000	249,249	13,086
California	10,159,980	6,618,000	2,974,680	867,300
Colorado	498,537	0	428,473	45,064
Connecticut	2,035,801	2,000,000	431,678	104,126
Delaware	712,749	665,000	27,500	21,249
Florida	6,254,238	3,625,000	666,798	62,470
Georgia	6,969,454	6,427,000	510,490	21,964
Hawaii	569,544	437,000	73,040	27,504
Idaho	622,306	690,000	129,939	8,287
Illinois	14,122,337	11,917,000	1,696,696	618,739
Indiana	6,908,020	5,858,000	906,892	149,626
Iowa	2,267,060	1,670,000	692,720	104,940
Kansas	2,437,740	1,875,000	506,094	66,046
Kentucky	4,307,586	4,010,000	401,913	96,062
Louisiana	2,612,532	1,900,000	552,718	160,817
Maine	164,901	0	118,862	46,018
Maryland	1,612,710	1,080,000	422,929	142,781
Massachusetts	4,186,789	2,894,000	1,266,272	209,817
Michigan	4,034,263	2,349,000	1,326,006	266,667
Minnesota	2,187,115	2,210,000	701,109	179,007
Mississippi	2,263,290	4,927,000	841,361	24,909
Missouri	2,802,282	2,871,000	754,327	179,802
Montana	2,578,007	2,430,000	128,186	22,441
Nebraska	1,968,866	1,631,000	296,062	66,804
Nevada	1,409,498	1,862,000	22,636	4,633
New Hampshire	921,003	780,000	127,902	43,101
New Jersey	1,606,960	700,000	657,410	251,560
New Mexico	456,943	295,000	129,626	32,313
New York	26,827,984	22,674,000	2,246,562	1,007,402
North Carolina	6,498,935	4,763,000	717,026	18,907
North Dakota	532,046	390,000	180,964	22,082
Ohio	12,692,300	12,654,000	1,420,211	418,069
Oklahoma	2,812,764	2,212,000	578,263	22,371
Oregon	417,377	0	390,742	36,635
Pennsylvania	27,988,571	25,456,000	1,844,117	696,454
Rhode Island	2,101,193	1,874,000	164,737	62,456
South Carolina	1,508,002	1,150,000	341,549	11,459
South Dakota	1,325,710	1,175,000	142,014	18,696
Tennessee	2,193,371	2,565,000	572,594	25,737
Texas	11,596,802	9,670,000	1,796,742	160,080
Utah	1,647,480	1,425,000	216,587	5,863
Vermont	1,491,082	1,266,000	108,837	22,245
Virginia	1,134,561	575,000	604,090	55,471
Washington	4,815,953	4,210,000	546,266	67,667
West Virginia	1,214,901	1,100,000	196,966	18,985
Wisconsin	7,249,972	6,370,000	707,581	272,391
Wyoming	55,076	0	49,943	5,133
District of Columbia	1,249,780	845,000	399,766	31,992
Canal Zone	1,631	0	0	1,631
Guam	2,126	0	0	2,126
Puerto Rico	241,548	0	172,790	67,758
Virgin Islands	2,254	0	0	2,254

¹ Did not choose to participate.

Chapter 3

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

ON APRIL 11, 1953, President Eisenhower signed legislation enacted by the 83d Congress which created the Department of Health, Education, and Welfare. The Department was given responsibility for the administration of all functions of the former Federal Security Agency and a few other agencies that were attached to the new Department. This action assured representation at the highest councils of the executive branch of the Government for the major Federal activities in health, education, and welfare.

The Department, with its constituent organic units in the fields of health, education, and welfare, is assigned most of the responsibilities for the administration of Federal activities in these fields. In this Department is the one agency in the Federal Government charged solely with educational responsibilities—the Office of Education.

Educational programs in the Department appropriate to this study may be identified in the Office of the Secretary, in the six major units of the Department, and in three educational corporations which operate to a limited extent under the supervision of the Department. The six operating units include: (1) Office of Education, (2) Food and Drug Administration, (3) Office of Vocational Rehabilitation, (4) Public Health Service, (5) Saint Elizabeths Hospital, and (6) Social Security Administration. A unit in the Office of the Secretary identified as the Surplus Property Utilization Division also provides assistance for educational programs. The three educational corporations include: (1) American Printing House for the Blind, (2) Gallaudet College, and (3) Howard University. Programs of these 10 Departmental constituents are discussed in detail in this chapter.

OFFICE OF EDUCATION

The Office of Education was established by Congress in 1867 as the "Department of Education." It soon can observe the occasion of completing its first century. Since its establishment, it has gone

through changes which include its designation as the "Bureau of Education," and later the "Office of Education" in the Department of the Interior, the Federal Security Agency, and now in the Department of Health, Education, and Welfare.

As set forth in the establishing act of 1867, the primary purpose of the Office of Education is to collect such statistics and facts as shall show the condition and progress of education, to diffuse such information as shall aid the people of the United States in establishment and maintenance of efficient school systems, and otherwise to promote the cause of education. Subsequent acts and executive orders have added responsibilities for distributing Federal funds for education and cooperative research, as well as providing special programs, studies, and other functions. A recent publication¹ reports the purpose of the Office of Education as:

The basic purpose of the Office of Education is to serve as the principal agency of the Federal Government for execution of acts of Congress involving the conduct of programs, the formulation of policy, and the coordination of educational activities at the national level.

In another recent publication² the U.S. Commissioner of Education has offered the following clarifying statement to indicate the present role of the Office of Education and to describe its operations, functions, and services:

In carrying out the functions authorized by the Congress and in serving the cause of education, the Office has engaged in three major areas of activity. None of these areas is mutually exclusive of the other and each blends into and becomes a concomitant part of the whole.

The first area, the preparation and dissemination of statistics and other information, had its beginnings in the original congressional act establishing the Office in 1867. The second major area materialized particularly after the turn of the century. It involved the development of extensive service exemplified by educational surveys and consultative services to the profession, to State education agencies, institutions of higher education, and other groups regarding the condition and progress of education. The third area is distinguished by a more active participation with local and State education agencies and institutions of higher education in financing educational facilities and programs.

OFFICE ADMINISTRATION

Appropriations for the operation of the Office of Education are provided as a part of the budget for the Department of Health, Education, and Welfare. Funds for administration and for edu-

¹ Quattlebaum, Charles A. *Part II, Survey of Federal Educational Activities*. Washington: Government Printing Office, 1960. p. 167.

² Quattlebaum, Charles A. *Part I, Background; Issues; Relevant Considerations*. Washington: Government Printing Office, 1960. p. 66.

educational services of the Office are expended for many purposes including:

1. The collection, interpretation, preparation, and dissemination of educational statistics and other information about education in the United States.
2. The provision of services exemplified by educational surveys, reports, addresses, articles, and consultative activities regarding the condition and progress of education for professional educators, State educational agencies, institutions of higher education, foreign ministries of education, legislators, and citizen groups.
3. The distribution of Federal funds to State and local educational agencies and to institutions of higher education for financing programs and facilities.
4. Many other activities concerned with the improvement of educational services throughout the Nation.

Federal funds made available for the administration and operation of the Office of Education over the past 10 years are reported in table 9. Total appropriations are now almost 3.6 times the amount 10 years ago. Percentages given in column 3 indicate an increase for 9 years of the past 10. Recent increases have been due to the establishment and operation of such programs as Cooperative Research, Library Services, Practical Nurse Training, Guidance and Counseling, Foreign Language, Science and Mathematics Development, the Utilization of New Educational Media, and the Improvement of Educational Information.

Column 4 of table 9 shows the amounts appropriated to the Office of Education for administering the various programs over the past 10 years. The substantial increases shown in this column for the school year 1951-52 and for the last 5 years have strengthened the Office program in the areas of educational statistics, higher education, international education, and services to State and local school systems; and have increased the Office responsibility in the administration of funds.

During these years, the program of School Support in Federally Affected Areas, under Public Laws 815 and 874, was developed and the Cooperative Research Program, authorized by Public Law 531, Eighty-third Congress, was initiated. Two other laws enacted by the Eighty-fourth Congress were also 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. The enactment of the National Defense Education Act in September 1958, Public Law 85-864, accounted primarily for the substantial increase from 1957-58 to 1959-60. In addition, there were small increases for the programs of captioned films for the deaf,

Public Law 85-905; science clubs, Public Law 85-875; and the education of the mentally retarded, Public Law 85-926. These programs are reported in detail later in this chapter.

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, 1950-51 TO 1959-60

School year	Total funds for Office of Education		Amounts appropriated	Amounts transferred ¹
	Amount	Percent of 1950-51		
1	2	3	4	5
Total (10 years).....	851,867,076		842,957,894	98,009,183
1950-51.....	2,878,891	100.0	2,362,800	516,091
1951-52.....	3,843,098	133.5	2,912,800	930,298
1952-53.....	5,148,824	178.8	2,982,000	2,166,824
1953-54.....	3,416,434	118.7	2,911,402	505,032
1954-55.....	3,506,121	121.8	2,924,800	581,321
1955-56.....	3,875,076	134.6	3,240,000	635,076
1956-57.....	4,871,232	169.2	4,249,810	621,422
1957-58.....	5,471,735	190.1	4,885,982	585,753
1958-59.....	8,228,965	285.8	8,927,800	1,301,465
1959-60.....	10,324,700	358.7	9,580,000	776,700

¹ Estimated.

Included in the amounts reported in table 9 are both the amounts appropriated to the Department of Health, Education, and Welfare and for the Office of Education and those transferred from other Federal agencies for programs administered by the Office of Education. Some of the programs which involved transferred funds are: College Housing Loans, Civil Defense, Civilian Education Requirements, Educational Exchange, International Cooperation Administration, National Science Foundation, National Scientific Register, and Veterans Educational Facilities. 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.

Table 9 includes only the amounts for administering the various programs in the Office of Education. Office distributions of Federal funds to other agencies and recipients for programs in education are reported along with descriptions of these programs later in the chapter. In alphabetical order the presentation of these programs in the Office of Education is begun with the Civil Defense Education project.

CIVIL DEFENSE EDUCATION

Late in 1958 the Office of Education was requested by the Office of Civil and Defense Mobilization to assist in educating the public in civil defense concepts through the State educational systems. Accordingly, the Civil Defense Education Section was established in the Office of Education in March 1959 to implement the Civil Defense Adult Education Program.

For this program, the Office of Education assumes the responsibility of providing supervision and guidance in the development of State programs of adult education designed to teach concepts of survival against disaster. The purposes of the program are to teach adults civil defense skills for individual, family, and community survival against manmade or natural disaster, and to provide technical guidance concerning protective measures designed to minimize injury and reduce damage.

In implementing the program, agreements are reached with State departments of education for establishing pilot programs to develop educational plans and materials under the coordination of the Civil Defense Education Section in the Office of Education. Program coordinators and staffs, chosen by the respective chief State school officers, receive training in civil defense concepts at the National Civil Defense Staff College of the Office of Civil and Defense Mobilization (OCDM) in Battle Creek, Mich., and then return to their States to train certified teachers. The teachers in turn teach civil defense concepts to adults. Although interim instructional materials developed by OCDM were used initially in the program, provisions have been made for the development of civil defense materials especially suited for adult education.

Federal funds are made available to the State educational agencies in participating States to provide a coordinator, professional staff, secretarial service, travel expense, instructional material development, and reimbursement to local teachers. The Office of Education assists the States in developing their programs by providing guidance and supervision in the teaching of civil defense concepts. Florida, Kentucky, Minnesota, and Texas participated in the Civil Defense Adult Education Program in 1959-60. Allotments were approved for the expansion of programs in California, Louisiana, and Nebraska in the 1960-61 school year. Amounts of Federal funds allotted to these States for both years are listed in table 10. Programs may be established in additional States in the future.

Table 10.—FEDERAL FUNDS ALLOTTED FOR CIVIL DEFENSE PILOT PROGRAMS IN EDUCATION: 1959-60 AND 1960-61

State	1959-60	1960-61
Total	\$556,500	\$836,000
California.....	0	134,500
Florida.....	139,400	139,400
Kentucky.....	75,700	70,000
Louisiana.....	0	75,000
Minnesota.....	139,400	139,400
Nebraska.....	0	75,700
Texas.....	202,000	202,000

COLLEGE HOUSING PROGRAM

Congress approved the College Housing Act in 1950 authorizing loans to the extent of \$300 million for long-term, low-interest-rate loans to public and private 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 this time, 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 the 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 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.

In the operation of the program the Administrator is authorized to consult with and to obtain the advice and recommendations of the U.S. Commissioner 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 recommendations with respect to applications for loans. The educational recommendations made by the Office of Education deal with pertinent background information regarding the respective institutions and with eligibility of educational institutions as defined in the act.

In addition to the review by the Office of Education, there are reviews by the Legal, Engineering, and Finance Branches of the Community Facilities Administration. A final determination, in terms of all factors, is made by the Community Facilities Commissioner.

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 from July 18, 1950, to January 15, 1951. After this period of inactivity, 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.

Increased enrollments in 1952-53 and 1953-54 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. The amended program has five important features:

1. The program was broadened to include "other educational facilities," which were 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 was provided for service-type facilities.
4. A statutory interest rate formula was added which had the effect of reducing the interest rate from 3.25 to 2.75 percent for the 1955-56 school year. Under this formula the rate became 2.875 percent for 1956-57, 3 percent for 1957-58, 2.875 percent for 1958-59, and 3.125 percent for the 1959-60 school year.
5. Junior colleges were specifically designated as eligible participants in the College Housing Program. Included in this specific and new provision was a statement which provided 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.

Applications for loans 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 through the enactment of Public Law 1020, Eighty-fourth Congress, Second Session.

Under Public Law 85-104, the total amount authorized for loans was increased 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

38 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Table 11.—FEDERAL FUNDS AND NUMBER OF APPROVED LOANS UNDER THE COLLEGE HOUSING PROGRAM, 1950-51 TO 1958-59

State or Territory	1950-51 to 1958-59		1957-58 ¹		1958-59 ²	
	Number of loans	Amount loaned ³ (thousands)	Number of loans	Amount loaned (thousands)	Number of loans	Amount loaned (thousands)
1	2	3	4	5	6	7
Total.....	913	\$987, 123	239	\$364, 653	196	\$178, 467
Alabama.....	13	10, 435	2	2, 443	4	1, 900
Alaska.....	1	1, 170	1	1, 280	0	0
Arizona.....	9	8, 902	2	2, 300	1	400
Arkansas.....	22	12, 453	8	2, 946	3	1, 250
California.....	26	63, 406	12	43, 338	9	6, 818
Colorado.....	25	25, 113	4	2, 780	0	0
Connecticut.....	4	5, 096	0	0	2	2, 500
Delaware.....	3	2, 879	1	360	1	665
Florida.....	19	25, 485	2	855	2	5, 626
Georgia.....	15	14, 327	3	853	6	6, 427
Hawaii.....	2	982	1	545	1	437
Idaho.....	5	1, 825	1	130	2	490
Illinois.....	48	45, 937	10	10, 027	13	11, 917
Indiana.....	28	40, 237	5	9, 988	4	5, 855
Iowa.....	14	6, 896	1	1, 115	3	1, 570
Kansas.....	27	19, 758	5	5, 985	4	1, 875
Kentucky.....	21	16, 642	7	5, 248	6	4, 010
Louisiana.....	19	24, 684	5	8, 150	1	1, 900
Maine.....	1	330	0	0	0	0
Maryland.....	10	9, 094	1	1, 040	2	1, 030
Massachusetts.....	19	19, 564	7	8, 742	4	2, 584
Michigan.....	15	21, 328	6	12, 207	4	2, 349
Minnesota.....	20	19, 528	3	5, 139	4	2, 310
Mississippi.....	16	17, 009	8	4, 162	6	4, 927
Missouri.....	35	33, 539	16	12, 753	3	2, 871
Montana.....	10	5, 094	0	0	5	2, 430
Nebraska.....	8	3, 203	2	590	4	1, 631
Nevada.....	1	1, 362	0	0	1	1, 362
New Hampshire.....	2	2, 260	1	2, 260	1	750
New Jersey.....	12	10, 454	4	2, 723	2	700
New Mexico.....	7	6, 487	5	5, 182	1	295
New York.....	73	88, 331	23	20, 023	16	22, 574
North Carolina.....	24	18, 461	6	4, 968	6	4, 763
North Dakota.....	6	2, 175	4	2, 195	1	390
Ohio.....	48	41, 682	11	8, 585	13	12, 854
Oklahoma.....	11	9, 596	6	2, 185	2	2, 213
Oregon.....	12	6, 319	5	2, 435	0	0
Pennsylvania.....	63	51, 590	12	7, 415	19	25, 458
Rhode Island.....	6	6, 301	0	0	2	1, 874
South Carolina.....	12	7, 794	2	775	3	1, 180
South Dakota.....	15	7, 645	2	750	3	1, 175
Tennessee.....	20	11, 794	6	2, 184	3	2, 585
Texas.....	57	61, 393	20	19, 166	9	9, 670
Utah.....	10	8, 085	2	2, 395	3	1, 425
Vermont.....	9	4, 848	2	840	2	1, 365
Virginia.....	10	4, 740	2	930	2	575
Washington.....	23	20, 753	2	1, 147	4	4, 210
West Virginia.....	18	8, 740	7	4, 210	3	1, 100
Wisconsin.....	17	80, 809	3	5, 250	4	6, 270
Wyoming.....	0	0	0	0	0	0
District of Columbia.....	10	12, 617	4	6, 598	1	848
Puerto Rico.....	3	6, 222	0	0	0	0

¹ Amounts are adjusted according to final status of loans and may differ from loan figures for the separate years.

² Does not include cancellation of \$800,000.

³ Does not include cancellations of \$1,166,000.

total could be outstanding in loans for hospital schools of nursing at any one time.

Public Law 86-312 further increased the borrowing authorization from \$925 million to \$1,175 million. This increase of \$250 million included an increase in the sublimitation for service-type facilities of \$25 million, and an increase in the sublimitation for the housing of student nurses and interns of \$25 million to a maximum of \$50 million for this purpose.

By June 30, 1959, a total of 1,695 applications for \$1,632,304,000 in loan funds had been filed since the inception of the program. During the period of operation a total of 913 loans amounting to \$887,123,000 were made to colleges, universities, and hospitals, including institutions in 49 States, the District of Columbia, and Puerto Rico. In addition to these loans, funds had been reserved for 183 applications to the extent of \$180,774,000 for facilities in the final phases of planning at various institutions.

Table 11 shows the State-by-State amounts of Federal funds committed under this program during the 1957-58 and 1958-59 school years, as well as totals for all funds committed under this program from 1950-51 to 1958-59. Table 12 gives a 9-year summary of the number of loans and Federal funds loaned from 1951 to 1959. Data for the 1958-59 school year are also reported in summary table 8.

Table 12.—FEDERAL FUNDS AND NUMBER OF LOANS APPROVED FOR THE COLLEGE HOUSING PROGRAM, BY CALENDAR YEAR: 1 1951 TO 1959

Calendar year	Number of loans	Amount of loans	Calendar year	Number of loans	Amount of loans
1	2	3	1	2	3
Total (9 years)	908	\$962, 539, 000	1955.....	67	\$47, 153, 000
1951.....	17	16, 865, 000	1956.....	191	191, 231, 000
1952.....	27	24, 413, 000	1957.....	202	213, 411, 000
1953.....	63	51, 545, 000	1958.....	208	234, 522, 000
1954.....	68	48, 287, 000	1959.....	156	136, 993, 000

¹ Figures have been adjusted for rescinded loans and loan increases or decreases. Actual loans approved as of Dec. 31, 1959, numbered 908 and totaled \$962.6 million.

COOPERATIVE RESEARCH

Research in education is supported by the Office of Education through its Cooperative Research Program. This program is operated under the terms of Public Law 531, Eighty-third Congress, which authorizes the U.S. Commissioner of Education to "enter into contracts for 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. In working toward this purpose, the Cooperative Research Program encourages researchers to submit proposals dealing with all phases of education and with all aspects of the social sciences which are relevant to the problems faced by modern-day education. Some of the areas of study which have been supported to date through the Cooperative Research Program are listed here:

- Attitudes and interests of pupils and teachers
- Child development
- Curriculum design
- Education of the mentally retarded and other handicapped
- Education of the specially able
- Organization and administration of schools
- Perception and self-image of pupils and teachers
- Population mobility and its effect on education
- Processes and theory of learning
- Research methodology
- Retention of students in schools and colleges
- Social relationships and understandings as they affect education
- Staffing the Nation's schools and colleges
- Teaching methods
- Testing and test development

Researchers submit proposals for specific research projects through the institutions of higher education or State departments of education in which they serve. As required by law, all proposals are presented to the Office of Education Research Advisory Committee for review and recommendation. This committee, which is composed of nine specialists in educational research, from outside the Office of Education, evaluates the proposals in light of four criteria: (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 to the U.S. Commissioner of Education for approval, the Office negotiates directly with the institution or agency for support of the project. Final approval is given in the form of a contract between the Office and the college, university, or the State department of education. 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 services and facilities.

Funds for cooperative research are appropriated to the Office of Education and are distributed by the Office to the contracting institution or agency on a periodic basis. The final allotment is withheld for each project until the final report for the project has been accepted.

Federal funds appropriated for the program during the past 4 years are listed in table 13 along with the number of contracts approved and studies completed. Table 14 reports the State-by-State disbursements. Number of contracts and number of contracting institutions are also reported for each State in table 14.

Table 13.—FEDERAL FUNDS APPROPRIATED FOR COOPERATIVE RESEARCH IN EDUCATION AND NUMBER OF CONTRACTS AWARDED: 1956-57 TO 1959-60

School year	Amount appropriated	Number of contracts ¹	
		Initiated	Completed
1	2	3	4
Total (4 years).....	90,200,000	373	80
1956-57.....	1,000,000	72	0
1957-58.....	2,300,000	61	15
1958-59.....	2,700,000	78	39
1959-60.....	3,200,000	62	26

¹ These figures include individual contracts supporting Office of Education Project No. 166.

² Through Mar. 31, 1960.

The results of research supported by the Cooperative Research Program are disseminated in a number of ways. Upon request to the Office of Education, 8- to 10-page summaries of each completed project can be obtained free. Also, 65 copies of the final reports of completed projects are distributed through the Library of Congress to libraries throughout the country, and these are available on interlibrary loan. Additional copies of the final reports often may be obtained directly from the researcher or the organization sponsoring the research project. Finally, two kinds of monographs are prepared and distributed. One describes the project and findings for an individual cooperative research project and the other integrates the findings of several research projects which deal with the same problem area.

42 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Table 14.—FEDERAL FUNDS OBLIGATED AND DISBURSED IN THE STATES AND TERRITORIES FOR COOPERATIVE RESEARCH IN EDUCATION AS OF MARCH 31, 1960, AND EXTENT OF PARTICIPATION: 1956-57 TO 1959-60

State or Territory	Total funds obligated and disbursed	Funds disbursed				Extent of participation	
		1956-57	1957-58	1958-59	1959-60	Number of contracts	Number of institutions
1	2	3	4	5	6	7	8
Total	99, 994, 247	8941, 915	62, 626, 265	62, 752, 283	62, 964, 662	273	114
Alabama	31, 162	0	0	0	31, 162	1	1
Alaska	31, 000	10, 800	11, 900	8, 200	0	1	1
Arizona	99, 690	2, 685	31, 338	31, 338	31, 338	1	1
Arkansas	41, 500	0	10, 500	20, 000	11, 000	1	1
California	858, 388	52, 702	124, 489	299, 278	341, 919	2	2
Colorado	48, 338	0	5, 730	11, 800	20, 788	2	2
Connecticut	26, 285	800	1, 200	5, 202	28, 983	3	3
Delaware	24, 868	0	5, 000	6, 000	13, 868	2	2
Florida	41, 296	3, 078	1, 456	11, 604	26, 162	5	2
Georgia	77, 021	1, 700	18, 945	29, 400	26, 896	4	3
Hawaii	24, 842	0	0	12, 421	12, 421	1	1
Illinois	1, 229, 665	78, 831	316, 081	394, 189	440, 014	20	8
Indiana	285, 412	40, 265	46, 166	92, 955	109, 026	13	2
Iowa	407, 580	80, 890	166, 890	188, 776	1, 854	10	5
Kansas	56, 940	4, 611	6, 867	6, 867	38, 595	3	2
Kentucky	2, 200	920	1, 380	0	0	1	1
Louisiana	6, 490	0	0	3, 245	3, 245	1	1
Maine	29, 659	0	29, 659	0	0	1	1
Maryland	65, 909	1, 000	20, 659	0	34, 250	2	2
Massachusetts	303, 973	20, 310	69, 789	66, 278	147, 596	16	4
Michigan	482, 591	36, 484	125, 821	102, 512	217, 774	28	6
Minnesota	317, 700	18, 576	168, 277	82, 212	108, 636	12	1
Mississippi	67, 014	1, 837	28, 300	14, 992	21, 866	2	2
Missouri	117, 737	0	22, 111	48, 295	47, 331	8	3
Nebraska	7, 066	4, 630	0	2, 418	0	2	2
New Jersey	94, 744	6, 011	22, 251	80, 411	6, 071	3	2
New Mexico	64, 832	0	23, 690	20, 183	20, 969	1	1
New York	1, 834, 647	378, 231	623, 609	469, 235	363, 572	38	12
North Carolina	141, 994	24, 098	52, 624	52, 624	12, 650	2	1
Ohio	210, 696	14, 907	82, 058	82, 311	31, 420	6	4
Oklahoma	8, 833	0	0	8, 833	0	1	1
Oregon	10, 290	0	4, 415	4, 990	885	1	1
Pennsylvania	737, 539	7, 890	69, 416	255, 331	406, 402	10	5
Rhode Island	23, 166	0	0	0	33, 166	1	1
Tennessee	155, 382	77, 582	28, 721	25, 579	12, 500	8	4
Texas	529, 034	18, 178	209, 578	128, 422	175, 859	9	4
Utah	163, 155	0	37, 570	43, 911	81, 674	5	2
Virginia	5, 731	1, 200	1, 800	0	2, 731	2	2
Washington	19, 665	0	19, 665	0	0	1	1
West Virginia	20, 000	0	0	20, 000	0	1	1
Wisconsin	316, 829	44, 558	80, 191	92, 488	99, 622	15	1
Wyoming	23, 400	0	23, 400	0	0	1	1
District of Columbia	112, 089	39, 232	64, 450	0	8, 407	4	3
Guam	15, 697	0	0	6, 785	8, 912	1	1
Puerto Rico	19, 090	0	0	19, 090	0	1	1

FELLOWSHIPS FOR THE STUDY OF MENTALLY RETARDED CHILDREN

Fellowships provided under this program and authorized by Public Law 85-926 are to "encourage expansion of teaching in the education

of mentally retarded children through grants to institutions of higher learning and to State educational agencies." These fellowships are designed to help prepare (1) instructors and directors of college or university programs for professional preparation in the field of education of the mentally retarded; and (2) supervisors and directors of educational programs for mentally retarded children in State and local school systems.

