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# Federal Funds for EDUCATION

1958-59 AND 1959-60

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
Abraham A. Ribicoff, Secretary  
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## Chapter 5

### DEPARTMENT OF COMMERCE

**T**HE STATUTORY FUNCTIONS of the Department are to foster, promote, and develop the foreign and domestic commerce, the manufacturing and shipping industries, and the transportation facilities of the United States. Activities of this agency include: population, agricultural and other censuses; providing information on commerce; making coastal and geodetic surveys and publishing nautical and aeronautical charts; establishing commodity weights, measures, and standards; issuance of patents and the registration of trademarks; supervision of issuance of weather forecasts and warnings; and others connected with commerce and commercial pursuits on land and water as well as in the air.

Several programs of education and training are provided by the Department in relation to these Federal services and responsibilities. The programs described here include Census Training Program for Foreign Technicians, Maritime Administration Schools, Meteorological Education and Training, and Training in the National Bureau of Standards. The program in "Aviation Education" reported here in former publications of this series has been transferred to the Federal Aviation Agency and is reported in chapter 12 where all education programs of the Independent Federal Agencies are presented.

#### CENSUS TRAINING FOR FOREIGN TECHNICIANS

Educational programs in census and other statistical procedures and in the organization and management of statistical agencies are conducted by the Bureau of the Census in the Department of Commerce for qualified technicians from other countries. Instruction is sponsored and financed principally by the International Cooperation Administration, although some participants are received under the auspices of the State Department's International Educational Exchange Service, the United Nations, and of other technical assistance sponsorship. The Bureau has provided specialized courses for over 600 foreign participants during the past 13 years.

Programs are scheduled in all the subject-matter areas for which the Bureau of the Census collects and compiles statistical information. These subject-matter areas include the fields of population, housing, agriculture, industry, domestic trade and services, foreign trade, and State and local government statistics. To complement the subject-matter presentations, the instructional program also includes lectures and laboratory exercises comprising procedures and techniques for conducting censuses and surveys, the mass processing and tabulating of data through conventional and electronic equipment, publication of statistical reports, census geography and cartography, and statistical organization and administration. Special seminars in sampling techniques and quality control procedures can also be provided.

A well-rounded instructional program can be completed in 12 months during which a full cycle of seminars, classroom presentations, observational tours, and laboratory work can be experienced. Shorter courses from 3 to 9 months are arranged for "teams" of participants and for well-qualified individuals whose interests are relatively specialized.

The standard courses are usually synchronized with the semester programs of universities in the Washington area beginning early in September, February, and June. After the formal group instruction is completed, individualized programs are developed to meet the needs of each participant. These often include a "project" involving work within a division of the Bureau of the Census, another Government agency, a private institution, or a combination of these. To supplement this specialized program, the participant who has not had an adequate academic background is given an opportunity to enroll in evening courses in his field of interest at universities located in or near Washington, D.C.

These instructional programs at the Bureau of the Census are intended for participants holding responsible positions in their home countries and who have one or more years of practical experience. For certain short-term visitors, the Bureau provides host facilities and appropriate staff services as part of its regular operations for international cooperation in the field of statistics. This also includes the development of international statistical standards and the exchange of publications and methodological materials.

Table 71 gives the number of foreign trainees participating in this specialized service and Federal funds expended from 1957-58 to 1959-60. This information was furnished by the Bureau of the Census in the Department of Commerce.

Table 71.—FEDERAL FUNDS EXPENDED AND NUMBER OF FOREIGN TECHNICIANS PARTICIPATING IN CENSUS TRAINING PROGRAMS OF THE BUREAU OF THE CENSUS: 1957-58 TO 1959-60

School year	Expenditures	Percent of 1957-58	Number of foreign technicians
1	2	3	4
<b>Total (3 years).....</b>	<b>\$241, 633</b>		<b>533</b>
1957-58.....	71, 365	100. 0	97
1958-59.....	81, 701	114. 5	212
1959-60.....	88, 567	124. 1	224

### MARITIME ADMINISTRATION SCHOOLS

Under a delegation of authority from the Secretary of Commerce, the Maritime Administration is responsible for many activities important to the maintenance of an American merchant marine sufficient to carry a substantial part of the water-borne commerce of the Nation and capable of service as a naval auxiliary in time of emergency. Educational activities of the Administration which serve this purpose include instructional programs to prepare young men to become licensed officers in the U.S. Merchant Marine and a program of grants to State Marine and civilian nautical schools.

#### U.S. MERCHANT MARINE ACADEMY

Currently the U.S. Merchant Marine Academy, Kings Point, Long Island, N.Y., is the only federally operated merchant marine school for the training of officers for the merchant fleet. This institution was established in 1942 and now has 853 cadets in training. Public Law 415, approved February 20, 1956, by the Eighty-fourth Congress, placed the academy on a permanent basis, and among other provisions provided for congressional nomination of candidates to participate in annual competitive examinations for appointment to the academy. The number of vacancies allocated to each State is proportioned to the representation in the Congress.

Federal funds expended annually for the operation of the Federal Merchant Marine School over the past 10 years are listed in column 4 of table 72. These data were provided by the Maritime Administration.



Table 72.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MERCHANT MARINE PERSONNEL: 1950-51 TO 1959-60

School year	Total		U. S. Merchant Marine Academy	State Maritime Academies	Training of unlicensed merchant marine personnel	Upgrading of licensed and unlicensed merchant marine personnel
	Amount	Percent of 1950-51				
1	2	3	4	5	6	7
<b>Total (10 years)</b>	<b>\$36,427,844</b>		<b>\$23,849,890</b>	<b>\$7,312,717</b>	<b>\$155,163</b>	<b>\$5,109,374</b>
1950-51.....	5,292,414	100.0	2,745,847	1,018,548	37,161	1,490,858
1951-52.....	4,377,133	82.7	2,572,208	646,336	36,858	1,121,731
1952-53.....	4,023,883	76.0	2,120,278	631,376	38,644	1,234,585
1953-54.....	4,228,737	79.9	2,142,900	781,137	42,800	1,262,200
1954-55.....	2,593,290	49.0	1,996,583	596,707	0	0
1955-56.....	2,744,405	51.9	2,184,861	559,554	0	0
1956-57.....	2,836,229	53.6	2,196,681	639,548	0	0
1957-58.....	3,049,845	57.6	2,407,369	642,476	0	0
1958-59.....	3,265,908	61.7	2,573,873	692,035	0	0
1959-60 <sup>1</sup> .....	4,016,000	75.9	2,900,000	1,116,000	0	0

<sup>1</sup> Estimated as of March 31, 1960.

#### STATE MARITIME ACADEMIES

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

Later legislation increased this \$25,000 limitation. Most recent is Public Law 85-672, approved August 18, 1958, and made effective July 1, 1959, which authorized the following changes in existing laws applicable to the State marine schools and the Federal assistance provided for them: (1) Increased the limitation on the \$25,000 direct grant to \$75,000 per year conditioned on an agreement to admit students from out of State for training; (2) increased the allowance for subsistence, uniforms, and textbooks to a rate not in excess of \$600 per academic year per student; and (3) gave statutory assurance of the continuation of these Federal payments for the duration of the respective prescribed courses of training.

Responsibility for administering Federal aid to these schools, which are known as State Maritime Academies, was transferred in 1941 from the Navy to the U.S. Maritime Commission, now known as the Maritime Administration. The four academies are located in California, Maine, Massachusetts, and New York.

A 10-year summary of expenditures for the education of merchant marine personnel in these programs is given in table 72. Figures indicate the amounts for the U.S. Merchant Marine Academy, the State Maritime Academies, and the training and upgrading of licensed and unlicensed personnel, including expenditures for group instruction and amounts expended for correspondence courses.

### METEOROLOGICAL EDUCATION AND TRAINING

The Weather Bureau, in the Department of Commerce, supervises an educational and training program to improve the technical knowledge of meteorologists from other countries. At the present time, this program is jointly sponsored by the International Cooperation Administration (ICA), the United Nations (UN), the International Civil Aviation Organization (ICAO), and in some cases it is under the direct sponsorship of another country with all expenses being paid by that country.

The Bureau assists the foreign trainee by advising him as to the type of training that is available and proposing a suitable program. Also, a trainee is assisted in enrolling in a university or college which will give him the required courses or the Bureau may develop a specific program adapted to special requirements and provide the training opportunities at one of the Weather Bureau facilities.

Table 73 indicates the Federal funds expended for the training of foreign meteorologists, number of participants from various countries, and the sponsoring agencies for the 1957-58, 1958-59, and 1959-60 school years.

Financial and personnel data for this program in the instruction of foreign meteorologists over the past 6 years are reported in table 74. Amounts expended by ICA have been reported for the table but expenditures by the UN, ICAO, and foreign governments have not been reported. Information for this program was furnished by the Weather Bureau in the Department of Commerce.

**Table 73.—FEDERAL FUNDS EXPENDED FOR THE TRAINING OF FOREIGN METEOROLOGISTS, NUMBER OF PARTICIPANTS FROM VARIOUS COUNTRIES, AND SPONSORING AGENCIES: 1957-58 TO 1959-60**

Countries represented (by school year)	Sponsor	Federal funds expended	Number of partic- ipants
1	2	3	4
<b>Total (3 years for 18 countries)</b> .....		<b>\$183,478</b>	<b>88</b>
<b>1957-58 (13 countries)</b> .....		<b>68,488</b>	<b>26</b>
Burma.....	UN.....	0	1
Colombia.....	ICA.....	2,300	1
India.....	ICA.....	4,200	1
Indonesia.....	ICA.....	11,004	2
Israel.....	UN.....	0	1
Korea.....	UN.....	0	1
Lebanon.....	ICA.....	11,342	2
Pakistan.....	UN.....	0	1
Republic of China (Taiwan).....	ICAO.....	0	1
Republic of China (Taiwan).....	UN.....	0	2
Somalia.....	LEA.....	7,100	2
Spain.....	ICA.....	10,240	4
Thailand.....	ICA.....	22,094	3
Thailand.....	ICAO.....	0	1
Thailand.....	Thai Government.....	0	1
Thailand.....	UN.....	0	1
Turkey.....	UN.....	0	1
<b>1958-59 (7 countries)</b> .....		<b>46,884</b>	<b>13</b>
Argentina.....	ICA.....	12,068	2
Chile.....	ICA.....	22,466	4
India.....	ICA.....	5,420	1
Israel.....	UN.....	0	1
Japan.....	UN.....	0	1
Pakistan.....	UN.....	0	2
Republic of China (Taiwan).....	ICAO.....	0	1
Republic of China (Taiwan).....	Republic of China.....	0	1
<b>1959-60 (10 countries)</b> .....		<b>78,414</b>	<b>19</b>
Argentina.....	UN.....	0	1
Chile.....	ICA.....	12,420	3
Colombia.....	ICA.....	1,514	1
Honduras.....	ICA.....	1,020	1
India.....	ICA.....	2,732	1
Iran.....	ICA.....	8,770	3
Republic of China (Taiwan).....	ICAO.....	0	1
Spain.....	ICA.....	12,280	3
Thailand.....	ICA.....	4,658	1
Turkey.....	ICA.....	20,040	5

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Table 74.—FEDERAL FUNDS EXPENDED FOR THE TRAINING OF FOREIGN METEOROLOGISTS AND NUMBER OF FOREIGN PARTICIPANTS, BY SPONSORING AGENCIES: 1954-55 TO 1959-60

School year	Total Federal funds expended	Percent of 1954-55	Sponsoring agencies			
			International Cooperation Administration <sup>1</sup>		Other agencies	
			Federal funds expended	Foreign participants	Federal funds expended <sup>2</sup>	Foreign participants
1	2	3	4	5	6	7
<b>Total (6 years)</b>	<b>\$344,728</b>		<b>\$344,728</b>	<b>73</b>		<b>26</b>
1954-55	38,577	100.0	38,577	8		5
1955-56	77,968	202.1	77,968	16		3
1956-57	47,705	123.7	47,705	10		11
1957-58	69,480	180.1	69,480	15		11
1958-59	40,584	105.2	40,584	7		6
1959-60	72,414	187.7	72,414	17		2

<sup>1</sup> Supersedes former programs.

<sup>2</sup> Amounts expended by sponsoring offices other than ICA have not been reported.

### THE NATIONAL BUREAU OF STANDARDS

Responsibilities of the National Bureau of Standards make it imperative that new understandings and new talents be developed. It is only through this concept and the application of the Bureau's instructional programs that efficient and effective service may be provided. Discussed below are the three educational programs which are intended to meet the Bureau's training needs. Information for these programs was furnished by the National Bureau of Standards in the Department of Commerce.

#### NATIONAL BUREAU OF STANDARDS GRADUATE SCHOOL

Programs leading to higher degrees for advanced students are provided by the National Bureau of Standards Graduate School. The school, started in 1908, was the first of several programs of this kind established for the advancement of employees of Federal agencies. Educational services are supplied in the Bureau's area of scientific responsibility, the physical sciences.

Physical facilities including classrooms, laboratories, libraries, and instructional materials are provided by the Bureau. Specialists from the Bureau's staff form the major portion of the teaching staff, which is augmented by professors from the universities cooperating in the program. The same administrative staff handles the in-hours and the out-of-hours education and training programs. In-hours courses are restricted to Federal employees. Any American citizen possessing the proper educational qualifications may enroll in out-of-hours courses.

The two programs together constitute the National Bureau of Standards Graduate School program for which a single catalog and listing is available to the students. Out-of-hours classes are held outside of regular working hours and all costs for such instructions are covered by fees paid either directly to the cooperating universities or through the graduate school office. There are approximately 1,111 students enrolled in the various courses each academic year.

The school is a nonprofit organization. Operating expenses are paid from student fees and instructors are paid for after-hours instruction. These funds are supplied by students who pay \$12 per semester hour for instruction. An educational committee composed of senior staff members plans the courses and administers the school. This committee serves without reimbursement other than regular salaries for their Federal employment.

Even though the graduate school is not a degree-granting institution, many of the courses are sponsored by a recognized institution of higher learning in which the students register and receive resident as well as academic credit. The school and the cooperating institution jointly select the course and the instructor. Credit for course work toward a degree is earned and transferred to the registrar of the university or college in which the employee is enrolled. Advanced degrees have been obtained by more than 285 students who have used course or dissertation work completed at the National Bureau of Standards Graduate School as a partial fulfillment of their requirements for degrees.

#### **EMPLOYEES NONRESIDENT TRAINING**

As an extension of the objectives of the graduate school, the National Bureau of Standards has established a training program for Bureau personnel under the authority of the Government Employees Training Act of 1958. This training conducted through universities and research centers includes postdoctoral study, research assignments, institutes, seminars, concentrated courses, and job-related academic courses. Periods of training fall in three categories: full-time long-term, full-time short-term, and part-time. Expenses paid for participants include tuition, related fees, travel, and per diem, and in addition, transportation of family and household effects for those taking full-time long-term study.

Table 75 presents a summary of the expenditures and the number of employees participating in this program for the 1957-58 to 1959-60 school years. Data pertaining to this program are reported in columns 3 and 4 of the table.

Table 75.—ESTIMATED FEDERAL FUNDS EXPENDED AND NUMBER OF PARTICIPANTS IN EDUCATIONAL PROGRAMS OF THE NATIONAL BUREAU OF STANDARDS: 1957-58 TO 1959-60

School year	Total estimated funds expended	Education through non-Government facilities		Postdoctoral resident research	
		Funds expended	Number of participants	Funds expended	Number of participants
1	2	3	4	5	6
<b>Total (3 years).....</b>	<b>\$382, 230</b>	<b>\$82, 574</b>	<b>200</b>	<b>\$312, 746</b>	<b>37</b>
1957-58.....	71, 900	0	0	71, 900	7
1958-59.....	104, 150	19, 104	77	85, 046	12
1959-60.....	206, 270	43, 470	231	162, 800	18

#### POSTDOCTORAL RESIDENT RESEARCH ASSOCIATESHIPS

Each year a limited number of research associateships are supported by the National Bureau of Standards. Appointments are for a 1-year period and are made on the basis of recommendations of the National Academy of Sciences, National Research Council. Associates are given advanced training in basic research in the various branches of physical sciences. While acquiring basic knowledge, participants have opportunities for developing new scientific approaches and laboratory skills thereby advancing scientific knowledge. A summary of the Federal funds expended and the number participating as research associates for the 1957-58 to 1959-60 school years is reported in columns 5 and 6 of table 75.

## Chapter 6

### DEPARTMENT OF DEFENSE

**B**ASIC AND SPECIALIZED TRAINING are essential for personnel of the military branches in order to prepare them for effective service. Programs in research are also needed to secure new facts basic to the defense program and they often provide opportunities for research personnel to further their education. These programs of training and research proceed during peacetime for the development and training of military personnel and to discover, develop, and test new methods and materials which may be important to the defense of the Nation.

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

#### EDUCATION FOR MILITARY PERSONNEL

Educational programs, which are designed to meet the specific requirements of the Armed Forces, provide a gradual improvement in the educational level of military personnel and give specialized training affording career opportunities. These educational programs are conducted at the service academies as well as through specialized offerings at civilian institutions. Excluded from this report are a number of other programs conducted at civilian institutions which require no payment of expenses for education by the military departments.

Except for the U.S. Naval Postgraduate School and the Air Force Institute of Technology, both of which have direct relationships with

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civilian institutions, the programs described here exclude the extensive training programs which military services conduct in their own training centers and schools. Also excluded are the joint service schools such as the National War College, Armed Forces Staff College, and the Industrial College of the Armed Forces.

**SERVICE ACADEMIES**

The three service academies, including the U.S. Air Force Academy, Colorado Springs, Colo., the U.S. Military Academy, West Point, N.Y., and the U.S. Naval Academy, Annapolis, Md., offer academic training which is comparable to that of civilian colleges. Young men from all of the States attend these institutions. Selection for attendance depends upon a formal application and specific appointment.

Bachelor of Science degrees are granted upon completion of the 4-year course at each academy. Graduates are commissioned and required to serve on active duty for 4 years. Average enrollments in the academies during the 1959-60 school year were approximately 1,500 for the Air Force, 2,400 for the Army, and 3,600 for the Navy. Funds for the operation of academies are reported in table 76. Amounts given in the table do not include the regular military pay and allowances.

**Table 76.—FEDERAL FUNDS EXPENDED FOR ACADEMIC TRAINING OF MILITARY PERSONNEL AT CIVILIAN SCHOOLS AND SERVICE ACADEMIES, 1950-51 TO 1959-60**

School year	Total	U.S. Air Force Academy	U.S. Military Academy	U.S. Naval Academy	U.S. Navy Regular ROTC Program	Education programs at civilian institutions
1	2	3	4	5	6	7
<b>Total (10 years).....</b>	<b>6366,611,191</b>	<b>648,624,128</b>	<b>994,624,888</b>	<b>988,412,217</b>	<b>637,227,257</b>	<b>841,622,977</b>
1960-61.....	20,372,130	0	7,223,299	6,424,340	2,775,500	2,948,991
1961-62.....	23,608,806	0	9,240,285	7,080,800	2,634,000	2,543,321
1962-63.....	23,044,479	0	8,472,874	7,481,969	2,994,000	2,164,576
1963-64.....	22,261,463	0	7,926,000	7,507,000	2,924,000	2,004,463
1964-65.....	22,049,968	0	8,717,074	7,634,091	2,151,430	2,547,373
1965-66.....	24,083,200	(1)	8,502,000	8,208,700	2,338,600	2,949,000
1966-67.....	22,279,089	5,005,128	9,804,105	8,670,946	2,945,642	4,862,868
1967-68.....	43,418,826	13,028,000	12,127,227	9,485,221	3,829,340	4,829,228
1968-69.....	47,827,112	15,770,000	12,400,528	10,322,280	2,755,725	5,288,610
1969-70 <sup>2</sup> .....	49,567,407	15,882,000	12,112,000	10,202,000	2,948,000	7,222,407

<sup>1</sup> Not available.  
<sup>2</sup> Estimated.

**AIR FORCE PROGRAMS AT CIVILIAN INSTITUTIONS**

Department of the Air Force educational programs at civilian institutions are conducted under the sponsorship of the Air Force Institute of Technology. The institute also conducts an extensive resident



program at Wright-Patterson Air Force Base in Dayton, Ohio. Civilian institutions, including colleges, universities, hospitals, and industries, are used whenever they can best provide the training or education required by the Air Force. The programs may be those regularly offered by the institutions, or they may be designed by the Air Force at the undergraduate or graduate levels.

Education in civilian institutions is offered in engineering, biological and physical sciences, management, foreign languages, and medical fields. In addition to these courses, which normally run from 9 to 24 months, the Air Force uses civilian institutions for a variety of short courses of less than 20 weeks' duration. Generally, students make application for the education or training available and are selected on a competitive basis. All expenses for these programs are paid by the Air Force. During 1959-60 a total of more than 4,900 students participated in the programs arranged at civilian institutions. Funds expended for these educational services are included in the totals of column 7 of table 76.

The Air Force Institute of Technology resident school program at Dayton, Ohio, covers the fields of engineering, management, and logistics. This school is accredited for awarding bachelors degrees in aeronautical engineering, electrical engineering, and business administration. A total of about 600 persons attended the resident school during 1959-60.

### ARMY PROGRAMS AT CIVILIAN INSTITUTIONS

Two types of educational programs at civilian institutions are administered by the Army: (1) The program for officers and (2) the program for enlisted men. Participating officers and enlisted men are able to extend their education by obtaining additional credits and degree recognition from accredited collegiate institutions. Each of these programs is separately described in the following paragraphs.

*Program for officers.*—The Army has established a program for training military officers at civilian educational, commercial, and industrial institutions. This program is correlated with training conducted in the service school system and covers both undergraduate and graduate work. Officers participate in this program only to the extent necessary to meet Army and certain joint agency requirements. Participation is limited to qualified regular Army officers, warrant officers, and officers of the reserve components on active duty. Reserve officers must have completed not less than 4 nor more than 12 years of continuous active military service and must have been approved for extension of active service. All officers selected for training for a period exceeding 20 weeks must agree to remain on active duty at

least 4 years after completion of the course of instruction. All expenses of the program are paid by the Government.

Almost all participants in the civilian educational institution part of the program pursue graduate study. Thus far over 90 percent of the officers enrolled have earned graduate degrees. More than 700 persons were enrolled in this program in courses of 20 weeks' or more duration at civilian educational institutions in March 1960. About 3,900 officers had completed graduate training under this program by that date. Funds expended for this program for officers are included in column 7 of table 76.

*Programs for enlisted men.*—In addition to the training for officers, there is also offered an enlisted men's training program which was inaugurated in March 1958. Applicants must qualify on the basis of several important requirements. A person selected for the program obligates himself for 2 years of active military service for each year of education received. Education terms may be for 1 or 2 years after which the active military service obligation must be discharged. Upon completion of the service requirements the individual may again request consideration for an additional 1 or 2 years' college education. By March 1960, 308 persons had entered the program. As of that date, 279 were enrolled in 77 different civilian colleges and universities. Funds expended for this program for enlisted men are reported in column 7 of table 76.

### NAVY PROGRAMS AT CIVILIAN INSTITUTIONS

Programs for the further education of Navy personnel at civilian institutions include the following four kinds: (1) Officer candidate training, (2) postgraduate study, (3) officer undergraduate education, and (4) scientific undergraduate education for enlisted men. All of these programs are directed to the development of new competencies among Navy military personnel and provide a resource for trained and experienced officers and officer candidates. Each of the programs identified is further discussed in the following paragraphs. Funds expended for these programs during a 10-year period are included in columns 6 and 7 of table 76.

*Navy Regular ROTC Program.*—This program was started in 1946 to provide career officers for the regular Navy. The word "regular" is used to signify that this program is not for "reserve" officers. It provides not more than 4 years of education at any 1 of the 53 colleges or universities having a Navy ROTC unit. Participants may pursue a baccalaureate or higher degree in any except a small number of fields of study. The Navy pays tuition, cost of textbooks, and other fees of an instructional nature plus a retainer of \$50 per month. Upon graduation, participants are commissioned in the Navy or Marine

Corps and are required to serve on active duty for at least 4 years. About 1,000 civilians and 200 enlisted personnel are selected by competitive scholarship procedures for enrollment in this program each year.

*Navy postgraduate program.*—Education in technical, professional, and special subjects is provided according to the specific needs of the Navy. The program conducted by the U.S. Naval Postgraduate School with headquarters at Monterey, Calif., consists of an engineering school, a general line and naval science school, and a management school. It is authorized by law to confer bachelors, masters, and doctors degrees in engineering and related subjects.