Both public and nonprofit private schools which offer a graduate program for the preparation of professional personnel in the education of the mentally retarded may apply for participation in this program. Available fellowships are allocated to participating institutions and the institutions award the individual fellowships for the purpose of training persons engaged, or preparing to be engaged, as instructors in college programs for the training of teachers of the mentally retarded. The institution receives \$2,500 per year for each fellow enrolled for tuition fees and other costs of training.

Two fellowships have also been allotted during the first year of this program to each State department of education for preparing directors or supervisors of educational programs in this special field of mental retardation. These fellowships may be used by qualified persons for study at public or nonprofit private institutions of higher education having a graduate program for the preparation of professional personnel in the education of the mentally retarded.

In order to receive a fellowship an individual must: (1) Be an American citizen or be a permanent resident of the United States; (2) have completed a baccalaureate degree or its equivalent; and (3) have had 1 year of teaching or supervisory experience in special education.

Fellowships under this program are awarded for full-time graduate study and should be directed toward a specific degree, professional diploma, or official certification. Each award is for a period of 1 academic year. An individual may not receive fellowships totaling more than 3 academic years under this program.

Persons selected for participation receive the following stipend: \$2,000 for a fellow in his first graduate year of study; \$2,400 for a fellow in his second graduate year of study; and \$2,800 for a fellow in his third graduate year of study. An added allowance of \$400 is provided for each dependent.

During the 1959-60 school year 75 fellowships, exclusive of the number allotted to State departments of education, were awarded to 19 institutions of higher education. For these fellowships, \$430,000 was disbursed. The additional 100 fellowships awarded to the States required another \$570,000.

MORRILL-NELSON AND BANKHEAD-JONES FUNDS FOR LAND-GRANT COLLEGES

Federal funds for the encouragement of college level vocational education were first authorized by the Morrill Act which was signed by President Lincoln in 1862. The fundamental purpose of the law 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. The institutions established or designated to receive the Federal assistance provided by this legislation are generally known as "land-grant" colleges and universities since they were assisted through grants of public lands.

Under the act, 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.

Later, in 1890, after nearly three decades of establishing and developing the land-grant colleges, the second Morrill Act was approved. It provided for an initial appropriation of \$15,000 for each State or Territory with the amount to be increased by \$1,000 each year for 10 years to a total annual appropriation of \$25,000. Then in 1907, the Nelson amendment to the Land-Grant College Act was adopted and the appropriation to each State and Territory was increased \$5,000 annually for a period of 5 years. Thus, the total amount under both the 1890 and the 1907 acts was \$50,000 per State.

Additional appropriations for the land-grant colleges and universities were also authorized by the Bankhead-Jones Act of 1935 and the amendments of 1952. These new funds were to be distributed to the States as follows: \$1 million annually to be distributed as flat grants of \$20,000 to each State; and \$1,501,500 to be allocated to the States in the proportion which the total population of each is to the total population for the Nation as determined at the last preceding decennial census. It should be observed that the funds discussed here pertain to only one kind of Federal assistance for these land-grant colleges and that they also receive other Federal funds for programs related to experiment stations, extension service, veterans education, and research.

The Federal funds thus appropriated and authorized for appropriation and certified as granted are presented in column 4 of summary table 3 for the 1958-59 school year and in table 15 for the 1959-60

Table 15.—FEDERAL FUNDS APPROPRIATED UNDER AUTHORIZATION OF MORRILL-NELSON AND BANKHEAD-JONES ACTS FOR INSTRUCTION AT LAND-GRANT COLLEGES AND UNIVERSITIES: 1959-60

State or Territory	Total	Morrill-Nelson funds	Bankhead-Jones funds		
			Total	Uniform grants	Variable grants
1	2	3	4	5	6
Total.....	\$4, 051, 599	\$2, 459, 000	\$2, 591, 599	\$1, 000, 000	\$1, 591, 599
Alabama ¹	100, 541	50, 000	50, 541	20, 000	30, 541
Alaska.....	71, 283	50, 000	21, 283	20, 000	1, 283
Arizona.....	77, 477	50, 000	27, 477	20, 000	7, 477
Arkansas.....	89, 048	50, 000	39, 048	20, 000	19, 048
California ¹	173, 599	50, 000	123, 599	20, 000	103, 599
Colorado.....	83, 218	50, 000	33, 218	20, 000	13, 218
Connecticut.....	90, 023	50, 000	40, 023	20, 000	20, 023
Delaware ¹	73, 173	50, 000	23, 173	20, 000	3, 173
Florida ¹	97, 644	50, 000	47, 644	20, 000	27, 644
Georgia ¹	104, 360	50, 000	54, 360	20, 000	34, 360
Hawaii.....	74, 986	50, 000	24, 986	20, 000	4, 986
Idaho.....	75, 872	50, 000	25, 872	20, 000	5, 872
Illinois.....	156, 905	50, 000	106, 905	20, 000	56, 905
Indiana.....	109, 245	50, 000	59, 245	20, 000	39, 245
Iowa.....	95, 166	50, 000	45, 166	20, 000	25, 166
Kansas.....	69, 006	50, 000	19, 006	20, 000	19, 006
Kentucky ¹	99, 375	50, 000	49, 375	20, 000	29, 375
Louisiana ¹	66, 799	50, 000	16, 799	20, 000	26, 799
Maine.....	79, 115	50, 000	29, 115	20, 000	9, 115
Maryland ¹	63, 372	50, 000	13, 372	20, 000	23, 372
Massachusetts.....	114, 789	50, 000	64, 789	20, 000	44, 789
Michigan.....	133, 560	50, 000	83, 560	20, 000	63, 560
Minnesota.....	99, 751	50, 000	49, 751	20, 000	29, 751
Mississippi ¹	91, 735	50, 000	41, 735	20, 000	21, 735
Missouri ¹	109, 448	50, 000	59, 448	20, 000	39, 448
Montana.....	75, 896	50, 000	25, 896	20, 000	5, 896
Nebraska.....	83, 222	50, 000	33, 222	20, 000	13, 222
Nevada.....	71, 597	50, 000	21, 597	20, 000	1, 597
New Hampshire.....	75, 319	50, 000	25, 319	20, 000	5, 319
New Jersey.....	118, 233	50, 000	68, 233	20, 000	48, 233
New Mexico.....	76, 795	50, 000	26, 795	20, 000	6, 795
New York.....	217, 934	50, 000	167, 934	20, 000	147, 934
North Carolina ¹	110, 518	50, 000	60, 518	20, 000	40, 518
North Dakota.....	76, 181	50, 000	26, 181	20, 000	6, 181
Ohio.....	149, 269	50, 000	99, 269	20, 000	79, 269
Oklahoma ¹	92, 278	50, 000	42, 278	20, 000	22, 278
Oregon.....	85, 176	50, 000	35, 176	20, 000	15, 176
Pennsylvania.....	174, 720	50, 000	124, 720	20, 000	104, 720
Rhode Island.....	77, 899	50, 000	27, 899	20, 000	7, 899
South Carolina ¹	91, 118	50, 000	41, 118	20, 000	21, 118
South Dakota.....	76, 511	50, 000	26, 511	20, 000	6, 511
Tennessee ¹	102, 835	50, 000	52, 835	20, 000	32, 835
Texas ¹	146, 921	50, 000	96, 921	20, 000	76, 921
Utah.....	76, 871	50, 000	26, 871	20, 000	6, 871
Vermont.....	73, 768	50, 000	23, 768	20, 000	3, 768
Virginia ¹	103, 104	50, 000	53, 104	20, 000	33, 104
Washington.....	93, 731	50, 000	43, 731	20, 000	23, 731
West Virginia ¹	90, 006	50, 000	40, 006	20, 000	20, 006
Wisconsin.....	104, 260	50, 000	54, 260	20, 000	34, 260
Wyoming.....	72, 898	50, 000	22, 898	20, 000	2, 898
Puerto Rico.....	50, 000	50, 000	0	0	0

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

school year. The amounts remain the same for these years inasmuch as the only variable grant is based upon the decennial census. It should be noted that Puerto Rico participates only in the appropriations of the second Morrill Act of 1890 and the Nelson amendment of 1907.

Federal funds received through the Morrill Act and similar legislation constitute only a small part of the total amount of Federal assistance in which land-grant colleges participate. However, the other and larger amounts allotted to these colleges are reported separately since the programs are specifically identified for other purposes and are sometimes distributed to many additional colleges. Chief among these programs are agricultural extension work, agricultural research, support of State agricultural experiment stations, veterans' education, and programs of cooperative research, all of which are described elsewhere in this bulletin.

NDEA PROGRAMS FOR EDUCATION

In response to a nationwide recognition that education is closely related to national defense and to the future development of this country, the Congress approved the National Defense Education Act of 1958. In this act it declared:

... that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of this Nation depends upon the mastery of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.

To meet the present educational emergency requires additional effort at all levels of government. It is therefore the purpose of this act to provide substantial assistance in various forms to individuals, and to States and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States.

The 10 titles of this act authorized Federal funds to the extent of more than \$1 billion for grants and loans over the next few years. They touch levels of education from the elementary schools through the graduate schools, both public and private. Except for title IX, which establishes a special service in the National Science Foundation, the act is administered by the U.S. Office of Education.

Programs for titles II through VII and title X are presented in the pages which immediately follow. Since the title numbers for the programs are apparently assigned in the act with no thought of recommended order, the programs are arranged here in alphabetical order. For identification purposes, however, the title numbers are given in the first lines of the program discussions. Provisions for "vocational

education" in title VIII are not presented separately at this point since they are an integral part of the vocational education program in the Office of Education and are described later in the chapter. Also, reference is made to the provisions of title IX in chapter 12 entitled "Independent Federal Agencies," since it is administered by the National Science Foundation and should be described in conjunction with the programs of that agency.

COLLEGE STUDENT LOANS

The Student Loan Program, authorized under title II of the National Defense Education Act, provides loan funds to colleges and universities to assist qualified and needy students to continue their education beyond high school.

Participating institutions of higher education are responsible for assessing the loan needs of their own students and for administering loan funds. This procedure is based on the belief that the institution alone can effectively perform these tasks.

To assure an equitable allocation of funds, the Office of Education has established certain criteria for reviewing institutions' requests. These were adopted by the U.S. Commissioner of Education on the recommendation of an appointed 12-member consultant panel of college administrators with wide experience in student financial assistance programs.

The law provides that participating institutions shall contribute not less than one-ninth of the Federal contribution and that special consideration in making loans should be given to students with superior academic backgrounds who are preparing to teach in elementary or secondary schools or to students whose academic backgrounds indicate a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. Undergraduate and graduate students in good academic standing may borrow up to \$1,000 a year to a maximum of \$5,000.

Repayment is to be made to the institution granting the loan beginning 1 year after the student completes his full-time college study. Payments may continue over a 10-year period at an interest rate of 3 percent a year. Students who become full-time teachers at a public elementary or secondary school are "forgiven" 10 percent of the Federal loan for each academic year of service up to a maximum of 5 teaching years or 50 percent of the loan.

Congress appropriated \$6 million for the Student Loan Program in January 1959 and in May 1959 an additional \$25 million was appropriated. These funds were allocated to the States in proportion to their full-time enrollment in institutions of higher education and the State allotments were apportioned to the institutions within each

State on the basis of their requests for funds. The law provides that an institution may not receive more than \$250,000.

Table 16 reports estimated allotments to all 50 States, the District of Columbia, and Puerto Rico during 1959-60. Actual loans during 1958-59 are reported in summary table 8. Participating institutions have indicated that of the 25,364 student borrowers, 11,689 were prospective teachers receiving loans under provisions for "students with a superior background who express a desire to teach in elementary or secondary schools," and 5,056 were "students whose academic background indicates a superior capacity for preparation in science, mathematics, engineering, or a modern foreign language."

Table 16.—FEDERAL FUNDS OBLIGATED FOR THE STUDENT LOAN PROGRAM: 1959-60

State or Territory	Estimated loans to students	State or Territory	Estimated loans to students	State or Territory	Estimated loans to students
1	2	1	2	1	2
Total	\$40,700,000	Louisiana.....	\$884,872	Pennsylvania.....	\$2,600,886
Alabama.....	901,738	Maine.....	208,745	Rhode Island.....	284,079
Alaska.....	7,517	Maryland.....	482,230	South Carolina.....	416,766
Arizona.....	394,885	Massachusetts.....	1,275,427	South Dakota.....	304,675
Arkansas.....	371,979	Michigan.....	1,601,340	Tennessee.....	990,448
California.....	2,679,112	Minnesota.....	1,055,168	Texas.....	1,906,723
Colorado.....	587,248	Mississippi.....	591,111	Utah.....	285,914
Connecticut.....	366,264	Missouri.....	1,363,552	Vermont.....	156,317
Delaware.....	36,610	Montana.....	179,534	Virginia.....	591,618
Florida.....	915,207	Nebraska.....	396,620	Washington.....	667,080
Georgia.....	605,362	Nevada.....	18,041	West Virginia.....	451,956
Hawaii.....	5,252	New Hampshire.....	227,304	Wisconsin.....	865,677
Idaho.....	162,964	New Jersey.....	608,745	Wyoming.....	105,552
Illinois.....	1,851,134	New Mexico.....	284,640	District of Columbia.....	445,346
Indiana.....	1,288,590	New York.....	3,491,307	Puerto Rico.....	359,912
Iowa.....	850,141	North Carolina.....	1,234,402		
Kansas.....	923,067	North Dakota.....	235,859		
Kentucky.....	703,217	Ohio.....	1,965,317		
		Oklahoma.....	1,085,370		
		Oregon.....	393,230		

COUNSELING AND GUIDANCE TRAINING INSTITUTES

Under title V-b of the National Defense Education Act, provision is made for assuring the more effective utilization of talent possessed by the youth of the Nation. Achievement of this purpose depends upon contracts with institutions of higher education for the operation of institutes to improve the qualifications of personnel engaged in counseling and guidance of students in secondary schools. The U.S. Commissioner of Education, assisted by a panel of experts, employs the following criteria to determine an institute's location: (1) The extent to which the institute will serve the identified needs of specific geographical areas, (2) the qualifications of the faculty and of the physical facilities available, and (3) the ability of the institution to maintain regular graduate programs of counselor preparation.

The Counseling and Guidance Training Institutes Program is not intended as a general aid to counselor education but rather as a specialized contribution to the professional preparation of secondary school counseling and guidance personnel. Attention is focused upon the identification, counseling, and guidance of able high school students. In this connection, the institutes provide only a part of the professional preparation needed for counseling and guidance. Specific objectives vary from institute to institute, and are adapted to the special effort of the participating college or university to identify and meet the particular needs of the area being served.

Stipends of \$75 a week plus an allowance of \$15 a week for each dependent are authorized for institute enrollees from public secondary schools. Private school enrollees attend the institutes without charge but do not receive stipends. About two-thirds of the cost of the program is expended on stipends and one-third on operation costs of the institutes.

Approximately 20,000 applications were received for the 1959 summer institutes from which 2,210 enrollees were selected representing all 50 States, the District of Columbia, Puerto Rico, and the Virgin Islands. The 50 institutes were staffed by 250 teachers of whom 200 were full-time. All colleges and universities granted credit to the participants in the institutes in accordance with policies on credit adopted at each institution.

Table 17 indicates the Federal funds obligated for the counseling and guidance institute program in the 1959-60 school year. Figures

Table 17.—FEDERAL FUNDS OBLIGATED FOR COUNSELING AND GUIDANCE TRAINING INSTITUTES: 1959-60

State or Territory	Estimated amount	State or Territory	Estimated amount	State or Territory	Estimated amount
1	2	1	2	1	2
Total	\$5,499,000	Maine.....	\$41,355	Rhode Island.....	\$23,250
Alabama.....	40,073	Maryland.....	30,181	South Carolina.....	35,907
Alaska.....	0	Massachusetts.....	144,028	South Dakota.....	27,809
Arizona.....	105,212	Michigan.....	277,093	Tennessee.....	163,285
Arkansas.....	31,265	Minnesota.....	292,680	Texas.....	254,536
California.....	436,500	Mississippi.....	42,980	Utah.....	27,681
Colorado.....	126,658	Missouri.....	239,221	Vermont.....	0
Connecticut.....	28,399	Montana.....	31,404	Virginia.....	57,169
Delaware.....	37,268	Nebraska.....	19,997	Washington.....	154,427
Florida.....	283,272	Nevada.....	22,297	West Virginia.....	49,366
Georgia.....	309,421	New Hampshire.....	0	Wisconsin.....	116,685
Hawaii.....	30,632	New Jersey.....	28,350	Wyoming.....	44,794
Idaho.....	28,084	New Mexico.....	31,442	District of Columbia.....	37,945
Illinois.....	123,771	New York.....	340,881	Canal Zone.....	0
Indiana.....	173,853	North Carolina.....	84,686	Guam.....	0
Iowa.....	70,428	North Dakota.....	94,268	Puerto Rico.....	21,482
Kansas.....	62,906	Ohio.....	290,757	Virgin Islands.....	0
Kentucky.....	45,643	Oklahoma.....	40,278		
Louisiana.....	56,861	Oregon.....	121,727		
		Pennsylvania.....	293,113		

for 1958-59 are included in column 9 of summary table 3, along with amounts for counseling and guidance provided in title V-a of the National Defense Education Act.

FELLOWSHIPS TO PREPARE COLLEGE TEACHERS

Congress enacted the Graduate Fellowship Program, title IV of the National Defense Education Act, to encourage students to prepare for college teaching. Under this title, fellowships are awarded for the graduate training of college teachers. Awards are made to strengthen teacher-training programs, to increase the facilities available in the Nation for such training, and to promote a wide geographical representation of participating institutions.

The act requires that an approved program for training college teachers shall be either new or expanded. Approvals are based upon four major criteria recommended to the U.S. Commissioner of Education by a 12-member advisory committee drawn from all regions of the country and having intimate knowledge of the needs of graduate schools. These criteria are as follows: (1) The ability of the applying institution to offer the program in terms of faculty and library facilities; (2) the amount and extent of the applying institution's previous planning and development in the field proposed in the program; (3) the national need for instruction in the proposed field on the college or university level; and (4) the likelihood that the applying institution would be able to support the proposed program on a long-term basis.

Of the 272 approved training programs, approximately one-third were new and two-thirds were expanded. These programs were selected from among 1,040 that were proposed by 169 colleges and universities that had requested almost 6,000 fellowships for the first year. The act authorizes the award of 5,500 graduate fellowships over a 4-year period with 1,000 being awarded in the first year of operation and 1,500 awarded each of the 3 succeeding years.

Nominations for fellowships are submitted to the U.S. Commissioner of Education by the participating graduate schools. Preference is given to students interested in teaching in an institution of higher education. For the first year of the program, it was stipulated that the fellow must be a doctoral candidate and may have completed no more than one-half year of graduate work in the field in which he was awarded the fellowship.

Each fellow receives a stipend of \$2,000 for the first year, \$2,200 for the second year, and \$2,400 for the third year, plus an allowance of \$400 each year for each dependent. The institution receives up to \$2,500 for each fellow.

Table 18 indicates the fields of study, number of approved programs, and number of fellowships awarded. All of the awards are for 3 years

of study. Since the awards were made, a total of 74 students have resigned their fellowships, leaving a total of 926 fellows now studying.

Table 18.—NUMBER OF INSTITUTIONS, APPROVED PROGRAMS, AND FELLOWSHIPS AWARDED, BY FIELDS OF STUDY IN THE GRADUATE FELLOWSHIP PROGRAM: 1958-59 AND 1959-60

Fields of study	Number of—		
	Institutions	Approved programs	Fellowships
1	2	3	4
Total		973	1,000
Biological science.....	35	50	158
Education.....	14	15	47
Engineering.....	14	16	59
Humanities.....	45	55	248
Physical science and mathematics.....	60	72	224
Social science.....	47	64	264

Data for the 1958-59 school year are reported in column 10 of summary table 3. Federal funds obligated during the 1959-60 school year are given in table 19.

Table 19.—FEDERAL FUNDS OBLIGATED FOR FELLOWSHIPS TO PREPARE COLLEGE TEACHERS: 1959-60

State or Territory	Estimated amount	State or Territory	Estimated amount	State or Territory	Estimated amount
1	2	1	2	1	2
Total	\$12,000,000	Kentucky.....	\$130,500	Ohio.....	\$274,200
Alabama.....	230,700	Louisiana.....	363,100	Oklahoma.....	303,100
Alaska.....	0	Maine.....	73,000	Oregon.....	332,800
Arizona.....	215,100	Maryland.....	204,800	Pennsylvania.....	400,200
Arkansas.....	173,900	Massachusetts.....	379,000	Rhode Island.....	153,000
California.....	942,500	Michigan.....	345,700	South Carolina.....	113,000
Colorado.....	327,200	Minnesota.....	235,100	South Dakota.....	36,200
Connecticut.....	160,800	Mississippi.....	201,900	Tennessee.....	441,700
Delaware.....	98,800	Missouri.....	373,400	Texas.....	495,800
Florida.....	296,300	Montana.....	123,800	Utah.....	165,400
Georgia.....	286,600	Nebraska.....	122,700	Vermont.....	30,800
Hawaii.....	92,400	Nevada.....	0	Virginia.....	273,400
Idaho.....	150,500	New Hampshire.....	15,000	Washington.....	313,400
Illinois.....	475,500	New Jersey.....	153,600	West Virginia.....	51,800
Indiana.....	430,200	New Mexico.....	133,900	Wisconsin.....	121,500
Iowa.....	238,600	New York.....	720,900	Wyoming.....	87,700
Kansas.....	256,600	North Carolina.....	522,600	District of Columbia.....	271,900
		North Dakota.....	102,400		

GUIDANCE, COUNSELING, AND TESTING

Title V-A of the National Defense Education Act of 1958 provides for financial assistance to the States to establish and maintain the following: (1) A program for testing students in secondary schools to identify students with outstanding aptitudes and abilities; and (2) a program of guidance and counseling in the public secondary schools

to advise students of courses best suited to their abilities, aptitudes, and skills and to encourage such students to complete their secondary school education, take the necessary courses for admission to college, and to enter college. Allocations are based on the school-age population in each State.

In order to receive Federal assistance, each State must submit for approval by the U.S. Commissioner of Education a State plan which outlines the State's programs of guidance, counseling, and testing. During the 1958-59 school year, State plans were approved for all 50 States although many were in operation for only a short time during that school year. Primary accomplishments reported under this program include: (1) Workshops and conferences to improve counseling services to local schools; (2) financial support for newly organized local guidance programs; (3) follow-up studies of graduates and of "dropouts"; and (4) development of materials and techniques for interpretation and use of test results.

Table 20.—FEDERAL FUNDS OBLIGATED FOR STATE PROGRAMS IN GUIDANCE, COUNSELING, AND TESTING: 1959-60

State or Territory	Estimated amount	State or Territory	Estimated amount	State or Territory	Estimated amount
1	2	1	2	1	2
Total	\$15,000,000	Louisiana.....	\$300,127	Pennsylvania.....	\$896,721
Alabama.....	317,329	Maine.....	81,620	Rhode Island.....	66,248
Alaska.....	20,000	Maryland.....	251,448	South Carolina.....	249,984
Arizona.....	103,214	Massachusetts.....	374,427	South Dakota.....	63,319
Arkansas.....	173,854	Michigan.....	681,142	Tennessee.....	323,186
California.....	1,129,868	Minnesota.....	294,271	Texas.....	849,872
Colorado.....	146,403	Mississippi.....	223,691	Utah.....	85,280
Connecticut.....	180,442	Missouri.....	342,218	Vermont.....	32,941
Delaware.....	35,869	Montana.....	61,489	Virginia.....	346,244
Florida.....	341,486	Nebraska.....	121,149	Washington.....	235,709
Georgia.....	370,767	Nevada.....	21,695	West Virginia.....	193,252
Hawaii.....	37,609	New Hampshire.....	47,561	Wisconsin.....	335,264
Idaho.....	63,319	New Jersey.....	442,504	Wyoming.....	29,647
Illinois.....	781,062	New Mexico.....	85,280	District of Columbia.....	58,071
Indiana.....	393,093	New York.....	1,230,155	Canal Zone ¹	20,000
Iowa.....	239,736	North Carolina.....	438,478	Guam.....	20,000
Kansas.....	177,880	North Dakota.....	61,865	Puerto Rico.....	182,391
Kentucky.....	293,173	Ohio.....	781,428	Virgin Islands.....	20,000
		Oklahoma.....	200,207		
		Oregon.....	151,162		

¹ Did not choose to participate.

States were not required to match Federal appropriations during the first year of the programs; but in subsequent years dollar-for-dollar matching is required. Matching funds may be provided either separately or jointly by State or local educational agencies.

Where a State educational agency is not legally authorized to make payments to cover the cost of testing students in secondary schools, the U.S. Commissioner of Education may arrange for testing. Half

the cost of such testing is paid from the State's allotment. Under this responsibility, the U.S. Office of Education arranged for testing in nonpublic secondary schools in 22 States during the 1958-59 school year and in 38 States during 1959-60.

During the 1958-59 school year 2,117,496 tests were administered and a total of \$6,238,538 was paid to 47 States and Territories. As indicated in table 20, \$15 million was allotted for this program during the 1959-60 school year. Column 9 of summary table 3 shows the 1958-59 State-by-State totals for titles V-A and V-B of the National Defense Education Act of 1958.

IMPROVEMENT OF STATISTICAL SERVICES OF STATE EDUCATIONAL AGENCIES

This program, authorized in title X of the National Defense Education Act, permits Federal grants to State departments of education for the purpose of assisting States to improve (1) the adequacy and reliability of educational statistics provided by State and local reports and records, and (2) the methods and techniques for collecting and processing educational data and disseminating information about the condition and progress of education in the States.

Grants are authorized for any State for half the cost of its programs for improving educational statistics, provided that no State may be paid more than \$50,000 for any school year. Payments are made only to the extent that these programs are new or represent expansions or additions to existing programs; and only when a State plan, which outlines the purposes for which the funds are to be used, has been approved by the U.S. Commissioner of Education. As the importance and complexity of the tasks facing American education have become increasingly apparent, the urgency of the need for complete, accurate, and timely information to show the condition and progress of education throughout the Nation has increased correspondingly. State programs to improve statistical and informational services about education will help meet this need.

Participating State educational agencies are required to submit a plan which sets forth proposed programs which may include: (1) Improving the collection, analysis, and reporting of statistical data supplied by local educational units; (2) development of accounting and reporting manuals to serve as guides to local educational units; (3) conducting conferences and training sessions for personnel of local educational units; (4) periodic reviews and evaluation of the programs for records and reports; (5) improving methods for obtaining educational data not usually collected by the State department of education; and (6) expediting the processing and reporting of statistical data through installation and operation of mechanical equipment. In addition, the State must provide necessary fiscal controls and account-

ing procedures and make such reports as are necessary for the U.S. Commissioner of Education to carry out his duties under this program.

Major responsibilities of the U.S. Office of Education are: (1) Development and issuance of required regulations, procedures, and application forms for use by State educational agencies; (2) consultation and assistance to States in the development and operation of State plans; (3) review and approval of State plans; and (4) evaluation of State operations and the preparation of program reports.

Table 21.—FEDERAL FUNDS REQUESTED AND APPROVED FOR THE IMPROVEMENT OF STATISTICAL SERVICES OF STATE EDUCATIONAL AGENCIES, 1959-60 AND 1960-61

State or Territory	1959-60	1960-61	State or Territory	1959-60	1960-61
1	2	3	1	2	3
Total	\$1, 128, 716	\$1, 268, 641	Montana	\$20, 650	\$29, 900
Alabama	2, 260	17, 600	Nebraska	10, 250	16, 075
Alaska	13, 950	13, 950	Nevada	0	0
Arizona	0	0	New Hampshire	4, 492	4, 510
Arkansas	11, 600	11, 100	New Jersey	14, 810	18, 302
California	50, 000	50, 000	New Mexico	28, 418	28, 063
Colorado	25, 000	25, 000	New York	50, 000	50, 000
Connecticut	14, 777	14, 777	North Carolina	0	16, 070
Delaware	42, 500	42, 500	North Dakota	2, 000	6, 705
Florida	50, 000	50, 000	Ohio	50, 000	50, 000
Georgia	50, 000	50, 000	Oklahoma	50, 000	50, 000
Hawaii	23, 885	25, 885	Oregon	17, 500	20, 286
Idaho	3, 575	2, 500	Pennsylvania	50, 000	50, 000
Illinois	50, 000	50, 000	Rhode Island	50, 000	43, 825
Indiana	0	0	South Carolina	23, 840	27, 590
Iowa	50, 000	50, 000	South Dakota	11, 000	14, 408
Kansas	14, 560	22, 325	Tennessee	50, 000	50, 000
Kentucky	8, 025	20, 935	Texas	50, 000	50, 000
Louisiana	0	0	Utah	7, 500	7, 885
Maine	20, 806	20, 130	Vermont	11, 423	11, 606
Maryland	14, 550	9, 450	Virginia	0	20, 000
Massachusetts	32, 088	50, 000	Washington	6, 100	1, 650
Michigan	0	0	West Virginia	8, 000	10, 000
Minnesota	22, 800	20, 000	Wisconsin	15, 000	15, 000
Mississippi	17, 500	21, 000	Wyoming	14, 490	15, 000
Missouri	5, 200	10, 250	District of Columbia	0	0
			Puerto Rico	9, 161	10, 000
			Virgin Islands	20, 000	13, 760

¹Estimated.

Federal funds requested and approved during the 1958-59 school year are listed in column 11 of summary table 3. Comparable information for the 1959-60 and 1960-61 school years is given in table 21.

LANGUAGE DEVELOPMENT

The Language Development Program, authorized by title VI of the National Defense Education Act, is designed to strengthen instruction in foreign languages, to seek more effective methods of teaching such languages, to develop specialized instructional materials, and to provide advanced training in modern foreign language and in

related fields to individuals available for teaching the languages. This program includes: (1) Language institutes for elementary and secondary school teachers of the commonly taught languages; (2) language and area centers for instruction in foreign language and cultural subjects to expand higher education instructional facilities in the uncommonly taught languages; (3) modern foreign language fellowships for study of the uncommonly taught languages; and (4) language research and studies in both the commonly taught and uncommonly taught languages as described below.

Language institutes.—The Office of Education arranged contracts for 12 colleges and universities to conduct short-term institutes during the summer of 1959 and for 4 colleges and universities to conduct regular-session institutes during 1959-60. As indicated in table 22, a total of 920 elementary and secondary school teachers of French, German, Russian, and Spanish attended the short-term summer institutes, and 82 teachers of French, Russian, and Spanish attended regular session institutes. Russian was included because of the evident interest of high schools to provide instruction in the language and because of the demand for teachers with proficiency in Russian.

Table 22.—TEACHER ENROLLMENT IN NATIONAL DEFENSE LANGUAGE INSTITUTES, 1959-60

Language	Total teacher enrollment	Number enrolled in short term summer institutes, 1959			Number enrolled in regular session institutes, 1959-60		
		Total	Elementary teachers	Secondary teachers	Total	Elementary teachers	Secondary teachers
1	2	3	4	5	6	7	8
Total	1,002	920	80	661	82	25	57
French.....	405	371	30	341	34	16	18
German.....	140	140	10	130	0	0	0
Russian.....	58	30	0	30	19	0	19
Spanish.....	399	370	19	351	20	9	20

Colleges and universities which received contracts for institutes were selected from over 200 institutions of higher education in 49 States which had expressed an interest in conducting institutes. Participating colleges and universities and amounts for the Federal contracts are shown in table 23. Over 4,000 language teachers applied for participation in the 12 summer institutes. The 1958-59 appropriation for the institutes program was \$1,594,000.

Operating costs of the institutes are paid from Federal funds. Also public-school teachers attending the institutes receive stipends of \$75 a week and an allowance of \$15 for each dependent. Private school teachers do not receive stipends.

Table 23.—FEDERAL FUNDS CONTRACTED FOR OPERATING COSTS OF NATIONAL DEFENSE LANGUAGE INSTITUTES, 1959-60

Language institutes	Amount of contract
Total	\$1,594,541
REGULAR-SESSION INSTITUTES, 1959-60:	
Indiana University.....	115, 180
University of Massachusetts.....	106, 000
University of New Mexico.....	122, 095
Western Reserve University (Ohio).....	207, 248
SHORT-TERM SUMMER INSTITUTES, 1959:	
Colgate University (New York).....	77, 665
University of Colorado.....	116, 938
University of Georgia.....	77, 078
Hollins College (Virginia).....	85, 954
Louisiana State University.....	87, 041
University of Maine.....	101, 215
University of Michigan.....	107, 637
University of Missouri.....	56, 058
San Francisco State College (Calif.).....	74, 698
University of South Dakota.....	45, 552
University of Texas.....	95, 309
University of Washington.....	118, 873

Instruction at the institutes includes demonstrations of teaching techniques and explanations of the use of instructional materials and equipment for language courses. Emphasis is given to the fluent oral use of the language which participants teach in the classroom.

Centers for foreign language and cultural subjects.—An appropriation of \$500,000 was made in 1958-59 for the support of centers for foreign language and cultural subjects. Funds are to be matched with other operating revenue and used for the strengthening of instruction in these language and foreign cultural studies and in related languages which the U.S. Commissioner of Education had designated for secondary emphasis. Federal funds allotted to the centers, through contracts with institutions of higher education, are for the employment of new faculty, travel of staff to foreign areas, travel of foreign scholars to the centers, and library acquisitions.

Table 24 indicates the institutions where the centers are located, languages taught, and the Federal funds expended during 1959-60.

Table 24.—FEDERAL FUNDS EXPENDED FOR LANGUAGE INSTRUCTION AT VARIOUS INSTITUTIONS, 1959-60

Name of institution	Languages	Amounts expended
1	2	3
Total		\$499,653
University of California (Berkeley).....	Russian, Polish, Serbo-Croatian.....	24,308
University of California (Berkeley).....	Hindi-urdu, Persian.....	17,244
University of Chicago (Ill.).....	Chinese, Japanese.....	31,714
University of Chicago (Ill.).....	Hindi, Bengali, Tamil.....	20,413
Columbia University (N.Y.).....	Uralic-Altaic.....	45,780
Harvard University (Mass.).....	Chinese, Korean, Tibetan.....	46,010
Harvard University (Mass.).....	Arabic, Persian, Turkish, Hebrew.....	37,487
Howard University (D.C.).....	Swahili, Yoruba.....	4,886
University of Kansas.....	Chinese.....	9,315
University of Michigan.....	Russian.....	39,670
University of Michigan.....	Arabic.....	11,961
New York University.....	Portuguese.....	23,326
University of Pennsylvania.....	Russian.....	22,849
University of Pennsylvania.....	Hindi, Gujarati, Marathi.....	44,626
Princeton University (N.J.).....	Arabic, Persian, Turkish.....	22,100
Stanford University (Calif.).....	Chinese, Japanese.....	24,916
University of Washington.....	Chinese, Japanese, Tibetan.....	21,630
University of Wisconsin.....	Portuguese.....	24,766
Yale University (Conn.).....	Burmese, Vietnamese, Indonesian, Siamese.....	26,584

Modern foreign language fellowships.—Title VI of the National Defense Education Act also authorizes the U.S. Commissioner of Education “to pay stipends to individuals undergoing advanced training in modern foreign languages,” where the individuals are studying languages needed by the Federal Government or by business, industry, or education in the United States. Allowances are also authorized for travel to and from the institution of higher education and for the support of dependents.

Applications for fellowships are made directly to the institutions and the selection of recipients is based on recommendations submitted by the institutions. To qualify for a fellowship, the student must be registered for graduate work and give reasonable assurance that he will be available to teach the language he has selected.

Table 25 indicates the number of fellowships awarded by institutions, the languages to be studied, and the Federal funds expended in 1959-60. The average stipend including travel and dependency allowances was \$3,500. For 1958-59, the appropriation for this part of the language development program was \$416,000 and for 1959-60 it was \$499,877.

Language research and studies.—Also appropriated during 1958-59 was \$2.5 million for language research and studies. Of this amount, \$2,415,750 was obligated for 6 studies and surveys, 6 research projects on more effective methods of teaching, and 8 projects on the develop-

Table 25.—FEDERAL FUNDS EXPENDED AND NUMBER OF FELLOWSHIPS AWARDED FOR LANGUAGE STUDY, BY COLLEGE OR UNIVERSITY, 1959-60

Institution	Federal funds expended	Number of fellowships awarded, by language						
		Total	Arabic	Chinese	Hindi-Urdu	Japanese	Portuguese	Russian
1	2	3	4	5	6	7	8	9
Total	\$499,577	171	23	23	10	24	14	69
University of Arizona.....	2,000	1	0	1	0	0	0	0
University of California (Berkeley).....	25,490	13	3	1	4	3	2	0
University of California (UCLA).....	2,000	1	1	0	0	0	0	0
University of Chicago (Illinois).....	20,822	10	0	4	0	0	0	6
Claremont Graduate School (Calif.).....	2,000	1	0	1	0	0	0	0
University of Colorado.....	2,000	1	0	0	0	0	0	1
Columbia University (New York).....	50,006	17	2	3	1	3	0	9
Cornell University (New York).....	2,606	1	1	0	0	0	0	0
Dropout College (Pennsylvania).....	5,920	2	2	0	0	0	0	0
Fordham University (New York).....	14,800	5	0	0	0	0	0	5
Georgetown University (D.C.).....	2,517	2	0	0	0	0	0	2
Harvard University (Mass.).....	51,482	26	3	3	0	6	0	12
University of Hawaii.....	2,000	1	0	0	0	1	0	0
Indiana University.....	22,652	12	0	0	0	0	0	12
Johns Hopkins University (Maryland).....	11,840	4	2	0	1	0	1	0
University of Michigan.....	54,065	27	6	4	1	6	0	16
Middlebury College (Vermont).....	2,000	7	0	0	0	0	0	7
University of Pennsylvania.....	14,800	5	1	0	3	1	0	0
Radcliffe College (Mass.).....	11,840	4	1	0	0	0	0	3
Seton Hall University (New Jersey).....	11,840	4	0	2	0	2	0	0
Stanford University (Calif.).....	20,286	9	0	6	0	1	2	0
Tufts University (Mass.).....	2,000	1	0	1	0	0	0	0
University of Washington.....	14,800	5	0	3	0	2	0	0
University of Wisconsin.....	20,246	10	0	0	0	0	0	2
Yale University (Connecticut).....	6,566	2	0	1	0	0	1	0

ment of specialized materials. All but 5 of these are for a period of not more than 18 months, and all but 12 are fully financed from 1958-59 appropriations.

Included in the projects are the following: (1) A comprehensive survey of the status and trends of modern foreign language instruction at all levels of American education, public and private; (2) preparation of experimental visual aids for basic grammatical problems of Spanish; (3) the development and modifications of instruments for the electronic analysis of speech and application of the instruments to the phonetic comparison of English with French, German, and Spanish; (4) development of teaching materials in Lomongo, a Bantu language of the Belgian Congo, and Gio, a language of Liberia; and (5) preparation and validation of tests for measuring the qualifications of teachers of French, German, Italian, Russian, and Spanish in listening comprehension, speaking, reading, writing, language analysis, culture, and professional preparation.

Table 26.—FEDERAL FUNDS OBLIGATED FOR ADVANCED TRAINING IN FOREIGN LANGUAGES AND CULTURAL SUBJECTS, RESEARCH, AND FOR LANGUAGE TEACHER INSTITUTES, 1958-59 AND 1959-60

School year	Total	Training centers and fellowships	Research	Institutes for language teachers
1	2	3	4	5
Total (3 years)	\$14,639,000	\$4,104,000	\$4,452,000	\$6,083,000
1958-59.....	8,010,000	910,000	2,500,000	1,594,000
1959-60.....	10,629,000	2,250,000	4,050,000	4,325,000

Total Federal funds obligated during the 1958-59 and 1959-60 school years for advanced training in foreign languages and cultural subjects by training centers and fellowships, research, and institutes for language teachers are reported in table 26. State-by-State expenditures for the 1958-59 school year are given in column 12 of summary table 3, while the Federal funds obligated for the 1959-60 school year are reported in table 27.

Table 27.—FEDERAL FUNDS OBLIGATED FOR LANGUAGE DEVELOPMENT, 1959-60

State or Territory	Estimated amount	State or Territory	Estimated amount	State or Territory	Estimated amount
1	2	1	2	1	2
Total	\$19,639,000	Louisiana.....	\$320,266	Pennsylvania.....	\$1,074,028
Alabama.....	67,248	Maine.....	112,096	Rhode Island.....	0
Alaska.....	0	Maryland.....	2,400	South Carolina.....	0
Arizona.....	20,625	Massachusetts.....	490,577	South Dakota.....	0
Arkansas.....	0	Michigan.....	916,177	Tennessee.....	110,865
California.....	1,010,102	Minnesota.....	0	Texas.....	180,475
Colorado.....	218,443	Mississippi.....	0	Utah.....	90,788
Connecticut.....	634,474	Missouri.....	124,895	Vermont.....	67,307
Delaware.....	80,600	Montana.....	80,265	Virginia.....	153,919
Florida.....	0	Nebraska.....	0	Washington.....	294,215
Georgia.....	197,782	Nevada.....	0	West Virginia.....	0
Hawaii.....	78,542	New Hampshire.....	157,621	Wisconsin.....	344,026
Idaho.....	0	New Jersey.....	68,094	Wyoming.....	0
Illinois.....	841,223	New Mexico.....	142,562	District of Columbia.....	242,364
Indiana.....	435,906	New York.....	1,377,773	Puerto Rico.....	62,908
Iowa.....	10,177	North Carolina.....	2,870	Canada.....	19,634
Kansas.....	93,342	North Dakota.....	96,985	Nigeria.....	2,197
Kentucky.....	0	Ohio.....	242,278	International Science Fund.....	5,710
		Oklahoma.....	57,563		
		Oregon.....	108,780		

SCIENCE, MATHEMATICS, AND FOREIGN LANGUAGE INSTRUCTION

Title III of the National Defense Education Act contains provisions for assistance at the elementary and secondary school levels in the fields of science, mathematics, and modern foreign languages. This program has an authorization of \$75 million for each year of a 4-year

period, or \$300 million in total. As described below, specific portions of this authorized amount are to be used for defined purposes.

State supervision.—Provision is made for allotments to State educational agencies for the expansion and improvement of State supervisory and related services to the public elementary and secondary schools in the subject areas of science, mathematics, and modern foreign languages. For this purpose, Congress authorized \$5 million for State supervision and related services for each year of a 4-year period beginning in 1958-59. The actual appropriations were \$1.35 million and \$4 million for supervision and related services in 1958-59 and 1959-60, respectively.

The States share proportionately in the funds appropriated. State allotments are determined by reference to (1) the school-age population, and (2) an allotment ratio based on income per child of school age for the State. The allotment ratios which may be applied ranging from one-third to two-thirds, were established in the public laws but each State receives at least \$20,000 for this program. From the sums appropriated, the U.S. Commissioner of Education is required to reserve an amount that does not exceed 2 percent of the appropriation and allot it among Alaska, Hawaii, Puerto Rico, the Canal Zone, Guam and the Virgin Islands according to their respective needs for the type of assistance furnished under this title.

During the first year, matching of Federal funds by State funds was not required. This provision permitted States to staff and organize where State funds were not available during the first several months of the program. Dollar-for-dollar matching of Federal funds with State funds is required after the first year.

Facilities for local school systems.—Provisions are made for allotments to State educational agencies to strengthen instruction in science, mathematics, or modern foreign languages by the acquisition of laboratory or other special equipment and by minor remodeling of laboratory or other space for the use of such equipment in the public elementary and secondary schools. To obtain payment under its allotment, a State educational agency submits a State plan to the U.S. Commissioner of Education for approval. In turn, local educational agencies submit their projects to the State departments of education for approval under the State plan. For this purpose, \$70 million per year for each year of a 4-year period beginning with 1958-59 is authorized. Twelve percent of this authorization is reserved for loans to nonprofit schools.

An important feature of the legislation provides for a 1-year carry-over of funds for the acquisition of equipment. Thus funds approved during the 1958-59 school year will be available until June 30, 1960. After that date money appropriated in 1958-59 and not obligated or

expended will no longer be available. Appropriations for equipment acquisitions for 1958-59 and 1959-60 were \$56 million and \$60 million, respectively.

Dollar-for-dollar matching of Federal funds was required for the first and the succeeding years in the equipment acquisition and minor remodeling program. States may use variable reimbursement ratios in supporting the programs of local educational agencies as long as the total Federal monies are matched by an equal amount within the State. The acquisition money used to match Federal dollars may be money of the State, of a local educational agency, or any combination of the two.

Approvals and allocations.—As indicated, to participate in this program States must submit a State plan to the U.S. Commissioner of Education. In the plan the State department of education (1) affirms that it is legally responsible for the administration of the State plan; (2) provides for submitting appropriate reports on accomplishments under the plan; and (3) provides for proper fiscal control and accounting.

In addition, the State plan must meet the following five requirements before funds are made available for distribution to the local educational agencies; (1) Describe a program under which funds paid from the State's allotment will be expended; (2) set forth principles for determining priority of projects; (3) provide an opportunity for a hearing before the State department of education to any applicant for a project; (4) provide for the establishment, at the State level, of standards for laboratory and other special equipment; and (5) announce plans under which funds paid will be expended solely for the expansion or the improvement of supervisory or related services in public elementary and secondary schools in the fields of science, mathematics, and modern foreign language; and for the administration of the State plan.

By June 30, 1959, plans had been approved for 49 States and Territories, and 32 States had approved 8,947 projects proposing expenditures of \$23,544,713. However, only 25 of these States had as many as 3 months of operation under their State plan during 1958-59. At the present time, all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands have approved plans under title III.

Columns 3 and 5 of table 28 indicate the amounts obligated during 1959-60 for public school equipment and minor remodeling, and the estimated amount for State supervisory and related services. Amounts for the 1958-59 school year will be found in column 13 of summary table 3.

Loans for private schools.—Title III of the National Defense Education Act also authorizes the U.S. Commissioner of Education to make loans to nonprofit private schools. Loan funds are allotted to

Table 28.—FEDERAL FUNDS OBLIGATED FOR SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGE INSTRUCTION: 1959-60

State or Territory	Total	Estimated amounts for equipment and minor remodeling		Estimated amount for State supervisory and related services
		Grants for public schools	Loans to nonprofit private schools	
1	2	3	4	5
Total	664, 000, 000	553, 800, 000	67, 200, 000	64, 000, 000
Alabama	1, 624, 827	1, 504, 868	37, 028	82, 631
Alaska	72, 750	50, 000	2, 750	20, 000
Arizona	503, 015	443, 829	32, 309	26, 877
Arkansas	883, 729	824, 467	13, 991	45, 271
California	3, 866, 862	2, 679, 080	363, 569	294, 213
Colorado	629, 408	543, 002	48, 283	38, 123
Connecticut	586, 404	427, 854	111, 564	46, 986
Delaware	127, 818	85, 051	22, 767	20, 000
Florida	1, 415, 604	1, 259, 751	66, 932	88, 921
Georgia	1, 878, 361	1, 768, 282	23, 533	96, 546
Hawaii	221, 138	170, 950	40, 183	10, 000
Idaho	320, 272	291, 286	8, 986	20, 000
Illinois	2, 754, 817	1, 888, 497	662, 936	203, 385
Indiana	1, 640, 537	1, 381, 045	157, 112	102, 360
Iowa	1, 131, 730	956, 869	112, 435	62, 426
Kansas	779, 149	672, 780	60, 050	46, 319
Kentucky	1, 569, 168	1, 390, 310	102, 517	76, 341
Louisiana	1, 673, 746	1, 428, 290	172, 304	78, 182
Maine	414, 215	343, 657	49, 305	21, 253
Maryland	1, 031, 042	812, 687	162, 979	65, 476
Massachusetts	1, 441, 239	1, 012, 115	331, 625	97, 499
Michigan	2, 696, 256	2, 136, 758	382, 132	177, 366
Minnesota	1, 424, 673	1, 159, 467	188, 679	76, 627
Mississippi	1, 145, 445	1, 060, 523	26, 689	58, 233
Missouri	1, 447, 870	1, 169, 217	189, 541	89, 112
Montana	282, 339	238, 295	24, 044	20, 000
Nebraska	571, 646	479, 238	60, 861	31, 547
Nevada	78, 404	51, 205	5, 199	20, 000
New Hampshire	243, 772	177, 593	46, 179	20, 000
New Jersey	1, 541, 160	1, 049, 242	376, 662	115, 226
New Mexico	461, 251	404, 421	34, 628	22, 207
New York	4, 316, 559	2, 916, 873	1, 079, 360	320, 326
North Carolina	2, 213, 826	2, 079, 391	20, 257	114, 178
North Dakota	336, 975	298, 337	23, 638	20, 000
Ohio	3, 013, 299	2, 361, 866	447, 958	203, 489
Oklahoma	958, 652	882, 550	23, 999	52, 133
Oregon	614, 641	536, 027	39, 252	39, 362
Pennsylvania	3, 912, 151	2, 943, 161	734, 488	233, 503
Rhode Island	283, 832	196, 935	66, 917	20, 000
South Carolina	1, 262, 867	1, 185, 495	12, 277	65, 096
South Dakota	340, 310	300, 273	20, 032	20, 000
Tennessee	1, 655, 086	1, 532, 640	38, 290	84, 156
Texas	3, 938, 485	3, 545, 689	171, 498	221, 303
Utah	420, 373	391, 885	6, 281	22, 207
Vermont	186, 676	142, 843	23, 533	20, 000
Virginia	1, 643, 393	1, 493, 800	59, 433	90, 160
Washington	893, 129	769, 943	61, 808	61, 378
West Virginia	987, 068	916, 459	20, 287	50, 322
Wisconsin	1, 628, 440	1, 247, 291	291, 848	87, 301
Wyoming	138, 599	113, 099	5, 500	20, 000
District of Columbia	180, 117	126, 839	34, 278	20, 000
Canal Zone ¹	60, 676	50, 000	676	10, 000
Guam	63, 351	50, 000	3, 351	10, 000
Puerto Rico	983, 647	829, 030	72, 897	32, 000
Virgin Islands	63, 486	50, 000	3, 486	10, 000

¹ Did not choose to participate.