The engineering school program is conducted at the Navy facility in Monterey as well as in civilian colleges throughout the country, with some of the curriculums being given in entirety at the school while others provide for terminal studies at the civilian institutions after a year or two at Monterey. All educational expenses are paid by the Navy. Each participant is obligated to serve on active duty for a year for each half year or fraction thereof of education received. Enrollments in civilian colleges amounted to about 225 during 1959-60. Enrollments for this same year in the U.S. Naval Postgraduate School at Monterey totaled slightly more than 900.

*Officer undergraduate educational programs.*—The Navy conducts two undergraduate training programs for officer personnel at civilian institutions. One consists of a 5-term program under which eligible officers may earn a baccalaureate degree providing it can be done within a maximum of 5 semesters. The Navy pays all educational expenses during the period of study. Officers may select any major field of study except pre dental, pre pharmacy, pre medical, pre theology, law, music, or art.

The second program provides 2 years of college training for selected naval aviation cadets who were high school graduates. After completing at least 1 year of sea duty the cadets receive their final 2 years of college training.

Slightly less than 300 persons participated in these officer undergraduate programs during 1959-60.

*Navy enlisted scientific educational program.*—This program established in 1956 helps meet the problems and complexities of modern warfare. Men are selected from the enlisted ranks for a 4-year college education to prepare them for engineering duty in connection with advanced fire control systems, digital computers, and advanced armament including nuclear weapons. Graduates receive commissions in the regular Navy. The program was expanded in 1958 to educate selected persons in the general fields of science and engineering. About 480 persons were enrolled in the program during 1959-60.

## PROGRAMS FOR MEDICAL OFFICERS AT CIVILIAN INSTITUTIONS

The Air Force, Army, and Navy provide special educational programs for medical and dental officers, medical service corps officers, nurse corps officers, etc. Training includes a variety of long and short courses given at civilian institutions as well as in military hospitals and other facilities. Some of the longer courses at the graduate level range from 6 months to several years. This program for medical and allied specialists usually requires additional obligated service upon completion of the courses. Funds expended at civilian institutions for these programs are also included in column 7 of table 76.

## EDUCATION FOR OFF-DUTY PERSONNEL

The Armed Forces provide educational opportunities for military personnel on active duty to continue their formal academic education regardless of the current educational level or physical location of the individual who enrolls. In order to make this possible, subject-matter materials ranging from elementary school through graduate college levels are provided both through correspondence courses and through actual classroom presentation. Not only are these varied educational opportunities made available, but the Armed Forces encourage participation by payment of a substantial portion of the costs, thereby reducing the expense to the individual. Participation is voluntary and normally occurs during off-duty hours.

Off-duty educational programs for military personnel are provided to assist the individual to: (1) Perform his service job more efficiently; (2) prepare himself for more responsible service jobs and increase his chances for promotion; (3) maintain continuity in the academic or vocational training which he began before entering the service; and (4) increase his value in the civilian manpower pool when he is separated from the Armed Forces.

In order to insure that the voluntary off-duty educational programs develop and operate on a high educational standard acceptable to civilian educational authorities, the Department of Defense consults with the Defense Advisory Committee on Education in the Armed Forces. This committee, composed of 14 eminent civilian educators and 7 military representatives, provides professional advice on the operation of the Armed Forces educational program. A second group of civilian educators who deal specifically with the Armed Forces educational program is the Commission on Accreditation of Service Experiences of the American Council on Education. The commission, composed of 12 civilian educators, establishes policies for evaluation of educational offerings and other military experiences

in terms of academic credits. Acceptance or rejection of the recommendations is the prerogative of the Armed Forces school concerned.

Off-duty education, as described here, pertains only to education of an academic nature which military personnel pursue during their off-duty hours. Correspondence courses in academic subjects are provided for military personnel by and through the United States Armed Forces Institute (USAFI). Classroom instruction is presented through group study classes organized and operated by the military and through civilian school classes provided by accredited high schools, colleges, and universities. The military services employ many civilian educational advisers and professional educators to operate the voluntary educational programs and to provide guidance for the military personnel at the local military establishment level.

### UNITED STATES ARMED FORCES INSTITUTE

The United States Armed Forces Institute, generally referred to as USAFI, is the backbone of the Armed Forces voluntary educational program and operates exclusively to provide educational opportunities for military personnel on active duty. Chartered by the Secretary of Defense, USAFI is a field activity of the Office of Armed Forces Information and Education. USAFI is coordinated from its location at Madison, Wis., and operates in five overseas locations to serve Armed Forces personnel in Europe, Japan, Alaska, Hawaii, and the Caribbean. Overseas USAFI's operate under the same policies and procedures as USAFI, Madison, although they are under the administrative control of the overseas commanders.

USAFI offers approximately 200 correspondence courses ranging from the elementary level through basic and introductory courses at the college level. An enrollment fee of \$5 is charged for the individual's first enrollment in a correspondence course. Subsequent enrollments are free as long as the courses are completed. USAFI textbooks and testing materials are also widely used in group study classes conducted by the military services. Enrollment in these classes is normally without cost.

In addition to the regular USAFI correspondence courses, a number of colleges and universities throughout the United States cooperate with USAFI by providing correspondence courses under contract at low cost to service personnel. For these courses, the student pays the cost of enrollment and the Government, through USAFI, pays the cost of lesson service.

An important service of USAFI is its testing program. This includes end-of-course tests, General Educational Development (GED) Tests, and USAFI Achievement Tests II and III. End-of-course tests measure the student's knowledge in a particular course. GED

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Tests are available on two levels and are used to determine whether the student has attained the equivalent of a high school education or a high school education plus approximately 1 year of college work. USAFI Achievement Tests II and III measure over-all achievement from the fourth grade through the ninth grade and are used primarily for advisement purposes. Scores attained on the end-of-course tests and GED Tests are filed permanently at USAFI, Madison, and are reported to educational institutions and prospective employers at the request of the individual, the school, or the prospective employer. Funds expended by the USAFI are reported in column 3, table 77.

Table 77.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MILITARY PERSONNEL WHILE OFF DUTY: 1950-51 TO 1959-60

School year	Total	U.S. Armed Forces Institute	Air Force	Army	Coast Guard	Marine Corps	Navy
1	2	3	4	5	6	7	8
<b>Total (9 years)</b>	<b>\$82,929,546</b>	<b>\$28,999,127</b>	<b>\$16,919,541</b>	<b>\$37,259,764</b>	<b>\$164,514</b>	<b>\$719,445</b>	<b>\$396,225</b>
1950-51	5,134,513	2,091,700	926,099	2,050,126	7,800	10,076	48,712
1951-52	7,991,245	2,490,600	1,562,185	3,750,080	18,000	49,120	121,260
1952-53	8,682,703	3,063,700	1,562,046	3,957,900	20,000	21,649	57,348
1953-54	8,642,606	3,472,600	1,361,662	3,729,420	6,466	13,532	58,926
1954-55	9,369,859	3,043,000	1,688,120	4,514,796	7,719	55,559	60,665
1955-56	9,507,866	3,001,152	1,926,370	4,409,215	16,487	91,611	63,031
1956-57	10,578,673	3,057,000	2,640,722	4,513,316	25,394	120,163	222,078
1957-58	10,941,337	3,409,055	2,313,903	4,899,216	31,087	179,208	106,868
1958-59	12,080,754	3,351,320	2,938,434	5,426,575	81,561	178,527	154,337
1959-60 <sup>1</sup>	12,199,000	3,699,000	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )

<sup>1</sup> Estimated.  
<sup>2</sup> Not available.

### ARMED FORCES CLASSROOM INSTRUCTION

Classroom opportunities available under the Armed Forces off-duty educational program can be classified generally as either (1) group study classes or (2) civilian school classes.

Group study classes are usually held at night at the military installations and are organized to meet the specific local needs. If available, experienced civilian teachers are used and are paid by the military service concerned. If civilian instructors are not available, qualified military personnel teach the classes. There is normally no cost to the military personnel who enroll. USAFI textbooks and end-of-course tests are used in many group study classes. Classes are predominantly at high school level and many are in vocational subjects or foreign languages.

Civilian school classes are provided by accredited high schools, colleges, or universities and usually meet at night on military installations or in classrooms at nearby schools. Textbooks and tests are the same as those used in regular campus classes of the subjects taught.

The civilian school classes are predominantly at the college level. Courses at least partially meet college residence requirements for graduation. Night classes provided by civilian schools are available both in the continental United States and in oversea areas. American universities, using members of their staffs as teachers, provide night classes on military installations in all oversea areas where troops are stationed.

The Armed Forces encourage and support military personnel to attend the group study and civilian school classes by providing advisory services, classroom facilities when the classes meet on the military installations, and financial assistance. Each military service is authorized to pay 75 percent of tuition costs, not to exceed \$7.50 each semester hour, for off-duty courses taken under the supervision and direction of accredited civilian schools.

### AIR FORCE EDUCATION SERVICES PROGRAM

The Department of the Air Force is cognizant of the fact that modern military techniques and equipment are dynamic, increasingly complex, and require personnel who can think and act with maturity and expertness. Through the Education Services Program a substantial effort is made within fiscal and manpower limitations to provide opportunities for: (1) All personnel to raise their educational levels and develop their potential in skills and abilities essential for the support and operation of the modern weapons systems; (2) all personnel to meet the desired Air Force goals for requirements of a college degree for every officer and a high school diploma or its equivalent for every airman; (3) selected personnel to meet the prerequisites for highly specialized programs at both the undergraduate and graduate levels; (4) selected personnel to obtain degrees in science, engineering, and other specialized fields where shortages exist.

Individuals in the Air Force can increase their academic and vocational education through any, or by a combination, of the following programs of study: (1) Correspondence courses offered by the United States Armed Forces Institute (USAFI); (2) correspondence courses offered by civilian colleges and universities through USAFI; (3) correspondence courses offered by the United States Air Force Extension Course Institute (ECI); (4) group study classes conducted at night on Air Force installations by qualified civilian or military instructors employed by the Air Force, and normally using texts, materials, and tests supplied by USAFI or ECI, and (5) civilian school classes which are offered at night by accredited high schools or colleges on or near Air Force bases.

The Air Force encourages and assists personnel to continue their academic education both at the high school and the college level by

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

Air Force funds and enrollments for military personnel participating in educational programs while off duty are reported in tables 77 and 78. Amounts reported in table 77 are in addition to the expenditures listed in table 76.

**Table 78.—AVERAGE NUMBER OF ENROLLMENTS BY MILITARY PERSONNEL PARTICIPATING IN EDUCATIONAL PROGRAMS WHILE OFF DUTY: 1950-51 TO 1959-60**

School year	Total	Air Force	Army	Coast Guard	Marine Corps	Navy
1	2	3	4	5	6	7
1950-51.....	295,939	139,786	117,310	1,758	637	36,448
1951-52.....	440,946	191,810	180,413	2,120	1,580	65,023
1952-53.....	453,778	214,513	162,042	2,808	3,200	71,215
1953-54.....	509,066	219,862	209,693	2,858	3,072	73,581
1954-55.....	491,748	240,411	184,326	2,411	8,469	56,131
1955-56.....	462,295	253,477	120,635	2,670	12,766	72,747
1956-57.....	503,787	279,024	114,215	2,387	16,581	91,630
1957-58.....	598,076	370,046	130,550	2,890	22,617	71,973
1958-59.....	643,354	438,361	122,826	1,880	18,077	62,210
1959-60 <sup>1</sup> .....	632,300	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )	( <sup>2</sup> )

<sup>1</sup> Estimated.

<sup>2</sup> Not available.

### ARMY'S PROGRAM OF GENERAL EDUCATIONAL DEVELOPMENT

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

Materials and services available to all Army personnel include the following: (1) Correspondence courses offered through USAFI and civilian colleges and universities under contract with the Department of Defense; (2) group study classes taught by military and civilian instructors employed directly by the Army; (3) classes made available, either on or off post, by accredited high schools and colleges and taught by regular faculty members and for which the Army pays a



substantial portion of the tuition; (4) tests of general educational development, achievement tests, and subject examinations; and (5) educational and vocational advisement.

Educational services conducted through the General Educational Development Program are of two types: (1) Functional, not leading to academic credit, and (2) formal, leading to academic credit. Functional education comprises civilian-type curriculums, courses, or subject-matter instruction conducted specifically to serve an immediate Army or individual service-related need. In character, scope, method, and time phasing, functional education is adult education for which no civilian credit or equivalency at any formal level is sought.

For the second type, formal education, in-service achievements of military personnel may be considered for appropriate credit in civilian schools under recommendations made by the Commission on Accreditation of the American Council on Education. High school work is emphasized for personnel capable of establishing, through courses and tests of general educational development, an acceptable basis for higher formal studies. Courses eventually leading to a baccalaureate degree at accredited colleges and universities are encouraged as affording an opportunity for all eligible personnel to raise their educational level, and are considered essential within the full career assignment of commissioned officers.

Army funds and enrollments for military personnel participating in educational programs while off duty are reported in tables 77 and 78. Amounts reported in table 77 are in addition to the expenditures listed in table 76.

### COAST GUARD'S OFF-DUTY EDUCATIONAL PROGRAM

Coast Guard officers and enlisted personnel may pursue studies in off-duty time at Coast Guard expense either by classroom attendance or by correspondence with civilian institutions. This includes courses at colleges, universities, and other educational institutions which offer either correspondence or night school courses. Application for these courses is made by individual request, through appropriate service channels to Coast Guard headquarters. Approval of requests for enrollment in these courses at Coast Guard expense is generally based on the need for the course in the applicant's performance of duties or the need to fulfill a requirement for advancement in rating. General educational subjects are often authorized as being of value to the service as well as the individual.

Coast Guard funds and enrollments for military personnel participating in educational programs while off duty are reported in tables

77 and 78. Amounts of expenditures for these Coast Guard Off-Duty Educational Programs reported in table 77 are in addition to the expenditures listed in table 76.

### MARINE CORPS' OFF-DUTY EDUCATIONAL PROGRAM

In addition to participation in the USAFI program the Marine Corps has established the Tuition Assistance and Instructor Hire Program. This program is designed to provide an opportunity for marines during their off-duty time to participate in educational courses provided by accredited civilian high schools and colleges.

Marine Corps commands located within commuting distance of an accredited institution are authorized to pay a portion of the individual's tuition costs. Commands located in areas not within commuting distances of accredited educational institutions are authorized to pay the accredited institutions a portion of the instructors' salaries for conducting classes at the military installations. The instructor-hire phase of the program was started in July 1954. Marine Corps funds and enrollments for military personnel participating in educational programs while off duty are reported in tables 77 and 78.

### NAVY'S OFF-DUTY EDUCATIONAL PROGRAM

The objectives of the Navy's voluntary off-duty educational program are to help each member of the Navy to (1) increase his capacity to assimilate training and perform his present job better; (2) prepare for career advancement; (3) continue educational programs begun prior to military service; and (4) prepare him for a civilian job when he leaves the service. There is an Information and Education Officer on every ship and at every permanent Naval establishment whose assigned duty is to provide the educational services that will help accomplish these objectives. At the larger shore installations, particularly those in a position to serve shipboard personnel, there are active and effective Education Centers.

Services offered include educational counseling; elementary, high school, vocational, and college courses and tests; and academic accreditation services. Courses are made available through (1) arrangements for class attendance at local schools and colleges; (2) on-station classes offered by extension from local schools and colleges; (3) on-ship or station classes taught by uniformed personnel and civilians hired from special funds; and (4) correspondence courses provided by and through USAFI.

Data concerning expenditures and enrollments for Navy off-duty education are reported in tables 77 and 78 and apply only to those programs under the jurisdiction of the Bureau of Naval Personnel

and the Bureau of Medicine and Surgery. Other Navy bureaus and offices expend funds for off-duty educational programs, but information on the extent of these programs and the amounts expended are not available. Programs administered by the Bureau of Naval Personnel and the Bureau of Medicine and Surgery, however, represent the bulk of such expenditures by the Navy.

## EDUCATION FOR CIVILIAN EMPLOYEES

In addition to the military personnel, the Department of Defense employs a large number of civilians. Many of these employees have professional preparation or a high level of technical training, but it is apparent that additional study in their fields or specialization may help to maintain high efficiency. It is the policy of the Department to encourage the advancement of competent employees by giving assistance depending upon the relationship of courses of study to their work.

For this purpose the Department has two programs for the further preparation of civilian employees. One is for the advanced training of employed persons already highly trained in their specialties, and the other is to encourage promising and talented young students to continue their college work and accept current Federal employment. Both of these programs are discussed in the following paragraphs.

## ADVANCED EDUCATION FOR SPECIALISTS

Many of the well-educated professional people serving the Department of Defense as civilian employees require additional training related to their work in order to improve job performance and to keep abreast of the changes that are taking place in their fields of work. Usually, this training is given at the place of employment and it is short and specialized. However, it may be supplemented, where it is considered appropriate, through assignment to classes at colleges and other educational institutions. Specially qualified personnel in the scientific and engineering fields are sometimes authorized to take full-time advanced study which may extend up to 1 year.

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

COOPERATIVE EDUCATION<sup>1</sup>

The Department requires a flow of qualified personnel into professional categories, such as science and engineering and sometimes in the administrative fields of accounting, budget, and production control. To assure an adequate source of qualified personnel for advancement, the Department conducts cooperative educational programs which are governed by uniform standards and policies promulgated by the Secretary of Defense.

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

Financial assistance for student-employees for the payment of tuition, other expenses, and salaries are not usually provided for the periods of school attendance. If it is determined that tuition assistance is necessary in order to attract and retain students, such assistance may not exceed half of the tuition costs of the total program leading to the bachelors degree. Student-employees pursuing studies at the graduate level may be given financial assistance up to the full amount of the tuition expenses when desirable. Student-employees who receive tuition assistance must agree to remain with the Department after graduation for a period proportionate to the amount of financial assistance provided. If this obligation is not fulfilled, a refund must be made for the tuition paid. A total of 2,366 persons had been enrolled in the cooperative educational programs by the end of June 1959.

**Table 79.—FEDERAL FUNDS OBLIGATED BY THE DEPARTMENT OF DEFENSE FOR TUITION PAYMENTS TO EDUCATIONAL INSTITUTIONS FOR THE TRAINING OF CIVILIAN EMPLOYEES AND THE NUMBER OF STUDENTS ENROLLED: 1956-57 TO 1959-60**

School year	Amount	Percent of 1956-57	Students enrolled
1	2	3	4
<b>Total (4 years).....</b>	<b>\$11,536,671</b>		<b>163,313</b>
1956-57.....	2,094,658	100.0	24,654
1957-58.....	2,038,006	97.3	20,678
1958-59.....	3,074,140	146.8	25,085
1959-60 <sup>1</sup> .....	4,320,068	206.3	31,396

<sup>1</sup> Estimated.

Table 79 indicates the number of students enrolled and the Federal funds obligated from 1956-57 to 1959-60 for tuition payments to colleges and universities for the training of civilian employees of the Department of Defense. These data relate to all activities comprising the cooperative educational programs.

## EDUCATION FOR CHILDREN

Included in this program area are three separate provisions which recognize the need for educational services at military installations. The largest of these is the program for the education of children who have accompanied their parents on oversea military assignments. Another program described is that for school bus services for dependent children of Navy military personnel. The third program is for native children of the Northern Mariana Islands which provides elementary and secondary schooling for the indigenous population in the area.

## EDUCATION OF DEPENDENT CHILDREN OVERSEAS

Military and civilian personnel serving the Department of Defense in locations outside continental United States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands are permitted to take their families with them under certain conditions. Experience has shown that this consideration is extremely important in maintaining high morale and in securing greatest efficiency. The plan, however, has required the provision of schooling for the children in these families.

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

The service-operated schools in overseas areas are patterned after American public schools. Every effort is made to provide an adequate variety of both curricular and extracurricular activities in order to permit the maximum educational development of the pupils. The

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secondary schools are accredited by the North Central Association of Colleges and Secondary Schools.

Although the service-operated schools are provided primarily for dependents of Department of Defense personnel, dependents of U.S. citizen employees of other Government agencies, U.S. contractors, and other U.S. citizens living in the area may be admitted in that order on a space available basis. In such cases a tuition charge is made equal to the actual per pupil cost of operating the school. In rare instances the dependents of non-U.S. citizen personnel may be admitted on a space available basis and with the payment of tuition charges. Expenditures and numbers of pupils enrolled for these programs from 1952-53 to 1959-60 are shown in table 80.

Table 80.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF CHILDREN OF MILITARY PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE DEPARTMENT OF DEFENSE IN OVERSEAS AREAS, 1952-53 TO 1959-60

School year	Total amount expended	Percent of 1952-53	Number of pupils
1	2	3	4
Total (3 years).....	\$122,948,000		694,268
1952-53.....	8,910,907	100.0	40,408
1953-54.....	12,210,570	148.2	59,008
1954-55.....	16,421,283	184.3	67,687
1955-56.....	20,286,463	227.7	79,268
1956-57.....	24,374,548	273.6	98,351
1957-58.....	27,389,270	306.8	110,070
1958-59.....	28,689,000	323.3	112,246
1959-60 <sup>1</sup> .....	23,700,000	278.2	127,170

<sup>1</sup> Estimated.

### OPERATION OF SCHOOL BUSES

The Department of the Navy provides transportation service for dependents of military personnel living on the premises of naval establishments when transportation by local school bus or commercial lines to elementary and secondary schools of local school districts is unavailable. The program is operated in the continental United States and in oversea areas.

Transportation was provided for approximately 14,000 dependents of naval personnel during 1958-59. Operating expenditures of the program were as follows: \$448,847 in 1957-58; \$435,390 in 1958-59; and an estimated \$450,000 for 1959-60. Similar data for the other services are not available.

## EDUCATION FOR THE NATIVE POPULATION ON PACIFIC ISLANDS

Under Executive Orders 10408 and 10475, the Secretary of the Navy is assigned the responsibility for administering a program of elementary and secondary education for the indigenous population of the Northern Mariana Islands, exclusive of the Rota district. During the 1958-59 school year, 1,200 pupils received direct benefits. Federal expenditures for the program, which are supplemented by local revenues, were \$103,000 in 1958-59 and an estimated \$101,000 for 1959-60.

The Department of the Interior also has responsibility for educational programs in the Trust Territory of the Pacific Islands. A description of these additional services is given in chapter 7.

## MEDICAL EDUCATION FOR NATIONAL DEFENSE

In February 1952, a program for medical education for national defense was started through the joint efforts of representatives of the Association of American Medical Colleges, the military services, the U.S. Public Health Service, and the former Federal Civil Defense Administration. The primary objective of this program is to make available for incorporation into the curriculums of the participating medical schools, in the manner deemed appropriate, the vast amount of medical knowledge of fundamental importance to military medicine and surgery and medical aspects of civil defense.

A pilot program was first initiated in five medical schools in the fall of 1952 and now 70 medical schools are included. It is anticipated that the remaining medical schools which desire participation will join the program by the end of the 1961-62 school year. The cost of this program averages \$10,000 per school plus certain basic costs for the operation of the Office of the National Coordinator. When implemented in all medical schools desiring participation, the cost will amount to approximately \$750,000 per year. The Department of Health, Education, and Welfare contributes one-fourth of this amount.

Table 81 shows the Department of Defense expenditures for 1952-53 through 1959-60 and the amount budgeted for 1960-61, as well as the number of medical schools participating during the 9-year period.

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Table 81.—FEDERAL FUNDS DISBURSED FOR MEDICAL EDUCATION FOR NATIONAL DEFENSE, AND NUMBER OF SCHOOLS PARTICIPATING IN THE PROGRAM: 1952-53 TO 1960-61

School year	Amount	Medical schools participating	School year	Amount	Medical schools participating
1	2	3	1	2	3
Total (9 years)	\$2,224,000		1956-57	\$340,000	25
1952-53	75,000	6	1957-58	267,500	43
1953-54	75,000	5	1958-59	405,000	65
1954-55	114,000	15	1959-60	472,500	70
1955-56	133,000	25	1960-61	540,000	78

1 Limited due to budgetary restrictions.  
 2 Budgeted.  
 3 Estimated.

## RESEARCH ASSISTANTSHIPS IN EDUCATIONAL INSTITUTIONS

Research and development contracts with educational institutions and research centers affiliated with educational institutions are designed for performance of needed research for the military departments. Significantly, employment may be provided for a substantial number of research assistants to perform research while engaged in completing graduate or postgraduate training. Such employment contributes to the technical training of the student and indirectly assists him in completing his education. These activities help to develop resources from which highly qualified Department employees may be recruited.

Based on Department of Defense appropriations for research and development, it is roughly estimated that between 10,000 and 15,000 research assistants receive further education on research and development contracts covering scientific and technical projects. Federal funds obligated for the conduct of research and development by the Department of Defense at educational institutions in the 3-year period from 1958-59 to 1960-61 are summarized in table 82.



**Table 82.—FEDERAL FUNDS OBLIGATED BY THE DEPARTMENT OF DEFENSE FOR RESEARCH AND DEVELOPMENT PROJECTS AT EDUCATIONAL INSTITUTIONS: 1958-59 TO 1960-61**

School year	Total	Percent of 1958-59	Amount obligated for educational institutions	
			Excluding research centers	At research centers
1	2	3	4	5
<b>Total (3 years)</b> .....	<b>9898, 674, 000</b>		<b>6448, 819, 000</b>	<b>3228, 654, 000</b>
1958-59.....	207, 253, 000	100 0	143, 833, 000	63, 420, 000
1959-60.....	246, 176, 000	118 8	153, 598, 000	92, 608, 000
1960-61.....	237, 045, 000	109 8	143, 417, 000	83, 628, 000

## Chapter 7

### DEPARTMENT OF THE INTERIOR

**T**HE JURISDICTION of the Department of the Interior extends over the continental United States to specific islands in the Caribbean and the South Pacific, and to lands in the Arctic Circle. It includes the custody of 750 million acres of land; the conservation and development of mineral resources and the promotion of mine safety; the conservation, development, and utilization of fish and wildlife resources; the administration of the Nation's great scenic and historic areas; the reclamation of the arid lands of the West through irrigation; and the management of hydroelectric power systems. The Department of the Interior is also responsible for the welfare of over 150,000 persons in the Territories of the United States and in the Trust Territory of the Pacific Islands, and provides services to 275,000 Indians living on reservations.

Several educational programs are associated with these responsibilities. One of these is the Bureau of Mines Safety-Training Program which was started in 1910. In this educational service, the Department has provided training in first aid, accident prevention, rescue work, and the maintenance of good health for miners.

Expenditures for the program of education for Indians living on reservations in the United States represent the Department's largest item of educational support. Funds provided are for operating schools for Indian children who do not have access to public schools. This includes, to a limited extent, educational activities for Indian adults who have had little or no formal education.

Educational programs for these people, and other programs for populations in outlying parts of the United States, are particularly challenging both in the difficulty in arranging satisfactory services and in the rewards that come with the extension of educational services to these people. Due to the advancing economy which has diverted these people from their earlier way of life, it is essential for social and economic adjustment that they be given the advantages to be derived from the acquisition of additional knowledge and skills.

Thus, through education they will be able to contribute more effectively to the national welfare.

In addition, other educational services are provided by the Department for the education of children who are dependents of employees at the national parks. Such services are usually provided through arrangements with local school authorities.

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

### ALASKA PUBLIC WORKS PROGRAM

In order to foster economic and social development in Alaska, the Eighty-first Congress passed Public Law 264 in 1949 authorizing \$70 million for the provision of facilities for community life. This 5-year act was later amended by Public Law 498, Eighty-third Congress, and extended to June 30, 1959. Originally, the authority under this act was delegated to the General Services Administration, but on May 20, 1950, the responsibility and authority was transferred by Presidential Reorganization Plan No. 15 to the Secretary of the Interior. The Congress did not again extend the expiration date of the act but has authorized the total use of appropriated funds. Depletion of these funds is expected not later than the end of calendar year 1961.

In accordance with this act any public body in Alaska, such as the Territorial Government, city, town, school district, public utility district, or other public body, was enabled to make application to the Secretary of the Interior for a public works project. The Federal Government financed the entire cost of construction of the approved projects. Upon completion, these construction projects were authorized to be transferred to the public bodies for which they were built. The public agencies in turn paid in cash or delivered term securities in amounts that would return to the Treasury of the United States approximately 50 percent of the total cost of all projects built under the program. Inasmuch as the financial position of all public bodies on Alaska is relatively the same, the selling prices of

construction projects have been almost uniformly 50 percent of their total costs.

At the time a project is transferred to the public body, the United States accepts a cash payment for the total amount of the public body's share of the cost or a smaller cash payment is made and bonds of the subdivision are issued to amortize the debt. In practice, this period for repayment has usually been limited to 20 years or less, but occasionally a term of 30 years has been permitted. Interest on these deferred payments is fixed by the act at 2 percent per annum.

A summary presenting information about the number of projects for school facilities and the Federal share for the construction of these facilities are given in table 83. Data are not given beyond the 1958-59 school year since a significant change has taken place in this program with the approval of Statehood for Alaska.

**Table 83.—FEDERAL FUNDS EXPENDED FOR THE CONSTRUCTION OF SCHOOL FACILITIES UNDER THE ALASKA PUBLIC WORKS PROGRAM: 1949-50 TO 1958-59**

School year	Total		Elementary and secondary schools		University	
	Federal share <sup>1</sup>	Number of projects	Federal share <sup>1</sup>	Number of projects	Federal share <sup>1</sup>	Number of projects
1	2	3	4	5	6	7
<b>Total (10 years)...</b>	<b>\$19, 631, 859</b>	<b>61</b>	<b>\$15, 775, 637</b>	<b>52</b>	<b>\$3, 256, 222</b>	<b>9</b>
1949-50.....	1, 602, 087	10	1, 463, 600	9	138, 487	1
1950-51.....	101, 137	1	0	0	101, 137	1
1951-52.....	1, 668, 554	8	1, 394, 432	7	274, 122	1
1952-53.....	3, 397, 400	5	3, 267, 765	4	129, 635	1
1953-54.....	2, 924, 102	10	2, 632, 033	9	292, 069	1
1954-55.....	3, 250, 321	11	2, 928, 741	10	321, 580	1
1955-56.....	1, 429, 838	5	1, 133, 548	4	296, 290	1
1956-57.....	1, 363, 274	5	1, 008, 372	4	354, 902	1
1957-58.....	2, 248, 343	4	900, 343	3	1, 348, 000	1
1958-59.....	1, 046, 803	2	1, 046, 803	2	0	0

<sup>1</sup> Federal share considered as 50 percent of total construction expenditures.

## BUREAU OF MINES SAFETY-TRAINING PROGRAM

The safety-training program was started on July 1, 1910, with the establishment of the Bureau of Mines. It is intended to reduce fatalities and injuries and to promote safe practices for the prevention of occupational injury of persons employed in the mining industries. In the beginning, the educational activities were confined to teaching persons in giving aid to the injured and to training persons in rescue operations and recovery procedures for use following mine disasters. These activities are necessary, and persons taking the training improve their "safety mindedness." However, such training was not directed

toward accident prevention but teaches a person what to do after a mishap occurs. Consequently, accident-prevention training was begun as part of the Bureau's safety-education program.

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

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

Additional funds and personnel became available to the Bureau in 1941 through the passage of Public Law 49, Seventy-seventh Congress—the original Federal Coal-Mine Inspection Act. Today, the Bureau's safety-education work operates in all States with mineral industries. The four activities mentioned in the preceding paragraphs are included in the work of Federal coal-mine inspectors, mining engineers, and mine-safety representatives.

Instruction in accident prevention ranges from short talks to 40 hours of formal classroom training for supervisors. The basic accident-prevention training courses for workmen offer 16 hours of classroom instruction for the coal-mining industry and 10 hours for the noncoal-mining industries. The Bureau's first-aid training course is for 10 hours. Courses for basic mine-rescue operations provide 20 hours of instruction. In the 2-year period from July 1, 1957, through June 30, 1959, formal safety-training courses for "First aid to the injured," "Accident prevention," and "Mine rescue" were attended by 63,000, 44,000, and 3,000 persons, respectively. Figures on formal safety-training courses are given below.

<i>Kind of course</i>	<i>Year services started</i>	<i>Total number trained through June 30, 1959</i>
First aid to the injured.....	1910	1, 975, 000
Accident prevention.....	1941	244, 000
Mine rescue.....	1910	113, 000

Separate appropriations cannot be reported for safety-education services. Instead, funds for these educational programs are portions of appropriations for safety activities, including coal-mine inspections and investigations, investigation of accidents and rescue work, health research and testing of respiratory protective equipment, electrical-mechanical testing of underground mining equipment, and demonstra-

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tions at the Bureau's Experimental Coal Mine. Estimated amounts spent for the Bureau of Mines Safety-Training Program for the past 10 years are given in table 84.

**Table 84.—APPROXIMATE AMOUNTS OF FEDERAL FUNDS EXPENDED FOR THE BUREAU OF MINES SAFETY-TRAINING PROGRAM: 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
<b>Total (10 years)</b> .....	<b>\$9,379,000</b>		1954-55.....	\$850,000	109.0
1950-51.....	780,000	100.0	1955-56.....	898,000	115.1
1951-52.....	816,000	104.6	1956-57.....	898,000	115.1
1952-53.....	837,000	107.3	1957-58.....	1,000,000	128.2
1953-54.....	850,000	109.0	1958-59.....	1,200,000	153.8
			1959-60 <sup>1</sup> .....	1,250,000	160.3

<sup>1</sup> Estimated.

In addition, each new professional employee of the Bureau engaged in health and safety activities is sent to the Pittsburgh, Pa., Station of the Bureau where he receives approximately 4 weeks' instruction in the health and safety program and in Bureau policy. After completing this training, the new employee is assigned to one or more experienced persons in the particular field where he will work. He then works under the immediate supervision and guidance of experienced personnel who inform the proper authorities when the new employees is believed capable of carrying on independently. Bureau personnel engaged in safety-education activities receive additional training from time to time on teaching methods and are given material and guidance for maintaining interest among workers in mineral industries. Amounts for employee training are not included in table 84.

### EDUCATION FOR CHILDREN OF NATIONAL PARK SERVICE EMPLOYEES

The programs for education supported by the National Park Service stem primarily from responsibility to provide areas for public enjoyment and to give the fullest possible protection to natural and historic resources within these areas. In order to meet this responsibility, national park employees are often required to reside in places that are isolated and distant from public school services. To provide educational services for children in the families of the national park employees, the Department of the Interior arranges school programs. These programs, as reported by the Department of the Interior, are described here.

## CRATER LAKE NATIONAL PARK

Authority has been given to the Secretary of the Interior, pursuant to section 8 of the act of September 30, 1950, 20 U.S.C., chapter 13, to make arrangements for free public education for children of employees of Crater Lake National Park, Oreg. Pursuant to this authority, such facilities have been provided beginning with the 1951-52 school year. Schoolroom space is provided without additional expense by utilizing a room of the administration building at the park headquarters. Expenses for the salary of a teacher, textbooks, teaching supplies, heat, and janitor services are financed through working funds advanced to the National Park Service. The amounts of the advances are based upon expenditures per pupil in average daily attendance. Also, funds are advanced to pay tuition, board, and room of pupils to attend high schools outside the park. Column 4 of table 85 lists the actual and estimated expenditures for this program at Crater Lake over a period of 9 years.

**Table 85.—FEDERAL FUNDS EXPENDED FOR EDUCATION OF CHILDREN OF EMPLOYEES OF CRATER LAKE, MAMMOTH CAVE, WIND CAVE, AND YELLOWSTONE NATIONAL PARKS: 1950-51 TO 1959-60**

School year	Total		National parks			
	Amount	Percent of 1950-51	Crater Lake	Mammoth Cave	Wind Cave	Yellowstone
1	2	3	4	5	6	7
<b>Total (10 years)</b> .....	<b>\$346, 825</b>		<b>\$43, 743</b>	<b>\$14, 044</b>	<b>\$2, 825</b>	<b>1 \$286, 213</b>
1950-51.....	13, 759	100. 0	0	0	0	13, 759
1951-52.....	71, 455	519. 3	1, 350	0	0	1 70, 105
1952-53.....	19, 516	141. 8	3, 316	0	0	16, 200
1953-54.....	26, 297	191. 1	3, 725	0	0	22, 572
1954-55.....	26, 601	193. 3	3, 948	1, 314	0	21, 339
1955-56.....	29, 095	211. 5	4, 127	1, 136	0	23, 832
1956-57.....	29, 387	213. 6	4, 936	1, 425	0	23, 026
1957-58.....	33, 635	244. 5	6, 582	2, 516	0	24, 537
1958-59.....	38, 257	278. 1	6, 869	3, 059	1, 371	26, 958
1959-60 <sup>2</sup> .....	58, 823	427. 5	8, 890	4, 594	1, 454	43, 885

<sup>1</sup> Includes approximately \$54,000 for school construction.

<sup>2</sup> Estimated.

## MAMMOTH CAVE NATIONAL PARK

Similar authority to that for Crater Lake National Park has been given to the Secretary of the Interior, pursuant to section 6 of the act of September 30, 1950, 20 U.S.C., chapter 13, to make arrangements for free public education for children of the employees of Mammoth Cave National Park. Pursuant to this authority, such services have been provided beginning with the 1954-55 school year. These services are financed through working funds advanced to the National

Park Service. From this fund, the park makes reimbursements to the local boards of education in Hart, Edmonson, and Barran Counties, in the State of Kentucky, based on the number of school children attending the individual schools. Actual and estimated expenditures for a 6-year period are shown in column 5 of table 85.

#### **WIND CAVE NATIONAL PARK**

Transportation is provided for children of park employees residing in Wind Cave National Park to attend schools in Hot Springs, S. Dak. Services rendered consist of transporting school children to the grade and high school buildings in Hot Springs from their residences at park headquarters. A Government-owned vehicle, driven by a park employee, is used for this service. Actual expenses incurred are financed through working funds advanced to the National Park Service. This arrangement, starting for 1958-59, was negotiated through the local board of education and the Office of Education under the provisions of subsection 8(a) of the act of September 30, 1950, 20 U.S.C., chapter 13. Actual and estimated expenditures for a 2-year period are shown in column 6 of table 85.

#### **YELLOWSTONE NATIONAL PARK**

Financing educational services for children of employees of the park was authorized and approved by the act of June 4, 1948, 16 U.S.C., 40a-40c. Under this act, a portion of the revenue received from visitors to the Yellowstone National Park is used in providing educational facilities for the children of personnel employed in the administration, operation, and maintenance of the park. A special fund appropriation account has been set up for this purpose. From this fund, operation of the elementary school located in the park is financed and reimbursement is made to local boards of education in the surrounding communities on a pro rata per pupil basis covering tuition and transportation costs.

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

A 10-year summary of actual and estimated expenditures for the education of children of employees of the Yellowstone National Park is given in column 7 of table 85.



## EDUCATION FOR INDIANS IN THE UNITED STATES

Educational programs for Indian children and adults are provided or arranged by the Bureau of Indian Affairs of the Department of the Interior. These services by the Bureau are in addition to assisting the Indians with their land and money management and providing certain welfare services. In the administration of the educational programs the Bureau has three major objectives: (1) To provide educational opportunities for the Indian children of school age, including the provision of a sound educational program for children who attend schools operated and supported by the Federal Government; (2) to transfer responsibility for Indian educational services to the public school systems as rapidly as feasible; and (3) to develop and provide adult educational programs for Indians as long as the wide discrepancy of educational attainment exists between Indian adults and the general population.

Educational services were supplied to 131,927 Indian children, ages 6 to 18, for the 1958-59 school year. Of this number, 81,098 were enrolled in public schools, 38,911 in Federal boarding and day schools, and 11,918 in mission and other schools. An additional 7,739 students who were outside the 6 to 18 age group were enrolled in 1958-59.

The Johnson-O'Malley Act, which became law in 1934, authorized the Secretary of the Interior to enter into contracts with States for the education of Indians and to permit the use of Federal school buildings and equipment by local school authorities. As a result of the operation of this law, some States with large Indian populations have no Federal schools within their boundaries.

Under the terms of Public Law 874, Eighty-first Congress, 64 Stat. 1100, as amended August 12, 1958, and administered by the Department of Health, Education, and Welfare, a new Federal aid resource was made available to school districts educating eligible Indian children. This aid is available to meet partial costs of school operation. Additional supplemental aid under the Johnson-O'Malley program is limited to covering educational expenditures due to extraordinary circumstances, special services, and to districts educating Indian children without assistance under Public Law 874.

The Bureau of Indian Affairs negotiated contracts with 14 States and with 10 school districts in 5 States for the 1958-59 school year. In addition, contracts were negotiated for the education in public schools of 1,755 out-of-district Indian children living in dormitories operated by the Bureau of Indian Affairs in seven towns adjacent to the Navajo Reservation. Of the 81,098 Indian children of school age enrolled in public schools, an estimated 43,000, or 53 percent, attended schools receiving Federal aid from the Bureau of Indian Affairs.

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In addition to the operation of Federal schools for eligible Indian children, the Bureau of Indian Affairs conducts a limited program for adult Indians on reservations. This program was started during the 1955-56 school year on five reservations. The initial projects were so well received that the program was expanded in 1957-58 and remained at approximately the same level in 1958-59. Reservation adult educational units served 80 communities under the jurisdiction of 24 agencies or area field offices in 1958-59. Courses are planned to meet specific needs of the individual and the community group, and range from the most elementary reading and writing to practical and business skills and citizenship training.

With the enactment of Public Law 959 on August 3, 1956, vocational training was extended to Indians between the ages of 18 and 35. The purpose of the act is to equip eligible Indians with a practical skill for employment away from the reservations as an aid in relieving the economic pressures existing on the reservations. Vocational training courses are approved at institutions located throughout the United States in off-reservation communities. Many Indians are taking advantage of this opportunity and are gainfully employed as skilled workers.

A 10-year summary of Federal funds expended for the education of Indians in the United States, which includes similar services in Alaska, is given in table 86. Recent annual expenditures for these services when compared with expenditures in individual States, are as much as expenditures for public education in 10 of the less populous States.

Table 86.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF INDIANS IN THE UNITED STATES:<sup>1</sup> 1949-50 TO 1958-59

School year	Total amount	For current expenditures		For construction
		Amount	Percent of 1949-50	
1	2	3	4	5
<b>Total (10 years).....</b>	<b>\$390,341,446</b>	<b>\$336,191,797</b>		<b>\$54,239,649</b>
1949-50.....	21,292,086	18,244,921	100.0	3,047,775
1950-51.....	27,117,568	22,000,839	130.6	5,116,759
1951-52.....	28,196,066	24,417,065	133.8	3,749,000
1952-53.....	30,117,004	25,805,004	141.4	4,312,000
1953-54.....	32,797,198	28,132,198	143.2	4,665,000
1954-55.....	37,541,473	32,901,473	180.3	4,640,000
1955-56.....	43,851,779	38,376,662	208.8	5,604,117
1956-57.....	49,433,180	43,098,179	230.7	7,335,001
1957-58.....	60,646,203	48,904,717	268.0	11,741,485
1958-59.....	59,348,265	47,320,764	259.4	12,027,512

<sup>1</sup> Includes expenditures for the education of natives in Alaska.

## EDUCATION IN AMERICAN SAMOA

American Samoa is a territorial possession of the United States under the administrative jurisdiction of the Department of the Interior. Education is compulsory for all Samoans until they reach the age of 16 or have completed the ninth grade. The public educational system is administered by the Government of American Samoa and is a cooperative enterprise between the local communities and the Government of American Samoa. Villages provide the elementary school buildings and teachers' quarters. The local central government is responsible for providing junior and senior high school buildings, teachers, equipment, and supplies for all public schools. Course offerings include vocational education, teacher training, and adult education in addition to the regular curriculum of the junior and senior high schools.

Educational services are financed through local tax revenues, community contributions, and Federal funds appropriated by the Congress. For the 1958-59 school year, Federal grants to the government of American Samoa for all governmental purposes totaled \$1,219,400 and were supplemented by local revenues in the amount of \$641,064 for a total operating budget of \$1,860,464. In view of this commingling of Federal with local funds, an accurate identification of the Federal portion for education is not feasible.

**Table 87.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN AMERICAN SAMOA: 1958-59 AND 1959-60**

School year	Estimated amount of Federal funds for education <sup>1</sup>	Percent of support from Federal appropriations <sup>2</sup>	Total estimated amount for education, including school construction	Number of students
1	2	3	4	5
<b>Total (2 years).....</b>	<b>\$485,751</b>	.....	<b>\$714,347</b>	.....
1958-59.....	218,113	65.5	332,997	5,339
1959-60.....	267,638	70.2	381,250	.....

<sup>1</sup> Derived from column 3 multiplied by column 4.

<sup>2</sup> Represents proportion of total revenue receipts from Federal sources.

Table 87 indicates that for the 1958-59 school year, Federal grants amounted to 65.5 percent of the total revenue while 34.5 percent came from local sources. Based on these percents, it is estimated that of the \$332,997 expended for education, \$218,113 may be considered as provided by the Federal Government. Similarly, for the 1959-60 school year, it is estimated that 70.2 percent of the revenue receipts will come from Federal grants and 29.8 percent from local

sources. Using these percentage figures, approximately \$267,638 of the estimated \$381,250 expended for education will be from Federal funds.

### EDUCATION IN THE PRIBILOF ISLANDS

Approximately 250 miles north of Dutch Harbor, Alaska, in the Bering Sea are the Pribilof Islands. These islands constitute a special Government reservation set aside by Congress in 1869 for the protection of the Alaska fur seals and for other purposes. The Government recognizes its responsibility for the health, education, and general welfare of the Aleut native resident population of approximately 600.

The Pribilof group of islands are uninhabited except for St. Paul and St. George. With the technical advice of the Alaska State Department of Education, the Fish and Wildlife Service of the U.S. Department of the Interior administers the educational program for these two small communities. Educational services for the Pribilof Islands are closely integrated with the program for the State of Alaska.

Table 88.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE PRIBILOF ISLANDS: 1950-51 TO 1958-59

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
<b>Total (9 years).....</b>	<b>\$349,618</b>		1954-55.....	\$34,894	132.2
1950-51.....	26,400	100.0	1955-56.....	143,169	163.5
1951-52.....	26,400	100.0	1956-57.....	43,000	162.9
1952-53.....	34,134	129.3	1957-58.....	46,000	174.2
1953-54.....	35,518	134.5	1958-59.....	51,000	193.2

<sup>1</sup> An additional \$169,841 of Federal funds was granted for construction of a new school at St. George in 1955.

All residents of the Pribilof Islands between the ages of 6 and 16 are required to attend the elementary schools maintained on each of the two inhabited islands. Four teachers and a teacher-principal are employed by the Bureau of Commercial Fisheries in the St. Paul school with approximately 110 Aleut children enrolled. Two teachers and a teacher-principal are employed in the St. George school with approximately 60 enrolled. Children of Federal civilian personnel stationed on the islands are also permitted to attend the schools.

Table 88 reports amounts expended for education in the Pribilof Islands from 1950-51 to 1958-59. However, \$169,841 of Federal funds for the construction of a new school completed at St. George in 1955 is not included in this table.

## EDUCATION IN THE TRUST TERRITORY OF THE PACIFIC ISLANDS

The Trust Territory of the Pacific Islands, which is administered by the United States under the terms of a trusteeship agreement between the United States and the United Nations Security Council, embraces the Mariana, Caroline, and Marshall Islands. The Carolines, the Marshalls, and Rota in the Marianas are under the jurisdiction of the Department of the Interior. The Department of the Navy administers the Northern Marianas, known as the Saipan District.

Exclusive of the Saipan District, public education is administered by the Trust Territory Government and is compulsory for all children between the ages of 8 and 14, or until graduation from a 6-grade elementary school. The school system consists of elementary schools on every island where there are children, intermediate schools at district headquarters for graduates of elementary schools, and the Pacific Islands Central School at Ponape which offers a partial high school curriculum and some preprofessional courses. Advanced training on the mainland, in Hawaii, Guam, or the Philippines, is provided for students through a scholarship program. Vocational education, teacher training, and adult education is provided in addition to the regular high school courses offered in the partial high school curriculum.

Public educational expenditures are financed through Federal appropriations supplemented by community and district tax revenues. For the fiscal year ended June 30, 1959, Federal funds amounted to \$4,742,500 and local revenues for all governmental purposes including schools amounted to \$1,719,846 for a total operating budget of \$6,461,346. Thus, 73.4 percent of the public service revenue for the Trust Territory of the Pacific Islands was derived from Federal appropriations while 26.6 percent came from community and district tax sources. Applying these percents to school funds, it can be estimated that of the total of \$543,000 expended for education, approximately \$398,562 was from Federal funds for the 1958-59 school year.