States on the basis of the enrollment in nonprofit private schools in each State compared with the total of such enrollment in all States. Loans are then approved within these allotments on the basis of applications. Rates of interest are one-quarter of 1 percent greater than the "current average yields of outstanding U.S. marketable obligations" reported for the last day of the preceding month. Loans and accrued interest are to be repaid within 10 years of the date of the loan. Amounts for loans in the 1959-60 school year are reported in column 4 of table 28. Table 8 reports the comparable amounts for the 1958-59 school year.

UTILIZATION OF NEW EDUCATIONAL MEDIA

Under the provisions of title VII of the National Defense Education Act of 1958, the Office of Education through grants or contracts conducts, assists, and fosters research and experimentation in the educational uses of television, radio, motion pictures, and related media of communication; and directly, or through contracts, disseminates information concerning these new media to State and local public school systems and to colleges and universities.

Research and experimentation is concerned with new educational media and is directed toward the improvement of educational services in the operation of public elementary or secondary schools or of institutions of higher education. Emphasis is given to research and experimentation in the development of effective techniques for using new educational media, for training teachers in such use, and for presenting academic subject matter through these media.

Extensive service is provided under this program through the dissemination of information concerning the utilization of television, radio, motion pictures, and related media for educational purposes. Included are (1) the results of the research and experimentation and studies and surveys to determine the need for increased or improved use of new educational media; (2) catalogs, bibliographies, and other materials deemed useful in the encouragement and more effective use of new educational media; and (3) assistance and demonstrations upon request to State and local educational agencies and to institutions of higher education in the uses of new educational media.

Under the present procedure, the Office receives proposals for research projects or for the financing of dissemination activities from public and private agencies, organizations, and individuals. Proposals are submitted for review and recommendation to the Advisory Committee on New Educational Media provided under title VII of the act. The committee consists of 14 members and is composed of the U.S. Commissioner of Education; a representative of the National Science Foundation; three persons identified with the sciences, liberal

arts, or modern foreign languages in institutions of higher education; three persons actually engaged in teaching or in the supervision of teaching in elementary or secondary schools; three persons of demonstrated ability in the utilization or adaptation of television, radio, motion pictures, and related media of communication for educational purposes; and three representatives of the lay public who have demonstrated an interest in the problems of communication media.

The committee evaluates research proposals in light of criteria which deal with significance of the problem for education, soundness of the research design, personnel and facilities available, and economic efficiency or relationship of procedure and probable outcomes to expenditure. Suggested dissemination activities are evaluated in light of the basic program developed by the Office and are initiated as the occasion requires. After approval by the committee, grants are made to applicants for support of research projects. Such grants do not require matching funds from the grantee; however, the co-operating institution or agency often contributes to the total cost of the project by providing professional services, facilities, or equipment. Dissemination contracts are negotiated directly by the Office with an appropriate agency, organization, or individual.

Annual appropriations are made to the Office of Education for the program of adapting new educational media to school services and funds for grants or contracts are distributed on a quarterly basis. Funds that are obligated during a school year are not necessarily distributed within that year. Table 29 indicates the amounts obligated for 1958-59 and a portion of the 1959-60 school year. Amounts obligated for each State in the 1959-60 school year are given in table 30. Similar figures for 1958-59 are indicated in column 14 of summary table 3.

Table 29.—FEDERAL FUNDS OBLIGATED FOR RESEARCH AND FOR DISSEMINATION OF INFORMATION ABOUT THE UTILIZATION OF NEW EDUCATIONAL MEDIA: 1958-59 AND 1959-60

School year	Obligations		
	Total	Research	Dissemination of information
1	2	3	4
Total (2 years).....	\$4,899,935	\$4,036,719	\$861,216
1958-59.....	1,599,935	1,349,985	249,950
1959-60 ¹	3,100,000	2,686,734	411,266

¹ Obligations as of June 1, 1960.

Table 30.—FEDERAL FUNDS OBLIGATED FOR RESEARCH AND UTILIZATION OF NEW EDUCATIONAL MEDIA: 1959-60

State or Territory	Estimated amount	State or Territory	Estimated amount	State or Territory	Estimated amount
1	2	1	2	1	2
Total	\$3,100,000				
Alabama.....	74,514	Louisiana.....	\$10,251	Oregon.....	\$250,436
Alaska.....	0	Maine.....	0	Pennsylvania.....	570,520
Arizona.....	19,431	Maryland.....	0	Rhode Island.....	2,841
Arkansas.....	10,908	Massachusetts.....	123,751	South Carolina.....	0
California.....	174,940	Michigan.....	148,472	South Dakota.....	0
Colorado.....	90,173	Minnesota.....	2,400	Tennessee.....	4,934
Connecticut.....	0	Mississippi.....	30,267	Texas.....	144,424
Delaware.....	0	Missouri.....	16,410	Utah.....	65,780
Florida.....	85,287	Montana.....	0	Vermont.....	0
Georgia.....	14,564	Nebraska.....	40,000	Virginia.....	8,140
Hawaii.....	27,500	Nevada.....	0	Washington.....	0
Idaho.....	0	New Hampshire.....	0	West Virginia.....	0
Illinois.....	216,947	New Jersey.....	25,000	Wisconsin.....	20,000
Indiana.....	157,682	New Mexico.....	10,512	Wyoming.....	0
Iowa.....	28,880	New York.....	309,952	District of Columbia.....	136,222
Kansas.....	16,985	North Carolina.....	50,223	Puerto Rico.....	14,800
Kentucky.....	0	North Dakota.....	0		
		Ohio.....	94,611		
		Oklahoma.....	98,843		

A total of 64 projects of research or experimentation and 13 contracts to advance the objectives of the dissemination program approved in the 1958-59 school year have received financial support. By April 30, 1960, an additional 17 research projects and 11 contracts for dissemination activities were approved for support in the 1959-60 school year, and it is anticipated that several more research projects and contracts for dissemination activities will be approved.

PUBLIC LIBRARY SERVICES FOR RURAL AREAS

The Library Services Act, Public Law 597 of the Eighty-fourth Congress, was passed in June 1956. This act is designed to stimulate States, by means of Federal grants, to extend public library services to rural areas with inadequate services or without such facilities.

Provisions in the Library Services Act authorize appropriations of \$7.5 million annually for 5 years for grants to the States for the extension and improvement of rural public library services. Funds are allotted to the States on the basis of their rural population and are to be matched by the States on the basis of their per capita income. Amounts allocated but unpaid to a State for any school year remain available for 1 succeeding school year.

For this program, a rural area is defined as any place of 10,000 population or less according to the latest U.S. census. However, funds may be utilized by urban libraries to extend services to rural areas.

Each State's library extension agency prepares and submits to the U. S. Commissioner of Education a plan which will, in its judgment, assure the best use of program grants. As provided in the approved State plan, funds may be used for salaries, books, library materials and equipment, and other operating expenses but not for the erection of buildings or the purchase of land. To remain eligible for a Federal grant, a State must maintain its expenditures for all public library services at least at the same level as during the 1955-56 school year.

The Federal appropriation for the first year of the act, the 1956-57 school year, was \$2,050,000. It provided the basic \$40,000 grant to each of the 50 States and Puerto Rico, and \$10,000 for the Virgin Islands. Beginning with the 1957-58 school year, \$10,000 was also included for Guam.

Matching provisions of the act require the Federal Government to supply a portion known as the "Federal share." The remaining portion, calculated by means of the "State percentage," is provided from State and local funds. The total amount is then expended under State and local responsibility which 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.

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 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 3 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 nor less than 33 percent for any State.

Analyses of the State plans and budgets for the programs of the 52 participating States and Territories for the 1959-60 school year provide the following summary:

SOURCE OF FUNDS:	Percent
Local revenue.....	20.6
State revenue.....	44.8
Federal revenue.....	34.9
Total.....	100.0

PROPOSED EXPENDITURES:	Percent
Salaries and wages.....	47.6
Books and materials.....	32.1
Equipment.....	5.2
All other expenses.....	15.1
Total.....	100.0

Table 31 reports the allotments made to the States and Territories for the 1959-60 school year. The appropriation was \$6 million with the provision that the allotments be calculated on the basis of \$7.5 million. Later in the year Congress approved a supplemental appropriation of \$131,000. Since some States did not participate to the full extent of the amount allotted, the total of \$6,131,000 was sufficient to meet the Federal obligation in full.

Table 31.—FEDERAL FUNDS ALLOTTED FOR THE DEVELOPMENT OF LIBRARY SERVICES IN RURAL AREAS, 1959-60

State or Territory	Allotted 1959-60	State or Territory	Allotted 1959-60	State or Territory	Allotted 1959-60
1	2	1	2	1	2
Total.....	1 \$7,500,000	Kentucky.....	\$221,208	Oklahoma.....	\$146,823
Alabama.....	207,576	Louisiana.....	158,010	Oregon.....	108,265
Alaska.....	49,191	Maine.....	83,021	Pennsylvania.....	341,266
Arizona.....	72,485	Maryland.....	110,806	Rhode Island.....	82,142
Arkansas.....	164,544	Massachusetts.....	111,213	South Carolina.....	170,405
California.....	239,322	Michigan.....	221,978	South Dakota.....	82,462
Colorado.....	88,084	Minnesota.....	172,208	Tennessee.....	219,097
Connecticut.....	83,689	Mississippi.....	193,061	Texas.....	319,792
Delaware.....	51,685	Missouri.....	188,210	Utah.....	63,275
Florida.....	133,235	Montana.....	72,427	Vermont.....	63,285
Georgia.....	223,578	Nebraska.....	108,519	Virginia.....	211,258
Hawaii.....	55,087	Nevada.....	48,667	Washington.....	125,287
Idaho.....	72,729	New Hampshire.....	62,051	West Virginia.....	167,674
Illinois.....	230,178	New Jersey.....	103,213	Wisconsin.....	180,882
Indiana.....	* 193,874	New Mexico.....	78,042	Wyoming.....	54,209
Iowa.....	173,427	New York.....	249,152	Guam.....	15,495
Kansas.....	128,820	North Carolina.....	302,331	Puerto Rico.....	108,144
		North Dakota.....	84,291	Virgin Islands.....	11,079
		Ohio.....	270,635		

* The appropriation was \$6 million for fiscal year 1960 with the proviso that allotments be made on the basis of \$7.5 million.

* Indicates allotted amount but State does not participate.

The influence of this program is registered in many ways. For example, many States are making incentive grants to counties and regions which will develop cooperative library services to bring books and information to all the rural people; some States are establishing State library branches in sparsely settled regions from which bookmobile service is extended; two States, Arizona and Utah, established their first State library extension service; and three States, Minnesota, New Jersey, and Oregon, voted their first State-grant programs for public libraries as a result of the Library Services Act.

As indicated in table 32, the total of \$6,131,000 appropriated for this program in the 1959-60 school year will be distributed among 52 participating States and Territories. Federal appropriations for 3 other years are also reported. Separate amounts for individual States are given in table 31 for the 1959-60 school year. They are reported to show the full amount of the allotment for each State on the basis of the \$7.5 million authorized. State amounts for the 1958-59 school year are included in table 3 of chapter 2.

Table 32.—FEDERAL FUNDS APPROPRIATED, STATE AND LOCAL FUNDS USED FOR MATCHING, AND NUMBER OF STATES AND TERRITORIES PARTICIPATING IN THE DEVELOPMENT OF LIBRARY SERVICES IN RURAL AREAS: 1956-57 TO 1959-60

School year	Federal appropriations	State and local matching funds	Number of States and Territories participating
1	2	3	4
Total (4 years).....	\$19,181,000	\$40,047,670	
1956-57.....	2,050,000	4,373,826	36
1957-58.....	5,000,000	10,874,767	50
1958-59.....	6,000,000	11,564,910	50
1959-60.....	1,131,000	13,234,167	52

¹ With provision that allotments be made on basis of \$7.5 million.

² Budgeted.

SCHOOL SUPPORT IN FEDERALLY AFFECTED AREAS

Activities of the Federal Government in numerous localities over the Nation have produced important changes affecting public school services in these areas. Both increases in school enrollments and reductions in taxable valuations due to the Federal purchase of property 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 over 4,500 school districts since 1950-51 under Public Laws 815 and 874 and the extensions to these laws.

The Federal legislation has identified 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.

CURRENT EXPENSE

Under certain conditions specified in Public Law 874, approved September 30, 1950, the U.S. Commissioner of Education is authorized to make contributions toward "maintenance and operation," the term used in the law to identify "current expenses." 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 assessed valuation of the property purchased amounts to 10 percent or more of the assessed valuation of all real properties in the district, and if the loss of revenue caused by withdrawal of the property from the tax list constitutes a continuing financial burden on the local school district.

Sections 3 and 4 of the act provide for payments to school districts which suffer a financial burden due to (1) the provision of educational services for children whose parents are employed on Federal property or who reside thereon; and (2) sudden and substantial increases in enrollment because of Federal 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 each category 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 current revenues, but may not exceed the per pupil cost for each federally connected pupil. Eligibility is limited to school districts which have the required percents of federally connected pupils in attendance. Also authorized are Federal arrangements for the full cost of operation of schools for children residing on Federal property where local educational agencies are either not able or lack jurisdiction to provide the required educational services for such children.

For each of the participating school districts, local contribution rates are calculated on the basis of current school expenditures in comparable communities within the State. The basic local contribution rate required for Federal payment is specified in Public Law 248, passed by Congress in 1953. This rate was established at half the State average current expenditure per pupil in average daily attendance for the second preceding year. An alternative basic rate for Federal payment authorized under the provisions of Public Law 85-620 is half the national average current expenditure per pupil in the continental United States in the second preceding year but not to exceed the average per pupil expenditure in the State.

For each participating school administrative unit, a portion of the Federal allotment may actually be paid during the following school year. This is due to the fact that the total assistance may finally be

calculated on the basis of a final report submitted after the close of the year. As a result, the cash disbursements for some years may be less than the "entitlements" while the disbursements for other years are greater than the entitlements.

Table 33.—FEDERAL FUNDS APPROPRIATED AND DISBURSED FOR CURRENT EXPENSES OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS: 1950-51 TO 1959-60

School year	Eligible applicant school districts	Amount appropriated	Net entitlements	Amounts disbursed during the year for all entitlements
1	2	3	4	5
Total (10 years)		\$944,848,788	\$944,486,667	\$782,492,196
1950-51.....	1,172	29,080,788	¹ 29,686,018	13,771,739
1951-52.....	1,763	81,570,000	47,814,283	85,941,311
1952-53.....	2,212	60,600,000	67,696,592	65,994,666
1953-54.....	2,524	72,350,000	71,860,067	70,124,073
1954-55.....	2,683	75,000,000	² 75,276,843	68,250,689
1955-56.....	2,859	90,000,000	88,664,973	85,472,824
1956-57.....	3,818	113,060,000	111,352,432	97,780,612
1957-58.....	3,827	127,000,000	122,466,546	109,282,392
1958-59.....	3,762	150,000,000	³ 157,390,914	⁴ 158,873,887
1959-60.....	3,760	186,300,000	⁵ 186,300,000	(⁶)

¹ Entitlements paid at 96 percent.
² Entitlements paid at 99.5 percent.
³ Entitlements paid at 96 percent.

⁴ Includes \$6,800,524 paid to other Federal agencies for the education of children on Federal properties.
⁵ Estimated.
⁶ Not available to date (Apr. 29, 1960).

Table 34.—FEDERAL FUNDS DISBURSED TO THE STATES AND TERRITORIES FOR ASSISTANCE ON CURRENT EXPENDITURES OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS: 1957-58

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$169,262,263	Kentucky.....	\$737,676	Oklahoma.....	\$4,364,542
Alabama.....	2,812,277	Louisiana.....	630,263	Oregon.....	556,679
Alaska.....	3,689,495	Maine.....	837,927	Pennsylvania.....	1,492,506
Arizona.....	1,447,936	Maryland.....	4,740,495	Rhode Island.....	1,137,221
Arkansas.....	780,381	Massachusetts.....	2,286,616	South Carolina.....	2,103,648
California.....	16,609,143	Michigan.....	488,685	South Dakota.....	1,058,789
Colorado.....	2,802,581	Minnesota.....	66,206	Tennessee.....	1,327,986
Connecticut.....	1,258,203	Mississippi.....	787,186	Texas.....	7,740,125
Delaware.....	147,032	Missouri.....	1,225,616	Utah.....	1,075,901
Florida.....	3,171,217	Montana.....	382,900	Vermont.....	51,643
Georgia.....	3,640,764	Nebraska.....	983,934	Virginia.....	8,726,017
Hawaii.....	1,697,744	Nevada.....	636,065	Washington.....	4,808,973
Idaho.....	679,225	New Hampshire.....	509,476	West Virginia.....	135,789
Illinois.....	2,152,758	New Jersey.....	1,306,930	Wisconsin.....	214,631
Indiana.....	555,264	New Mexico.....	2,019,293	Wyoming.....	312,707
Iowa.....	309,806	New York.....	1,847,489	Guam.....	356,355
Kansas.....	3,135,366	North Carolina.....	1,294,757	Federal ¹	5,139,097
		North Dakota.....	175,489		
		Ohio.....	3,691,908		

¹ Includes the following paid to other Federal agencies for educating children on Federal properties: Air Force, \$1,135,628; Army, \$3,026,460; Navy, \$660,813; Interior, \$6,422; Veterans, \$6,526; and Commerce, \$13,159.

Data on total disbursements for this program for the period from 1950-51 through 1959-60 are summarized in table 33. The amounts disbursed to each State in 1957-58 are presented in table 34. Similar State-by-State amounts for 1958-59 are reported in column 6 of summary table 3. In addition to the amounts for the States and Territories, a "national" amount for payments to other Federal agencies is listed in column 4 of table 2. This total of \$17,047,134 is composed of \$6,800,524 allotted for current operating expenses and \$10,246,610, paid for new school facilities for the 1958-59 school year. Details on entitlements for individual school districts and the States, and other items of related information for this program may be obtained from the Annual Reports of the Commissioner of Education on the Administration of Public Laws 874 and 815.

SCHOOL CONSTRUCTION

Federal assistance for the construction of school buildings 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. Further shifts in population and school enrollment caused by Federal activities in various school districts have required the extension of the provision of Public Law 815 by each Congress since the original enactment.

Eligibility under the Public Law 815, as amended, is based upon the increase in average daily membership of federally connected children during a 2-year increase period. This period is measured from July 1957 to June 1959, July 1958 to June 1960, or July 1959 to June 1961. The rate per pupil in each State is computed in terms of the average per pupil cost of constructing 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.

The Commissioner of Education is required to rank the requested school construction projects 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" in each district.

Section 14 of Public Law 815 as amended 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 sufficiently during a 2-year period, but which have large numbers of school children who reside on Federal property for whom school facilities are not available. Such districts are chiefly those that educate children residing on tax-exempt Indian lands in the Western States.

Effectiveness of the assistance for school construction in the federally affected school districts is evident from the large number of school administrative units which have participated. Numbers of school districts qualifying for assistance under the several congressional authorizations are reported in table 35. The sum would not represent the total number of different districts qualifying since some districts have qualified for construction of facilities under more than one law.

Table 35.—NUMBER OF SCHOOL DISTRICTS QUALIFYING FOR FEDERAL ASSISTANCE ON SCHOOL CONSTRUCTION UNDER THE SEVERAL CONGRESSIONAL AUTHORIZATIONS: 1950-51 TO APRIL 22, 1960

Congressional authorizations	Number of school districts qualifying for assistance
Public Law 815—Eighty-first Congress	940
Public Law 246—Eighty-third Congress	529
Public Law 731—Eighty-third Congress	456
Public Law 949—Eighty-fourth Congress	459
Public Law 85-287	273
Public Law 85-620	403

Disbursements of Federal funds for the construction of school facilities under all authorizations listed in table 35 are summarized in table 36 for the entire period since the enactment of Public Law 815. Table 37 reports the number of projects in the States and Territories for which Federal funds were reserved by October 2, 1959, for the construction of school facilities in federally affected school districts. State-by-State disbursements for the 1958-59 school year are listed in column 7 of summary table 3.

Federally affected public school districts receive most of the funds authorized by Public Law 815 and its amendments, as indicated in column 3 of table 36. However, part of the funds according to section 10 of Public Law 815, as amended, 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 districts will be of short duration. Under both of these provisions, Federal funds are used to pay the full cost of construction.

A summary of Federal funds reserved for construction projects on Federal properties and for temporary facilities in certain school districts from July 1951 to October 2, 1959, is given in column 2 of table 38. As indicated in column 3 of the table, funds were reserved for a total of 274 projects.

Table 36.—FEDERAL FUNDS DISBURSED 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 1958-59

School year	Amounts disbursed—		
	Total	In federally affected public school districts	For temporary buildings in certain school districts and for schools on Federal properties
1	2	3	4
Total (9 years)	6788,251,429	6868,584,259	672,768,979
1950-51.....	2,955,566	2,955,566	0
1951-52.....	55,494,893	43,952,630	11,542,263
1952-53.....	134,049,151	117,803,889	16,285,262
1953-54.....	112,854,536	104,972,732	7,881,804
1954-55.....	129,256,192	120,767,546	8,488,646
1955-56.....	94,607,593	89,012,791	5,594,802
1956-57.....	78,054,616	66,882,282	8,172,334
1957-58.....	78,746,855	74,212,506	4,534,349
1958-59.....	78,192,027	65,945,417	10,246,610

Comprehensive information concerning Federal funds reserved and disbursed for building projects is reported in tables 36, 37, and 38. Information about funds reserved and about funds disbursed is 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 explains why the disbursements are less than the amounts reserved.

Table 37.—FEDERAL FUNDS RESERVED FOR THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED SCHOOL DISTRICTS AS OF OCTOBER 2, 1959, AND FUNDS DISBURSED: 1950-51 TO 1958-59

State or Territory	Number of projects for which funds were reserved as of Oct. 2, 1959	Amount of Federal funds reserved as of Oct. 2, 1959	Funds disbursed			
			Total from 1950-51 through 1958-59	1950-51 through 1956-57	1957-58	1958-59
1	2	3	4	5	6	7
Total	4, 815	\$883, 663, 787	\$759, 251, 429	\$664, 313, 547	\$78, 748, 855	\$76, 192, 627
Alabama.....	128	18, 684, 033	17, 440, 051	14, 137, 315	1, 724, 621	1, 578, 115
Alaska.....	29	8, 643, 108	5, 747, 001	4, 077, 367	708, 311	961, 323
Arizona.....	104	22, 643, 048	17, 859, 540	13, 883, 993	1, 853, 623	2, 621, 924
Arkansas.....	76	13, 085, 150	12, 130, 552	10, 677, 470	1, 141, 184	311, 896
California.....	638	131, 970, 096	114, 575, 876	87, 727, 029	13, 515, 277	13, 333, 570
Colorado.....	78	17, 030, 025	15, 717, 326	10, 850, 925	2, 118, 474	2, 747, 927
Connecticut.....	47	8, 918, 704	7, 747, 016	6, 209, 937	947, 143	589, 936
Delaware.....	3	305, 320	305, 320	265, 280	30, 030	16, 010
Florida.....	101	22, 158, 170	20, 247, 276	18, 003, 895	3, 453, 326	3, 790, 055
Georgia.....	174	20, 562, 947	23, 297, 209	25, 564, 805	2, 108, 986	628, 418
Hawaii.....	37	16, 386, 649	10, 270, 248	6, 539, 788	1, 686, 419	2, 044, 041
Idaho.....	35	5, 506, 446	4, 913, 624	3, 837, 045	538, 525	538, 054
Illinois.....	73	13, 710, 696	12, 284, 426	10, 161, 457	528, 947	1, 594, 022
Indiana.....	63	9, 040, 742	6, 846, 211	5, 370, 624	508, 700	966, 887
Iowa.....	29	2, 145, 308	1, 787, 146	1, 736, 951	15, 453	34, 742
Kansas.....	132	13, 768, 456	11, 691, 623	9, 196, 804	1, 251, 595	1, 243, 224
Kentucky.....	39	5, 267, 131	5, 061, 168	4, 861, 265	94, 386	105, 517
Louisiana.....	41	6, 527, 810	6, 382, 357	4, 560, 207	1, 178, 000	644, 150
Maine.....	27	2, 701, 440	2, 036, 811	1, 840, 142	59, 425	137, 244
Maryland.....	73	44, 846, 686	37, 532, 313	29, 858, 215	3, 542, 117	4, 131, 961
Massachusetts.....	26	3, 104, 577	1, 986, 720	1, 197, 415	511, 526	277, 779
Michigan.....	221	40, 568, 768	35, 941, 124	28, 069, 667	5, 648, 584	2, 222, 873
Minnesota.....	29	3, 508, 035	3, 177, 832	2, 640, 312	397, 412	140, 106
Mississippi.....	50	6, 049, 119	5, 686, 141	4, 357, 982	325, 523	1, 002, 636
Missouri.....	122	13, 656, 829	12, 689, 695	10, 009, 794	1, 279, 904	1, 299, 997
Montana.....	62	7, 111, 328	4, 537, 711	3, 556, 594	468, 833	412, 284
Nebraska.....	25	4, 862, 180	3, 902, 672	2, 760, 921	230, 988	910, 763
Nevada.....	32	5, 932, 615	5, 547, 215	4, 733, 181	596, 306	217, 728
New Hampshire.....	10	509, 707	509, 707	226, 001	208, 032	75, 674
New Jersey.....	62	8, 473, 957	8, 220, 505	6, 022, 762	799, 437	398, 306
New Mexico.....	160	32, 526, 573	26, 425, 614	17, 913, 404	5, 073, 910	3, 438, 300
New York.....	63	14, 544, 219	12, 300, 966	11, 072, 820	753, 656	474, 510
North Carolina.....	39	9, 590, 880	8, 340, 161	6, 336, 318	1, 230, 680	773, 163
North Dakota.....	17	2, 214, 003	773, 327	285, 226	208, 918	279, 183
Ohio.....	136	21, 411, 346	19, 634, 646	17, 774, 857	1, 178, 828	680, 961
Oklahoma.....	212	24, 286, 347	21, 592, 365	18, 636, 451	1, 196, 608	1, 757, 306
Oregon.....	40	3, 448, 630	3, 159, 631	2, 660, 035	398, 191	111, 405
Pennsylvania.....	26	4, 489, 887	4, 485, 401	4, 254, 649	136, 742	94, 010
Rhode Island.....	16	3, 324, 445	2, 952, 558	2, 113, 134	642, 117	197, 307
South Carolina.....	70	11, 758, 483	11, 404, 329	8, 859, 971	1, 086, 384	1, 467, 224
South Dakota.....	47	4, 409, 824	2, 764, 089	1, 863, 961	373, 873	526, 255
Tennessee.....	86	8, 707, 570	8, 437, 207	7, 954, 236	367, 577	175, 394
Texas.....	349	51, 063, 001	45, 801, 747	36, 926, 968	4, 191, 699	4, 683, 740
Utah.....	44	8, 309, 906	7, 853, 923	6, 751, 236	858, 942	243, 743
Vermont.....	2	183, 110	183, 111	183, 111	0	0
Virginia.....	136	56, 647, 177	51, 907, 872	42, 899, 566	5, 193, 794	3, 854, 602
Washington.....	199	37, 967, 662	36, 133, 756	31, 326, 856	3, 067, 643	1, 739, 257
West Virginia.....	5	168, 148	145, 008	138, 440	6, 568	0
Wisconsin.....	10	787, 617	787, 617	654, 161	117, 300	6, 156
Wyoming.....	13	1, 623, 837	1, 306, 565	651, 023	461, 307	207, 235
Guam.....	6	2, 669, 147	1, 048, 156	0	780, 482	267, 674
Puerto Rico.....	2	89, 674	89, 674	92, 868	0	-3, 194
Federal projects.....	274	96, 768, 147	72, 746, 070	57, 965, 111	4, 534, 249	10, 246, 610