Likewise, during the school year ending June 30, 1960, \$5,090,000, or 77.2 percent of the revenue, came from Federal grants and \$1.5 million, or 22.8 percent, came from local sources. Based on these amounts, approximately \$419,196 of the \$543,000 was derived from Federal sources for the 1959-60 school year as shown in table 89.

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Table 89.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE TRUST TERRITORY OF THE PACIFIC ISLANDS: 1950-51 TO 1959-60

School year	Estimated amount of Federal funds for education <sup>1</sup>	Percent of support from Federal appropriations <sup>2</sup>	Total estimated amount for education, including school construction	Number of students
1	2	3	4	5
<b>Total (10 years)</b> .....	<b>63,477,788</b>	<b>78.3</b>	<b>81,544,999</b>	<b>68,778</b>
1950-51.....	290,000	74.3	390,000	7,800
1951-52.....	295,000	74.6	395,000	7,315
1952-53.....	300,000	75.0	400,000	7,358
1953-54.....	290,000	74.3	390,000	7,586
1954-55.....	250,000	71.4	350,000	7,587
1955-56.....	280,000	72.2	380,000	8,915
1956-57.....	410,000	80.3	510,000	8,610
1957-58.....	555,000	84.9	655,000	10,219
1958-59.....	398,562	73.4	543,000	11,188
1959-60.....	419,198	77.2	543,000	11,500

<sup>1</sup> Derived from column 3 multiplied by column 4.  
<sup>2</sup> Represents proportion of total revenue receipts from Federal sources.

REVENUE FROM PUBLIC DOMAIN GRAZING LANDS

Under the terms of a 1934 law, as amended, 12½ percent of the grazing receipts from each of the national grazing districts and 50 percent of the grazing receipts from lands outside of grazing districts are returned to the States in which the Federal grazing lands are located. This money is made available for education and other purposes as the various State legislatures prescribe for the benefit of the subdivisions having such grazing lands within their areas.

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

Table 90.—FEDERAL FUNDS PAID FROM RECEIPTS FOR GRAZING PERMITS AND LEASES:<sup>1</sup> 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
<b>Total (10 years)</b> .....	<b>62,531,169</b>		1954-55.....	8347,838	116.7
1949-50.....	297,986	100.0	1955-56.....	365,923	122.8
1950-51.....	286,385	96.8	1956-57.....	358,370	120.3
1951-52.....	331,984	111.4	1957-58.....	401,268	134.7
1952-53.....	346,165	116.2	1958-59.....	432,655	145.3
1953-54.....	350,461	117.6			

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

Table 90 presents a 10-year summary of Federal payments to the States of the receipts from grazing use. Amounts paid to individual States during the 1957-58 and 1958-59 school years are given in table 91. Annual distributions under this program are based on amounts collected in the preceding fiscal year. The Bureau of Land Management is unable to supply information on separate amounts for the public schools since they do not receive reports from the States on the use of these funds.

**Table 91.—FEDERAL FUNDS COLLECTED DURING THE PRECEDING SCHOOL YEAR FROM RECEIPTS FOR GRAZING PERMITS AND LEASES, AND DISTRIBUTED TO THE STATES: 1957-58 AND 1958-59**

State	1957-58	1958-59	State	1957-58	1958-59
1	2	3	1	2	3
<b>Total</b> .....	<b>\$441,393</b>	<b>\$422,545</b>	Nevada.....	\$52,741	\$61,257
Arizona.....	29,737	31,578	New Mexico.....	34,501	40,076
California.....	37,606	43,475	North Dakota.....	1,255	1,540
Colorado.....	22,566	23,975	Oklahoma.....	779	168
Idaho.....	28,174	31,371	Oregon.....	27,770	30,637
Kansas.....	42	12	South Dakota.....	8,294	4,033
Montana.....	33,780	39,409	Utah.....	31,133	32,403
Nebraska.....	199	54	Washington.....	3,504	4,387
			Wyoming.....	84,850	84,390

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

## REVENUE FROM PUBLIC DOMAIN MINERAL LANDS

Under the mining and mineral leasing laws, the Bureau of Land Management administers a program of development, conservation, and utilization of mineral resources through the leasing of minerals on public domain lands. As a consequence of these laws, enacted in 1920, 1926, 1927, and 1928, 37.5 percent of the receipts from rentals, royalties, and bonuses from such mineral lands are paid to the States. These provisions affect only those States in which leased federally owned mineral lands are located.

Funds paid to the States and derived from these lands may be used (1) for the construction and maintenance of roads or (2) for the support of public schools or other public educational institutions as the legislatures of the respective States may direct. A similar use of funds is also specified for amounts paid to the States, under the Acquired Lands Act of 1947, with the allocations determined by the governing laws under which the lands were acquired. Collections made during any 1 school year are available for distribution the following school year. Payments to the States under these laws have amounted to more than \$225 million during the past 10 years, as shown in table 92.

**Table 92.—FEDERAL FUNDS DISTRIBUTED FROM RECEIPTS FOR LEASING MINERAL LANDS: 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
<b>Total (10 years)</b>	<b>\$725, 166, 670</b>		1954-55	\$23, 605, 409	223. 3
1949-50	10, 569, 004	100. 0	1955-56	24, 255, 983	229. 5
1950-51	13, 908, 542	131. 6	1956-57	28, 256, 124	267. 3
1951-52	16, 391, 932	155. 1	1957-58	34, 380, 278	325. 3
1952-53	17, 255, 527	163. 3	1958-59	35, 807, 080	338. 8
1953-54	20, 675, 791	195. 6			

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

Table 93 shows the amounts paid to each of 23 States for the 1957-58 and 1958-59 school years. Information regarding the portions of funds allocated to roads and schools by the several legislatures is not available from the Bureau of Land Management. States may appropriate the entire amount for schools, use only a portion for schools, or expend the entire amount for other approved purposes.

**Table 93.—FEDERAL FUNDS COLLECTED DURING THE PRECEDING SCHOOL YEAR FROM RECEIPTS FOR LEASING MINERAL LANDS AND DISTRIBUTED TO THE STATES: 1957-58 AND 1958-59**

State	1957-58	1958-59	State	1957-58	1958-59
1	2	3	1	2	3
<b>Total</b>	<b>\$34, 350, 278</b>	<b>\$35, 807, 080</b>	Mississippi	\$1, 920	\$2, 222
Alabama	1, 066	1, 073	Montana	1, 573, 905	1, 781, 358
Alaska	3, 378, 928	5, 213, 689	Nebraska	5, 465	5, 507
Arkansas	14, 430	28, 345	Nevada	164, 754	150, 119
Arizona	166, 021	154, 943	New Mexico	7, 112, 193	6, 619, 357
California	3, 590, 440	3, 122, 824	North Dakota	79, 916	78, 953
Colorado	4, 235, 127	3, 634, 028	Oklahoma	35, 235	46, 075
Florida	308	0	Oregon	25, 344	14, 291
Idaho	99, 357	111, 067	South Dakota	84, 738	57, 349
Indiana	0	60	Utah	2, 027, 027	2, 591, 991
Kansas	51, 302	85, 569	Washington	9, 701	478
Louisiana	117, 843	101, 144	Wyoming	11, 603, 488	12, 005, 792
Michigan	1, 772	846			

**REVENUE FROM REVESTED AND RECONVEYED LANDS**

On June 9, 1916, and July 13, 1926, the Oregon and California Lands Acts were passed. These acts authorized Federal payments as back taxes and required that the funds be used for public purposes, including schools, as though they had been paid by taxpayers of the counties concerned. These moneys were appropriated from the Treasury General Fund and the Government was subsequently reimbursed for the appropriations.



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

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

Table 94 indicates the payments from 1950-51 to 1958-59 to certain counties in Oregon from receipts from revested lands in the Oregon and California Railroad land grant and from reconveyed Coos Bay Wagon Road grant lands.

**Table 94.—FEDERAL FUNDS DISTRIBUTED TO CERTAIN COUNTIES IN OREGON OUT OF REVESTED LAND AND RECONVEYED COOS BAY LAND-GRANT FUNDS: 1950-51 TO 1958-59**

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
<b>Total (9 years)</b> .....	<b>884,778,659</b>		<b>1954-55</b> .....	<b>\$14,222,631</b>	<b>437.9</b>
1950-51.....	3,248,217	100.0	1955-56.....	11,920,170	367.0
1951-52.....	6,090,654	187.6	1956-57.....	9,805,664	301.9
1952-53.....	6,460,804	198.9	1957-58.....	11,635,514	358.2
1953-54.....	6,632,479	204.2	1958-59.....	14,761,926	454.5

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

## REVENUE FROM SALES OF PUBLIC LANDS

Each State having public lands administered by the Federal Government receives 5 percent of the net proceeds from the sales of such land and materials within its boundaries. The money is available for distribution to the States in the year following the year it was collected, and it is then apportioned by the State legislatures. Funds under this program are to be used for education, roads, and public improvements.

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Table 95.—FEDERAL FUNDS DISTRIBUTED TO THE STATES OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS: 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
<b>Total (10 years)</b>	<b>\$1,263,483</b>		1954-55	134,002	319.9
1949-50	41,884	100.0	1955-56	159,389	380.5
1950-51	59,890	143.0	1956-57	198,082	472.9
1951-52	68,593	163.8	1957-58	174,754	417.2
1952-53	66,655	159.1	1958-59	273,838	653.8
1953-54	86,396	206.3			

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

A summary of the total amount paid to the States during the past 10 years is given in table 95, and detailed figures indicating the amounts paid to 27 individual States for 1957-58 and 1958-59 school years are listed in table 96.

The Bureau of Land Management has no data on the proportions of these payments which are used by the States for the support of public schools. Correspondence, however, has indicated that public education has probably received more than half the funds available.

Table 96.—FEDERAL FUNDS COLLECTED DURING THE PRECEDING SCHOOL YEAR OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS AND DISTRIBUTED TO THE STATES: 1957-58 AND 1958-59

State	1957-58	1958-59	State	1957-58	1958-59
1	2	3	1	2	3
<b>Total</b>	<b>\$174,754</b>	<b>\$273,838</b>	Mississippi	\$234	\$1,998
Alabama	4,950	1,849	Missouri	0	8
Alaska	0	9,673	Montana	5,832	6,104
Arizona	19,827	33,445	Nebraska	14	78
Arkansas	5,133	1,811	Nevada	14,025	27,166
California	38,016	65,228	New Mexico	8,284	10,960
Colorado	8,936	11,509	North Dakota	156	152
Florida	7,547	6,996	Oklahoma	705	2,666
Idaho	14,212	14,011	Oregon	26,867	55,406
Indiana	0	2	South Dakota	561	317
Kansas	1	0	Utah	1,798	4,639
Louisiana	1,001	2,237	Washington	10,443	11,652
Michigan	6	298	Wisconsin	699	336
Minnesota	2,205	1,198	Wyoming	3,303	4,109

## Chapter 8

### DEPARTMENT OF JUSTICE

**T**HE DEPARTMENT OF JUSTICE, established in June 1870, is charged with responsibility for the legal interests of the U.S. Government. This includes the enforcement of Federal laws, the provision of legal counsel in Federal cases, and the interpretation of the laws under which other Departments function. More familiar than these responsibilities, however, are the administrative units of the Department of Justice—the Bureau of Prisons and the Federal Bureau of Investigation.

Several educational programs which help in the performance of the service functions of the Department are described in this chapter. One of these programs is that of the Bureau of Prisons which seeks to provide educational opportunities for those in Federal penal and correctional institutions. Another program of the Department of Justice is that of the Federal Bureau of Investigation in which training is provided for local, State, and Federal law-enforcement officers through special schools and classes.

In addition to these two programs, the Immigration and Naturalization Service cooperates with public school systems in the establishment and maintenance of classes for instruction and training in citizenship responsibilities of applicants for naturalization. Textbooks on citizenship are published and distributed free of charge to candidates for naturalization receiving instruction in preparation for citizenship within or under the supervision of the public schools. Naturalization fees deposited in the U.S. Treasury are used to reimburse the Department of Justice for the cost of distributing and publishing this material. This service is not described as a separate program in subsequent pages and expenditures for the program could scarcely be reported since they would be difficult to separate from other portions of the budget for administration of the Service.

## BUREAU OF PRISONS

Correctional education has been found to play a major role in the rehabilitation of social offenders. Accordingly, the Bureau of Prisons offers a program in education and training in each of its 31 institutions. Such programs are made up of literacy-training classes, elementary and secondary level studies, correspondence courses, vocational training, library, and social educational activities. During the school year 1958-59, more than 80 percent of the total prisoners confined in the 31 institutions participated in one or more phases of the training program.

### GENERAL AND SOCIAL EDUCATION

Between 20 and 25 percent of newly committed inmates are functionally illiterate. The median-attained grade among all inmates is mid-ninth grade while the median functioning scholastic level is about beginning sixth grade. Therefore, much of the general educational program deals with literacy training and remedial study.

In addition to these elementary educational services there are many State-approved high school classes and some college extension classes operating in most institutions. All these are supplemented by social education or life adjustment classes. Slightly more than 70 percent of the inmate population for the 1958-59 school year were engaged in some phase of general education, and 15,992 inmates were enrolled in the 651 different courses offered.

Table 97.—GENERAL EDUCATION IN FEDERAL PENAL INSTITUTIONS: 1954-55 TO 1959-60

School year	Number of courses offered	Individual enrollments, without duplication	Number completing courses	Number of certificates issued
1	2	3	4	5
1954-55.....	441	14,430	4,640	373
1955-56.....	476	12,798	5,472	291
1956-57.....	491	14,315	6,350	339
1957-58.....	521	16,431	7,251	865
1958-59.....	651	15,992	7,361	1,060
1959-60.....	791	16,741	8,350	2,000

† Estimated.

The operation of State-approved training programs as part of the correctional educational process has been expanding. Sixteen institutions in 14 States now have State-approved courses. In a large number of instances, classroom instruction is provided by local teachers who form a part-time, evening staff at the institution. The

number of diplomas and certificates attests to the extent of this activity. During the 1958-59 school year, 407 high school diplomas, 200 junior high school diplomas, and 443 elementary certificates making a total of 1,050 certificates were granted to inmates for the completion of satisfactory programs.

Table 97 indicates the number of courses offered, individual enrollments, the number completing courses, and the number of certificates issued from 1954-55 to 1959-60. During the 1958-59 school year, it was estimated that the expenditure for this program amounted to \$436,000.

### CORRESPONDENCE COURSES

Each institution provides correspondence and self-study courses to supplement regular classroom and shop instruction. Many of these courses are developed within the institutions, but a large number are obtained direct from licensed correspondence schools. Some are used as preliminary study; some as interim assignments; and others as a formal part of a high school, college extension, or vocational-training course. Approximately 45 percent of the inmates were enrolled during 1959-60 in correspondence courses, and 4,258 actually completed at least one such course. It is estimated that the expenditure for these courses amounted to \$60,000 for the 1958-59 school year. This amount is included with other amounts reported in table 99.

### VOCATIONAL TRAINING

During the 1958-59 school year about half of the inmates were enrolled in vocational training. Of this total number, 1,278 completed courses and received certificates of achievement. These were approved certificates issued by the State divisions of vocational education and other special accrediting agencies such as Apprenticeship Councils, Civil Aeronautics Board of Airplane Mechanics, and Licensing Boards for Barbers, Dental Technicians, and Hospital Attendants.

In addition to sponsoring and financing the vocational training program, Federal Prison Industries, Inc., a Government-owned corporation, appropriates funds out of its earnings for operating an inmate employment-placement service. This service consists of five units regionally located in five institutions. Its main function is to develop suitable employment opportunities for inmates who have been trained for specific occupations and who are about to be released and also for others who may need special help in finding post-release employment. For 1958-59 the placement offices found jobs for 1,878. Approximately 10 percent of these jobs are in fields directly related to the training and work experiences gained in the institution.

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Table 98.—VOCATIONAL EDUCATION IN FEDERAL PENAL INSTITUTIONS, 1953-54 TO 1958-59

School year	Number of courses offered	Individual enrollments, without duplication	Number completing courses	Number of certificates issued	Number placed in jobs on release
1	2	3	4	5	6
1953-54					
1954-55	517	9,006	3,355	1,617	4,749
1955-56	519	9,970	3,330	1,634	1,979
1956-57	513	10,189	3,544	1,620	1,466
1957-58	575	11,014	3,029	1,588	2,432
1958-59	613	12,065	3,108	1,553	1,897
1959-60 <sup>1</sup>	506	11,489	3,105	2,554	1,878
	600	12,550	3,180	2,700	2,000

<sup>1</sup> Estimated.

Since the vocational training programs and the placement service summarized in table 98 are financed out of earnings of Federal Prison Industries, Inc., the expenditure of Federal funds is not required for these services. Total expenditures for vocational training and placement for the past 10 years are reported in table 99. This information was obtained from the Bureau of Prisons.

Table 99.—FEDERAL FUNDS EXPENDED FOR VOCATIONAL TRAINING IN FEDERAL PENAL INSTITUTIONS, 1950-51 TO 1959-60

School year	Total expenditures	Expenditures per student completing training, including placement	School year	Total expenditures	Expenditures per student completing training, including placement
1	2	3	1	2	3
<b>Total (10 years)</b>	<b>\$4,393,759</b>	-----			
1950-51	389,093	\$57.25	1955-56	\$480,634	\$47.17
1951-52	424,900	62.40	1956-57	523,881	48.08
1952-53	421,801	61.92	1957-58	593,385	49.18
1953-54	440,979	62.07	1958-59	686,217	59.72
1954-55	461,070	63.08	1959-60 <sup>1</sup>	775,000	61.75

<sup>1</sup> Estimated.

## FEDERAL BUREAU OF INVESTIGATION

The Federal Bureau of Investigation in the Department of Justice is concerned with the enforcement of laws and with protecting America's internal security. Enforcement responsibilities include the detection of violations, apprehension of those who violate the Federal laws, and assistance to State, county, and local law-enforcement agencies. In this work, there are important opportunities to provide instruction to State and local police officials over the Nation. Edu-

ational services are provided chiefly through the FBI National Academy and assistance in Police Training Schools as described in this chapter. Information for these two programs was furnished by the Federal Bureau of Investigation.

### FBI NATIONAL ACADEMY

Since July 29, 1935, when the FBI National Academy was established, a total of 3,878 law-enforcement officers representing all States, the outlying parts of the United States, and many foreign countries have been graduated from the 12-week academy course. The academy trains officers so that they are better prepared for responsibilities as police instructors and administrators. More than 28 percent of the graduates are now the executive heads of the State, county, or local law-enforcement agencies with which they are associated. Many of the graduates have provided courses of instruction in their departments for their coworkers.

An average of about 60 men attend each of the two sessions held annually by the FBI National Academy. Instruction is given at the FBI headquarters in Washington, D.C., and at the FBI Academy on the U.S. Marine Corps Base at Quantico, Va.

For both of these schools at Washington, D.C., and Quantico, Va., 12 weeks of instruction are offered. Among the topics discussed are: police organization and administration, fingerprint identification, laboratory, public speaking, traffic, juvenile delinquency, teaching techniques, police records, crime-scene searches, the handling of evidence, and testifying in court. One week is given to instruction in firearms. Civil liberties are stressed and courses are given in constitutional law and ethics in law enforcement. Class lectures, seminar discussions, and actual field work are included in the course.

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

An applicant student for the FBI National Academy must be a law-enforcement officer who has not attained the age of 51 at the time the session begins. He must be recommended by the head of his department, possess a high school diploma or a military equivalency certificate, and have at least 5 years of experience in law-enforcement work. If the head of the department desires to nominate himself, he may do so. Before being accepted, the FBI conducts a thorough background investigation to determine the applicant's character, loyalty, reputation, and physical fitness. There is no charge for tuition for any part of the training. The officer, however,

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must pay his own travel and living expenses. In most instances, State, county, or local law-enforcement agencies pay all or a large part of these expenses.

Table 100 indicates that 518 officers have attended the FBI National Academy from 1957-58 to 1959-60 at an estimated cost of \$23,600.

**Table 100.—FEDERAL FUNDS EXPENDED AND NUMBER ATTENDING THE FBI NATIONAL ACADEMY AND POLICE TRAINING SCHOOLS: 1957-58 TO 1959-60**

School year	Total estimated cost	FBI National Academy		Police Training Schools	
		Estimated cost	Number of trainees	Estimated cost	Number of trainees
1	2	3	4	5	6
<b>Total (3 years)</b> .....	<b>\$791,686</b>	<b>\$23,600</b>	<b>518</b>	<b>\$677,986</b>	<b>234,680</b>
1957-58.....	230,086	8,800	186	227,286	81,720
1958-59.....	234,150	8,800	178	225,350	78,680
1959-60.....	231,350	6,000	156	225,350	78,680

### POLICE TRAINING SCHOOLS

The FBI conducts Police Training Schools for local law-enforcement officers upon request. These schools may be designed for the recruit and the relatively inexperienced officer or provide advanced training. Topics discussed may include fingerprint identification, testifying in court, defensive tactics, firearms, report writing, photography, crime-scene searches, law-enforcement ethics, and supervisory responsibilities.

During the 1958-59 school year, the FBI participated in 2,556 Police Training Schools. In the previous school year, 2,724 schools were held. Table 100 indicates that 235,080 officers have attended the Police Training Schools from 1957-58 to 1959-60 at an estimated cost of \$677,986.



## Chapter 9

### DEPARTMENT OF LABOR

**C**REATED by an act of Congress in March 1913 the Department of Labor, among other responsibilities, is charged with administering and enforcing statutes designed to advance the public interest by promoting the welfare of the wage earners of the United States, improving their working conditions, and advancing their opportunities for profitable employment. Educational programs have been employed to meet this responsibility in the Department as it functions to supply subject-matter information that will make workers more effective in their jobs; and provide workers with information concerning labor laws, union methods, contracts, grievances, economics, and other factors which will help improve their working conditions.

The following special publications and services of the Department of Labor are identified as contributions to education but are not further described in this chapter: (1) *The Occupational Outlook Handbook* published by the Bureau of Labor Statistics and used extensively by high schools and other educational institutions as a counseling and guidance reference for young people; (2) a counseling and guidance reference of special interest to young women students published by the Women's Bureau; (3) the promotion of school-age employment certification programs, stay-in-school campaigns, educational opportunities for children of migrant workers, and improved State and Federal child-labor laws provided by the Bureau of Labor Standards; and (4) the arrangement and provision of educational training programs for the foreign visitors by the Office of International Labor Affairs in cooperation with the International Cooperation Administration in the Department of State.

Three specific programs for education in the Department of Labor are described in detail in this chapter: (1) Apprenticeship and Training; (2) Foreign Visitors Program; and (3) Testing, Counseling, and Placement Services.

## APPRENTICESHIP AND TRAINING

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

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

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

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

The Secretary of Labor is advised on standards of apprenticeship and other matters of policy for the development of skills by the Federal Committee on Apprenticeship, members of which are appointed

in accordance with the provisions of the National Apprenticeship Act. The committee has been composed of nationally prominent representatives of labor, management, vocational education, and government.

Assistance in the organization of apprenticeship and other programs for the development of skills in industry is provided by the field staff of the Bureau. This staff works closely with employers, workers, State agencies, State boards of education, local vocational schools, and local civic organizations. In the 1959-60 school year, industry employed an estimated 230,000 apprentices and offered skill development programs for workers in all parts of the Nation.

Table 101 presents a summary of the expenditures of the Bureau for the encouragement of apprenticeship and skill development for the years 1950-51 through 1959-60. This information was furnished by the Bureau of Apprenticeship and Training of the Department of Labor.

**Table 101.—FEDERAL FUNDS EXPENDED BY THE BUREAU OF APPRENTICESHIP AND TRAINING FOR EDUCATIONAL PROGRAMS: 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
<b>Total (10 years).....</b>	<b>334,627,749</b>	-----	1954-55.....	3,156,700	99.3
1950-51.....	3,183,258	100.0	1955-56.....	3,350,800	105.3
1951-52.....	3,579,492	112.4	1956-57.....	3,399,000	106.8
1952-53.....	3,323,795	104.4	1957-58.....	3,746,004	117.7
1953-54.....	3,230,000	101.5	1958-59.....	4,006,700	125.9
			1959-60.....	4,047,000	127.1

<sup>1</sup> Appropriations.

### FOREIGN VISITORS PROGRAM

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

Activities on behalf of foreign visitors interested in labor and allied fields are performed to a great extent under contract with the International Cooperation Administration; but they also include programs for foreign leaders and specialists under the Department of State's educational exchange program as well as training for fellows under the technical assistance programs of the United Nations and the International Labor Organization.

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

These activities have benefited greatly from the cooperation received from American trade unions, industrial firms, academic institutions, and other private organizations. Small and medium-sized communities as well as large cities are included in these programs in order to provide exposure to a wide cross section of American life.

Table 102.—FEDERAL FUNDS OBLIGATED AND NUMBER OF FOREIGN ARRIVALS FOR WHOM PROGRAMS WERE ARRANGED, BY FIELDS OF SERVICE: 1950-51 TO 1959-60

School year	Obligations	Number of foreign arrivals for whom programs were arranged by fields of service						
		Total	Trade union and labor management relations	Industrial training and apprenticeship	Industrial and safety labor law administration	Employment security	Labor statistics	Women's affairs
1	2	3	4	5	6	7	8	9
<b>Total (10 years).....</b>	<b>1 522, 678, 190</b>	<b>6, 001</b>						
1950-51.....	744, 491	349	(3)	(3)	(3)	(3)	(3)	(3)
1951-52.....	1, 765, 721	802	(3)	(3)	(3)	(3)	(3)	(3)
1952-53.....	1, 863, 927	804	(3)	(3)	(3)	(3)	(3)	(3)
1953-54.....	1, 931, 622	405	(3)	(3)	(3)	(3)	(3)	(3)
1954-55.....	2, 076, 025	568	337	83	64	15	8	61
1955-56.....	2, 273, 133	708	884	88	59	26	20	9
1956-57.....	2, 540, 594	797	631	74	63	18	11	0
1957-58.....	2, 907, 230	849	688	90	33	26	13	0
1958-59.....	3, 167, 456	932	727	109	64	17	16	0
1959-60.....	1 3, 400, 000	927	696	117	69	24	20	1

1 Estimated.  
2 Not available.

Table 102 shows obligations and number of foreign arrivals for whom programs were arranged, by fields of service, from 1950-51 to 1959-60. The information for this program was furnished by the Bureau of International Labor Affairs of the Department of Labor.

## TESTING, COUNSELING, AND PLACEMENT SERVICES

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

The test used in conjunction with the testing and counseling services is the "United States Employment Service General Aptitude Test Battery," often referred to as the "GATB." One of the principal uses of this test is to help young people explore their potential abilities in order to decide upon suitable occupations. In the course of this testing, many seniors are discovered who have college-level ability but who had not planned to attend college.

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

The cooperative program with the schools was started on a formalized and nationwide basis in 1950. Table 103 indicates the

**Table 103.—FEDERAL FUNDS EXPENDED, NUMBER OF COOPERATING HIGH SCHOOLS, PERSONS TESTED, AND COUNSELING INTERVIEWS: 1955-56 TO 1958-59**

School year	Estimated amount of Federal expenditure	Number of—		
		High schools in which the program operated	Persons tested with GATB	Counseling interviews
1	2	3	4	5
<b>Total (4 years).....</b>			<b>927, 018</b>	<b>996, 309</b>
1955-56.....	(1)	7, 328	194, 774	211, 463
1956-57.....	(1)	7, 878	219, 901	227, 418
1957-58.....	\$3, 020, 000	8, 301	223, 841	244, 346
1958-59.....	3, 765, 000	9, 271	288, 500	303, 073

1 Not available.

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estimated amount of Federal funds expended, the number of high schools in which the cooperative program was operating, the number of persons tested with GATB, and the number of counseling interviews for the period from 1955-56 to 1958-59. Information for this presentation was obtained from the Bureau of Employment Security of the Department of Labor.

## Chapter 10

### DEPARTMENT OF STATE

**F**IRST ESTABLISHED in 1781 as the Department of Foreign Affairs and then named the Department of State in 1789, this Department is charged with the overall responsibility for the direction of the foreign policy of the United States. Its purposes include studies of domestic conditions which would have a bearing on the Nation's foreign policy; the correlation of activities of other Government agencies that affect this Nation's foreign relations; and the initiation and evaluation of measures for promoting solidarity with friendly countries.

Several educational programs have been organized and are administered in the Department to help maintain and improve friendly relations with people of other nations. One of these is the Educational Exchange Program for bringing persons to the United States for study and teaching and sending selected Americans abroad. The two other programs reported in this chapter are the Country Missions and Inter-university Contracts which are related to requests for assistance on specific problems and needs in the contracting nations.

#### BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

The International Educational Exchange Program, first authorized in 1946, is conducted by the Bureau of Educational and Cultural Affairs of the Department of State. Under this program arrangements are made to bring key persons from over 90 countries to the United States for study, teaching, research, observation, or specialized practical experience; and to send qualified Americans abroad for similar purposes. Approximately 6,500 exchanges, including students, teachers, lecturers, research scholars, leaders, and specialists, are made each year. Information for the Educational Exchange Program was furnished by the Bureau of Educational and Cultural Affairs.

#### EDUCATIONAL EXCHANGE PROGRAM

This program is intended to promote mutual understanding and confidence between the United States and other countries. Another

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purpose is to acquaint other people with the United States' objectives and policies in order that they may realize that this Nation's aspirations for peace, progress, and freedom are in harmony with their own. Approximately two-thirds of the participants are foreign nationals. The remainder are Americans who visit other countries.

Table 104.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGE PROGRAMS, 1951-52 TO 1959-60

School year	Total for exchange activities		Funds available for international educational exchange activities	
	Amount	Percent of 1951-52	Fulbright and Smith-Mundt	Additional funds
1	2	3	4	5
<b>Total (9 years)</b> .....	<b>\$397, 825, 639</b>		<b>\$198, 668, 663</b>	<b>\$9, 816, 176</b>
1951-52.....	25, 223, 116	100. 0	22, 315, 500	2, 907, 616
1952-53.....	23, 359, 960	92. 6	21, 403, 755	1, 956, 105
1953-54.....	23, 245, 844	92. 2	22, 235, 637	1, 010, 207
1954-55.....	19, 768, 235	78. 4	19, 259, 133	509, 102
1955-56.....	20, 283, 809	80. 4	18, 600, 294	1, 683, 515
1956-57.....	18, 604, 618	73. 8	18, 231, 076	373, 542
1957-58.....	21, 401, 824	84. 9	20, 925, 233	476, 591
1958-59.....	26, 590, 482	105. 4	26, 137, 025	453, 457
1959-60.....	29, 348, 051	116. 4	29, 902, 010	446, 041

Several congressional enactments have authorized exchanges of educators and leaders with those of other countries. Exchanges are arranged under authorizations which include: (1) Those originally authorized under the act for cooperation with the other American republics; (2) those provided by the foreign currency program under the Fulbright Act; and (3) the world-wide program authorized by the Smith-Mundt Act which established a general framework for all the educational exchange activities. The Department of State also conducts special programs with Finland and India, using certain funds derived from debts of those countries set aside for this purpose. Total expenditures for these programs under various authorizations, including grants and administrative expenses, are summarized in table 104 for the 9 years from 1951-52 through 1959-60. Additional details on funds allotted from 1956-57 through 1959-60 are presented in table 105.

Table 105.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGES, BY PROGRAM AUTHORIZATION, 1956-57 TO 1959-60

Program	1956-57	1957-58	1958-59	1959-60
<b>Total</b> .....	<b>\$18, 604, 618</b>	<b>\$21, 401, 824</b>	<b>\$26, 590, 482</b>	<b>\$29, 348, 051</b>
Fulbright and Smith-Mundt.....	18, 231, 076	20, 925, 233	26, 137, 025	28, 902, 010
Finnish (Public Law 265, 81st Cong.).....	165, 637	270, 546	268, 534	298, 488
Indian (Public Law 48, 82d Cong.).....	198, 770	206, 074	198, 923	198, 548
Iranian (Public Law 851, 81st Cong.).....	14, 135	71	0	0



The number of persons from the United States and from other areas participating in the educational exchange program from 1951-52 to 1958-59, are summarized in table 106. Table 107 presents more detailed information about the kinds of participants engaged in the exchange programs for the 1958-59 school year.

Educational and cultural exchange programs authorized by Congress and similar activities conducted by other agencies of the Government are co-ordinated by the Bureau. The Bureau also cooperates extensively with independent nongovernmental sponsors of exchanges in the United States. Often the services of the Department of State and those arranged by private organizations complement each other

Table 106.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1951-52 TO 1958-59

School year	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
<b>ALL PARTICIPANTS</b>					
<b>Total (8 years)</b>	<b>54, 723</b>	<b>2, 886</b>	<b>24, 066</b>	<b>6, 843</b>	<b>6, 390</b>
1951-52	6, 796	299	5, 201	703	304
1952-53	7, 108	282	5, 266	805	746
1953-54	7, 095	198	5, 206	917	774
1954-55	5, 820	229	4, 204	644	643
1955-56	5, 955	443	4, 019	568	925
1956-57	5, 788	547	2, 498	784	939
1957-58	6, 111	728	2, 300	974	1, 109
1958-59	6, 069	1, 189	2, 972	949	959
<b>PARTICIPANTS FROM THE UNITED STATES</b>					
<b>Total (8 years)</b>	<b>14, 451</b>	<b>716</b>	<b>11, 068</b>	<b>1, 569</b>	<b>1, 157</b>
1951-52	1, 531	50	1, 245	180	53
1952-53	1, 551	42	1, 214	207	85
1953-54	1, 782	25	1, 468	175	104
1954-55	1, 088	64	1, 046	182	146
1955-56	1, 900	87	1, 501	157	155
1956-57	1, 970	116	1, 454	191	209
1957-58	1, 953	138	1, 334	252	228
1958-59	1, 826	184	1, 243	215	184
<b>PARTICIPANTS FROM OTHER COUNTRIES</b>					
<b>Total (8 years)</b>	<b>26, 271</b>	<b>2, 169</b>	<b>22, 967</b>	<b>4, 788</b>	<b>4, 233</b>
1951-52	5, 265	239	4, 253	522	251
1952-53	5, 557	230	4, 051	598	656
1953-54	5, 313	163	3, 728	742	670
1954-55	3, 852	165	2, 788	462	497
1955-56	4, 055	356	2, 515	411	770
1956-57	3, 798	431	2, 044	598	730
1957-58	4, 188	580	1, 996	721	851
1958-59	4, 242	1, 006	1, 729	734	775

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with funds for international travel being provided in foreign currency of the Government while tuition, maintenance, and other assistance is supplied by private groups.

Table 107.—NUMBER AND KIND OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1958-59

Participants	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
<b>Total</b> .....	<b>6,000</b>	<b>1,180</b>	<b>2,973</b>	<b>949</b>	<b>968</b>
<b>From the United States</b> .....	<b>1,836</b>	<b>184</b>	<b>1,743</b>	<b>315</b>	<b>184</b>
Students.....	801	35	705	21	40
Teachers.....	385	31	374	48	33
Lecturers, research scholars.....	503	84	234	97	86
Leaders, specialists.....	137	34	30	49	24
<b>From other countries</b> .....	<b>4,164</b>	<b>1,006</b>	<b>1,230</b>	<b>734</b>	<b>778</b>
Students.....	2,074	577	830	330	337
Teachers.....	667	164	246	83	74
Lecturers, research scholars.....	518	25	236	26	121
Leaders, specialists.....	1,064	229	317	295	243

Programs are coordinated with the economic and technical assistance programs of the International Cooperation Administration and with the programs of other Federal agencies such as the Department of Defense. This coordination is effected at both planning and administrative levels in Washington and overseas.

Certain services necessary to the administration of the programs are provided through contractual arrangements made between the Department and a number of public and private agencies. Such services include screening and recommending candidates, arranging programs for orienting and supervising grantees, and evaluating program effectiveness.

For example, the Office of Education, in the Department of Health, Education, and Welfare, cooperates closely with the Department of State under a working-fund agreement in connection with both American and foreign-teacher exchanges. This cooperating office administers the teacher-interchange program under which American and foreign teachers trade positions in their respective school systems for a year; recommends qualified American teachers for grants to teach abroad; and arranges special programs for foreign teachers to study and observe American school systems.

A significant service of the educational and cultural exchange programs is the assistance given to private groups both here and abroad on exchange projects contributing to the Government's interest in improving international relationships. These projects involving hundreds of sponsors and thousands of persons do not require United States Government funds although most of them are valuable in achieving similar objectives as the State Department's program. For American and foreign groups, assistance ranges from detailed guidance on how to operate various kinds of educational exchange programs to arranging with Foreign Service posts to distribute applications and to assist in nominating and selecting candidates under private programs.

Public and private exchange efforts are stimulated through the designation of exchange-visitor visa programs as provided under section 201 of the Smith-Mundt Act. This act facilitates entry into the United States of foreign nationals desiring to come to this country as nonimmigrants for bona fide educational purposes.

### INTERNATIONAL COOPERATION ADMINISTRATION

The International Cooperation Administration was established within the Department of State in 1955 under Executive Order 10610. This semiautonomous agency has responsibility for the coordination of foreign assistance operations and for the conduct of several mutual security programs.

Federal funds for foreign assistance cooperative programs are provided by annual congressional appropriations. Additional funds are appropriated by the foreign cooperating governments. These contributions of other governments are, on the average, about double the United States' contributions. Programs are not undertaken except upon the specific request of the participating governments.

It is believed that programs of technical cooperation in the developing areas of the world provide one of the best means of strengthening the free world. These cooperative endeavors in their many aspects and varied forms support this belief by extensive reliance upon education as the means to develop any nation's most valuable resources—its human resources. Programs include integrated activities in such related fields as agriculture, health, industry, and public governmental administration, with the educational staff cooperating closely with other International Cooperation Administration (ICA) and United Nations (UN) representatives.

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

The culture, traditions, educational institutions, civic programs, desires of the people, and needs of the developing country are always recognized by the ICA. Programs are directed toward the training of those who will teach others, rather than immediate participation in mass education, except where demonstration schools are necessary as pilot projects to stimulate local development of educational facilities or new techniques. Emphasis is placed on imparting new skills and on helping the people to develop their own educational resources rather than on material assistance, such as buildings, equipment, and supplies, although assistance of the latter type has been given in unusual situations, such as for Korean reconstruction.

Trainees, carefully selected for their ability to make a significant contribution to the development of their own country, are brought to the United States or to special regional training centers, such as the American University of Beirut, for periods of technical instruction in appropriate fields. The Office of Education shares the responsibility for assisting educators coming to the United States for specialized training by conducting orientation classes, arranging conferences with authorities in the fields, planning programs for study in this country, and otherwise helping the trainees to equip themselves to make important contributions to education in their homelands.

### COUNTRY MISSIONS

The Office of Educational Services in ICA performs much of its work by sending educators to foreign countries. These groups of educators constitute educational staffs within ICA Country Missions. In arranging for the effective operation of these staffs, the Office of

Educational Services of ICA in Washington, D.C., with the cooperation of the Division of International Education in the Office of Education, has major responsibilities which include the following:

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

For the 1958-59 school year, cooperative educational programs were operating in 55 countries and regions. Negotiations are underway to establish new programs in several additional countries, and for additional projects in many of those countries where ICA educational programs are already operating.

Table 108 shows the Federal funds obligated for cooperative educational activities from 1951-52 to 1958-59. A summary of the Federal funds obligated for these activities in other countries for 1958-59 is given in table 109. The number of project agreements, U.S. technicians, and foreign participants in the cooperative educational projects are shown in table 110. Foreign participants under interuniversity contracts are excluded from this tabulation.

**Table 108.—FEDERAL FUNDS OBLIGATED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES, 1951-52 TO 1958-59**

School year	Amount	Percent of 1951-52	School year	Amount	Percent of 1951-52
1	2	3	1	2	3
<b>Total (8 years).....</b>	<b>\$181,444,839</b>	<b>-----</b>	<b>1955-56.....</b>	<b>\$25,812,500</b>	<b>212.6</b>
1951-52.....	12,141,000	100.0	1956-57.....	20,146,000	240.1
1952-53.....	14,042,000	115.7	1957-58.....	33,951,000	279.9
1953-54.....	14,790,000	121.9	1958-59.....	31,221,000	257.2
1954-55.....	20,322,230	167.8			

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Table 109.—FEDERAL FUNDS OBLIGATED FOR COOPERATIVE EDUCATIONAL PROJECTS INVOLVING U.S. TECHNICIANS AND FOREIGN PARTICIPANTS: 1958-59

Region and country	Obligated funds (in thousands)				
	Total	Project agreements	U.S. technicians	Foreign participants	Miscellaneous accounts
1	2	3	4	5	6
<b>Total</b>	<b>\$21,221</b>	<b>\$17,088</b>	<b>\$4,886</b>	<b>\$4,185</b>	<b>\$4,067</b>
<b>AFRICA</b>	<b>7,205</b>	<b>4,690</b>	<b>728</b>	<b>596</b>	<b>281</b>
Ethiopia	636	253	370	78	236
Ghana	3			3	
Liberia	1,178	1,046	86	37	
Libya	2,249	2,380	161	9	68
Morocco	861	847		34	
Nigeria					
Somalia	27	10		17	
Sudan	1,073	637	104	322	
Tunisia	42	12	7	63	
Overseas Terr. (U.K.)	480	536		23	
<b>EUROPE</b>	<b>130</b>	<b>88</b>		<b>62</b>	
Spain	16			16	
Yugoslavia	112	88		24	
<b>FAR EAST</b>	<b>10,410</b>	<b>6,846</b>	<b>1,147</b>	<b>2,378</b>	
Burma	290	290			
Cambodia	641	318	118	198	
China	1,404	1,092	119	193	
Indonesia	1,554	1,118	134	306	
Korea	2,116	1,942	176	86	
Laos	434	301	57	76	
Philippines	1,119	690	183	246	
Thailand	1,181	878	130	173	
Vietnam	1,807	608	233	676	
<b>LATIN AMERICA</b>	<b>4,308</b>	<b>1,068</b>	<b>2,388</b>	<b>777</b>	<b>1,068</b>
Argentina	1	1			
Bolivia	420		234	38	148
Brazil	620		223	11	386
Chile	28	28			
Colombia	332		185	110	107
Costa Rica	164	27	71	66	
Cuba	80	4	40	8	1
Dominican Republic	178	60	111	14	11
Ecuador	232		121	43	68
El Salvador	98		44	23	7
Guatemala	634		275	82	287
Haiti	314	120	125	68	18
Honduras	297		132	63	172
Jamaica	6			4	1
Mexico	26		(1)	26	
Nicaragua	299	2	142	105	50
Panama	318	62	186	60	20
Paraguay	236		301	43	62
Peru	859	115	166	66	23
West Indies, E. Carib.	3			3	
Regional	657	667			
Interregional	44	12	22		
<b>NEAR EAST—SOUTH ASIA</b>	<b>7,481</b>	<b>2,922</b>	<b>823</b>	<b>1,315</b>	<b>2,421</b>
Afghanistan	1,494	1,449	11	34	
Ceylon	81	26	23	33	
Greece	89			89	
India	1,305	349	68	562	6
Iran	797	325	306	76	
Iraq	253		149	100	4
Israel	13	4	9		
Jordan	303	127	74	27	78
Lebanon	113	107		6	5
Nepal	396	396	44	79	
Pakistan	252	243		9	
Turkey	2,418	28	69		2,321
<b>ASIAN ECONOMICS DEVELOPMENT FUND</b>	<b>600</b>	<b>600</b>			

1 Less than \$500.

Table 110.—NUMBER OF COOPERATIVE EDUCATIONAL PROJECT AGREEMENTS WITH OTHER COUNTRIES AND PARTICIPATING U.S. TECHNICIANS AND FOREIGN NATIONALS: 1958-59

Region and country	Number of project agreements	Number of U.S. technicians	Number of foreign participants arriving—		
			Total	In the United States	In a third country
1	2	3	4	5	6
<b>Total</b> .....	104	353	637	606	331
<b>AFRICA</b> .....	41	50	92	44	48
Ethiopia.....	10	21	31	4	27
Ghana.....	1	1	1	1	
Liberia.....	4	5	5	5	
Libya.....	7	19	14	10	4
Morocco.....	2				
Nigeria.....		2			
Somalia.....	2		5	6	
Sudan.....	1	8	35	18	17
Tunisia.....	6	4			
Overseas Territories (U.K.).....	9		1	1	
<b>EUROPE</b> .....	3		11	11	
Italy.....	1		3	3	
Yugoslavia.....	2		8	8	
<b>FAR EAST</b> .....	26	103	377	213	164
Burma.....	1				
Cambodia.....	3	11	35		35
China.....	6	9	43	23	20
Indonesia.....	3	7	36	33	1
Korea.....	5	19	14	8	6
Laos.....	2	6	83		83
Philippines.....	4	13	30	26	1
Thailand.....	6	16	71	56	15
Vietnam.....	6	27	54	33	3
<b>LATIN AMERICA</b> .....	74	140	104	154	6
Argentina.....	1				
Bolivia.....	5	10	10	10	
Brazil.....	9	16	44	44	
Chile.....	2				
Colombia.....	7	5	20	14	6
Costa Rica.....	3	4	11	11	
Cuba.....	1	2	2	2	
Dominican Republic.....	5	10			
Ecuador.....	4	7	10	10	
El Salvador.....	1	3			
Guatemala.....	5	19	13	13	
Haiti.....	2	9	5	5	
Honduras.....	6	12	9	9	
Jamaica.....	1				
Mexico.....	1		4	4	
Nicaragua.....	4	8	21	21	
Panama.....	4	14	5	5	
Paraguay.....	5	10	6	6	
Peru.....	4	10	13	13	
West Indies, East Caribbean.....	1				
Regional.....	3	1			
Inter-regional.....	1				
Overseas Territories.....			19	19	
<b>NEAR EAST-SOUTH ASIA</b> .....	30	60	263	150	113
Afghanistan.....	5	2	26	9	17
Ceylon.....	1	1	3	2	1
Greece.....	1		29	7	22
India.....	9	6	61	61	
Iran.....	2	28	26	12	14
Iraq.....	5	5	7	7	
Israel.....	1	1			
Jordan.....	5	6	29	8	21
Lebanon.....	1		3		3
Nepal.....	1	2	4	2	2
Pakistan.....	3	2	34	1	33
Turkey.....	5	7	41	41	
<b>ASIAN ECONOMICS DEVELOPMENT FUND</b> .....	1				

1 Not included in totals.

### INTERUNIVERSITY CONTRACTS

Higher education is emphasized through federally sponsored contracts between colleges and universities in the United States and colleges and universities of other lands. For this program, Federal funds are used to obtain the services of American colleges and universities for assistance to overseas universities in improving teaching, curriculum, research, and extension work. Contracts are planned to broaden international horizons and to make important contributions to education, health, agriculture, and other programs for social and economic advancement.

Terms of 101 interuniversity contracts in force on March 31, 1960, provided for loans of professors from 63 universities to host universities in approximately 33 countries. After a year or two of work in partnership with a professor in the other country, the counterpart professor comes to the contracting university in the United States to study for a year. When the American professors return to their regular work in the United States, they have a much broader understanding of the world in which they live and of the responsibilities of America.

Approximately 600 American professors were at work in host universities and about 300 professors from host countries were at universities in the United States on March 31, 1960. Countries which have requested this kind of cooperation and have arranged interuniversity contracts are listed in column 1 of table 111. The table also identifies the universities in the United States having contracts, their fields of activity, and the Federal funds obligated to operate these programs.