Table 38.—FEDERAL FUNDS RESERVED FOR THE CONSTRUCTION OF TEMPORARY BUILDINGS IN CERTAIN SCHOOL DISTRICTS, AND SCHOOL FACILITIES ON FEDERAL PROPERTIES: 1950-51 TO OCTOBER 2, 1959

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	\$96,768,147	274	Nevada.....	\$890,211	4
Alabama.....	237,485	2	New Hampshire.....	905,000	1
Alaska.....	11,564,181	37	New Jersey.....	3,292,070	2
Arizona.....	8,955,799	23	New Mexico.....	2,199,857	8
California.....	9,104,002	28	New York.....	2,492,195	4
Delaware.....	2,140,000	2	North Carolina.....	5,971,613	12
Florida.....	1,802,755	8	Ohio.....	797,919	3
Georgia.....	2,211,021	6	Oklahoma.....	670,934	2
Idaho.....	553,610	4	Oregon.....	269,192	3
Kansas.....	1,783,372	7	South Carolina.....	3,001,794	10
Kentucky.....	7,287,300	20	South Dakota.....	1,043,298	4
Maine.....	2,462,734	4	Texas.....	4,473,391	19
Maryland.....	293,287	2	Utah.....	873,506	7
Massachusetts.....	4,583,774	8	Virginia.....	5,432,936	13
Michigan.....	771,763	2	Washington.....	6,156,846	14
Missouri.....	2,379,048	10	Puerto Rico.....	1,870,064	4
Montana.....	20,000	1	Wake Island.....	264,200	1

VOCATIONAL EDUCATION

Federal funds for distribution to the States for vocational education of less-than-college grade were authorized in 1917 when the Smith-Hughes Act was approved. Additional funds were authorized for appropriation by other related acts in 1929, 1934, 1936, and 1946. Also, by acts approved in 1924 and in 1931 the benefits of the Smith-Hughes Act were extended to Hawaii and Puerto Rico, respectively.

The George-Barden Act of 1946 replaced the George-Deen Act of 1936 and provided for the further development of vocational education and authorized increased annual appropriations. Later, Public Law 463, Eighty-first Congress, and Public Law 896, 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 fishery trades and distributive occupations.

Then, in 1958, Public Law 864 known as the "National Defense Education Act of 1958" was enacted by the Eighty-fifth Congress. Title VIII of this act amended the George-Barden Act by adding provisions for Area Vocational Education Programs of less-than-college grade to train highly skilled technicians in fields necessary for the national defense. Other programs provided under the National

Defense Education Act are described earlier in this chapter under "National Defense Education Programs."

Smith-Hughes Act.—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, was provided in this original legislation. It authorizes allotments to the States in the proportions which certain segments of the State population bear to the corresponding segments of the 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 \$28,500, \$50,000, and \$105,200, respectively, or as much thereof as may be needed, to guarantee the minimums. An additional amount of \$30,000 has also been authorized for Puerto Rico by a separate act.

Participation in the benefits of the Smith-Hughes Act requires a State or Territory 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 of at least three members. 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, Puerto Rico, Virgin Islands, and Guam are now operating programs in vocational education.

George-Barden Act.—Vocational education has been developed further in the several States and Territories through annual appropriations authorized by the George-Barden Act and through additional enactments of Congress. The act has been further amended by the additions of title II providing for the extension and improvement of

the Practical Nurse Training Program and title III providing for the Area Vocational Education Program for training highly skilled technicians necessary for national defense. The latter addition was contained in title VIII of the National Defense Education Act of 1958. Funds are made available for administration, supervision, teacher training, vocational instruction and guidance, establishing programs for apprentices, and for the purchase or rental of equipment and the purchase of supplies for vocational instruction.

The George-Barden Act authorizes maximum amounts which may be appropriated and allotted to the States and Territories for each field of vocational education. These amounts 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) \$2.5 million for vocational education in distributive occupations to be allotted on the basis of total population; and (5) \$375,000 for vocational education in the fishery trades and distributive occupations to be allotted on the basis of the extent of the fishery industries in the respective States. Title I of 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 field. A minimum is not provided for the fifth category.

An appropriation of \$5 million per year for a period of 5 years ending June 30, 1961, is authorized by Public Law 911, of the Eighty-fourth Congress, which added title II to the George-Barden Act. This appropriation is 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. Public Law 864, of the Eighty-fifth Congress, added title III to the George-Barden Act and authorizes \$15 million for training highly skilled technicians in occupations necessary for the national defense.

Allotments under all vocational education acts.—Expenditures of Federal appropriations for vocational education are designed to encourage and promote instruction in this field. The Federal vocational education acts require dollar-for-dollar matching of Federal funds with State or local funds. More than \$186 million of State and local funds were expended for these programs during the 1958-59 school year. This would make a total expenditure of over \$231 million for the vocational education programs in the 1958-59 school

Table 39.—FEDERAL FUNDS EXPENDED AND ALLOTTED FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1957-58 TO 1959-60

Vocational education	Expended 1957-58	Allotted	
		1958-59	1959-60
1	2	3	4
Grand total	\$38,733,174	\$44,628,411	\$47,863,293
Smith-Hughes	7,268,939	7,273,239	7,296,312
Agriculture.....	3,054,655	3,054,662	3,059,496
Trade, home economics, and industry.....	3,101,086	3,104,435	3,113,381
Teacher training.....	1,114,199	1,114,233	1,123,436
George-Barden (title I)	29,178,940	29,611,661	29,567,661
Agriculture.....	10,212,479	10,274,753	10,274,753
Distributive occupations.....	2,503,869	2,611,271	2,611,271
Home economics.....	8,207,082	8,234,233	8,234,233
Trades and industry.....	8,215,940	8,266,824	8,266,824
Fishery occupations.....	40,639	228,000	180,000
George-Barden (title II)	2,283,285	4,000,000	4,000,000
Practical nurse training.....	2,283,285	4,000,000	4,000,000
George-Barden (title III)		2,766,000	7,000,000
Area vocational education programs for training highly skilled technicians.....		2,750,000	7,000,000

¹ The first four George-Barden programs in column 2 do not include \$2,939 expended for preliminary survey in Guam. For the first four George-Barden programs there is included in columns 3 and 4 \$40,000 for the Virgin Islands and \$30,000 for Guam.

Table 40.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1959-60

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$47,863,293	Louisiana.....	944,115	Oregon.....	490,279
Alabama.....	1,286,850	Maine.....	\$11,810	Pennsylvania.....	2,832,232
Alaska.....	235,334	Maryland.....	598,569	Rhode Island.....	240,206
Arizona.....	239,801	Massachusetts.....	910,987	South Carolina.....	939,407
Arkansas.....	942,842	Michigan.....	1,675,406	South Dakota.....	347,712
California.....	2,322,000	Minnesota.....	1,088,567	Tennessee.....	1,370,668
Colorado.....	397,840	Mississippi.....	1,190,783	Texas.....	2,365,186
Connecticut.....	440,908	Missouri.....	1,324,190	Utah.....	222,686
Delaware.....	220,841	Montana.....	255,736	Vermont.....	218,648
Florida.....	788,808	Nebraska.....	534,845	Virginia.....	1,233,048
Georgia.....	1,360,214	Nevada.....	215,387	Washington.....	685,769
Hawaii.....	223,098	New Hampshire.....	217,892	West Virginia.....	777,357
Idaho.....	274,008	New Jersey.....	914,087	Wisconsin.....	1,168,453
Illinois.....	2,067,119	New Mexico.....	236,703	Wyoming.....	218,267
Indiana.....	1,239,044	New York.....	2,920,639	District of Columbia.....	196,745
Iowa.....	1,060,663	North Carolina.....	1,847,638	Guam.....	96,940
Kansas.....	660,121	North Dakota.....	332,863	Puerto Rico.....	1,117,568
Kentucky.....	1,303,406	Ohio.....	2,068,711	Virgin Islands.....	84,980
		Oklahoma.....	820,101		

year, of which about 19 percent was provided from the Federal appropriation.

Table 39 reports amounts of Federal funds expended during the 1957-58 school year and the amounts allotted for the 1958-59 and 1959-60 school years. Detailed amounts of the allotments for the States and Territories in 1959-60 are listed in table 40 and corresponding amounts for the States and Territories in the 1958-59 school year are included in column 8 of summary table 3. A summary of the amounts expended or allotted to the States and Territories over the past 10 years is shown in table 41. Further details concerning the amounts expended under the several authorizations can be obtained from the Division of Vocational Education of the U.S. Office of Education.

Table 41.—FEDERAL FUNDS EXPENDED FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1949-50 TO 1958-59

School year	Amount	Percent of 1949-50	School year	Amount	Percent of 1949-50
1	2	3	1	2	3
Total (10 years)	\$310,661,889	.....	1949-50.....		
1949-50.....	26,622,628	100.0	1954-55.....	\$30,250,881	114.0
1950-51.....	26,665,054	100.2	1955-56.....	33,180,264	124.6
1951-52.....	25,862,968	97.1	1956-57.....	27,063,018	101.3
1952-53.....	25,386,460	95.3	1957-58.....	38,733,174	145.5
1953-54.....	25,418,894	95.6	1958-59.....	41,399,068	155.6

FEDERALLY AIDED CORPORATIONS

The American Printing House for the Blind, Gallaudet College, and Howard University have a statutory relationship to the Department of Health, Education, and Welfare, in that some funds for their operation are included in the Department budget. However, each of the institutions operates as a separate and autonomous agency. For these organizations, only a portion of their support is provided by the Federal Government. Other sources of support are evident in the program descriptions for the separate corporations.

AMERICAN PRINTING HOUSE FOR THE BLIND

The American Printing House for the Blind supplies educational books, materials, and apparatus for the blind in schools and classes operating in all the States and Territories. It is a nonprofit, national institution located at Louisville, Ky. Sponsorship of the Federal Government for this part of its work was originally established through the act of 1879 which appropriated \$10,000 per year "To Promote the Education of the Blind." Several congressional enactments have increased this support and in August 1956 the amount authorized

was increased to \$410,000. Actual amounts appropriated have frequently been less than the full amount authorized.

The Department of Health, Education, and Welfare has responsibility for the administration of the Federal act which authorizes the provision of educational materials to individual States 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. Federal funds for this program may be expended by the American Printing House for the Blind 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 factors determined in relation to the number of blind students.

Public schools having special provisions for blind children in attendance and other State and local public institutions for the education of the blind 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 allocations to the State departments of education.

Amounts allotted to the States and Territories for the 1959-60 school year are given in table 42 and similar figures for 1958-59 are reported in column 15 of summary table 3. Federal appropriations

Table 42.—FEDERAL FUNDS APPROPRIATED 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: 1959-60

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$410,000	Kentucky.....	\$5,288	Oklahoma.....	\$2,706
Alabama.....	6,900	Louisiana.....	7,303	Oregon.....	5,774
Alaska.....	0	Maine.....	1,003	Pennsylvania.....	20,509
Arizona.....	2,434	Maryland.....	8,449	Rhode Island.....	1,155
Arkansas.....	5,318	Massachusetts.....	19,480	South Carolina.....	4,285
California.....	23,825	Michigan.....	18,751	South Dakota.....	1,428
Colorado.....	4,104	Minnesota.....	7,567	Tennessee.....	8,145
Connecticut.....	9,725	Mississippi.....	4,559	Texas.....	13,433
Delaware.....	1,245	Missouri.....	6,686	Utah.....	1,489
Florida.....	11,583	Montana.....	1,641	Vermont.....	456
Georgia.....	10,546	Nebraska.....	2,614	Virginia.....	7,871
Hawaii.....	1,823	Nevada.....	486	Washington.....	7,476
Idaho.....	821	New Hampshire.....	1,276	West Virginia.....	4,680
Illinois.....	20,757	New Jersey.....	14,891	Wisconsin.....	7,567
Indiana.....	7,172	New Mexico.....	3,252	Wyoming.....	636
Iowa.....	4,437	New York.....	43,671	District of Columbia.....	851
Kansas.....	4,650	North Carolina.....	13,097	Canal Zone.....	91
		North Dakota.....	942	Puerto Rico.....	2,644
		Ohio.....	22,155		

for the past 10 years are summarized in table 43. Information about this program has been provided by the American Printing House for the Blind.

Table 43.—FEDERAL FUNDS APPROPRIATED FOR THE AMERICAN PRINTING HOUSE FOR THE BLIND: 1950-51 TO 1959-60

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
Total (10 years)...	\$2,487,000		1955-56.....	\$234,000	187.2
1950-51.....	125,000	100.0	1956-57.....	240,000	192.0
1951-52.....	125,000	100.0	1957-58.....	338,000	270.4
1952-53.....	185,000	148.0	1958-59.....	410,000	328.0
1953-54.....	185,000	148.0	1959-60.....	410,000	328.0
1954-55.....	215,000	172.0			

GALLAUDET COLLEGE

Gallaudet College, formerly known as the Columbia Institution for the Deaf, is located in the District of Columbia. This educational institution was incorporated in 1857 under an act of Congress, and in 1864 another act authorized Gallaudet College 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.

A regular 4-year liberal arts and science college curriculum and a 1-year preparatory curriculum are offered at Gallaudet. This 1-year preparatory program bridges the gap between the secondary schools for the deaf in the United States and the freshman class in the college. A master's degree and a professional diploma in the education of the deaf are offered by the graduate department of the college to students with normal hearing. The undergraduate department offers an associate degree after 2 years of study, and a bachelor's degree in the liberal arts and sciences after the completion of 4 years of work. Total enrollment in the college during 1959-60 was 380 representing 47 States, the District of Columbia, and 7 foreign countries.

In addition, the college operates Kendall School for elementary and secondary education of deaf pupils in 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. Of the total of 87 children in attendance at Kendall School during the 1959-60 school year, 80 were from the District of Columbia.

Table 44.—FEDERAL FUNDS APPROPRIATED FOR GALLAUDET COLLEGE, 1950-51 TO 1959-60

School year	Total	Current expenditures		Construction
		Amount	Percent of 1950-51	
1	2	3	4	5
Total (10 years).....	\$12,922,200	\$4,622,200	.....	\$7,299,000
1950-51.....	298,200	298,200	100.0	0
1951-52.....	300,000	300,000	100.9	0
1952-53.....	303,000	412,000	112.3	90,000
1953-54.....	461,000	410,000	111.4	41,000
1954-55.....	674,000	412,000	112.7	262,000
1955-56.....	2,764,000	539,000	168.4	2,225,000
1956-57.....	2,162,000	612,000	167.0	2,547,000
1957-58.....	2,420,000	730,000	198.3	1,690,000
1958-59.....	972,000	849,000	230.6	123,000
1959-60.....	1,229,000	904,000	245.6	325,000

Federal funds appropriated for current operating expenses and for new construction over the past 10 years are given in table 44. Total expenditures by the college exceed the figures summarized in table 44 since the college receives tuition payments and other fees from the students. Data for this program were provided by Gallaudet College.

HOWARD UNIVERSITY

This university, located in the District of Columbia, was established in 1867. It is operated as a semipublic institution under a self-perpetuating Board of Trustees. The university consists of an undergraduate college; eight professional schools for medicine, dentistry, pharmacy, engineering and architecture, music, social work, law, and religion; and a graduate school offering the doctorate degree in chemistry, physics, zoology, and physiology, and the master's degree in several additional 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 1959-60 school year the university enrolled 6,507 students coming from 45 States, the District of Columbia, 51 foreign countries, 16 island possessions of the British West Indies and The Netherlands, and 3 outlying parts of the United States. Students of

the institution are served by a faculty of 514 teachers of whom 155 are on a part-time basis.

Table 45 reports the Federal funds appropriated for Howard University for the past 10 years. 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. Data reported for Howard University were obtained from that institution.

Table 45.—FEDERAL FUNDS APPROPRIATED FOR HOWARD UNIVERSITY:
1950-51 TO 1959-60

School year	Total	Current expenditures		Construction	
		Amount	Percent of 1950-51	Amount	Percent of 1950-51
1	2	3	4	5	6
Total (10 years).....	644, 627, 000	623, 157, 700		612, 800, 000	
1950-51.....	4, 263, 000	2, 800, 000	100.0	1, 763, 000	100.0
1951-52.....	4, 001, 000	2, 709, 000	108.4	1, 292, 000	73.3
1952-53.....	4, 047, 000	2, 678, 000	107.0	1, 372, 000	77.9
1953-54.....	2, 866, 000	2, 638, 000	101.4	20, 000	1.1
1954-55.....	7, 954, 000	2, 796, 000	111.8	4, 858, 000	275.7
1955-56.....	5, 006, 000	2, 878, 400	115.0	2, 130, 600	120.9
1956-57.....	3, 688, 300	3, 300, 000	132.0	386, 300	21.9
1957-58.....	4, 212, 000	3, 800, 000	122.0	412, 000	23.4
1958-59.....	4, 636, 300	4, 350, 300	174.0	286, 000	16.2
1959-60.....	5, 498, 000	4, 617, 000	164.7	881, 000	50.0

1 Estimated.

FOOD AND DRUG ADMINISTRATION

The Food and Drug Administration and its functions were transferred from the Department of Agriculture to the Federal Security Agency on June 30, 1940, in accordance with provisions of the President's Reorganization Plan. Its functions are mainly directed toward promoting purity, standard potency, and truthful and informative labeling of specific commodities included under the enforcement laws. Acts of enforcement include the Federal Food, Drug, and Cosmetic Act; Tea Importation Act; Import Milk Act; Caustic Poison Act; and the Filled Milk Act. Federal responsibility for law enforcement functions in this area have been carried on under different organizational titles since January 1907 when the Food and Drugs Act of 1906 became effective. In the administration of its responsibilities, the Food and Drug Administration (FDA) conducts educational or training programs for consumers, producers, and State and local enforcement officials. Data for these programs, as described below, were furnished by the Food and Drug Administration.

CONSUMER AND INDUSTRY EDUCATION

Consumer and industry education are principally achieved through the preparation and distribution of informative materials to the public schools, the public in general, the consumer and professional organizations, trade associations, etc. These materials include publications, exhibits, movies, slides, and film strips which are intended to protect consumers by promoting discriminating buyer judgments and high standards for commercial preparation of products requiring protective measures. Through the consumer and industry training programs, the FDA develops better consumer and industry understanding of the objectives and requirements of the food and drug laws.

Federal funds for these functions are included with the general administrative functions of the Food and Drug Administration and cannot be separately identified.

TRAINING FOR STATE AND LOCAL OFFICIALS

Much of the work of inspecting the manufacturing plants and analyzing samples of foods, drugs, and cosmetics to detect violations of the law is the responsibility of cooperating officials of State and local government agencies. The Food and Drug Administration provides a training program for these officials. Under this program, the FDA offers instruction in the latest techniques of inspection. Training classes and schools are established for specific purposes as requested by the cooperating officials.

Problems considered in the various educational programs represent new needs or developments and involve new approaches. Each session is planned to meet the specific requirements of the particular group for which it is designed. Examples of training sessions planned in this program include: (1) Improvement of techniques for detecting and measuring radioactivity; (2) detection of penicillin and pesticides in milk; (3) detection of decomposition of cream and butter; and (4) examination of wheat for rodent contamination.

During the 1959-60 school year, 120 State and local officials were given instruction in the "detection of penicillin in milk" and 90 State and local officials were trained in the "detection of pesticides in milk and forage" at a cost of approximately \$3,000 and \$2,500, respectively. Expenditures are specified for only the travel and per diem costs to FDA staff members who provide the instruction and for the related cost of the instructional materials used. There is no other apparent outlay for the program since the facilities for instruction are provided by the State or local sponsoring groups and funds for trainees are not required.

OFFICE OF VOCATIONAL REHABILITATION

The purpose of the Office of Vocational Rehabilitation (OVR) services is to help develop, preserve, or restore the ability of disabled men and women to perform useful work. This is accomplished through the distribution of Federal funds for support of basic rehabilitation services and assistance to the States through rendering technical and professional assistance, developing standards, supporting research and demonstration projects, disseminating information, and providing long-term and short-term training and instruction in technical matters related to vocational rehabilitation.

The program of cooperative support between the States and the Federal Government in the rehabilitation of disabled persons for their return to employment was established 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.

The Barden-LaFollette Act, passed in 1943, 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 examinations, surgery, 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 were also provided without cost where economic need of the individual had been established.

Amendments to the Vocational Rehabilitation Act, adopted in August 1954 through passage of Public Law 565, Eighty-third Congress, served as a further stimulus and aid in the expansion of vocational rehabilitation services throughout the Nation. The act established a stronger and more flexible financial structure and improved administration of the combined State-Federal program. 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. Also, the Randolph-Sheppard Act was amended to increase opportunities for licensed blind vending stand operators.

Public Law 565 also made possible the initiation of a program of grants to public and other nonprofit organizations and agencies for paying part of the cost of projects for, research, demonstrations, training, and traineeships.

TRAINING OF INDIVIDUAL REHABILITANTS

Allotments under section 2 of the Vocational Rehabilitation Act, Public Law 565, are used for support of basic vocational rehabilitation services. Federal funds for the support programs 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" in the years 1955 through 1959, State funds had to equal 1954 State funds. The rest of the support allotment is earned at rates related to the fiscal capacity of the State. Beginning in the 1959-60 school year, the matching requirements for the "floor" were adjusted 25 percent a year so that by 1962-63 the entire support allotment will be earned at rates related to the fiscal capacity of the State.

Under section 3 of the act, Federal funds are available to States for projects which they may initiate for the purpose of extending and improving State 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.

Programs for vocational rehabilitation are an administrative and operating responsibility of each State. The agency responsible for the program is either the State board for vocational education or a State rehabilitation agency which is primarily concerned with vocational rehabilitation. However, in 36 States the program for the rehabilitation for the blind is separately administered by the State blind commission or a State agency, usually located in the State welfare department which provides public assistance or services to the adult blind. Amounts of Federal funds for the training of individual rehabilitants are not readily separable from related expenditures for medical examinations and treatments and are not included in this report.

RESEARCH AND DEMONSTRATION PROJECTS

Federal funds for research and demonstration projects and projects for the establishment of special facilities and services which promise to make a substantial contribution to the solution of vocational rehabilitation problems are available to States and other public agencies and private nonprofit organizations under section 4(a)(1) of the Vocational Rehabilitation Act, Public Law 565. Program objectives are to (1) stimulate more research in the field of vocational rehabilitation, and

(2) encourage the initiation of research by agencies and organizations in areas of vocational rehabilitation needing exploration and investigation. The purpose of grants for demonstration projects is to establish pilot or experimental activities to test, or establish by practice standards, new or special methods of service that are practicable and effective for general application in the vocational rehabilitation program; and to provide information on costs, methods of administration, and methods of providing services or applying rehabilitation techniques.

There is no allotment of section 4(a)(1) funds to the States. Grants are made to qualified applicants on an individual project basis. A 12-member National Advisory Council on Vocational Rehabilitation, established by law, considers applications for research and demonstration grants and recommends action on applications submitted under this section of the act. Applications to be considered at the February, May, and October meetings of the National Advisory Council are due November 1, February 1, and July 1, respectively, of each year.

The \$4.6 million expended for research and demonstration projects in the 1958-59 school year provided support for 188 projects of which 67 were new and 116 were continued from previous years. Federal funds expended for this program from 1954-55 to 1959-60 are summarized in table 46. Amounts apportioned to the separate States for 1958-59 are listed in column 16 of summary table 3.

Table 46.—FEDERAL FUNDS EXPENDED FOR RESEARCH AND DEMONSTRATION PROJECTS IN VOCATIONAL REHABILITATION: 1954-55 TO 1959-60

School year	Amount	Percent of 1954-55	School year	Amount	Percent of 1954-55
1	2	3	1	2	3
Total (6 years).....	618, 178, 000	.....	1956-57.....	\$1, 999, 000	668. 6
1964-55.....	299, 000	100. 0	1957-58.....	3, 000, 000	1, 204. 0
1955-56.....	1, 181, 000	395. 0	1958-59.....	4, 600, 000	1, 538. 5
			1959-60 ¹	6, 500, 000	2, 173. 9

¹ Estimated.