Table 111.—INTERNATIONAL COOPERATION ADMINISTRATION INTER-UNIVERSITY CONTRACTS IN OPERATION ON MARCH 31, 1960

Cooperating country	United States institutions	Fields of activity	United States obligations
1	2	3	4
<b>Total</b> .....			<b>1 888, 843, 867</b>
<b>AFRICA</b> .....			<b>11, 787, 941</b>
Ethiopia.....	Oklahoma State University.....	Agriculture.....	7, 644, 844
Federation of Rhodesia and Nyasaland.....	University of Utah.....	Education.....	84, 873
Kenya.....	Delgado Trades Technical Institution.....	do.....	47, 000
Liberia.....	Earlham College.....	do.....	234, 000
	Cornell University.....	do.....	11, 740
	Northwestern University.....	Public Administration.....	17, 000
	Prairie View A. and M. College.....	Vocational Education.....	2, 198, 700
	Tuskegee Institute.....	Education.....	22, 000
Morocco.....	Delgado Trades Technical Institution.....	Vocational Education.....	245, 927
Nigeria.....	Michigan State University.....	Education.....	172, 000
Nigeria Eastern.....	Ohio University.....	do.....	75, 000
Nigeria Western.....	Indiana University.....	Audio Visual.....	80, 000
	Ohio University.....	Education.....	591, 917
Tunisia.....	Delgado Trades Technical Institution.....	Labor Training.....	38, 673
	Washington University.....	Public Administration.....	4, 480
Uganda.....	Delgado Trades Technical Institution.....	Audio Visual.....	30, 000
	do.....	Vocational Education.....	280, 817
<b>EUROPE</b> .....			<b>79, 751</b>
Austria.....	New York University.....	Public Administration.....	79, 751
<b>FAR EAST</b> .....			<b>36, 108, 130</b>
Ceylon.....	Texas A. and M. College.....	Agriculture and Engineering.....	1, 130, 987
China.....	Purdue University.....	Engineering.....	718, 000
Indonesia.....	Indiana University.....	Public Administration.....	584, 968
	University of California.....	Medical Education.....	245, 000
	do.....	Engineering.....	1, 063, 713
	University of Kentucky.....	Medicine.....	1, 899, 000
	do.....	Engineering.....	2, 008, 800
Japan.....	University of Massachusetts.....	Agriculture.....	1, 378, 000
	University of Michigan.....	do.....	563, 523
		Business Management and Administration.....	775, 000
Korea.....	Brookings Institution.....	Public Administration.....	377, 000
	George Peabody College.....	Education.....	1, 531, 000
	Indiana University.....	Nursing Education.....	94, 444
	Syracuse University.....	Audio Visual.....	100, 000
	do.....	do.....	321, 906
	University of Minnesota.....	Agriculture, Engineering, Medicine, Public Administration, Dentistry, and Nursing.....	6, 387, 120
	University of Oregon.....	Public Administration.....	302, 064
Philippines.....	Washington University.....	Business Management.....	998, 800
	Cornell University.....	Agriculture.....	1, 418, 822
	do.....	Forestry.....	204, 500
	Stanford University.....	Education.....	1, 063, 974
	State University of New York.....	Agriculture.....	82, 589
	Syracuse University.....	Industrial Management.....	185, 828
Thailand.....	Colorado State University.....	Engineering.....	790, 182
	Indiana University.....	Education.....	2, 062, 489
	do.....	Public Administration.....	1, 599, 098
	Oregon State College.....	Agriculture.....	785, 000
	University of Hawaii.....	Vocational Education.....	1, 276, 000
Vietnam.....	Wayne State University.....	do.....	832, 800
	Michigan State University.....	Public Administration.....	5, 200, 108

<sup>1</sup> The total amount obligated for this program since its inception amounts to \$216,649,232.

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Table 111.—INTERNATIONAL COOPERATION ADMINISTRATION INTER-UNIVERSITY CONTRACTS IN OPERATION ON MARCH 31, 1960—Con.

Cooperating country	United States institutions	Fields of activity	United States obligations
1	2	3	4
<b>LATIN AMERICA</b>			<b>\$7,491,828</b>
Bolivia	University of Tennessee	Public Administration	341,000
Brasil	Michigan State University	do	537,800
	do	Business Administration	953,310
	Purdue University	Agriculture	517,560
	University of Michigan	Education	100,000
	University of Southern California	Public Administration	571,361
Chile	Cornell University	Labor Affairs	111,000
	Stanford University	Mining and Minerals	111,600
	University of Chicago	Economics	550,000
	University of Pittsburgh	Industrial Training	262,600
Colombia	Tulane University	Public Health	205,417
Costa Rica	Louisiana State University	Medical Education	50,000
	University of Florida	Agriculture	302,000
Guatemala	University of Kentucky	do	90,000
Panama	University of Tennessee	Public Administration	418,101
Paraguay	University of Buffalo	Medical Education	125,000
Peru	North Carolina State College of Engineering & Agriculture	Textile Engineering	353,500
	do	Agriculture	1,062,300
	University of New Hampshire	Education	166,300
	University of North Carolina	Sanitary Engineering	201,279
<b>NEAR EAST AND SOUTH ASIA</b>			<b>29,151,086</b>
Afghanistan	University of Wyoming	Agriculture, Education, and Engineering	2,167,182
India	Berea College	Education	127,000
	Kansas State University	Agriculture	1,912,340
	Ohio State University	Education	468,861
	do	Agriculture	1,785,160
	University of Illinois	do	910,600
	do	do	500,800
	do	Equipment Procurement	634,405
	do	Engineering	520,800
	University of Missouri	Agriculture	867,780
	University of Tennessee	Home Economics	1,068,520
	do	Agriculture	1,105,800
Iran	University of Wisconsin	Engineering and Education	610,800
	Brigham Young University	Education	545,000
	University of Southern California	Public Administration	623,350
	Utah State University	Agriculture	211,267
	do	do	393,108
Iraq	University of Arizona	do	574,917
Israel	New York University	Business Administration	843,241
	State University of New York	Agriculture	1,441,383
Pakistan	Colorado State University	Engineering, Agriculture, Education, and Home Economics	906,195
	Colorado State College	Education	220,000
	Indiana University	Medicine	661,570
	do	Education	220,000
	State College of Washington	Agriculture, Education, Engineering, Business Administration and Home Economics	2,865,529
	Texas A. and M. College	Education, Business Administration, Agriculture and Home Economics	1,785,698
	University of Southern California	Public Administration	25,000
Turkey	Georgetown University	Education	700,000
	Spring Garden Institute	do	1,119,000
	University of Nebraska	Agriculture	1,664,000
<b>REGIONAL</b>			<b>1,924,371</b>
Office of the Far East	University of California	Agriculture	560,000
Do	University of Georgia	do	14,821
Do	University of Michigan	Education	1,349,750

# Chapter 11

## DEPARTMENT OF THE TREASURY

**T**HE MANAGEMENT of national finances is the general responsibility of the Department of the Treasury. In addition to this principal responsibility, the Department also controls the coinage and printing of money; and has jurisdiction over the Coast Guard, the Secret Service, and the Bureau of Narcotics.

Two educational programs are reported in this chapter which are related to Department responsibilities for the U.S. Coast Guard and to internal revenue services. Specialized training is provided for Coast Guard personnel and enforcement personnel in the Internal Revenue Service receive courses of instruction. Information for these programs was furnished by the Department of the Treasury.

### EDUCATIONAL SERVICES FOR THE U.S. COAST GUARD

Coast Guard personnel receive instruction through the operation of the Coast Guard Academy located at New London, Conn., and through the payment of tuition for individuals who are assigned to take academic training at specific institutions of higher learning. Amounts for these two programs are listed in columns 4 and 5 of table 112. In addition to these programs, Congress has authorized the use

**Table 112.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF COAST GUARD PERSONNEL AND THEIR DEPENDENTS: 1950-51 TO 1959-60**

School year	Total		Coast Guard Academy	Tuition for postgraduate and specialized training of personnel	Education of dependents of Coast Guard personnel
	Amount	Percent of 1950-51			
1	2	3	4	5	6
<b>Total (10 years).....</b>	<b>639,344,540</b>	-----	<b>639,512,685</b>	<b>6576,325</b>	<b>6155,379</b>
1950-51.....	1,500,000	100.0	1,768,000	32,000	0
1951-52.....	2,286,000	128.9	2,219,000	47,000	0
1952-53.....	2,565,000	142.5	2,513,000	52,000	0
1953-54.....	2,587,600	140.9	2,480,000	87,600	0
1954-55.....	2,505,370	139.2	2,435,000	68,000	12,370
1955-56.....	2,874,190	189.7	2,795,000	61,900	17,290
1956-57.....	3,349,600	188.1	3,285,000	61,500	28,100
1957-58.....	3,908,469	216.9	3,819,549	55,904	28,000
1958-59.....	4,161,812	231.2	4,085,478	84,438	58,610
1959-60.....	4,281,505	237.9	4,160,000	94,505	37,000

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of funds for the education of dependents of Coast Guard personnel stationed outside the continental limits of the United States. Funds for this program are shown in column 6 of the table.

Members of the Coast Guard also qualify for off-duty educational benefits as described in chapter 6. Amounts of Federal funds expended for these services are listed in column 7 of table 77.

**INTERNAL REVENUE SERVICE TRAINING FOR ENFORCEMENT PERSONNEL**

A comprehensive training program for enforcement personnel has been supplied since 1957 by the Internal Revenue Service at 20 to 25 different points throughout the country by instructors selected from within the Service. This program is designed to meet the specific requirements of enforcement officers.

Since 1956-57 the Service has not included college or university instruction as a part of its employee training program. As determined necessary, however, arrangements are made for a limited number of enrollments in college courses offering information in specialized areas and important to the operation of the Service. The assignment of each employee to such courses in colleges and universities is considered individually, and expenditures are restricted to basic amounts needed.

**Table 113.—FEDERAL FUNDS EXPENDED FOR THE INTERNAL REVENUE SERVICE TRAINING PROGRAM, 1957-58 TO 1959-60**

School year	Total	Personal service contracts	Facilities contracts	Trainee costs <sup>1</sup>	Instructor trainee costs <sup>2</sup>
1	2	3	4	5	6
<b>Total (3 years).....</b>	<b>\$2,951,945</b>	<b>\$92,324</b>	<b>\$205,930</b>	<b>\$2,615,295</b>	<b>\$199,576</b>
1957-58.....	877,234	23,298	44,205	751,951	15,780
1958-59.....	1,051,266	23,436	55,725	916,677	45,548
1959-60 <sup>3</sup> .....	1,022,725	28,590	24,000	916,677	44,548

<sup>1</sup> The training program of the Internal Revenue Service was not fully implemented in all areas in the school year 1957-58. Estimates for 1959-60 are exclusive of any costs which will be incident to training the additional employees requested for that year. Total amount provided for this purpose is \$220,100.

<sup>2</sup> Travel expense and per diem.

<sup>3</sup> Estimated.

In arranging for management training programs, the Revenue Service has in some cases contracted with colleges or universities for classroom facilities, housing, and food. Instruction is either provided by Service personnel or is arranged on a personal basis with experts in various subject-matter areas.

Federal funds for personal service contracts, for facilities contracts, trainee costs, and instructor trainee costs are reported in table 113 for the 3 years from 1957-58 to 1959-60.

## Chapter 12

### INDEPENDENT FEDERAL AGENCIES

**P**ROGRAMS in education for which Federal funds are provided through the several Departments of the Federal Government have been summarized in the preceding chapters. However, there are almost as many independent Federal agencies which also distribute or or expend Federal funds for education. This chapter identifies these other Federal agencies and describes their educational support programs.

Established for specific purposes, the independent Federal agencies to be reported in this chapter support various educational activities which include: operation of regular elementary and secondary school systems; education and vocational rehabilitation benefits for veterans; educational assistance for war orphans; programs of research and specialized training for nonfederally employed personnel; and educational services for the blind. These purposes are all evident in the descriptions reported in this chapter. Agencies are reported in alphabetical order as listed in the United States Government Organization Manual.

#### ATOMIC ENERGY COMMISSION

Several activities in the Atomic Energy Commission (AEC) are closely related to education. These include programs for assisting and fostering research and development at colleges and universities to encourage maximum scientific progress; the dissemination of scientific and technical information to encourage widespread participation in the development and utilization of atomic energy; federally conducted research and development to assure the Government adequate scientific and technical accomplishment; and the granting of equipment, materials, teaching aids, and other assistance to colleges and universities.

Immediately following is a description of the Contract Research Program and the Vocational and Scientific Fellowships Program of the AEC. Also described is a program which provides assistance for the support of public schools at AEC installations. Information for these programs was furnished by the Atomic Energy Commission.

CONTRACT RESEARCH

Significant amounts of Federal funds have been expended for contracts with individual universities, groups of universities, and research departments of industrial establishments to provide research and training in research. The Commission's two divisions of (1) Physical Research and (2) Biology and Medicine are responsible for the development and supervision of research in the physical, biological, and medical sciences at the AEC installations as well as for outside organizations.

Contracts for unclassified research in the physical sciences in university and college laboratories are currently proceeding at an annual expenditure of about \$33.4 million, and in the biological and medical sciences at an annual expenditure of about \$17.1 million. Generally, these contracts are for two kinds of research: (1) To solve a specific scientific problem, such as one dealing with the development of an isotope separation process; and (2) to add to the general fund of knowledge applicable to atomic energy development. Amounts for contract research in the 10 years from 1950-51 to 1959-60 are shown in column 4 of table 114.

Table 114.—FEDERAL FUNDS EXPENDED FOR EDUCATIONAL PURPOSES BY THE ATOMIC ENERGY COMMISSION, 1950-51 TO 1959-60

School year	Expenditures <sup>1</sup> for the development of scientists and of new information about atomic energy					Construction, maintenance, and operation of elementary and secondary schools at Los Alamos, Oak Ridge, and Richland
	Total	Percent of 1950-51	Contract research	Fellowships	Other training	
1	2	3	4	5	6	7
<b>Total (10 years).....</b>	<b>9287, 929, 698</b>	-----	<b>9289, 694, 295</b>	<b>94, 739, 009</b>	<b>639, 264, 651</b>	<b>942, 969, 093</b>
1950-51.....	14, 224, 711	100. 0	13, 487, 429	1, 064, 649	652, 632	1, 082, 697
1951-52.....	19, 452, 871	127. 8	17, 698, 592	1, 126, 230	692, 049	2, 864, 927
1952-53.....	19, 441, 287	129. 1	17, 322, 164	994, 739	264, 424	6, 789, 686
1953-54.....	19, 090, 119	126. 3	18, 418, 923	270, 164	291, 022	2, 689, 223
1954-55.....	22, 099, 000	121. 8	19, 431, 000	229, 000	439, 000	4, 419, 000
1955-56.....	22, 899, 000	160. 2	21, 199, 000	219, 000	1, 697, 000	2, 299, 000
1956-57.....	26, 620, 000	174. 8	21, 294, 000	412, 000	4, 924, 000	4, 997, 000
1957-58.....	41, 891, 000	273. 2	22, 694, 000	629, 000	8, 599, 000	4, 129, 000
1958-59.....	44, 099, 000	302. 7	29, 629, 000	924, 000	8, 529, 000	4, 999, 000
1959-60 <sup>2</sup> .....	33, 451, 000	234. 9	33, 454, 000	1, 180, 000	6, 799, 000	4, 247, 000

<sup>1</sup> This exhibit reflects "accrued costs" rather than "expenditures" in line with the cost performance budget of the Commission.

<sup>2</sup> Estimated.

Capable scientists who are willing and interested in expanding and continuing research programs in atomic energy submit proposals for basic research to the AEC for their respective colleges and universities. Members of the Commission's scientific staff consider

many factors before the decision is made that a project should be supported by Commission funds. These factors include the following: (1) Importance of proposed project to atomic energy development; (2) general need of the AEC for more persons trained in the particular field of study; (3) scientific achievements already made by the institution concerned; (4) probability of continued research performance; and (5) extent of participation of the institution in the work to be undertaken.

### FELLOWSHIPS

Advanced training of young scientists is encouraged by a program of granting fellowships. Through the operation of this program, started by the Commission in 1948, approximately 1,060 fellowships were awarded by the end of the 1951-52 school year at a total cost of about \$3.5 million. However, beginning with the 1952-53 school year the National Science Foundation, described on page 216, has sponsored a broad fellowship program which meets much of the need for the training of new scientists. Consequently, the Atomic Energy Commission now offers only a limited number of vocational fellowship awards in the specialized fields of radiological physics, industrial medicine, industrial hygiene, and nuclear technology. Under the 1959-60 fellowship program, approximately 150 college graduates will receive assistance for graduate studies in nuclear energy technology. Other fellowships to be offered include 89 in radiological physics, 8 in industrial hygiene, and 12 in industrial medicine. Federal expenditures for fellowships and for other training are shown in columns 5 and 6 of table 114.

### EXPENDITURES FOR PUBLIC SCHOOLS

In addition to the foregoing programs designed to develop more information and ability in the field of atomic energy, the Commission is required to operate or arrange for the operation of programs in public education for children living in the AEC owned and operated community of Los Alamos, N. Mex.; and provide assistance payments for schools at Oak Ridge, Tenn., and Richland, Wash., as required under Public Law 221, Eighty-fourth Congress. Amounts of AEC funds expended for the construction and operation of these schools in recent years are listed in column 7 of table 114. This table also summarizes the Federal funds expended for all educational programs administered by the Atomic Energy Commission. Amounts are not reported State by State, but it may be assumed that amounts for the development of scientists might affect students and institutions in most of the States.

## CANAL ZONE

The Canal Zone Government, known as The Panama Canal prior to July 1, 1951, was created by section 4 of the Panama Canal Act of August 24, 1912, as amended. This agency under the supervision of the Secretary of the Army is charged with the civil government, including health, sanitation, and protection, of the Canal Zone. Operating services of the Canal Zone Government include hospitals and other health and sanitation services, schools, police and fire protection forces, customs and immigration services, postal services, and other civil affairs services. The educational services of the Canal Zone Government, as well as the apprentice school of the Panama Canal Company, are discussed in the paragraphs which follow.

## PUBLIC EDUCATION

Among its other responsibilities, the Canal Zone Government provides elementary and secondary public education from the kindergarten through grade 12, and a junior college for grades 13 and 14. It is estimated that in 1959-60 approximately 11,050 children will be enrolled in the elementary and secondary schools and that the junior college will enroll approximately 160 students. This does not include enrollments in adult evening classes at the junior college, which are financed entirely from tuition fees.

An apprentice school to provide training in the skilled trades is operated by the Panama Canal Company. Expenditures for the school are reported in table 115.

Table 115.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE CANAL ZONE, 1950-51 TO 1959-60

School year	Total for education		Kindergarten; elementary and secondary schools; and junior college		Apprentice school
	Amount	Percent of 1960-61	Current expenditures <sup>1</sup>	Capital outlay	
1	2	3	4	5	6
Total (10 years).....	\$27,737,443	-----	\$31,429,639	\$4,694,995	\$129,899
1960-61.....	2,299,785	100.0	2,017,285	282,500	12,405
1961-62.....	2,379,698	103.4	2,354,364	25,334	12,777
1962-63.....	2,694,973	114.6	2,564,648	130,325	12,794
1963-64.....	2,719,294	161.3	2,821,898	102,123	29,513
1964-65.....	2,910,042	126.6	2,806,807	103,235	21,434
1965-66.....	3,522,292	154.5	3,379,613	142,679	26,320
1966-67.....	3,646,895	158.6	3,364,099	282,796	23,098
1967-68.....	3,739,899	162.3	3,517,781	222,118	24,849
1968-69.....	4,019,045	174.3	4,235,316	233,931	29,879
1969-60 <sup>2</sup> .....	7,854,266	341.6	4,429,690	3,424,998	39,000

<sup>1</sup> Current expenditures exclude depreciation but include general and administrative expenses.

<sup>2</sup> Estimated.



Congress initially appropriates funds for the entire cost of the Canal Zone Government, including its educational program. The Canal Zone schools provide free education in kindergarten through grade 12 to United States citizen children of U.S. Government agencies' personnel residing in the Republic of Panama and in the Canal Zone; and in grades 1 through 12 to all non-United States citizen children resident in the Canal Zone. Tuition charges are made for junior college students and for resident non-United States citizen children in kindergarten. Amounts expended by the Canal Zone Government for furnishing education to employees of agencies of the United States and their dependents, other than the Panama Canal Company and the Canal Zone Government, less tuition payable by such employees and their dependents, are repaid to the Canal Zone Government by such agencies.

Tuition fees received by the Canal Zone Government and the amounts paid by other Government agencies are deposited in the U.S. Treasury. The difference between the total of these amounts and the total cost of operating the schools is repaid to the Treasury by the Panama Canal Company. As required by law, the Panama Canal Company reimburses the U.S. Treasury as nearly as possible for the net differences between the appropriation for the Canal Zone Government, and the receipts for its services.

The payments made by the Panama Canal Company to reimburse the Treasury are derived from tolls and other revenue the Company receives. Consequently, it would be proper to indicate that the funds reported in table 115 do not come directly or entirely from Federal taxation but are derived largely from canal tolls. Information for this presentation was obtained from the Canal Zone Government.

## DISTRICT OF COLUMBIA

Governmental activities of the District of Columbia are similar to those of other large cities in the United States. One important difference, however, is in its dependence upon Congress. Congress has the final responsibility for financing all governmental operations in the District, determines the amount and kind of local taxes to be levied, authorizes the expenditure of tax revenues, and makes special appropriations of Federal funds to help finance the public services provided in the city.

Except for the Capitol Page School, Federal funds are not appropriated specifically for the schools or other educational activities in the District of Columbia but are for all public services such as police and fire protection, maintenance of streets, health and welfare services, and education.

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It is assumed, in this presentation, that the proportion of total District funds provided for all public services from Federal sources can be applied uniformly to all of the separate governmental services including education. For 1958-59, this proportion of Federal support was approximately 14.5 percent. Local tax levies in the District of Columbia which include property taxes, sales taxes, and income taxes, provided the remaining 85.5 percent of the District's total revenue for local governmental services.

PUBLIC EDUCATION

A complete program of public education is provided for residents of the District of Columbia by Congress and the D.C. Government through the activities of the D.C. Board of Education. This program includes educational services from kindergarten through college offered in the elementary, junior high, senior high, and vocational schools, as well as the District of Columbia Teachers College. The teachers college grants the Bachelor of Science in education.

Two other public institutions of higher education are also located in the District of Columbia, but, as indicated in chapter 3, Gallaudet College and Howard University are included in the U.S. Department of Health, Education, and Welfare budget and are not operated by the D.C. Board of Education. Howard University has a relationship to the District of Columbia that is similar to that existing between State universities and cities in which they are located.

Table 116 indicates the amount appropriated for public educational services in the District of Columbia over the past 10 years. During the 1958-59 school year, the proportion from Federal revenue was

Table 116.—FEDERAL FUNDS APPROPRIATED FOR PUBLIC EDUCATION IN THE DISTRICT OF COLUMBIA, 1949-50 TO 1958-59

School year	Total appropriations from District taxes and Federal revenue <sup>1</sup>	Percent from Federal revenue	Current expense		Capital outlay
			Amount	Percent of 1949-50	
1	2	3	4	5	6
<b>Total (10 years)</b> .....	<b>\$351, 999, 999</b>	.....	<b>\$204, 000, 121</b>	.....	<b>\$57, 897, 169</b>
1949-50.....	29, 496, 710	11. 19	20, 775, 400	100. 0	2, 720, 250
1950-51.....	28, 576, 747	9. 43	28, 634, 247	113. 3	5, 042, 500
1951-52.....	31, 401, 780	8. 88	23, 932, 400	115. 2	7, 400, 300
1952-53.....	25, 872, 200	8. 80	24, 421, 200	117. 5	1, 451, 000
1953-54.....	29, 873, 900	8. 52	26, 600, 900	127. 8	2, 313, 000
1954-55.....	35, 001, 570	14. 23	27, 026, 570	133. 0	7, 375, 000
1955-56.....	34, 925, 226	12. 87	31, 457, 000	151. 4	4, 471, 226
1956-57.....	39, 083, 226	12. 86	23, 911, 026	158. 4	6, 181, 700
1957-58.....	39, 072, 778	12. 04	39, 480, 080	199. 8	10, 642, 722
1958-59.....	32, 903, 988	14. 80	44, 042, 068	212. 0	2, 980, 300

<sup>1</sup> Does not include Federal funds reported under other programs in this bulletin.

estimated at 14.5 percent. Using this percent, it can be determined that approximately \$7,680 thousand was provided from Federal revenue for public school current expense and capital outlay.

Since the District of Columbia Teachers College is operated as a part of the city school system, under the direct control of the Board of Education, appropriations for the college are not listed separately but are included in the amounts given in columns 2, 4, and 6 of the table. Information for this presentation was furnished by the Department of General Research, Budget, and Legislation of the Public Schools of the District of Columbia.

### CAPITOL PAGE SCHOOL

This school was created in 1931 to meet the demands for compulsory school attendance of congressional and Supreme Court pages in the District of Columbia. The school was housed in the basement of the Capitol Building and privately administered at the expense of Congress up until the passage of the Legislative Reorganization Act of 1946. This act authorizes the Board of Education of the District of Columbia to employ such personnel for the education of pages as may be required and to pay compensation for such services in accordance with such rates of compensation as the Board of Education may prescribe. Now located in the Library of Congress, the school is supervised and administered like any other school under the Board of Education in the District of Columbia. It has a principal and 6 teachers with an average of approximately 15 students per teacher although the enrollment declines when Congress is adjourned. Classes start at 6:30 a.m. and are out at 10:30 a.m. during the same months the public schools are in session.

Table 117.—FEDERAL FUNDS APPROPRIATED FOR THE CAPITOL PAGE SCHOOL, 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
<b>Total (10 years)</b> .....	<b>966, 686</b>	.....	1954-55.....	847, 280	144.1
			1955-56.....	67, 280	144.1
1950-51.....	22, 900	100.0	1956-57.....	80, 000	135.4
1951-52.....	22, 700	100.0	1957-58.....	82, 800	141.0
1952-53.....	88, 200	101.3	1958-59.....	61, 915	126.8
1953-54.....	65, 900	128.8	1959-60.....	63, 500	120.6

The curriculum is primarily college-preparatory and 16 units of credit are required for graduation. These credits may be earned either at the page school or at some other public school in the area. Graduation diplomas are usually presented by the Vice President of the United States and are accompanied by a certificate signed by the President.

In addition to its academic character, the school boasts many extra-curricular activities which include a student council, yearbook, newspaper, and a basketball team. A parent-teacher association approves housing accommodations for the students. Students pay for room, board, and clothes out of their stipends as pages, but their books are supplied by the Board of Education.

Congress reimburses the Board of Education for all expenditures for the school, including student tuition. Federal funds appropriated from 1950-51 to 1959-60 are given in table 117. Enrollments during the month of March 1959-60 and 1960-61 were 84 and 80, respectively.

### EDUCATION IN PUBLIC WELFARE INSTITUTIONS

Children residing in the District of Columbia and determined by the courts to be needy or delinquent, are provided institutional care by the Department of Public Welfare. Various services of the types required by children under these conditions are supplied by several institutions supervised by this Department including: Cedar Knoll School, Maple Glen School, District Training School, Junior Village, and Receiving Home for Children. In addition, the Department pays for the care of D.C. residents at the National Training School for Boys in the District of Columbia.

In all these institutions, education is an important service to the children. For some of them, teachers are employed who teach classes or individual children. For others, arrangements are made to attend the public schools. Inasmuch as the expenditures for education are included as parts of the budget of the Department of Public Welfare or the Board of Education, the amounts for education are not reported separately here. However, some figures on the number of children served are included in table 118 to indicate the extent of the six programs described.

*Cedar Knoll and Maple Glen Schools.*—Boys and girls who enter these two schools range in age from 8 to 17 years. They are placed in these institutions by the Department of Public Welfare for a variety of reasons, but most of the children have been committed to the Department of Public Welfare by the Juvenile Court of the District of Columbia for violations of law. While in residence, they are provided such desirable and necessary services as medical care, education, moral and religious training, recreation, family contacts, case-work services, and postinstitutional follow-up. All children are placed at Cedar Knoll School on admission. Younger delinquent boys are later transferred to Maple Glen School. The present facilities provide living and school accommodations for 542 resident children at Cedar Knoll School and 241 at Maple Glen School.

Table 118.—NUMBER OF NEEDY, RETARDED OR DELINQUENT CHILDREN WHO MAY RECEIVE EDUCATIONAL SERVICES WHILE IN INSTITUTIONS OPERATED BY THE DEPARTMENT OF PUBLIC WELFARE OF THE DISTRICT OF COLUMBIA, 1957-58 AND 1958-59

Name of institution	1957-58			1958-59		
	Number of children		Average daily population	Number of children		Average daily population
	Admitted	Discharged		Admitted	Discharged	
1	2	3	4	5	6	7
<b>Total</b> .....	<b>4,909</b>	<b>4,753</b>	<b>2,051</b>	<b>4,253</b>	<b>4,199</b>	<b>2,199</b>
Cedar Knoll School.....	807	520	697	537	551	608
Maple Open School.....	104	137	230	180	126	190
District Training School.....	180	23	738	67	17	543
Junior Village.....	936	923	872	1,108	1,056	349
Receiving Home for Children.....	2,025	2,033	66	2,214	2,206	76
National Training School for Boys.....	108	108	249	103	100	227

Academic courses as well as remedial study in reading and speech are offered. Also, shopwork, carpentry, shoe repairing, metalwork, barbering, laundering, painting, landscaping, cosmetology, and homemaking are presented. Boys and girls alike are accepted in the various classes. Expenditures for these schools would include amounts for maintenance and subsistence as well as for instruction.

*District Training School.*—Training and treatment of mental defectives in the District of Columbia are offered at the District Training School. Children of low-grade intelligence who require special facilities and specially trained personnel are admitted or placed on the waiting list for this school. The purpose of the program is to help train the children wherever possible so that they may be returned to their homes, actually care for themselves, and eventually assist in their own support.

Classes for the children range from nursery and sense training through the lower elementary grades. Other instruction has been given in occupational therapy, industrial arts, vocational education, music, and recreation. Expenditures for this school would include amounts for maintenance and subsistence as well as instruction, and are not included in this report since they are not easily separated from other portions of the Department of Public Welfare budget.

*Junior Village.*—Nine buildings are maintained at Junior Village to provide both living quarters and classroom space. Children admitted to this institution range in age from 6 months to 18 years and include all races and both sexes. Junior Village provides temporary shelter, custody, training, and physical care for dependent and neglected children.

Children of school age are admitted to the academic school at Junior

Village in regular elementary and junior high school classes. Concurrently, volunteer workers continue to staff the kindergartennursery school program and to support such activities as hobby clubs, music, dancing, storytelling, and sightseeing trips.

*Receiving Home for Children.*—This institution serves primarily as a detention home for "children under 18 years of age who are arrested by the police on charges of offenses against any laws in force in the District of Columbia" pending Juvenile Court action. Temporary care is also given to a few children who need custody while permanent plans are being considered by the Child Welfare Division. Even though the average daily population was only 56 and 76, respectively, during the school years 1957-58 and 1958-59, there were more than 2,000 children admitted to the home during each year as shown in table 118. Arrangements are made for the education of children while at the institution.

*National Training School for Boys.*—The U.S. Department of Justice operates this school as a correctional institution for boys in the District of Columbia. The Department, through a contract with the Department of Public Welfare, accepts all boys committed by the Juvenile Court of the District of Columbia to the National Training School. Expenditures for this school would include amounts for maintenance and subsistence as well as for instruction, and would be included in the budget of the Bureau of Prisons, Department of Justice. These data were obtained from the Department of Public Welfare in the District of Columbia.

## FEDERAL AVIATION AGENCY

The Federal Aviation Agency established by the Federal Aviation Act of 1958, brought together the Civil Aeronautics Administration, part of the Civil Aeronautics Board, and the Airways Modernization Board. This new Agency has full responsibility and authority to initiate and execute policies and programs required for the support and promotion of safe and efficient flight.

Authority for all of the essential management functions necessary to support the common needs of civil and military aviation is centered in the Federal Aviation Agency (FAA). These functions include: (1) Regulation of air commerce in such manner as to best promote its development and safety and fulfill the requirements of national defense; (2) promotion, encouragement, and development of civil aeronautics; (3) consolidation of research and development with respect to air navigation facilities, as well as their installation and operation; and (4) determination of how our navigable airspace shall be used.

Information for the following presentations was furnished by the Federal Aviation Agency.

## AVIATION EDUCATION

The Federal Aviation Agency is empowered and directed to encourage and foster the development of civil aeronautics and air commerce in the United States and abroad. To achieve this goal, the FAA has reestablished the aviation education function of the predecessor organization.

One important phase of the educational program relates to cooperating with organizations and educational institutions in the development of aviation education curricula, courses, and workshops for teachers and community leaders. The purposes of the Agency in this program include developing an understanding of career opportunities available in aviation, fostering an understanding of and participation in all phases of aviation by the public, and communicating basic aviation facts and trends to the public. The FAA also provides specialized aviation education for students in the United States and for technicians from other countries.

## AVIATION TRAINING OF FOREIGN NATIONALS

Under the national policy of improving relationships with other countries, Congress has approved a cooperative program in which training in aviation is provided for foreign nationals. This program was started under the supervision of the Department of Commerce as stated in chapter 5, and was recently transferred to Federal Aviation Agency.

Authority to provide training for foreign nationals is included in Public Law 402, Eightieth Congress, which authorizes an educational exchange program; Public Law 647, Eightieth Congress, as amended, which is known as the International Aviation Facilities Act; and Public Law 535, Eighty-first Congress, which is known as the Foreign Economic Assistance Act.

Selected foreign nationals come to the United States for training in various fields of aviation under this program. Fields of specialization include:

### AERONAUTICAL

Engineering  
Information services

### AIR

Navigation  
Traffic control  
Search and rescue

### AIRCRAFT

Accident investigation  
Airworthiness  
Dispatching  
Welding

### AIRLINE

Accounting  
Administration  
Communications  
Electrical systems  
Maintenance  
Maintenance engineering  
Personnel management  
Procurement procedures  
Station management  
Traffic and sales

### ARMED

Standards and certification

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<b>AIRPORT</b>	<b>FLIGHT</b>
Engineering	Operations
Management	Kitchen management
Security	Training
<b>AIRWAYS</b>	<b>FIRE FIGHTING</b>
Flight inspection	<b>HELICOPTER FLIGHT TRAINING</b>
<b>AVIATION</b>	<b>HYDRAULIC SYSTEMS</b>
Law	<b>JET TRANSPORT REQUIREMENTS</b>
Mechanics	<b>MAINTENANCE AIRBORNE RADIO</b>
Medicine	<b>EQUIPMENT</b>
<b>COMMUNICATIONS OPERATIONS</b>	<b>PLASTIC IN AIRCRAFT</b>
<b>DIESEL GENERATOR MECHANICS</b>	<b>PASSENGER SERVICES</b>
<b>ECONOMIC REGULATIONS</b>	<b>RADIO ENGINEERING</b>
<b>ELECTRO-PLATING</b>	<b>SUPPLY MANAGEMENT</b>

The International Cooperation Administration, in the Department of State, and the Federal Aviation Agency sponsor several programs in specialized fields of aviation education. As a participating agency in technical assistance programs the Federal Aviation Agency and its predecessor organization, the Civil Aeronautics Administration, have provided or arranged aviation training for 1,991 selected foreign nationals since June 1, 1947.

Table 119 gives information concerning the Federal funds expended for aviation training of foreign nationals, the number of trainees, and the number of countries participating in the program for the past 10 years. This table indicates that 310 foreign nationals representing 37 countries participated in these training programs in 1957-58 with \$793,450 in Federal funds expended for this training. During 1958-59 there were 377 participants from 45 countries with a total of \$994,100 expended for their training. Cooperating countries and the number of foreign national trainees participating from each of the countries are given in table 120 for the years 1953-54 through 1958-59.

Table 119.—FEDERAL FUNDS EXPENDED FOR AVIATION TRAINING OF FOREIGN NATIONALS AND NUMBER OF TRAINEES FROM OTHER COUNTRIES, 1949-50 TO 1958-59

School year	Federal funds expended	Percent of 1949-50	Number of trainees	Number of countries participating
1	2	3	4	5
<b>Total (10 years).....</b>	<b>63,966,134</b>		<b>1,785</b>	<b>268</b>
1949-50.....	305,374	100.0	86	13
1950-51.....	99,531	32.5	94	20
1951-52.....	182,919	60.0	94	23
1952-53.....	344,989	112.6	121	31
1953-54.....	237,985	74.4	110	28
1954-55.....	263,983	79.6	104	26
1955-56.....	380,022	117.5	170	31
1956-57.....	432,000	141.0	289	40
1957-58.....	793,450	259.0	310	37
1958-59.....	994,100	324.5	377	45



Table 120.—NUMBER OF FOREIGN NATIONAL TRAINEES PARTICIPATING IN AVIATION EDUCATION: 1953-54 TO 1958-59

Cooperating countries	1953-54	1964-55	1955-56	1956-57	1957-58	1958-59
1	2	3	4	5	6	7
<b>Total</b> .....	<b>110</b>	<b>104</b>	<b>179</b>	<b>289</b>	<b>310</b>	<b>377</b>
Afghanistan.....	0	0	0	1	5	6
Argentina.....	0	1	1	0	6	19
Australia.....	0	0	0	0	0	1
Bolivia.....	10	3	12	13	8	6
Brazil.....	13	23	26	9	17	19
British Guiana.....	0	0	1	1	1	1
Burma.....	0	1	0	0	0	0
Cambodia.....	0	0	0	0	0	1
Canada.....	0	0	0	0	0	7
Ceylon.....	0	0	0	0	1	1
Chile.....	2	3	13	20	12	12
China (Formosa).....	1	4	6	7	3	3
Colombia.....	4	2	0	4	6	11
Costa Rica.....	3	4	5	10	7	5
Cuba.....	3	1	1	13	14	6
Dominican Republic.....	0	0	0	0	0	1
Ecuador.....	5	5	3	5	3	3
Egypt.....	12	0	8	5	2	1
El Salvador.....	0	0	0	0	0	2
England.....	0	0	0	0	0	1
Ethiopia.....	0	4	14	14	10	4
Finland.....	2	0	0	1	1	0
France.....	0	0	4	3	0	0
Germany.....	0	0	0	0	0	1
Greece.....	0	0	4	2	2	9
Guatemala.....	0	0	1	0	0	0
Honduras.....	4	4	2	1	1	0
Iceland.....	13	10	0	10	9	12
India.....	7	0	4	6	3	4
Indonesia.....	1	7	5	7	10	15
Iran.....	0	0	0	9	8	10
Israel.....	1	1	2	1	0	2
Italy.....	0	0	0	0	4	2
Jamaica.....	0	0	1	0	0	0
Japan.....	1	2	2	26	49	58
Korea.....	0	0	1	5	5	6
Lebanon.....	0	0	0	3	10	7
Mexico.....	3	1	0	2	2	1
Nepal.....	0	1	1	0	0	0
Nicaragua.....	0	0	2	4	4	3
Norway.....	0	0	0	1	0	0
Pakistan.....	4	4	4	6	15	24
Panama.....	3	4	5	2	3	4
Paraguay.....	1	0	0	1	2	2
Peru.....	0	1	3	2	0	2
Philippines.....	4	1	4	8	3	0
Rhodesia.....	0	0	0	1	0	0
Saudi Arabia.....	5	6	0	0	0	0
Spain.....	1	9	28	53	42	42
Surinam.....	0	0	1	2	0	0
Sweden.....	1	0	0	0	0	1
Syria.....	0	0	0	1	0	0
Thailand.....	0	1	5	19	13	13
Turkey.....	3	1	0	8	25	30
Union of South Africa.....	0	0	9	0	0	2
Uruguay.....	1	0	1	2	1	0
Venezuela.....	1	0	0	0	0	0
Vietnam.....	1	0	0	1	2	13
Yugoslavia.....	0	0	0	0	1	4

## 210 FEDERAL FUNDS FOR EDUCATION, 1958-59 AND 1959-60

Federal funds expended, as given in column 2 of table 119, do not include expenditures for training International Civil Aviation Organization (ICAO) fellows. An average of 10 ICAO fellows have been trained in each of the last 5 years at a cost of approximately \$2,800 per fellow, exclusive of international travel. ICAO in Montreal, Canada, has paid the travel expenses of the fellows.

### TUITION PAYMENTS FOR EDUCATIONAL SERVICES

A major responsibility of the Federal Aviation Agency is to maintain the proficiency of its employees. For this purpose, employees may enroll in such courses as Aviation Accident Investigation, Theory and Application of Transistors, Air Conditioning of Electronic Equipment, Automatic Data Processing, Technical Reports Writing, and Introduction to Computers. Authority to enter into agreements with universities or make other appropriate arrangements for the training of Federal Aviation Agency employees is contained in Public Law 85-507.

**Table 121.—FEDERAL FUNDS EXPENDED FOR TUITION PAYMENTS FOR FEDERAL AVIATION AGENCY EMPLOYEES AND NUMBER OF TRAINEES: 1950-51 TO 1959-60**

School year	Federal funds expended	Percent of 1951-52	Number of trainees
1	2	3	4
<b>Total (10 years).....</b>	<b>994,949</b>		<b>646</b>
1950-51.....	654	9.6	9
1951-52.....	6,797	100.0	17
1952-53.....	2,580	38.0	50
1953-54.....	2,153	31.7	31
1954-55.....	1,930	28.4	22
1955-56.....	5,508	81.4	33
1956-57.....	8,525	125.4	110
1957-58.....	10,290	151.2	123
1958-59.....	14,187	207.7	157
1959-60.....	34,246	503.6	305

The Agency pays travel, per diem, tuition charges, and other reimbursable expenditures. Amounts are listed in table 121 for the Federal Aviation Agency and its predecessor organization, the Civil Aeronautics Administration of the Department of Commerce, for the 10-year period from 1950-51 to 1959-60.

### FEDERAL DEPOSIT INSURANCE CORPORATION

The chief purpose of the Federal Deposit Insurance Corporation, created by the Banking Act of June 1933, is to insure the deposits of all banks which are entitled to the benefits of insurance under the law.

Major functions of the Corporation are: (1) to pay off the depositors of insured banks closed without adequate provision having been made to pay claims of their depositors, (2) to act as receiver for all national banks placed in receivership and of State chartered banks placed in receivership when appointed receiver by State authorities, and (3) to prevent the continuance or development of unsafe and unsound banking practices.

### EMPLOYEE EDUCATION

Two types of educational programs are offered for selected employees of the Federal Deposit Insurance Corporation (FDIC). One of these, for personnel engaged in the examination of insured banks, provides special on-campus training in schools of banking, while the other program is for selected correspondence courses. The latter program is primarily for FDIC employees engaged in bank examination, bank audit, and bank liquidation activities. Tuition charges for the resident training in educational institutions and the cost of the correspondence courses are paid by the Corporation.

Table 122 reports the Federal funds expended and the number of employees enrolled in the educational programs for the 1957-58 and 1958-59 school years. Information for this program was furnished by the Federal Deposit Insurance Corporation.

**Table 122.—FEDERAL FUNDS EXPENDED FOR RESIDENCE TRAINING IN EDUCATIONAL INSTITUTIONS AND CORRESPONDENCE COURSES OF FEDERAL DEPOSIT INSURANCE CORPORATION EMPLOYEES: 1957-58 AND 1958-59**

Name of institution or organization	1957-58		1958-59	
	Amount expended	Number of employees enrolled	Amount expended	Number of employees enrolled
1	2	3	4	5
<b>Total</b> .....	<b>\$12,255</b>	<b>309</b>	<b>\$14,261</b>	<b>458</b>
<b>RESIDENT TRAINING</b> .....	<b>6,890</b>	<b>44</b>	<b>7,815</b>	<b>49</b>
Bankers School of Agriculture, Cornell University ..	200	2	100	1
Pacific Coast Banking School, University of Washington ..	0	0	115	1
School of Banking, Williams College ..	300	1	300	1
School of Consumer Banking, University of Virginia ..	0	1	525	3
The Graduate School of Banking, Rutgers University ..	3,105	15	3,515	17
The School of Banking, University of Wisconsin ..	2,590	22	2,590	22
The School of Banking of the South, Louisiana State University ..	655	3	690	4
<b>CORRESPONDENCE COURSES</b> .....	<b>5,475</b>	<b>248</b>	<b>6,446</b>	<b>409</b>
American Institute of Banking ..	5,475	248	6,208	405
Dun and Bradstreet, Inc. ....	0	0	140	2
National Credit Office, Inc. ....	0	0	140	2

## LIBRARY OF CONGRESS

The Library of Congress, established in 1800, was authorized primarily to assist the Congress and this remains its principal purpose. However, as the Library developed, its range of service has come to include all branches of the entire governmental establishment and the public at large. A single significant service for one segment of the public is reported here.

### READING MATERIAL FOR THE BLIND

A program of serving the blind with reading materials is operated by the Library of Congress through 30 regional circulating libraries in large cities throughout the United States. In providing these services to individuals, materials are mailed from the regional libraries and following their use they are returned to the libraries for further circulation to other blind persons.

Reading materials provided by the Library of Congress are available for loan without charge to residents whose central visual acuity is 20/200 or less in the better eye with correcting glasses or whose field of vision at its widest diameter subtends an angular distance no greater than 20°. These materials are also available for loan to institutions for the use of eligible persons.

Through the Division for the Blind, the Library of Congress supplies books in braille and Moon type, as well as complete books recorded on phonograph records called "talking books" and record playing machines to blind residents of the United States and outlying parts of the Nation. This activity is supported by an annual appropriation authorized under the 1931 act of Congress identified as 2 U.S. Code 135a, as amended. For the 1959-60 school year, the appropriation permits the use of somewhat more than \$1.5 million. In this program embossed books and records are loaned to readers of all ages throughout the Nation, and record playing machines are distributed through 55 agencies located in several States and insular possessions.

Since the reading tastes of the blind are essentially indistinguishable from those of sighted readers, it is the policy of the Division for the Blind to provide the best current and noncurrent books, both fiction and nonfiction, in the form of embossed and talking books. Reading materials for the blind are purchased by the Library from nonprofit institutions or agencies whose activities are concerned primarily with the blind.

In order to supply the demand for "singlecopy" braille books, the Library of Congress instructs sighted volunteers in the transcription of braille. The Library also offers a course to train blind persons to become certified proofreaders of braille transcriptions.

Currently, more than 50,000 legally blind individuals are active readers of talking books. Approximately 10,000 persons are using the braille collections. Up to June 30, 1959, the Library of Congress had provided a total of 4,986 titles in braille, not counting hand-copied "single copy" books; 400 titles in Moon type; 3,639 titles in talking books; and 111,684 record playing machines. Many of these talking book machines have become worn out from use or have been retired by virtue of being technologically obsolete.

**Table 123.—FEDERAL FUNDS APPROPRIATED FOR THE LIBRARY OF CONGRESS PROGRAM FOR THE BLIND, NUMBER OF ITEMS CIRCULATED, AND RECORD PLAYING MACHINES MANUFACTURED: 1950-51 TO 1959-60**

School year	Annual appropriations	Embossed volumes circulated <sup>1</sup>	Talking book containers circulated <sup>1</sup>	Number of record playing machines manufactured
1	2	3	4	5
<b>Total (10 years).....</b>	<b>\$11,987,450</b>	<b>1,631,472</b>	<b>10,472,713</b>	<b>54,586</b>
1950-51.....	1,000,000	226,498	774,737	7,500
1951-52.....	1,000,000	212,674	833,495	0
1952-53.....	1,000,000	183,462	1,037,617	0
1953-54.....	1,000,000	194,607	1,111,383	3,500
1954-55.....	1,000,000	205,572	1,184,619	4,300
1955-56.....	1,006,678	195,392	1,225,698	9,999
1956-57.....	1,067,481	194,062	1,358,873	7,000
1957-58.....	1,208,000	198,655	1,447,291	8,385
1958-59.....	1,367,900	<sup>2</sup> 218,500	1,469,000	8,902
1959-60.....	1,619,400	(?)	(?)	7,000

<sup>1</sup> Statistics are for the calendar years beginning in middle of school years.

<sup>2</sup> Estimated.

<sup>3</sup> Not available.

Libraries were supplied with as many copies of books as were required to care for readers in their respective areas of service. The scope of the collections is broad and comparable to that available in public libraries. While school textbooks are not provided, an attempt is made to meet the reading requirements of blind persons beginning at about 6 years of age. The primary objective of this important service to blind citizens is to provide a balanced collection that will satisfy a wide diversity in reader interest. Table 123 indicates the extent of service provided and amounts expended for this program in the 10 years from 1950-51 to 1959-60. Information for this presentation was obtained from the Library of Congress.

## NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

The National Aeronautics and Space Administration (NASA) was authorized by Congress on July 29, 1958 (42 U.S.C. 2451 et seq.), and was formally established October 1, 1958. This new agency

assumed all the facilities and functions of the National Advisory Committee for Aeronautics.

Responsibilities of the Agency include the central control of non-military aeronautical and space activities sponsored by the United States, such as: (1) Expansion of human knowledge of phenomena in the atmosphere and space; (2) improvement in usefulness of performance, speed, safety, and efficiency of aeronautical and space vehicles; and (3) establishment of long-range studies of potential benefits to be gained from the opportunities for, and the problems involved in, the utilization of aeronautical and space activities for peaceful and scientific purposes, and other similar purposes.