TRAINING AND TRAINEESHIPS

Section 4(a)(1) of the Vocational Rehabilitation Act, Public Law 565, also provides for paying part of the cost of programs for training personnel for rehabilitation services through teaching grants and through traineeships for students. The specific purposes of this OVR training program are: (1) To enlarge the supply of trained personnel for rehabilitation of physically or mentally handicapped persons; (2) to improve the knowledge and skills of personnel already engaged in

rehabilitation services; and (3) to develop an increased awareness of rehabilitation philosophy and methods on the part of personnel in all fields contributing to the total rehabilitation process. These purposes are related to the objective of a progressive increase in the numbers of disabled persons rehabilitated vocationally each year.

The major fields in which long-term training grants are awarded include dentistry, medicine, nursing, occupational therapy, physical therapy, prosthetics and orthotics, rehabilitation counseling, social work, and speech pathology and audiology. The total amounts obligated for training and traineeships under the Vocational Rehabilitation Act beginning with the 1954-55 school year are given in table 47. Amounts for individual States and Territories in 1958-59 for this training, which includes short-term and long-term training and rehabilitation research fellowships, are reported in column 17 of table 3. The \$3,971,000 expended in the 1958-59 school year and reported in table 47, provided support to 145 institutions for 1,025 long-term trainees.

Table 47.—FEDERAL FUNDS EXPENDED FOR TRAINING AND TRAINEESHIPS IN VOCATIONAL REHABILITATION: 1954-55 TO 1959-60

School year	Total	Long-term training	Short-term training and rehabilitation research fellowships
1	2	3	4
Total (6 years).....	\$31,166,000	\$17,778,000	\$3,388,000
1954-55.....	790,000	603,000	187,000
1955-56.....	2,053,000	1,723,000	330,000
1956-57.....	2,988,000	2,504,000	484,000
1957-58.....	4,280,000	3,680,000	700,000
1958-59.....	4,799,000	3,971,000	828,000
1959-60 ¹	6,200,000	5,297,000	903,000

¹ Estimated.

SHORT-TERM TRAINING AND REHABILITATION RESEARCH

Federal support of short-term, specialized training and instruction in technical aspects of vocational rehabilitation services is authorized under section 7 of the act of 1954. Rehabilitation research fellowships are also authorized in order to enlarge and enrich our research resources through the development of competent research workers in professional fields which contribute to the vocational rehabilitation of disabled persons. Fellowships may be awarded to assist qualified candidates to: (1) Obtain advanced training in rehabilitation research; (2) increase their competence or broaden their experience in rehabilitation research; or (3) carry out a research project which holds promise of making a significant contribution to advancing our knowledge and

understanding of the vocational rehabilitation of disabled persons. Qualified persons in any of the professional fields which contribute to the vocational rehabilitation of physically or mentally handicapped persons may apply for a predoctoral, postdoctoral, or special fellowship.

The amount for short-term training and rehabilitation research fellowships for each year from 1954-55 to 1959-60 is specified in column 4 of table 47. In 1958-59, grants totaling \$828,000 were made to 79 institutions for 2,270 short-term trainees. Also, 13 rehabilitation research fellows were supported from this amount. Data for these programs for Vocational Rehabilitation were provided by the Office of Vocational Rehabilitation.

PUBLIC HEALTH SERVICE

Dating back to July 16, 1798, with the establishment of marine hospitals to care for American merchant marine seamen, the scope of Federal responsibility and service in public health has been greatly expanded. In 1939, this responsibility and service was transferred from the Department of the Treasury to the Federal Security Agency. The Public Health Service as now constituted in the Department of Health, Education, and Welfare, is charged with responsibilities for protecting and improving the health of the people of the Nation.

Major functions of the Public Health Service are: (1) To conduct and support research and training in the medical and related sciences, and in public health methods and administration; (2) to provide medical and hospital services to persons authorized to receive care from the service, to aid in the development of the Nation's hospitals and related facilities, and to prevent the introduction of communicable diseases into the United States and its possessions; and (3) to assist the States and other governments in the application of new knowledge for the prevention and control of disease, the maintenance of a healthful environment, and the development of community health services. Information and education are important in achieving these objectives.

Among the educational programs of the Public Health Service, the following seven programs are described in this section: (1) Training at the Communicable Disease Center; (2) education in hospitals; (3) education of State and local public health personnel; (4) training programs to improve Indian health; (5) public health research fellowships; (6) public health traineeships and training grants; and (7) training at the Robert A. Taft Sanitary Engineering Center. Figures reported exclude amounts for research plant facilities and project grants. Data for all programs reported here were provided by the Public Health Service.

COMMUNICABLE DISEASE CENTER

The Communicable Disease Center of the Public Health Service is located in Atlanta, Ga. Two types of training sponsored by the center are described below under field training and laboratory training.

Field training.—Emphasis is placed on training in new or improved methods of disease control to: (1) Provide practical field training to State and local public health personnel in general health theories, standards, techniques, and practices; (2) enable State and local public health personnel to perform their duties more adequately; (3) assist in training other State personnel; (4) assume greater responsibilities in the investigation and control of diseases; and (5) provide demonstration and consultation services to States to help them in the development and improvement of State public health training programs or encourage them to establish and operate their own training programs.

Table 48.—FEDERAL FUNDS EXPENDED, NUMBER OF COURSES OFFERED, AND NUMBER OF TRAINEES FOR EDUCATIONAL PROGRAMS OF THE COMMUNICABLE DISEASE CENTER, 1951-52 TO 1959-60

School year	Federal funds expended for—			Number of courses offered	Number of trainees		
	Total	State and local personnel	Foreign nationals		Total	State and local	Foreign nationals
1	2	3	4	5	6	7	8
Total (9 years).....	\$4,539,939	\$4,344,939	\$195,000	1,764	21,939	25,915	1,045
1951-52.....	394,704	378,604	16,100	149	2,411	2,242	169
1952-53.....	370,100	366,100	14,000	159	2,056	2,570	185
1953-54.....	345,200	329,100	17,100	192	4,230	3,994	245
1954-55.....	396,026	376,926	19,100	208	3,941	3,647	294
1955-56.....	508,700	478,000	25,700	222	4,617	4,381	236
1956-57.....	567,300	542,300	24,400	251	5,996	5,731	265
1957-58.....	549,400	521,300	28,100	177	4,259	4,072	187
1958-59.....	789,400	744,600	24,800	213	4,505	4,340	165
1959-60.....	643,100	618,800	24,300	203	3,967	3,738	229

Laboratory training.—Courses are offered to all grades of employed laboratory personnel of State and local health departments to: (1) Develop accuracy and dependability in the diagnostic ability of professional laboratory workers; (2) acquaint them with the best methods and apparatus available for each procedure; (3) familiarize them with the basic principles underlying each step; and (4) allow for interchange of ideas and discussion of problems with other students in group seminars. These training 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.

Table 48 gives a 9-year summary of Federal funds expended, number of courses offered, and the number of trainees for the two training programs.

EDUCATION IN HOSPITALS

Educational activities in hospitals of the U.S. Public Health Service (USPHS), and Freedmen's Hospital in the District of Columbia, include those related to training in: (1) clinical training for student nurses; (2) elementary and secondary schooling for patients with leprosy in the USPHS Hospital at Carville, La.; and (3) medical record library science. The total amount of Federal funds expended for these three programs was \$215,000 for the 1958-59 school year. This is reported in column 4 of table 2 for "education in hospitals," and is the sum of the three amounts reported for 1958-59 in columns 2, 4, and 6 of table 49. These activities indicate the responsiveness of the Federal Government in meeting the needs of the Nation for training in special competencies and also consideration for the problems of individual patients in obtaining their basic educational requirements.

CLINICAL TRAINING OF STUDENT NURSES

Clinical training is provided at Freedmen's Hospital for approximately 82 student nurses enrolled in the School of Nursing. The hospital employs instructional staff members exclusively for this training program at an estimated cost of \$199,000 for the 1959-60 school year. Columns 2 and 3 of table 49 indicate the estimated

Table 49.—ESTIMATED FEDERAL FUNDS EXPENDED AND NUMBER OF STUDENTS PARTICIPATING IN EDUCATIONAL PROGRAMS CONDUCTED IN HOSPITALS, 1950-51 TO 1959-60

School year	Clinical training of student nurses, Freedmen's Hospital		Elementary and high school instruction, Carville Leprosarium		Medical record library science, Public Health Service Hospital	
	Estimated expenditures	Number of students	Estimated expenditures	Number of students	Estimated expenditures	Number of students
1	2	3	4	5	6	7
Total (10 years).....	\$1,743,000	887	\$197,000	541	\$45,000	88
1950-51.....	169,000	100	18,000	38	4,000	8
1951-52.....	168,000	98	18,000	34	4,000	4
1952-53.....	168,000	98	20,000	38	4,000	8
1953-54.....	154,000	81	20,000	80	4,000	9
1954-55.....	187,000	98	20,000	58	4,000	9
1955-56.....	178,000	98	20,000	64	5,000	6
1956-57.....	188,000	81	28,000	64	5,000	6
1957-58.....	188,000	79	18,000	70	5,000	4
1958-59.....	191,000	78	19,000	67	5,000	10
1959-60.....	199,000	82	20,000	68	5,000	8

Federal funds expended and the number of students participating in this program during the past 10 years.

ELEMENTARY AND SECONDARY EDUCATION OF PATIENTS

Three teachers, employed at a total annual salary of approximately \$20,000 for the 1959-60 school year, provide formal basic education to patients at the Carville, La., Leprosarium. At present, about 65 child patients attend classes and receive elementary through high school instruction, depending upon their needs. A number of adult patients also participate in the educational program. Columns 4 and 5 of table 49 indicate the estimated Federal funds expended and the number of students in attendance under this program during the past 10 years.

TRAINING IN MEDICAL LIBRARY SCIENCE

The Public Health Service Hospital at Baltimore, Md., offers training in medical library science for qualified college graduates. Classes admit approximately 10 students. The course consists of 50 weeks of instruction which includes formal lectures, individual conferences and laboratory work, and practice in medical record theory, procedures, and management. Three registered medical record librarians, several members of the medical record section, and the professional and management hospital staff participate in this training. Consultants in various specialties provide guest lectures.

Quarters and subsistence available to the students cost an estimated \$5,000 of Federal money during 1959-60. Fifty-nine students have graduated from the course since it was organized in 1950. Columns 6 and 7 of table 49 give a 10-year summary of estimated Federal funds expended and number of students participating in this training program.

EDUCATION OF PUBLIC HEALTH PERSONNEL

The enactment of title VI of the Federal Social Security Act in 1936 provided the first Federal funds to be granted for programs of education sponsored by the State health agencies. Part of the funds appropriated each year as grants for the extension of public health services have been used by the States for personnel training in order to improve the quality of State and local health services to the general public. Trainees are afforded opportunities to extend their technical and scientific knowledge so they can be more effective through the training programs. Through these orientation and on-the-job training programs, public health personnel in the States are assisted in keeping abreast with changes and progressive developments in public health services.

The selection of professional or technical personnel for training is left to the discretion of the State agency receiving the grants. 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. This group includes some who are not employed by an official health agency but who will, as the result of the training, render services to public health programs. At the present time the personnel receiving sponsored training must fall into one of the three 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 includes supervised experience in health departments, hospitals, or clinics, but it is not recognized by a university as contributing toward a degree. 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, are also classified as nonaccredited training.

Federal, State, and local public health workers receive field training in the various health programs 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.

Public Health Service grants used by the States and Territories for educational activities for 1957-58 and 1958-59 and the amounts budgeted for 1959-60 are listed in table 50. Details for the 1958-59 school year are also listed in column 18 of summary table 3. These data 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. The 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

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for educational projects. In addition to the funds reported, it is understood that State funds are also used for these educational activities.

Table 50.—PUBLIC HEALTH SERVICE GRANTS USED BY STATES AND TERRITORIES FOR EDUCATIONAL ACTIVITIES, 1957-58 TO 1959-60

State or Territory	1957-58	1958-59	Amount budgeted 1959-60	State or Territory	1957-58	1958-59	Amount budgeted 1959-60
1	2	3	4	1	2	3	4
Total	\$1,149,099	\$1,872,499	\$1,632,999	Montana.....	23,265	\$1,312	89
Alabama.....	11,888	18,852	19,743	Nebraska.....	12,981	16,925	19,546
Alaska.....	1,292	305	2,800	New Hampshire.....	0	244	0
Arkansas.....	22,522	22,060	22,618	New Jersey.....	2,734	2,465	7,826
California.....	74,325	80,765	65,806	New Mexico.....	172	0	0
Colorado.....	1,202	725	22	New York.....	222,429	210,597	226,000
Connecticut.....	120	4,823	53,675	North Carolina.....	26,293	27,728	24,500
Delaware.....	780	0	2,000	North Dakota.....	2,611	1,600	2,000
Florida.....	59,139	59,573	57,500	Ohio.....	66,691	25,729	25,915
Georgia.....	71,545	84,670	55,223	Oklahoma.....	24,283	20,526	14,500
Hawaii.....	1,718	0	2,055	Oregon.....	12,808	20,712	26,243
Idaho.....	22,720	10,112	12,875	Pennsylvania.....	22,297	27,276	27,500
Illinois.....	55,474	42,873	62,900	Rhode Island.....	330	0	0
Indiana.....	25,226	61,540	65,845	South Dakota.....	1,265	4,047	5,500
Iowa.....	9,590	14,779	12,000	Tennessee.....	22,680	40,154	22,222
Kansas.....	16,157	16,297	10,000	Texas.....	64,122	103,292	50,662
Kentucky.....	24,400	25,234	12,844	Vermont.....	4,941	12,719	2,200
Louisiana.....	12,514	16,571	16,630	Washington.....	28,448	27,434	22,240
Maine.....	5,082	707	0	West Virginia.....	2,225	4,622	170
Massachusetts.....	12,020	20,994	27,688	Wisconsin.....	14,122	21,448	22,521
Michigan.....	69,562	82,144	92,657	Wyoming.....	0	4,644	0
Minnesota.....	10,786	9,722	64,697	Guam.....	0	2,000	0
Mississippi.....	1,742	6,205	4,588	Puerto Rico.....	25,422	42,877	62,101
Missouri.....	12,575	12,166	26,028	Virgin Islands.....	1,972	0	0

INDIAN HEALTH

Responsibility for administering the health program for Indian and Alaska native citizens was transferred from the Bureau of Indian Affairs in the Department of Interior to the U.S. Public Health Service (USPHS) in the Department of Health, Education, and Welfare on July 1, 1955.

Training activities with particular emphasis on the training of Indian and Alaska natives in the health-related fields are an integral part of the Indian health program. Although there are other technical training programs of a less formal nature carried on by the USPHS staff at Indian health facilities, the following two training programs are adapted to the particular health problems of the Indian people.

DENTAL ASSISTANT TRAINING

The Division of Indian Health offers training for the preparation of dental assistants at Bureau of Indian Affairs Vocational Training Schools at Mt. Edgecumbe, Alaska, and Brigham City (Intermountain), Utah. Students receive instruction in clinical and academic courses conducted by the staffs of the USPHS and the Bureau of Indian Affairs. At Owyhee, Nev., training is also offered by the USPHS staff through a course approved for credit by the local board of education. Students who complete training at these centers are assigned to work with dental officers in Indian health hospitals or outpatient clinics. These students are also eligible for work with dental preventive units operating outside of the clinical environment.

Table 51 shows the number of students in training for dental assistants at the three schools. Federal funds obligated for the operation of this training activity, included in the Division of Indian Health operating funds allotted for dental services, amounted to an estimated \$5,800 in 1958-59.

**Table 51.—NUMBER OF STUDENTS IN TRAINING FOR DENTAL ASSISTANTS:
1955-56 TO 1959-60**

School year	Mt. Edgecumbe, Alaska	Brigham City, Utah	Owyhee, Nev.
1	2	3	4
Total (5 years).....	23	20	2
1955-56.....	0	0	0
1956-57.....	5	0	0
1957-58.....	8	10	0
1958-59.....	10	10	0
1959-60.....	10	10	2

PRACTICAL NURSE TRAINING

The Division of Indian Health operates two special schools for training young Indian men and women to become practical nurses. Upon completion of the 1-year training program, the graduates are assigned to work in Indian health facilities. One of these schools is located at Albuquerque, N. Mex., and the other at Mt. Edgecumbe, Alaska. Table 52 shows the number of students admitted and graduated and the Federal funds obligated for this program from 1955-56 to 1959-60. The total of Federal funds for both the Practical Nurse and Dental Assistant programs is \$282,857. This amount is reported in column 4 of summary table 2.

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Table 52.—FEDERAL FUNDS OBLIGATED AND NUMBER OF INDIAN STUDENTS IN PRACTICAL NURSE TRAINING: 1955-56 TO 1959-60

School year	Albuquerque, N. Mex.			Mt. Edgecumbe, Alaska		
	Federal funds obligated	Number of student nurses		Federal funds obligated	Number of student nurses	
		Admitted	Graduated		Admitted	Graduated
1	2	3	4	5	6	7
Total (5 years).....	\$775, 671	234	241	\$422, 579	164	22
1955-56.....	94, 000	40	38	107, 000	25	22
1956-57.....	104, 029	25	26	75, 179	22	19
1957-58.....	194, 536	25	23	84, 254	22	19
1958-59.....	190, 911	26	25	85, 146	22	10
1959-60.....	194, 195	28	31	87, 000	13	9

¹ Only one class admitted.

PUBLIC HEALTH SERVICE RESEARCH FELLOWSHIPS

Research fellowships are awarded to scholars to stimulate interest in research and academic careers in medical and allied health sciences and to increase the number of scientists competent to follow such careers. Two plans, the regular and the new, are used in making these awards.

Under the regular or traditional plan, three types of research fellowships are offered. These include predoctoral, postdoctoral, and special. "Special" refers to those awarded to qualified persons who have demonstrated unusual competence for research or who require specialized training for a specific problem.

In the new approach, student part-time, postsophomore, and senior fellowships are awarded through acceptable participating schools. Funds for student part-time fellowships are for medical, osteopathic, dental, nursing, and public health schools to provide for part-time research during the school term or for full-time research for 2 months at any period when curriculum work is not scheduled for the student. Postsophomore fellowships are awarded to students who wish a full year of research training in schools of medicine, osteopathy, and dentistry before the students secure their professional degrees. The senior fellowships are awarded to medical, dental, and public health schools in behalf of individuals to foster research in the preclinical sciences and to support those preclinical science investigators between completion of postdoctoral research training and eligibility for permanent academic appointment.

Also, foreign fellowships, which had been awarded on a small scale from 1945-46 to 1950-51 as a part of the regular fellowship program, were reactivated in 1957-58. Under this fellowship award plan,

postdoctoral fellowships are provided to foreign nationals initially selected by appropriate national research organizations in their respective countries to study in the United States. Column 4 of table 53 indicates for a 9-year period the Federal funds that have been awarded for research fellowships.

Table 53.—FEDERAL FUNDS FOR RESEARCH FELLOWSHIPS, DIRECT TRAINEESHIPS, AND TRAINING GRANTS AWARDED BY THE PUBLIC HEALTH SERVICE, 1951-52 TO 1959-60

School year	Total		Research fellowships	Traineeships and training grants
	Amount	Percent of 1951-52		
1	2	3	4	5
Total (9 years)	\$361,733,000		\$47,798,000	\$313,935,000
1951-52	9,481,000	100.0	1,720,000	7,761,000
1952-53	9,991,000	105.4	2,014,000	7,977,000
1953-54	13,104,000	138.2	2,152,000	10,952,000
1954-55	14,046,000	148.1	2,558,000	11,488,000
1955-56	15,696,000	165.2	2,788,000	12,908,000
1956-57	24,252,000	255.2	3,416,000	20,836,000
1957-58	43,224,000	477.0	6,454,000	36,770,000
1958-59	70,557,000	742.1	10,154,000	60,403,000
1959-60 ¹	67,602,000	724.0	14,570,000	53,032,000

¹ Estimated.

PUBLIC HEALTH SERVICE TRAINEESHIPS AND TRAINING GRANTS

The U.S. Public Health Service has recognized the critical need for personnel well qualified in matters pertaining to health and has thereby established the two following 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) training grants made to institutions for teaching and other purposes including indirect traineeships. Both types of training awards are discussed below.

Direct traineeships.—The preponderant majority of direct traineeships awarded by the National Institutes of Health (NIH) are for training M.D.'s and Ph. D.'s in clinical and basic research. Their purpose is to increase the competence and number of people qualified in fields important to the attack on diseases with which the Institutes are concerned. In 1959-60 traineeships were awarded directly to individuals by the following Institutes: Cancer, Arthritis and Metabolic Diseases, and Neurological Diseases and Blindness. Also, under this plan, funds are awarded by the Bureau of State Services in the fields of air pollution and for training of professional public health personnel.

Training grants.—The National Institutes of Health award the following two types of grants to training institutions:

1. *Undergraduate training grants.*—These grants are awarded by the Cancer, Heart, and Mental Health Institutes to certain professional schools to establish, improve, or continue instruction relative to the prevention, diagnosis, and treatment of the diseases within the fields of interest of these institutes. Awards are made by the Cancer Institute to schools of medicine, dentistry, and osteopathy; by the Heart Institute to schools of medicine, osteopathy, and public health; and by the Mental Health Institute to schools of medicine and osteopathy and to collegiate schools of nursing.

2. *Graduate training grants.*—Awards of this kind are made by all of the Institutes (Cancer, Heart, Arthritis and Metabolic Diseases, Dental Research, Mental Health, Neurological Diseases and Blindness, and Allergy and Infectious Diseases) and by the Division of General Medical Sciences (DGMS). While the purposes of these grants vary according to needs in the fields of interest of the various institutes and DGMS, their general intent is to increase the number and improve the quality of trained personnel in the medical science fields with which the institutes and DGMS are concerned. Graduate training grants provide funds to training institutions for several purposes including teaching and ancillary personnel, equipment, supplies, travel, and stipends for those trainees selected and paid by the institution receiving the training grant.

The Bureau of State Services awards indirect traineeships for professional personnel in the fields of air pollution through grants to various institutions and for professional public health training through grants to schools of nursing and schools of public health. Grants to schools of nursing for training of professional nurses in supervision, administration, and teaching are made by the Bureau of Medical Services through the Division of Nursing Resources.

Programs which furnish support directly to the trainee were first awarded in 1937-38 by the Cancer Institute, the oldest of the categorical disease institutes. Research fellowships in fields other than cancer were first awarded shortly after World War II, when the NIH's overall extramural grants program began. Undergraduate training programs began in the cancer field in 1947-48; in the heart field in 1948-49; and in the mental health field in 1949-50. Graduate training grants started first in the mental health area in 1947-48; then in the heart field in 1949-50; in the neurological and sensory diseases field in 1953-54; in the arthritis and metabolic diseases area in 1954-55; in the cancer and dental health fields in 1956-57; in the allergy and infectious diseases area in 1957-58; and in 1958-59 in the basic

or preclinical science areas covered by DGMS, which started operations in that same year.

A 9-year summary of Federal funds expended for traineeships and training grants from 1951-52 to 1959-60 is given in column 5 of table 53. Amounts have not been reported State by State and, consequently, the totals for the 1958-59 school year in columns 4 and 5 of table 53 are also listed in column 4 of the national summary table 2.

ROBERT A. TAFT SANITARY ENGINEERING CENTER

The Robert A. Taft Sanitary Engineering Center, with headquarters in Cincinnati, Ohio, has its primary responsibility in research and investigations in the field of environmental sanitation. Technical training courses at the center 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. Special training is sometimes arranged for foreign public health specialists.

Courses of training conducted by the center cover the fields of community air pollution, milk and food sanitation, radiological health, and water supply and water pollution. These short courses are designed to increase the proficiency of practicing professional personnel. This training conducted both in the center and in the various States provides a mechanism for the translation of new research findings into effective application.

Typical examples of courses offered by the Robert A. Taft Sanitary Engineering Center 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. In view of 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.

The number of formal courses and the number of individuals participating from 1951-52 through 1959-60 are given in table 54. Individuals instructed in formal courses include 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 Department of

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Defense, 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. Federal funds allotted for the educational programs are reported for the past 9 years in table 55. The amount for this program for the 1958-59 school year is also listed in the national summary table 2.

Table 54.—NUMBER OF FORMAL COURSES OFFERED BY THE ROBERT A. TAFT SANITARY ENGINEERING CENTER AND THE NUMBER OF INDIVIDUALS TAKING THESE COURSES: 1951-52 TO 1959-60

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 (9 years).....	540	256	284	16,651	10,326	335	6,000
1951-52.....	35	23	12	748	422	5	321
1952-53.....	47	28	24	1,495	1,135	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	2,606	1,943	2	763
1956-57.....	92	33	59	2,328	1,905	53	1,280
1957-58.....	62	36	26	2,637	1,345	48	1,244
1958-59.....	43	33	10	995	323	71	601
1959-60 ¹	61	43	18	1,818	953	128	757

¹ Estimated.

Table 55.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL PROGRAMS OF THE ROBERT A. TAFT SANITARY ENGINEERING CENTER: 1951-52 TO 1959-60

School year	Amount	Percent of 1951-52	School year	Amount	Percent of 1951-52
1	2	3	1	2	3
Total (9 years).....	\$3,248,939	-----	1955-56.....	\$287,500	210.3
1951-52.....	136,688	100.0	1956-57.....	357,000	261.3
1952-53.....	126,540	92.6	1957-58.....	274,000	200.9
1953-54.....	116,100	84.9	1958-59.....	315,100	232.7
1954-55.....	148,000	108.7	1959-60 ¹	475,800	348.1

¹ Estimated.

SAINT ELIZABETHS HOSPITAL

This institution was established in March 1855 as the "Government Hospital for the Insane" and was renamed "Saint Elizabeths Hospital" in July 1916. At this hospital, treatment is provided for several classes of mentally ill persons, including those residing in the District

of Columbia; beneficiaries of the Veterans Administration; beneficiaries of the U.S. Public Health Service; insane persons charged with or convicted of crimes in the United States courts, including the courts of the District of Columbia; certain American citizens found insane in Canada, the Canal Zone, and the Virgin Islands; and certain Foreign Service personnel and members of the military services admitted to the hospital prior to July 16, 1946.

In addition to providing the health services required in the treatment of patients, an extensive program of training for staff members who care for the patients at St. Elizabeths and other similar hospitals is offered. Those who take definite courses of study include students of nursing and occupational therapy, clinical psychology interns, medical interns, chaplains, clergymen, and many citizens of the community who volunteer their services to the hospital.

TRAINING FOR STAFF AND VOLUNTEER WORKERS

At present, Saint Elizabeths Hospital is staffed with a Coordinator of Clinical Training located within the Division of Medical Services, and a Director of Training at the staff level located within the Personnel Section. In addition, other members of the hospital staff devote much of their time to the different training programs. Some impressions of the kinds of training and the individuals and groups instructed from 1957-58 to 1959-60 may be obtained from the following items:

1. Under the direction of Nursing Education: 144 graduate nursing students, 85 undergraduate nursing students, and 1,127 students from the basic schools of nursing have received training.
2. Under the direction of Occupational Therapy: 44 students from Occupational Therapy Schools have completed the Intern Training Program.
3. Under the direction of the Psychotherapy Branch: 1,325 different individuals have received training in dance therapy, and 31 individuals and 56 groups have received training in psychodrama.
4. Under the direction of the Volunteer Services Branch: 379 citizens from the community who wish to volunteer their services to the hospital have received training.
5. Under the direction of the Psychology Branch: 12 clinical psychology interns, 8 externs, and 2 students doing research for the Ph. D. degree have received training.
6. Under the direction of the Chaplain Branch: 116 Roman Catholic seminarians and ordained priests; and 88 Protestant chaplains, community clergymen, and seminarians have received training.
7. Under the direction of the Medicine and Surgery Branch: 9 surgical residents, 3.5 radiology residents, and 35 medical interns have received training.
8. Under the direction of the Office of the First Assistant Physician: 70 psychiatric residents have received training.

Expenditures of Federal funds for educational programs at Saint Elizabeths Hospital are not reported in tabular form and no Federal expenditures are included in the summary tables. These services are conducted as a part of the regular work of the hospital. It would be difficult to separate amounts expended for education from other parts of the budget. Information about these educational programs was furnished by Saint Elizabeths Hospital.

SOCIAL SECURITY ADMINISTRATION

The Social Security Act, approved on August 14, 1935, established a three-member Social Security Board for the purpose of administering the act. This Board and its staff became part of the Federal Security Agency in 1939. In 1946 the Board was abolished and its functions were transferred to the Administrator of the Federal Security Agency. Responsibilities under the act are now administered by the Commissioner of Social Security in the Department of Health, Education, and Welfare.

Recognition of the need for in-service training for newly recruited State personnel to maintain a high standard of service has encouraged the development of two educational programs for staff development. Funds for these State-administered programs are included in the Federal grants to State maternal and child health, and crippled children agencies, and to State public welfare agencies. These two programs administered by the Children's Bureau and the Bureau of Public Assistance, are described in this section. State and local staff members who receive their salaries in whole or in part from Federal funds may participate in these programs. Students are appointed under an approved merit system.

In addition, the Social Security Administration (SSA), under the authority of the Government Employees Training Act, has sent selected SSA staff members for training to colleges and universities. This Federal-employee training is generally in short-term courses or seminars, but a limited number of employees have participated in regular academic courses for a semester or more. Expenditures for training under the Government Employees Training Act have been \$4,187 and \$12,949, respectively, for the 1958-59 and 1959-60 school years. These amounts do not include expenditures for the faculties and facilities of universities utilized for some of the special training programs conducted chiefly by Federal employees. Data for the programs which follow were furnished by the Social Security Administration.

CHILDREN'S BUREAU TRAINING PROGRAM

With the passage of the Social Security Act in 1935, Federal funds became available to assist State maternal and child health and crippled children's agencies in extending and improving their health services for mothers and children. Most States have used a portion of their Federal funds from the Children's Bureau for establishing and supporting training courses and projects in the specialized fields related to the care of mothers and children. Courses and projects are developed by the State agencies responsible for this service area with educational institutions in the States.

Funds are paid to participating universities by the State agencies on the basis of written agreements which are submitted to the Children's Bureau as a part of the States' plans. Grants for training, totaling more than \$1.5 million, were made by 26 States in 1959-60 and provided for the support of postgraduate training programs for physicians, dentists, nurses, medical social workers, nutritionists, therapists, audiologists, psychologists, and administrative personnel. The funds provide support of formal academic training, field training, and short-term institutes and workshops. Grants totaling more than \$1.5 million were made for this program in 1958-59.

There were 55 training projects in 1960 in such fields as: maternal and child health in schools of public health; obstetrics; pediatrics; maternity nursing; pediatric nursing; the care of premature infants; the care of children with rheumatic fever and heart disease; mental retardation, dentofacial conditions including cleft palate; speech and hearing disorders in children; epilepsy, rehabilitation of handicapped children; nutrition; adolescence; psychological aspects of child health; and amputees. All training activities and special training projects are an integral part of the States' maternal and child health and crippled children's programs.

In addition, the majority of State public welfare agencies use a portion of their Federal funds for the professional education of their child welfare staff. Funds are allotted on the basis of plans developed jointly by the State agencies and the Children's Bureau. This program is the occasion for the use of Federal funds for the first time by the public welfare agencies for professional training of the child welfare staff.

All of the States, the District of Columbia, Puerto Rico, and the Virgin Islands received grants for welfare services in 1958-59. Out of a total of \$11,940,334 granted during 1958-59 for these services, \$1,133,327 was spent for educational leave. Federal funds expended for the educational leave during the past 10 years are shown in table 56.

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Table. 56.—FEDERAL FUNDS EXPENDED FOR PROFESSIONAL EDUCATION PROVIDED BY THE CHILDREN'S BUREAU FOR STATE CHILD WELFARE SERVICE EMPLOYEES: 1949-50 TO 1958-59

School year	Amount	Percent of 1949-50	School year	Amount	Percent of 1949-50
1	2	3	1	2	3
Total (10 years)	96, 218, 679	.....	1953-54.....	\$617, 333	124. 7
1949-50.....	414, 783	100. 0	1954-55.....	482, 244	116. 3
1950-51.....	477, 197	115. 0	1955-56.....	538, 227	129. 8
1951-52.....	549, 885	132. 6	1956-57.....	596, 867	143. 7
1952-53.....	694, 698	167. 6	1957-58.....	815, 220	196. 6
			1958-59.....	1, 133, 377	273. 2

BUREAU OF PUBLIC ASSISTANCE CONSULTATION AND TRAINING

To assist the States in training their staff to provide services needed for the administration of the public assistance programs, the Bureau of Public Assistance provides consultation to State departments of public welfare, graduate schools of social work, and undergraduate departments of education. This consultation on training includes: (1) Regional meetings for selected members of the State staff, (2) State institutes for employees of the State and given under the auspices of the State, and (3) national training meetings conducted by the Federal agency. The following national meetings with an educational focus have been held: Clinic on Group Teaching Methods in 1950; Orientation Sessions for Newly Appointed State Staff Development Supervisors in 1952, 1953, and 1954; Clinic on Use of Group Methods in Training in 1957; and Seminars for State Field Representatives in 1960. An estimated \$10,000 was expended in 1959-60 for the preparation of papers and for outside experts to attend the seminars held in February and March 1960 for approximately 120 participants.

Federal funds are provided to match the State funds expended for training and educational leave purposes and are estimated at \$668,945 for 1958-59.

SURPLUS PROPERTY UTILIZATION DIVISION

Real and personal property are purchased and used in the operation of regular and emergency functions of the Federal Government. As national interests demand the development of new locations and also the use of improved equipment, occasions arise for disposing of both real and personal property that have served their purposes. In this disposition, the Federal Government has adopted the policy of making such property available to public institutions through the Surplus Property Utilization Division.

The value of making surplus property available to educational institutions was first recognized by Congress following World War I through the enactment of a law in 1919. This law 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, known as the "Federal Property and Administrative Services Act of 1949." Federal legislation pertaining to the disposal of domestic Federal surplus property is found under title II, section 203, entitled "Disposal of Surplus Property." This section has been amended by three later enactments, identified below, which affect the donation program.

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

SURPLUS PERSONAL PROPERTY

Following the Korean conflict, Congress emphasized housecleaning activities 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.

Congress enacted Public Law 61 in 1955, 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, of the Eighty-first Congress, to provide for donations of Federal surplus personal property for civil defense purposes.

Before it can be offered for sale to the general public, Federal personal property must be made available for allocation and donation to non-profit tax-exempt school systems, colleges, universities, hospitals, clinics, medical institutions, health centers, and to tax-supported school systems. Surplus personal property may also be donated to eligible State civil defense units 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 Administrator of the Office of Civil and Defense Mobilization, 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 when 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 and 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 90 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. 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 and Territory.

During the years immediately following World War II, tremendous quantities of surpluses were transferred by donation to schools. The outbreak of Korean hostilities, however, caused the Government to reevaluate properties normally determined to be surplus and to utilize Federal property to a maximum. The Korean situation caused both the quantity and the quality of surplus property suitable for donation to be reduced markedly.

Later, from 1952 to 1957, increased amounts of donable property

were transferred. 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. More than \$300 million of Federal surplus personal property per year has been donated during the past 2 fiscal years.

Because of new technical developments, obsolescence, and replacement requirements, large amounts of Federal property continue to become surplus to Government needs. There is currently a substantial backlog of excess property awaiting processing. As a result of intensive efforts on the part of the Federal Government to reduce this backlog, it is anticipated that the volume of property becoming available for donation will continue to increase at a rate comparable to that shown in table 57.

Table 57.—ACQUISITION COST OF FEDERAL SURPLUS DONABLE PERSONAL PROPERTY ALLOCATED TO CIVIL DEFENSE, AND EDUCATIONAL AND HEALTH INSTITUTIONS: 1949-50 TO 1958-59

School year	Acquisition cost	Average amount per month	Estimated percent allotted to—		
			Civil defense	Educational institutions	Health institutions
1	2	3	4	5	6
Total (10 years).....	\$1,619,399,637				
1949-50.....	110,306,663	99,192,230	0	100	0
1950-51.....	50,861,169	4,198,766	0	95	5
1951-52.....	42,110,501	2,509,206	0	92	8
1952-53.....	63,117,196	5,259,766	0	80	10
1953-54.....	107,042,941	8,920,245	0	80	20
1954-55.....	122,174,246	11,014,530	0	80	20
1955-56.....	204,697,417	17,041,461	0	80	20
1956-57.....	234,822,274	19,571,856	10	75	15
1957-58.....	302,438,448	25,204,871	11	79	10
1958-59.....	368,229,682	30,377,464	13	77	10

Table 57 reports the acquisition cost of surplus personal property donated to civil defense, educational, and health institutions for each school year from 1949-50 to 1958-59. As indicated in column 4, the first allocation to civil defense organizations was not made until 1956. Columns 4, 5, and 6 in table 57 indicate the estimated percents of donable property allotted to civil defense units and to educational and health institutions. Table 58 gives the detailed figures showing the acquisition cost of surplus donable personal property allocated to the

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Table 58.—ACQUISITION COST OF FEDERAL SURPLUS DONABLE PERSONAL PROPERTY ALLOCATED TO CIVIL DEFENSE, AND EDUCATIONAL, AND HEALTH INSTITUTIONS IN THE STATES AND TERRITORIES: 1957-58

State or Territory	1957-58	State or Territory	1957-58	State or Territory	1957-58
1	2	1	2	1	2
Total	\$399,468,448	Kentucky.....	95,823,311	Oklahoma.....	\$5,811,164
Alabama.....	8,865,738	Louisiana.....	3,618,963	Oregon.....	5,222,659
Alaska.....	394,019	Maine.....	2,211,860	Pennsylvania.....	12,480,311
Arizona.....	2,424,587	Maryland.....	8,089,082	Rhode Island.....	2,194,039
Arkansas.....	2,076,060	Massachusetts.....	8,368,073	South Carolina.....	4,780,197
California.....	23,757,277	Michigan.....	9,294,264	South Dakota.....	1,227,349
Colorado.....	2,620,244	Minnesota.....	4,090,538	Tennessee.....	7,912,342
Connecticut.....	8,089,889	Mississippi.....	4,680,283	Texas.....	17,858,597
Delaware.....	1,148,895	Missouri.....	7,572,128	Utah.....	2,304,034
Florida.....	9,489,493	Montana.....	1,104,264	Vermont.....	804,256
Georgia.....	6,080,274	Nebraska.....	2,541,134	Virginia.....	7,627,096
Hawaii.....	2,118,018	Nevada.....	764,156	Washington.....	7,899,640
Idaho.....	2,051,950	New Hampshire.....	1,218,768	West Virginia.....	8,008,893
Illinois.....	12,807,168	New Jersey.....	8,418,110	Wisconsin.....	5,223,599
Indiana.....	6,872,636	New Mexico.....	2,440,991	Wyoming.....	1,121,209
Iowa.....	2,894,887	New York.....	19,455,632	District of Columbia.....	1,187,796
Kansas.....	2,825,075	North Carolina.....	9,377,837	Puerto Rico.....	2,379,938
		North Dakota.....	392,027	Virgin Islands.....	0
		Ohio.....	8,551,691		

States for the 1957-58 school year. Detailed figures on the amounts granted during the 1958-59 school year are shown in column 19 of summary table 3.

Instead of "acquisition cost," it appears preferable to report "fair value" figures at the time of transfer. These are available for some items but they are not uniformly available. Since acquisition costs are always available and are reported at the time of transfer, these figures are used in preparing the tables.

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, sewage disposal plants, electrical or water distribution systems, fencing, bleachers, heating plants, and other improvements may be purchased for removal from the site 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 is paid by these institutions partly in cash and partly in public benefit discounts which accrue through the utilization. Public benefit discount allowances are predetermined by the program use and may justify a full 100 percent discount. To en-

courage 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 educational purposes.

Table 59.—KIND, ACQUISITION COST, AND VALUE OF FEDERAL SURPLUS REAL PROPERTY TRANSFERRED TO EDUCATIONAL INSTITUTIONS, 1949-50 TO 1958-59

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).....	20,353	8,494	\$108,192,190	\$33,733,106
1949-50.....	9,118	2,116	26,678,504	6,678,041
1950-51.....	518	908	6,782,619	1,463,470
1951-52.....	1,830	419	9,522,202	1,615,878
1952-53.....	830	226	2,035,103	723,710
1953-54.....	2,139	695	9,063,180	4,309,851
1954-55.....	1,218	522	7,530,795	4,270,953
1955-56.....	721	618	8,310,198	4,123,839
1956-57.....	1,852	705	7,827,841	2,629,773
1957-58.....	2,204	1,074	8,149,103	2,454,261
1958-59.....	923	1,151	12,802,686	4,665,834

The Surplus Property Utilization Division is responsible for disposing of surplus real property for school, classroom, or other educational purposes including research. It is also responsible for the periodic compliance review 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 59, a total of 20,353 acres and 8,494 buildings were transferred to educational institutions over the 10-year period from 1949-50 to 1958-59. The total cost to the Federal Government in acquiring and developing these properties, which later became surplus and were transferred to educational institutions, was \$108,192,190. At the time of the transfers, the fair market value for these properties was \$33,733,106.

Acquisition costs and fair values of surplus real property are listed for the 1957-58 and 1958-59 school years in table 60. Numbers of acres and numbers of buildings transferred are reported for individual States for all real property transferred to educational institutions. Detailed figures on the amounts granted during the 1958-59 school year are shown in column 20, of summary table 3.

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Table 60.—ACQUISITION COST AND FAIR VALUE OF FEDERAL SURPLUS REAL PROPERTY ALLOTTED TO EDUCATIONAL AND HEALTH INSTITUTIONS IN THE STATES AND TERRITORIES, 1957-58 AND 1958-59

State or Territory	Number of acres transferred		Number of buildings transferred		Acquisition cost of transfers		Fair value of transfers	
	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59	1957-58	1958-59
1	2	3	4	5	6	7	8	9
Grand total	2,578.77	1,461.79	1,106	1,368	\$8,411,786	\$21,295,055	\$3,781,687	\$9,772,505
TRANSFERRED TO EDUCATIONAL INSTITUTIONS								
Total	2,204.21	992.55	1,074	1,141	\$6,148,148	\$11,693,694	\$2,454,281	\$4,944,524
Alabama	283.00	24.00	0	93	274,985	144,476	181,723	27,600
Alaska	0	0	3	0	20,680	81,987	1,750	4,500
Arizona	0	0	20	21	104,386	101,784	13,300	14,300
Arkansas	94.65	0	23	14	40,661	41,816	13,864	4,375
California	150.08	150.23	200	107	1,838,096	555,686	755,627	624,534
Colorado	258.80	113.49	28	31	211,544	214,006	120,340	335,494
Connecticut	Δ 02	1.09	2	1	11,815	24,777	9,200	26,500
Delaware	0	0	0	0	0	0	0	0
Florida	20.00	9.73	1	20	26,503	147,182	55,524	60,000
Georgia	3.25	20.10	2	44	45,306	2,673,900	28,150	787,687
Hawaii	0	0	2	23	97,178	343,970	7,700	104,000
Idaho	0	40	0	34	0	122,877	0	43,568
Illinois	0	100.00	0	8	0	40,300	0	60,800
Indiana	67.75	0	17	10	28,000	76,860	9,150	3,150
Iowa	0	20.00	0	0	0	3,310	0	7,000
Kansas	0	0	0	17	0	160,443	0	2,545
Kentucky	20.57	12.62	29	1	156,319	6,404	45,489	4,800
Louisiana	0	10.65	4	11	26,168	55,794	6,880	13,100
Maine	0	0	0	0	0	0	0	0
Maryland	0	0	45	14	247,552	107,403	28,000	7,000
Massachusetts	181.05	06	4	2	8,200	165,062	18,146	220,200
Michigan	0	4.74	2	19	13,982	220,618	250	251,628
Minnesota	0	0	1	1	1,200	1,200	240	200
Mississippi	0	0	1	103	1,000	171,331	500	21,205
Missouri	0	0	0	13	0	261,914	0	10,000
Montana	11.29	0	2	2	7,056	4,557	11,617	1,800
Nebraska	.17	0	2	7	21,286	32,900	12,030	2,610
Nevada	0	0	0	0	0	0	0	0
New Hampshire	0	0	0	0	0	0	0	0
New Jersey	4.00	17.83	15	10	262,875	56,000	60,400	20,000
New Mexico	0	26.20	50	60	371,811	454,504	31,580	166,894
New York	0	2.09	20	26	102,782	189,280	9,000	20,500
North Carolina	0	0	68	23	291,480	125,307	34,000	10,500
North Dakota	0	0	7	4	31,264	4,900	5,335	1,200
Ohio	0	66.03	2	9	21,433	104,005	220	33,551
Oklahoma	98.00	48	64	65	1,000,000	825,000	92,905	84,200
Oregon	98.82	0	2	27	2,575	195,242	45,000	55,000
Pennsylvania	10.69	0	27	6	482,651	20,000	116,600	2,200
Rhode Island	13.00	20.00	0	0	9,375	52,154	9,375	16,000
South Carolina	0	0	2	12	45,164	75,189	864	5,810
South Dakota	0	7.25	1	2	37,000	4,660	550	9,000
Tennessee	150.42	0	0	8	14,226	201,442	20,290	5,325
Texas	373.22	101.40	128	117	1,446,789	2,614,300	209,472	264,480
Utah	0	34.68	0	0	22,246	0	700	204,500
Vermont	0	5.34	0	0	0	23,756	0	9,000
Virginia	0	0	44	16	176,809	97,108	22,000	8,250
Washington	102.49	138.12	54	113	442,037	2,240,919	114,800	1,081,687
West Virginia	0	0	60	13	261,144	77,671	30,000	6,000
Wisconsin	225.00	0	0	0	2,200	0	4,500	0
Wyoming	0	4.62	1	2	4,000	111,187	500	6,242
District of Columbia	14.41	0	0	0	140,000	0	140,000	0
Puerto Rico	2 0	.25	2	2	20,729	45,025	4,000	22,574
Virgin Islands	0	0	0	0	0	0	0	0
TRANSFERRED TO HEALTH INSTITUTIONS								
Total	374.56	469.24	36	127	\$1,263,638	\$9,601,361	\$1,327,396	\$4,828,021

Information concerning the Surplus Personal Property and the Surplus Real Property has been provided by the Surplus Property Utilization Division.

The fair value of surplus property transferred to educational institutions may be regarded as significant Federal assistance to schools and colleges over the Nation. However, most reports of Federal aids are limited to the amount of money allotted or to the value of commodities for the school lunch program. They generally make no reference to the comparatively large values that might be reported for the transfers of Federal surplus property.

Income and expenditure accounts kept by schools and colleges pertain to money. There is provision for recording and reporting dollars, but there is no adequate provision for reporting the fair value of acres of ground, buildings, and equipment. This means that summaries of receipts from the Federal Government may be greatly understated in terms of the actual assistance received.

Chapter 4

DEPARTMENT OF AGRICULTURE

A SEPARATE AGENCY in the Federal Government concerned with problems in agriculture was recognized as essential in 1862 when Congress established the Department of Agriculture. This agency was administered by a Commissioner of Agriculture until 1889 when the powers and duties of the agency were enlarged and the Commissioner became a Secretary of Agriculture.

By law, the Department is directed to acquire and diffuse useful information on agricultural subjects. As a consequence of its activities, 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. By 1970, an estimated 1 working person in 16 will be in farming, and be able to produce enough food and fiber for himself and 40 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.

In the performance of its function, the Department of Agriculture conducts research in agriculture and industrial chemistry, the industrial uses of farm products, entomology, soils, agricultural engineering, agricultural economics, marketing, crop and livestock production, production and manufacture of dairy products, human nutrition, home economics, forestry, and conservation to increase the efficiency of American farms. Research findings are made available for practical farm application through cooperative extension and experiment station work with the States. Other services of the Department related to education or educational institutions include administration of national forests and cooperation with the States in operating the National School Lunch Program.

Detailed descriptions of programs dealing with education or relating to educational institutions are reported in this bulletin for six specific activities in the Department of Agriculture. These include: (1) Cooperative Agricultural Extension Service, (2) Revenue from

National Forests, (3) Revenue from School Lands in National Forests, (4) Revenue from Submarginal Lands, (5) School Lunch and Milk, and (6) State Agricultural Experiment Stations. These programs are described on the succeeding pages of this chapter.

Another educational program, the U.S. Department of Agriculture Graduate School, is recognized for its significant contribution as an educational organization. Established in 1921 and located in Washington, D.C., this school serves about 6,500 part-time students at the graduate and undergraduate levels. 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. For this reason, no tabulation is given here concerning expenditures of Federal funds.

COOPERATIVE AGRICULTURAL EXTENSION SERVICE

In this program, the Federal Extension Service in the Department of Agriculture cooperates with the Land-Grant Colleges and the County governments for the provision of instructional activities for farmers, homemakers, and their young people. It has been an integral part of the Department activities since 1914 when the Smith-Lever Act became law. Funds for this work, authorized by the act, have been appropriated separately from 1914 to 1953 when Congress amended the act to consolidate it with other acts relating to extension work.

In the provision of these educational services, County Extension Agents, located in nearly all the counties of the United States, make available to farmers, homemakers, and rural youth, the findings of research conducted by the Department of Agriculture at the land-grant colleges and universities and by other research agencies. To some extent, extension work is also available to rural nonfarm families. Funds appropriated for these cooperative extension services are reported in table 61 for the 10-year period from 1950-51 to 1959-60.

In addition to the cooperative extension work, the Federal Extension Service allots funds appropriated for educational work in marketing, authorized by the Agricultural Marketing Act of 1946. These funds, except for the 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 1958-59 and 1959-60 were \$1,495,000 each year.

Table 61 reports in column 5 the amounts allotted during the past 10 years under the Agricultural Marketing Act. In addition to the amount shown for 1958-59, \$170,000 was provided for Agricultural

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Marketing Act regional contracts in cooperative extension work. Grants to the States and Puerto Rico for all cooperative extension work for 1959-60 are listed in table 62. Similar figures for 1958-59 are shown in column 3 of summary table 4 in chapter 2.

Table 61.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE AGRICULTURAL EXTENSION WORK: 1950-51 TO 1959-60

School year	Total		Smith-Lever Act as amended	Agricultural Marketing Act, 1946
	Amount	Percent of 1950-51		
1	2	3	4	5
Total (10 years)	\$421,696,396		\$411,579,496	\$16,685,999
1950-51.....				
1951-52.....	32,141,338	100.0	31,613,338	528,000
1952-53.....	32,067,990	99.7	31,861,330	406,660
1953-54.....	32,117,059	99.9	31,635,459	431,600
1954-55.....	32,129,979	100.0	31,685,279	444,700
1954-55.....	39,675,000	123.4	38,750,000	925,000
1955-56.....	45,475,000	141.5	44,155,000	1,320,000
1956-57.....	49,865,000	155.1	48,370,000	1,495,000
1957-58.....	50,715,000	157.8	49,220,000	1,495,000
1958-59.....	53,715,000	167.1	52,220,000	1,495,000
1959-60 ¹	53,715,000	167.1	52,220,000	1,495,000

¹Amount represents total for authorizations consolidated into the Smith-Lever Act, as amended 1953.
²Estimated.

Table 62.—FEDERAL FUNDS ALLOTTED TO THE STATES AND PUERTO RICO FOR COOPERATIVE AGRICULTURAL EXTENSION WORK:¹ 1959-60

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	3	1	2
Total	\$53,715,000	Louisiana.....	\$1,307,599	Oregon.....	\$913,442
Alabama.....	1,996,106	Maine.....	374,290	Pennsylvania.....	1,812,974
Alaska.....	107,993	Maryland.....	526,274	Rhode Island.....	102,844
Arizona.....	343,652	Massachusetts.....	423,637	South Carolina.....	1,391,688
Arkansas.....	1,591,608	Michigan.....	1,611,898	South Dakota.....	561,993
California.....	1,376,896	Minnesota.....	1,418,031	Tennessee.....	1,932,533
Colorado.....	557,564	Mississippi.....	2,005,247	Texas.....	3,114,910
Connecticut.....	275,098	Missouri.....	1,773,232	Utah.....	327,912
Delaware.....	160,181	Montana.....	451,856	Vermont.....	249,227
Florida.....	630,957	Nebraska.....	856,114	Virginia.....	1,549,069
Georgia.....	2,038,289	Nevada.....	176,799	Washington.....	729,157
Hawaii.....	282,339	New Hampshire.....	189,112	West Virginia.....	975,371
Idaho.....	409,409	New Jersey.....	390,189	Wisconsin.....	1,419,861
Illinois.....	1,608,063	New Mexico.....	449,060	Wyoming.....	284,096
Indiana.....	1,371,702	New York.....	1,393,108	Puerto Rico.....	1,592,715
Iowa.....	1,458,934	North Carolina.....	2,628,580	Unallotted.....	19,986
Kansas.....	1,024,561	North Dakota.....	617,633	AMA contracts.....	100,000
Kentucky.....	1,942,296	Ohio.....	1,844,410		
		Oklahoma.....	1,366,842		

¹Estimated.

The States and Puerto Rico reported that matching funds plus other State and local funds allotted for these extension programs amounted to \$81 million and \$86 million for 1958-59 and 1959-60,

respectively. This indicates that non-Federal funds used by the States amounted to about 62 percent of the total for this program for 1959-60.

REVENUE FROM NATIONAL FORESTS

Revenue from national forests may be used for roads or for schools as determined in the separate States and they represent at least one instance of an earmarked Federal-revenue source. Amounts granted to the States are related to the amounts collected for the preceding year. This revenue is small or nonexistent in some States, but in a few States it is significant and is growing rapidly under the management of the Forest Service. Growth is evident in columns 2 and 3 of table 63.

Table 63.—FEDERAL FUNDS DISBURSED FOR ROADS AND SCHOOLS FROM COLLECTIONS RECEIVED THE PRECEDING SCHOOL YEARS FROM NATIONAL FOREST RENTALS AND DISTRIBUTED FROM 1950-51 TO 1959-60

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 1950-51		
1	2	3	4	5
Total (10 years)	\$392,624,661		\$391,536,114	\$1,116,347
1950-51.....	8,424,827	100.0	8,262,897	71,930
1951-52.....	14,081,221	166.9	13,974,037	107,194
1952-53.....	17,490,091	207.4	17,358,508	131,583
1953-54.....	18,520,126	223.1	18,697,371	122,755
1954-55.....	16,466,162	196.6	16,298,533	162,579
1955-56.....	19,527,009	231.5	19,412,708	114,301
1956-57.....	28,619,747	339.3	28,490,343	129,404
1957-58.....	37,080,781	439.1	36,975,307	105,474
1958-59.....	22,321,948	264.6	22,204,787	117,161
1959-60.....	29,782,449	353.1	29,668,568	113,881

Distribution of a portion of the revenue from national forests to the States started in 1907 when Congress enacted a law that provided for the payment of 10 percent of all moneys derived from grazing, timber, rentals, and other rights and uses of national forests to the State or Territory in which the land is located. A substitute law enacted in 1908 raised this figure to 25 percent. Funds are to be expended for the benefit of public schools and public roads in the counties in which the national forests are located.

Amounts collected by the Forest Service in 1 school year are paid to the States the following year. In 1958-59 and 1959-60, funds were distributed to the 41 States and Puerto Rico listed in table 64. The Federal offices do not have information regarding the apportionment

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of funds between roads and schools made by the various State legislatures. However, there is a prevailing impression that more than half the funds are used for support of the public schools.

Table 64.—FEDERAL FUNDS DISBURSED FOR ROADS AND SCHOOLS FROM COLLECTIONS RECEIVED THE PRECEDING SCHOOL YEARS FROM NATIONAL FOREST RENTALS AND DISTRIBUTED DURING 1958-59 AND 1959-60

State or Territory	Total		Income from national forests		Income on school lands located in national forests	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7
Total	\$22, 321, 946	\$29, 782, 449	\$22, 294, 787	\$29, 668, 886	\$117, 161	\$112, 861
Alabama.....	220, 662	320, 167	220, 662	320, 167	0	0
Alaska.....	77, 967	158, 263	77, 967	158, 263	0	0
Arizona.....	587, 233	570, 547	470, 677	457, 306	116, 556	113, 241
Arkansas.....	708, 511	939, 770	708, 511	939, 770	0	0
California.....	2, 950, 593	3, 979, 992	2, 950, 593	3, 979, 992	0	0
Colorado.....	331, 482	427, 766	331, 482	427, 766	0	0
Florida.....	239, 229	226, 414	239, 229	226, 414	0	0
Georgia.....	150, 818	236, 501	150, 818	236, 501	0	0
Idaho.....	1, 019, 807	1, 281, 277	1, 019, 807	1, 281, 277	0	0
Illinois.....	18, 678	11, 544	18, 678	11, 544	0	0
Indiana.....	2, 479	5, 037	2, 479	5, 037	0	0
Iowa.....	237	402	237	402	0	0
Kentucky.....	55, 039	67, 321	55, 039	67, 321	0	0
Louisiana.....	298, 536	298, 030	228, 536	298, 030	0	0
Maine.....	2, 466	3, 886	2, 466	3, 886	0	0
Michigan.....	171, 010	170, 920	171, 010	170, 920	0	0
Minnesota.....	148, 000	140, 870	148, 000	140, 870	0	0
Mississippi.....	614, 524	670, 304	614, 524	670, 304	0	0
Missouri.....	47, 346	52, 491	47, 346	52, 491	0	0
Montana.....	782, 471	887, 464	782, 471	887, 464	0	0
Nebraska.....	11, 723	15, 242	11, 723	15, 242	0	0
Nevada.....	39, 970	56, 024	39, 970	56, 024	0	0
New Hampshire.....	34, 161	56, 166	34, 161	56, 166	0	0
New Mexico.....	298, 681	255, 819	229, 076	255, 189	605	620
North Carolina.....	172, 905	233, 353	172, 905	233, 353	0	0
North Dakota.....	92	16	92	16	0	0
Ohio.....	11, 378	5, 902	11, 378	5, 902	0	0
Oklahoma.....	72, 169	102, 518	72, 169	102, 518	0	0
Oregon.....	7, 708, 049	11, 207, 398	7, 708, 049	11, 207, 398	0	0
Pennsylvania.....	66, 543	114, 011	66, 543	114, 011	0	0
South Carolina.....	409, 426	442, 798	409, 426	442, 798	0	0
South Dakota.....	85, 270	113, 918	85, 270	113, 918	0	0
Tennessee.....	80, 898	192, 433	80, 898	192, 433	0	0
Texas.....	572, 315	629, 849	572, 315	629, 849	0	0
Utah.....	143, 896	150, 313	143, 896	150, 313	0	0
Vermont.....	23, 228	32, 970	23, 228	32, 970	0	0
Virginia.....	62, 382	66, 644	62, 382	66, 644	0	0
Washington.....	3, 893, 185	5, 243, 183	3, 893, 185	5, 243, 183	0	0
West Virginia.....	95, 441	115, 994	95, 441	115, 994	0	0
Wisconsin.....	84, 864	87, 447	84, 864	87, 447	0	0
Wyoming.....	187, 456	210, 859	187, 456	210, 859	0	0
Puerto Rico.....	1, 853	1, 716	1, 853	1, 716	0	0

Program funds provided to the States in 1958-59 are included in column 4 of summary table 4 along with other amounts reported for the "Revenue from School Lands in National Forests" and "Revenue

from Submarginal Lands" programs. Even though information regarding the exact amounts allotted for schools is not available, it is understood that a substantial portion of the \$22,204,787 for 1958-59 was made available for school purposes by the legislatures of the States.

REVENUE FROM SCHOOL LANDS IN NATIONAL FORESTS

The enabling acts for Arizona and New Mexico provide that 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 acts then provide for the transfer of such receipts to these two 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 1950-51 to 1959-60 from the income on school lands located in national forests in these two States are included in column 5 of table 63. This table indicates that the amounts distributed increased from \$71,930 in 1950-51 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 school year.

REVENUE FROM SUBMARGINAL LANDS

The Secretary of Agriculture, under title III of the Bankhead-Jones Farm Tenant Act of July 22, 1937, is authorized to develop and direct a program of land conservation and utilization. Twenty-five percent of the net revenue received from the use of such land is required to be paid to the counties in which such land occurs as soon as practicable after the end of each calendar year. Where the land is situated in more than one county, the amount to be paid is divided equitably among the respective counties. Payments are made on the condition that they are to be used for roads and schools.

Figures listed in table 65 show the amounts distributed to the States in the years indicated. These amounts are collected in the year preceding their distribution. The amounts reported in this table include those portions used for roads as well as schools, since information is not available concerning the exact amount that was allocated for school purposes.

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Table 65.—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: 1958 AND 1959

State or Territory	Calendar year		State or Territory	Calendar year	
	1958	1959		1958	1959
1	2	3	1	2	3
Total	\$558, 249	\$608, 109	Missouri.....	\$594	\$1, 310
Alabama.....	581	0	Montana.....	87, 204	74, 764
Arkansas.....	6, 215	3, 896	Nebraska.....	6, 960	7, 229
California.....	778	1, 191	New Mexico.....	13, 798	11, 525
Colorado.....	30, 966	30, 051	New York.....	780	446
Florida.....	7, 663	989	North Carolina.....	9, 736	2, 446
Georgia.....	77, 949	13, 427	North Dakota.....	162, 788	132, 282
Idaho.....	1, 472	1, 275	Ohio.....	1, 785	1, 434
Indiana.....	120	0	Oklahoma.....	16, 773	15, 911
Iowa.....	203	0	Oregon.....	4, 311	3, 183
Kansas.....	6, 410	9, 236	South Dakota.....	36, 229	37, 369
Kentucky.....	0	173	Texas.....	15, 845	17, 038
Louisiana.....	26, 576	16, 809	Utah.....	1, 234	504
Maine.....	0	12	Wisconsin.....	17	15
Maryland.....	709	1, 033	Wyoming.....	20, 364	30, 208
Michigan.....	533	878	Puerto Rico.....	146	331
Mississippi.....	20, 235	25, 261			

SCHOOL LUNCH AND MILK

The Department of Agriculture cooperates with the States in carrying on the National School Lunch and Special Milk Programs. These programs started in 1935 when Public Law 320 was approved by the Seventy-fourth Congress. Although school lunches were not mentioned specifically, section 32 of the law did provide for an annual appropriation to the Secretary of Agriculture equal to 80 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.

Purchases of surplus food commodities by the Department of Agriculture for distribution to nonprofit school lunch programs, charitable institutions, and families receiving welfare assistance were made under section 32 of Public Law 320. Also, under section 32 funds were made available to the Department of Agriculture for the School Milk Program established in 1940 and the Indemnity Plan enacted in 1943. The provisions of these several enactments were then consolidated into the National School Lunch Act of 1946. Approximately 8 years later in 1954 additional benefits were provided under the Special Milk Program.

SCHOOL LUNCH PROGRAM

The Seventy-ninth Congress in 1946 approved Public Law 396, known as the National School Lunch Act. The purpose 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.

Under this act each State receives an apportionment of funds based upon the number of children from 5 to 17 years of age and upon variations of the per capita income, and disburses 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 specific State laws or court decisions do not permit the State office to make payments to private schools.

Annual and total amounts of Federal funds allotted in accordance with the provisions of the National School Lunch Act over the 10-year period from 1950-51 to 1959-60 are listed in column 4 of table 66. The value of commodities also provided under this act are presented in column 5. Table 67 shows amounts of Federal assistance distributed to the various States and Territories for the School Lunch Program for the 1957-58 school year. Amounts distributed in 1958-59 are given in columns 7 and 8 of summary table 4.

Table 66.—FEDERAL FUNDS ALLOTTED AND ESTIMATED VALUE OF COMMODITIES DISTRIBUTED FOR THE SCHOOL LUNCH PROGRAM, 1950-51 TO 1959-60

School year	Total Federal assistance		National School Lunch Act		Estimated expenditures of the Special Milk Program enacted in 1954
	Value of funds and commodities	Percent of 1950-51	Federal funds allotted	Value of surplus and National School Lunch Act commodities	
1	2	3	4	5	6
Total (10 years).....	\$2,094,899,671	-----	\$789,637,573	\$994,699,158	\$349,799,149
1950-51.....	113,081,994	100.0	68,156,229	49,925,665	0
1951-52.....	98,499,313	83.4	68,298,584	32,172,789	0
1952-53.....	123,840,919	113.1	67,071,472	60,468,547	0
1953-54.....	176,230,365	149.2	67,176,526	109,044,069	0
1954-55.....	169,291,476	143.4	68,935,105	83,124,090	17,220,261
1955-56.....	227,416,555	192.6	66,826,137	114,748,224	44,942,194
1956-57.....	290,431,116	248.0	83,775,269	146,681,933	60,025,914
1957-58.....	299,682,113	268.0	83,724,462	90,764,069	64,122,863
1958-59.....	275,944,942	233.7	83,833,219	109,491,534	72,620,189
1959-60.....	306,811,648	268.7	93,814,460	132,297,248	79,499,699

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Table 67.—FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR THE SCHOOL LUNCH PROGRAM: 1957-58

State or Territory	Total assistance	Cash distribution	Commodity distribution
1	2	3	4
Total	8174, 698, 661	653, 731, 683	899, 764, 699
Alabama	3, 353, 818	2, 663, 665	2, 600, 253
Alaska	103, 927	56, 030	44, 997
Arizona	1, 410, 414	582, 965	827, 449
Arkansas	3, 495, 734	1, 702, 962	1, 792, 772
California	9, 945, 413	4, 384, 677	5, 560, 736
Colorado			
Connecticut	1, 572, 909	734, 631	838, 278
Delaware	1, 820, 626	672, 218	1, 148, 408
Florida	256, 607	104, 705	151, 902
Georgia	4, 172, 396	1, 680, 800	2, 482, 596
	5, 658, 253	2, 661, 750	2, 998, 503
Hawaii			
Idaho	854, 966	291, 867	563, 099
Illinois	787, 964	408, 059	378, 905
Indiana	6, 631, 989	3, 164, 746	3, 467, 243
Iowa	4, 316, 363	1, 920, 115	2, 396, 268
	3, 036, 253	1, 437, 324	1, 598, 929
Kansas			
Kentucky	2, 412, 475	1, 015, 492	1, 396, 983
Louisiana	4, 500, 870	2, 338, 128	2, 162, 242
Maine	6, 375, 945	2, 110, 445	4, 265, 500
Maryland	903, 970	495, 878	498, 092
	1, 762, 432	1, 074, 098	686, 334
Massachusetts			
Michigan	3, 974, 676	1, 728, 957	2, 245, 719
Minnesota	5, 938, 575	2, 899, 567	3, 039, 006
Mississippi	3, 392, 194	1, 630, 847	1, 761, 347
Missouri	3, 870, 026	2, 369, 029	1, 500, 996
	3, 674, 328	1, 835, 017	1, 839, 311
Montana			
Nebraska	621, 356	306, 345	315, 011
Nevada	1, 374, 813	700, 017	674, 796
New Hampshire	150, 896	75, 826	75, 072
New Jersey	624, 202	260, 066	364, 136
	3, 346, 659	1, 712, 657	1, 634, 202
New Mexico			
New York	1, 290, 184	562, 649	667, 335
North Carolina	10, 105, 341	5, 155, 534	4, 949, 807
North Dakota	6, 847, 836	3, 447, 161	3, 400, 675
Ohio	923, 238	449, 398	473, 840
	7, 627, 098	3, 523, 799	4, 103, 299
Oklahoma			
Oregon	3, 581, 264	1, 316, 504	2, 264, 780
Pennsylvania	1, 688, 115	768, 980	917, 155
Rhode Island	8, 135, 004	4, 559, 351	3, 575, 653
South Carolina	549, 803	313, 174	236, 629
	4, 411, 848	2, 175, 982	2, 235, 916
South Dakota			
Tennessee	1, 057, 839	492, 225	565, 614
Texas	5, 354, 148	2, 545, 605	2, 805, 543
Utah	9, 101, 614	4, 730, 259	4, 371, 365
Vermont	1, 304, 699	511, 144	793, 555
	354, 667	214, 071	140, 596
Virginia			
Washington	4, 470, 534	2, 080, 565	2, 389, 989
West Virginia	2, 642, 317	1, 099, 473	1, 542, 844
Wisconsin	3, 180, 765	1, 539, 333	1, 641, 432
Wyoming	3, 397, 676	1, 759, 438	1, 638, 238
	300, 813	160, 065	140, 748
District of Columbia	295, 367	193, 820	101, 537
Guam			
Puerto Rico	16, 665	6, 461	10, 204
Virgin Islands	5, 360, 117	3, 061, 081	2, 299, 096
Trust Territories	77, 451	34, 577	42, 874
	26, 368	0	26, 368

SPECIAL MILK PROGRAM

This program, originally authorized by the Agricultural Act of 1954 to increase the consumption of fluid milk, provides reimbursement payments to nonprofit elementary and secondary schools for school milk purchases not to exceed \$50 million annually from funds of the Commodity Credit Corporation.

Through subsequent legislative action the program has been extended and expanded. The amount authorized was increased to \$60 million in 1956, and \$75 million annually was authorized in 1957 and 1958. Also in 1957 and 1958 there were included as eligible participants all nonprofit nursery schools, child-care centers, settlement houses, summer camps, and similar nonprofit institutions devoted to the care and training of children. Since 1958, the authorization has been increased to \$78 million for 1958-59, \$85 million for 1959-60, and \$95 million for 1960-61.

The Department of Agriculture establishes the maximum amounts that may be paid to participating schools and child-care institutions. Schools serving Type A 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 lunch. All other schools and child-care institutions may receive up to 3 cents reimbursement for each half pint served.

Where milk is sold to children as a separately priced item in schools or institutions, 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.

The School Lunch Program and the Special Milk Program are administered in the States by State departments of education. These State offices administer the program for both public schools and nonprofit private schools, except where the State educational agencies cannot legally disburse funds to these 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.

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Table 68.—ESTIMATED EXPENDITURES OF FEDERAL FUNDS IN THE SPECIAL MILK PROGRAM, 1957-58

State or Territory	Estimated expenditures	State or Territory	Estimated expenditures	State or Territory	Estimated expenditures
1	2	1	2	1	2
Total	\$65,182,562	Kentucky.....	\$1,064,634	Ohio.....	\$2,082,101
Alabama.....	980,523	Louisiana.....	402,256	Oklahoma.....	702,351
Alaska.....	18,599	Maine.....	269,413	Oregon.....	419,570
Arizona.....	367,171	Maryland.....	1,205,371	Pennsylvania.....	2,864,822
Arkansas.....	607,793	Massachusetts.....	2,504,432	Rhode Island.....	261,964
California.....	6,163,606	Michigan.....	2,881,569	South Carolina.....	434,583
Colorado.....	523,254	Minnesota.....	1,846,498	South Dakota.....	337,017
Connecticut.....	683,935	Mississippi.....	846,648	Tennessee.....	1,488,262
Delaware.....	174,336	Missouri.....	1,821,189	Texas.....	2,039,622
Florida.....	1,063,852	Montana.....	144,140	Utah.....	163,306
Georgia.....	879,284	Nebraska.....	397,217	Vermont.....	123,302
Hawaii.....	169,779	Nevada.....	59,337	Virginia.....	1,232,572
Idaho.....	162,941	New Hampshire.....	177,373	Washington.....	1,068,682
Illinois.....	8,066,818	New Jersey.....	1,576,645	West Virginia.....	366,191
Indiana.....	1,818,505	New Mexico.....	580,707	Wisconsin.....	2,667,211
Iowa.....	1,465,454	New York.....	7,998,546	Wyoming.....	130,416
Kansas.....	711,947	North Carolina.....	1,122,291	District of Columbia.....	341,374
		North Dakota.....	215,044		

As indicated in table 68, the total reimbursement for the program was \$65,182,562 for 1957-58. For 1959-60, it is estimated that the amount will be \$79,400,000. Final figures for the 1958-59 school year indicate that over 78,216 public and nonprofit private schools participated in the Special Milk Program and about 2.1 billion half pints of milk were served in these schools. Amounts distributed for this program in 1958-59 are shown in column 9 of summary table 4.

STATE AGRICULTURAL EXPERIMENT STATIONS

Federal funds for agricultural experiment stations, which operate chiefly as units of the land-grant colleges of agriculture and mechanic arts, have been provided in congressional acts dating back to 1887. The first three enactments, which provided annual flat grants totaling \$90,000 to each of the States, were provided in 1887, 1906, and 1925. Additional Federal support in excess of the flat grants has been allocated, for the most part, on a matching basis.

The Federal legislation which authorizes the State agricultural experiment stations states that it is the policy of Congress to promote the efficient production, marketing, distribution, and utilization of farm products and to assure agriculture a position in research equal to that of industry. Thus, it is the object and duty of the State agricultural experiment stations to conduct original and other re-

searches, investigations, and experiments bearing directly on and contributing to the establishment and maintenance of a permanent and effective agricultural industry of the United States. This includes research 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.

Agricultural research.—Appropriations for agricultural research at the State agricultural experiment stations are authorized by the Hatch Act of August 1955, as amended. 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.

The 1955 legislation prescribed 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 such additional amounts 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 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. Another 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.

Federal funds allotted from the various acts from 1950-51 through 1959-60 are shown in table 69. Detailed allotments to each State for the 1959-60 school year are presented in table 70. Allotments to the individual States and Puerto Rico during the 1958-59 fiscal year are given in column 5 of the summary table 4. Amounts shown in these tables cover only the amounts distributed to the States and Puerto Rico by formula.

During both the 1958-59 and 1959-60 school years, the largest allotment to any State was made to Texas with a total of \$975,292. The smallest allotment, \$196,947, was received by Nevada.

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Table 69.—FEDERAL FUNDS ALLOTTED FOR AGRICULTURAL EXPERIMENT STATIONS, 1950-51 TO 1959-60

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
Total (10 years)	\$172,868,000		1955-56	\$19,549,708	177.8
1950-51	11,014,208	100.0	1956-57	22,909,708	208.5
1951-52	11,029,708	100.1	1957-58	23,581,708	214.1
1952-53	11,041,208	100.2	1958-59	24,445,708	221.9
1953-54	11,773,708	106.9	1959-60	24,445,708	221.9
1954-55	12,733,708	142.8			

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 1955-56 for the several acts included in this consolidation are as follows: Hatch Act, 1957—\$765,000; Adams Act, 1906—\$765,000; Furbell Act, 1925—\$3,080,000; Bankhead-Jones Act, 1935—\$2,863,708; and Bankhead-Jones Act, 1946—\$12,000,000.

Agricultural regional research.—The remaining 25 percent of additions to the funds available in 1955 may be 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 does not have to be matched by the States. During the 1958-59 school year the Regional Research Fund amounted to \$5.9 million. Funds made available to the States from the Regional Research Fund are excluded from the tables.

Agricultural marketing research.—In addition to the funds allotted to the State agricultural experiment stations under the Hatch Act, as amended, States also receive allotments from funds authorized by the Agricultural Marketing Act of 1946. Amounts 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 1957-58 and 1958-59 school years, the State agricultural experiment stations were allotted \$500,000 from these funds for marketing research. Here, as in the Regional Research Fund, the amount provided is excluded from tables 69 and 70.

Table 70.—FEDERAL FUNDS ALLOTTED TO THE STATES AND PUERTO RICO
FOR AGRICULTURAL EXPERIMENT STATIONS: 1959-60

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	634, 644, 798	Kentucky	\$725, 228	Ohio	\$779, 600
Alabama	701, 968	Louisiana	519, 067	Oklahoma	505, 668
Alaska	198, 068	Maine	286, 518	Oregon	352, 872
Arizona	234, 682	Maryland	345, 414	Pennsylvania	857, 357
Arkansas	580, 808	Massachusetts	322, 790	Rhode Island	205, 537
California	664, 807	Michigan	657, 836	South Carolina	574, 079
Colorado	312, 206	Minnesota	586, 625	South Dakota	320, 006
Connecticut	271, 674	Mississippi	710, 856	Tennessee	732, 709
Delaware	210, 206	Missouri	646, 330	Texas	975, 202
Florida	303, 304	Montana	271, 263	Utah	243, 946
Georgia	730, 367	Nebraska	309, 571	Vermont	242, 360
Hawaii	237, 835	Nevada	196, 947	Virginia	648, 508
Idaho	278, 286	New Hampshire	232, 040	Washington	392, 890
Illinois	660, 170	New Jersey	316, 631	West Virginia	495, 888
Indiana	602, 963	New Mexico	270, 380	Wisconsin	598, 266
Iowa	605, 310	New York	674, 413	Wyoming	220, 634
Kansas	447, 413	North Carolina	959, 622	Puerto Rico	660, 886
		North Dakota	323, 018		