Information for the Training and Research Centers and for Research at Educational Centers, as described below, was furnished by the National Aeronautics and Space Administration.

### TRAINING AND RESEARCH CENTERS

Agency Research and Space Flight Centers, operating in conjunction with local academic institutions, provide comprehensive educational activities for training NASA scientific and engineering employees. Emphasis has centered upon study within the physical and engineering sciences but problems associated with manned space flight have actuated modest programs within the biological sciences. In addition, increasing emphasis is being given to management development and related fields. Future developments may generate programs within other scientific areas. Table 124 indicates the number of participants in training and the Federal funds expended at the research centers from 1957-58 to 1959-60.

**Table 124.—FEDERAL FUNDS EXPENDED FOR TRAINING AT THE NATIONAL AERONAUTICS AND SPACE ADMINISTRATION RESEARCH CENTERS, 1957-58 TO 1959-60**

School year	Total expenditures	Engineering sciences		Physical sciences		Management and all other educational areas		Biological sciences	
		Expenditures	Number participating	Expenditures	Number participating	Expenditures	Number participating	Expenditures	Number participating
1	2	3	4	5	6	7	8	9	10
<b>Total (3 years)</b>	<b>\$186,997</b>	<b>\$112,040</b>	<b>973</b>	<b>\$49,453</b>	<b>414</b>	<b>\$5,374</b>	<b>44</b>	<b>\$110</b>	<b>1</b>
1957-58.....	450	230	2	200	1	0	0	0	0
1958-59.....	44,602	23,890	256	11,822	114	900	1	0	0
1959-60.....	119,855	77,910	615	37,431	299	4,374	43	110	1

1 Prior to July 29, 1958, under the National Advisory Committee for Aeronautics.

## RESEARCH AT EDUCATIONAL INSTITUTIONS

Research on the National Aeronautics and Space Administration's problems is also performed at academic institutions by their faculties or professional staffs. For this program, contracts are arranged with educational institutions for the performance of specified research. Professional staff members are usually aided substantially by graduate students who thereby obtain valuable training and practical experience in conducting research projects and reporting results.

**Table 125.—FEDERAL FUNDS COMMITTED FOR NATIONAL AERONAUTICS AND SPACE ADMINISTRATION RESEARCH CONTRACTS WITH EDUCATIONAL INSTITUTIONS,<sup>1</sup> 1950-51 TO 1959-60**

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
<b>Total (10 years)</b> .....	<b>\$19,361,415</b>	1952-53.....	\$618,267	1956-57.....	\$580,000
1950-51.....	700,649	1963-64.....	628,444	1957-58.....	300,000
1951-52.....	657,134	1964-65.....	675,000	1958-59.....	4,975,610
		1955-56.....	617,311	1959-60.....	8,420,000

<sup>1</sup> Prior to July 29, 1958, under the National Advisory Committee for Aeronautics.

Federal funds available to educational institutions during the past 10 years will be found in table 125. The number of participants in the educational institutions, Federal funds committed, and a breakdown of the funds by fields of study from 1957-58 to 1959-60 will be found in table 126.

**Table 126.—FEDERAL FUNDS COMMITTED FOR NATIONAL AERONAUTICS AND SPACE ADMINISTRATION RESEARCH CONTRACTS WITH EDUCATIONAL INSTITUTIONS, BY FIELDS OF STUDY,<sup>1</sup> 1957-58 TO 1959-60**

School year	Total commitments	Engineering sciences		Physical sciences		Biological sciences	
		Expenditures	Number participating	Expenditures	Number participating	Expenditures	Number participating
1	2	3	4	5	6	7	8
<b>Total (3 years)</b> .....	<b>\$12,994,610</b>	<b>\$4,341,663</b>	<b>87</b>	<b>\$7,667,237</b>	<b>86</b>	<b>\$994,610</b>	<b>13</b>
1957-58.....	800,000	262,663	15	217,337	8	0	0
1958-59.....	4,975,610	2,659,000	42	2,180,000	28	166,610	6
1959-60.....	8,420,000	2,300,000	30	5,300,000	53	828,000	8

<sup>1</sup> Prior to July 29, 1958, under the National Advisory Committee for Aeronautics.

## NATIONAL SCIENCE FOUNDATION

The National Science Foundation was established under the National Science Foundation Act of 1950 "to promote the progress of science; advance the national health, prosperity, and welfare; secure the national defense and for other purposes." Specific purposes and programs of the Foundation, designed to assist in the achievement of these broad objectives, include: (1) Development and encouragement of a national policy for the promotion of basic research and education in the sciences; (2) initiation and support of basic scientific research; (3) awarding of fellowships in the sciences; (4) maintenance of a register of scientific and technical personnel and serving as a central clearinghouse for scientific personnel information; (5) fostering the interchange of scientific information among the scientists in the United States and in foreign countries; and (6) appraisal of the impact of research upon industrial development and upon the general welfare.

Programs of the National Science Foundation (NSF) relating to the training of scientists and engineers are the responsibility of the Division of Scientific Personnel and Education. The formal training programs in the Foundation are centered in this division, but training is also a correlative function of the research support programs through which a considerable number of graduate assistants obtain direct experience and valuable training in research. The research programs also directly influence the educational system through the discovery of new knowledge and by assisting institutions of higher education to maintain their threefold goal of the extension, the transmission, and the preservation of knowledge. In addition, there is a limited educational program in the Office of Special International Programs of the National Science Foundation.

Formal training programs in the Division of Scientific Personnel and Education fall into the following categories: (1) Evaluation of the Nation's scientific manpower in terms of supply, utilization, demand, and training needs; (2) administration of such action programs for the training of scientific manpower as are necessary in the national interests; and (3) identification of problem areas in science education and support of exploratory and experimental programs and projects directed at improvement. In general, these problem areas which exist at all levels in the educational system are concerned with the motivation and support of science students; training of science teachers; and development of subject-matter and curriculum materials consistent with the present state of scientific knowledge and with the training needs of students.

Programs of the National Science Foundation related specifically to science education include: (1) Fellowships in the Sciences, (2)



Science and Mathematics Institutes, (3) Special Projects in Science Education, (4) Course Content Improvement, (5) Training Through Research Grants, and (6) International Activities in Science Education. In addition to these activities, the National Register of Scientific and Technical Personnel and Scientific Manpower Studies (Clearinghouse) are administered in the Division of Scientific Personnel and Education.

Since 1958, the National Science Foundation has also administered title IX of the National Defense Education Act of 1958 pertaining to the establishment of a science information service. Through this service the Foundation provides or arranges for the provision of indexing, abstracting, translating, and other services leading to a more effective dissemination of scientific information. Other provisions in the National Defense Education Act of 1958 were described in chapter 3.

### FELLOWSHIPS IN THE SCIENCES

Graduate fellowships in the biological, engineering, mathematical, medical, physical, and selected social sciences are awarded annually by the National Science Foundation. The present program provides (1) graduate, (2) cooperative graduate, (3) postdoctoral, (4) senior postdoctoral, and (5) science faculty fellowships as well as summer fellowships for (6) graduate teaching assistants, and (7) secondary school teachers. Awards are made only to United States citizens or nationals and for a period of from 3 to 24 months, depending on the specific provisions of each program as well as the fellow's tenure request.

Stipend awards vary widely depending on the particular program in which the fellow is participating. The range is from \$1800 per annum in the graduate programs to \$12,000 for a senior faculty fellow of outstanding ability. Tuition and fees, travel allowances, and dependency allowances are available in most of the fellowships. Reapplications are permitted as are applications for renewal but dual applications are prohibited. Reports of research carried out by a fellow during his training may be made available to the public without restrictions, except as required in the interest of national security.

Applicants in the graduate and cooperative graduate programs are requested to take examinations for scientific aptitude and achievement. These tests (graduate record examinations) are currently administered for the Foundation by the Educational Testing Service, Princeton, N.J. There are no examination costs to the applicants provided the tests are taken solely for the purpose of applying for a National Science Foundation fellowship.

Graduate, cooperative graduate, graduate teaching assistant, secondary school teacher, and most postdoctoral awards are made in March; science faculty and senior postdoctoral awards are made in December; and some postdoctoral awards are made in October. During 1959-60 a total of 4,010 National Science Foundation fellowships were offered as follows: 1,200 graduate, 1,190 cooperative graduate, 580 graduate teaching assistant, 180 postdoctoral, 75 senior postdoctoral, 285 science faculty, and 500 secondary school teacher awards.

### SCIENCE AND MATHEMATICS INSTITUTES

The primary aim of the National Science Foundation institutes program is to improve the effectiveness of classroom teaching in science and mathematics by increasing the subject matter competence of the in-service teacher. A secondary aim is to encourage a careful review by colleges and universities of the content of course offerings to better meet subject matter needs of teachers. Three major types of institutes for science and mathematics teachers have been developed to achieve these goals.

*Summer institutes.*—The Foundation has supported summer institutes since 1953 when the first two were organized on an experimental basis. Within this program, support is available for summer conferences for college teachers. Stipends are awarded and paid by the host institution from funds granted by the National Science Foundation.

A total of 411 summer institutes were scheduled for the summer of 1960. This is 29 more than operated during the summer of 1959. The 1960 institutes included 316 for high school teachers only, 38 for college teachers only, 24 for both academic levels, 15 for elementary school teachers, 2 for technical institute personnel, and 16 conferences for college teachers. The conferences are distinguished by greater subject matter specialization and their duration of 4 weeks or less. Summer institutes extend for a period of 4 to 12 weeks. The summer institute program has provided over 53,000 stipends for teachers for study in the fields of science and mathematics during the eight summers the program has operated.

*Academic year institutes.*—This program provides study opportunities for teachers of science and mathematics who can devote a full school year to academic work. The institutes provide financial support to the teacher-participants and special subject-matter courses prepared to meet their needs. Starting with two exploratory programs during the 1956-57 school year, the number has increased to 33 for the school year 1960-61.

Participant support and the principal operating costs of the insti-

tutes are financed through Foundation grants paid to the host institutions. In the 5 years since its inception, over 5,000 secondary school teachers and 75 college teachers have had the opportunity for a year of full-time study of the subject matter of science and mathematics in these specially designed advanced courses.

*In-service institutes.*—These institutes meet on Saturdays or after-school hours during the regular school year. Participating teachers receive no stipend but are given a nominal allowance for travel and books. The sponsoring institutions receive support for the expenses of operating the institute.

This program, which began in the spring of 1957 with 2 institutes, has increased steadily to 191 institutes supported for high school teachers in 1960-61. In addition there were 13 experimental in-service programs in science and mathematics for elementary school personnel during the school year 1960-61. Since its beginning, approximately 21,000 high school teachers of science and mathematics and approximately 750 elementary school principals, supervisors, and teachers will have had opportunities to study in the in-service institutes sponsored by the National Science Foundation.

### SPECIAL PROJECTS IN SCIENCE EDUCATION

The National Science Foundation recognizes the continuing need for improvements in the quality of the Nation's educational efforts in science and mathematics. New proposals, new teaching techniques, and fuller implementation and expansion of existing activities of scientific institutions have been encouraged by the Division of Scientific Personnel and Education. These activities, organized under the Special Projects in Science Education Section, are principally concerned with the development of new ideas and approaches to the problems of science instruction as well as with better methods of interesting our young people in science.

*Programs for secondary school students.*—Universities, colleges, scientific societies, research organizations, and other groups are encouraged to stimulate an interest in and an understanding of science, mathematics, and engineering by students in the secondary schools. Related activities include visiting scientists, traveling science libraries, traveling science demonstration lectures, supplementary student science projects, summer training for high-ability secondary school students, and State academies of science.

*Undergraduate science education.*—This activity is designed to assist colleges and universities in offering sound and vigorous undergraduate science educational programs. The Undergraduate Research Participation Program helps provide opportunities for talented undergraduates to take an active part in research in biological, physical,

and engineering sciences; experimental psychology; and certain social sciences. The Undergraduate Independent Study Programs assist high-ability college students in the study, independently and beyond the scope of their regular courses, of theoretical subjects such as mathematics, theoretical physics, theoretical chemistry, and astronomy.

*Advanced science education.*—Programs in this area are planned to cover a variety of activities directed toward science teachers and scientists at the predoctoral and postdoctoral levels. The varied objectives of these programs are achieved through visits of scientists to colleges, research participation for high school and college teachers, special field institutes and symposia, special supplementary training for teachers, and cooperative university-college associations.

*Public understanding of science.*—This program is designed to support efforts by colleges and universities, professional scientific societies, and others to increase the quality and quantity of information about science that reaches the lay public.

*International science education.*—The objective of this area is to strengthen scientific efforts, particularly in science education, by providing American scientists and educators with opportunities to engage in cooperative activities with their colleagues abroad to get information of potential application to science education in the United States.

### COURSE CONTENT IMPROVEMENT

This program is designed to utilize scholarship of the highest order in the development of school and college courses that reflect contemporary knowledge in mathematics, science, and engineering. In a period of tremendous growth of scientific and technical knowledge, it is essential that vigorous and sustained efforts be made to keep the content of instructional programs at all levels in step with the advances of research. In each of the years 1958-59 and 1959-60 the Foundation invested approximately \$6 million in these undertakings.

Projects considered for support are generally of national scope and significance and are sponsored by colleges, universities, or occasionally by scientific or educational organizations. Studies range from small-scale experiments to efforts involving large teams; they may focus on a single course or span several courses, several disciplines, or more than one educational level. Support is limited to the design and development of new courses and instructional materials. Grant funds may not be used to promote the general acceptance of any course or materials.

*Course content studies and development.*—Support is given for improving subject-matter content and instructional materials for teaching mathematics and science in elementary and secondary schools and for courses in mathematics, science, and engineering in colleges and universities. Special emphasis has been placed on better courses for secondary schools. Also, exploratory studies are now being conducted to meet the urgent need for improvement of mathematics and science programs in elementary and junior high schools. Increasing attention is being given to college and university instruction through committee studies, conferences, and specific course development efforts.

*Supplementary teaching aids.*—Assistance is given for the development of new and imaginative aids to learning and teaching. Films, television, and new types of laboratory equipment and other devices have tremendous potentialities for expanding the scope and improving the effectiveness of the teaching of mathematics, science, and engineering. A separate program is especially designed to encourage development of new equipment for teaching laboratories since it is essential that experiments not be excluded merely because equipment has not been properly designed for instructional purposes.

### TRAINING THROUGH RESEARCH GRANTS

Research grants of the National Science Foundation are primarily for the support of basic research and the discovery of new scientific knowledge; however, an element of training is also involved. Research grants are awarded to highly experienced investigators in all fields of the natural sciences and some of the social sciences whose programs of research show promise of extending the frontiers of knowledge. The conduct of this research requires the employment of a considerable number of research assistants, most of whom are graduate students. It is possible to estimate only the part of the total funds for research grants which is used for the support of students but it is believed that the number supported was more than 2,000 in 1958-59, and that funds expended for the support of graduate students may amount to more than \$9.3 million in 1958-59.

Table 127 gives a summary of Federal funds obligated for research grants, fellowships, institutes, and education in the sciences for the past 9 years. Detailed information for 1958-59 is presented by States in summary table 6 of chapter 2. Amounts for each State are determined according to the permanent residence of the participant or State of incorporation for institutional recipient.

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Table 127.—FEDERAL FUNDS OBLIGATED FOR BASIC RESEARCH, FACILITIES, AND EDUCATION AND TRAINING BY THE NATIONAL SCIENCE FOUNDATION: 1951-52 TO 1959-60

School year	Total	Basic research	Research facilities	Fellowships	Institutes, course content improvement, and special projects
1	2	3	4	5	6
Total (9 years).....	\$381, 512, 253	\$176, 194, 489	\$42, 218, 299	\$42, 996, 288	\$124, 192, 976
1951-52.....	2, 614, 146	1, 073, 975	(1)	1, 532, 971	7, 200
1952-53.....	3, 220, 489	1, 812, 201	(1)	1, 305, 344	40, 944
1953-54.....	6, 081, 337	4, 004, 569	(1)	1, 804, 978	160, 700
1954-55.....	10, 108, 955	3, 002, 469	(1)	1, 783, 708	314, 700
1955-56.....	14, 028, 119	9, 941, 818	522, 000	2, 181, 026	1, 484, 275
1956-57.....	24, 951, 430	15, 208, 415	5, 381, 069	3, 353, 605	10, 947, 711
1957-58.....	44, 737, 191	18, 442, 783	6, 028, 051	3, 602, 120	12, 666, 237
1958-59.....	122, 820, 676	45, 950, 189	15, 580, 450	12, 070, 838	44, 219, 229
1959-60 <sup>1</sup> .....	142, 000, 000	64, 800, 000	14, 800, 000	12, 200, 000	50, 400, 000

<sup>1</sup> No separate funds were appropriated for research facilities prior to fiscal year 1955-56.  
<sup>2</sup> Estimated.

### INTERNATIONAL ACTIVITIES IN SCIENCE EDUCATION

The primary objective of these activities, which are administered in several parts of the Foundation, is to strengthen the Nation's total scientific effort as well as that of the free world by: (1) Offering financial assistance to projects that will enable American students and leaders in science education to keep abreast of developments and practices throughout the world; and (2) providing support to cooperatively sponsored, experimental, science educational programs that will enable teachers and scholars in developing regions to strengthen the quality of science and mathematics education.

Activities of the National Science Foundation in other countries are described here but Federal funds expended are not easily separated from other parts of the Foundation budget. The expenditure of \$97,000 for NSF research in other countries was noted in table 2. Detailed portions have not been reported for this publication.

The Foundation's activities in this area fall roughly under three general areas of concern: (1) Direct primary benefit to United States scientists and educators; (2) mutually beneficial activities for strengthening science in this Nation and others; and (3) science educational programs of primary value in filling needs of other nations, particularly those in developing regions. Among the specific programs in these three areas are: Visiting Scientists Programs through which distinguished scholars have visited institutions of higher learning in the United States; short-term advanced training in Special Field Institutes by United States scientists in foreign countries; support for United States scientists for curricula survey and study projects of

materials being developed in other nations; cooperative projects with the North Atlantic Treaty Organization (NATO), the Organization for European Economic Cooperation (OEEC), and the Organization of American States.

Under the regular NSF fellowship programs, a number of participants study or conduct research in foreign countries. In addition, the National Science Foundation administers the NATO Postdoctoral Fellowships in Science and the OEEC Senior Visiting Fellowships Programs. These two programs are open only to United States citizens and nationals who wish to study or conduct research mainly in NATO and OEEC participating countries. The OEEC program is designed to assist scientific and technical institutions in the United States to incorporate recent developments into their advanced teaching and research programs by sending senior scientists on their staffs to study abroad for from 8 weeks to 6 months, or in exceptional cases, 1 year.

## OFFICE OF CIVIL AND DEFENSE MOBILIZATION

The Federal Civil Defense Act of 1950, Public Law 920 as amended, states that, "the responsibility for civil defense shall be vested jointly in the Federal Government and the several States and their political subdivisions." Inherent in this responsibility is the need for State and local governments to make, to the extent possible, the financial outlays required to educate the public in protecting life and property from the enemy attack.

The Federal Government through the Office of Civil and Defense Mobilization (OCDM) is responsible for preparing national plans and programs; providing necessary direction, coordination and guidance; and making financial contributions to States in carrying out their civil defense programs, including training and education.

Federal, State, and local governments are responsible for developing and maintaining throughout the Nation a trained citizenry possessing the skills, attitudes, and knowledge necessary for survival and recuperation in case of attack. Training programs emphasize radiological defense, self-survival actions including shelter construction, emergency planning and operations, and continuity of government through increasing the capacity of government at each level to function during an enemy-caused disaster.

Other Federal agencies were authorized by Congress to provide specific kinds of assistance for this program that appeared appropriate to their usual operations. The Office of Education of the Department of Health, Education, and Welfare was given certain responsibilities including the development of instructional materials that might be used in assuring that educational institutions would be ready to face

emergency situations. A further description of the education for civil defense projects in the Office of Education is given in chapter 3.

### RESIDENT TRAINING SCHOOLS

The Office of Civil and Defense Mobilization operates the National Civil Defense Staff College in Battle Creek, Mich.; the National Chemical, Biological, and Radiological Defense School in Battle Creek; the Eastern Instructor Training Center in Brooklyn, N.Y.; and the Western Instructor Training Center in Alameda, Calif.

The National Civil Defense Staff College in Battle Creek conducts training and education courses for Federal, State, and local government officials in civil defense and defense mobilization management and operations activities. Courses of at least 1-week duration are offered by the college in Elements of Civil and Defense Mobilization, Civil Defense Planning, and Civil Defense Operations. In addition, numerous special courses have been conducted for specialized and technical groups, such as police and fire officials, engineers, public health officials, the clergy, military, and industry representatives.

Operation of the National Chemical, Biological, and Radiological (CBR) Defense School began early in 1958. Through June of that year, five courses were given by officials of the U.S. Public Health Service under contract with the Office of Civil and Defense Mobilization. Thereafter, the courses have been presented by the CBR Defense School staff. One of the courses, Radiological Monitoring for instructors, is designed to prepare instructors who will return to their communities and agencies to train radiological monitors. These instructors will also serve as assistant radiological defense officers. Other courses presented include Radiological Defense-Officer and Radiological Defense-Administrative Aspects.

The Eastern and Western Instructor Training Centers are major OCDM facilities for training (1) Federal, State, and local officials; (2) leaders from industry; and (3) the uniformed services in their emergency policies and procedures. Instructors are trained who will return to their home communities and conduct training courses within their own organizations and among other personnel who will be required to augment existing units of government and industry for operation in emergency. Since the Eastern Center began operation on June 9, 1958, and the Western Center on November 16, 1959, courses presented include Radiological Monitoring for Instructors; Basic Civil Defense; Principles of Organization and Staff Responsibilities; Communications; Emergency Operations; and Rescue Operations. In addition to these regular courses, several special courses



and conferences, including 1-day refresher courses, are conducted at the centers.

In addition, the Office of Civil and Defense Mobilization has conducted 1-week courses for instructors in Light Duty Rescue, Heavy Duty Rescue, Advanced Rescue, and Rescue Operations. These courses prepared key personnel to conduct rescue-training activities at State and local government levels. The Rescue Instructor Training School was discontinued on June 30, 1958.

The cost of operating the resident schools was \$184,508 in 1957-58; \$522,825 in 1958-59; and \$532,500 in 1959-60. Federal reimbursement of half the transportation expenses and per diem of students while traveling or while in attendance at the resident schools began in September 1959. About \$36,000 was disbursed to students in 1959-60.

A summary of the number of persons who completed training at each of these five schools is presented in table 128.

**Table 128.—NUMBER OF PERSONS ATTENDING RESIDENT SCHOOLS THROUGH THE OFFICE OF CIVIL AND DEFENSE MOBILIZATION, 1951-52 TO 1959-60**

School year	Resident schools					
	Total	Eastern Instructor Training Center	Western Instructor Training Center	National Civil Defense Staff College	National Chemical, Biological, and Radiological Defense School	Rescue Instructor Training Center
1	2	3	4	5	6	7
<b>Total (9 years).....</b>	<b>20,701</b>	<b>2,740</b>	<b>530</b>	<b>14,130</b>	<b>804</b>	<b>2,419</b>
1951-52 to 1953-54.....	7,000	0	0	7,228	0	732
1954-55.....	1,800	0	0	1,887	0	213
1955-56.....	2,316	0	0	1,764	103	450
1956-57.....	2,000	0	0	1,451	67	532
1957-58.....	923	29	0	263	169	482
1958-59.....	1,805	505	0	1,068	244	0
1959-60.....	2,897	2,306	530	840	212	0

### EXTENSION SCHOOLS

State governments have also been assisted in developing their own training programs to prepare their departments and political subdivisions for continuity and emergency operations in event of attack. To provide this assistance, a contract is executed by the Office of Civil and Defense Mobilization with a State calling for initial presentation of the Elements of Civil and Defense Mobilization course by

the National Civil Defense Staff College traveling team. In the contract the State agrees to present six similar courses within the 3-year period following the pilot course.

Participating States become eligible to receive up to \$300 for the pilot course and each of the six courses completed, or up to \$2,100 for the 3-year period. During the 1958-59 school year, \$6,300 was expended and it is estimated that the same amount will be expended during the 1959-60 school year.

OCDM also provides each State entering into a contract with a selection of teaching materials and visual aids. When a single course cost exceeds the \$300 allotted, Federal matching funds on the additional eligible expenses up to \$300, or \$150 Federal share, are provided.

Table 129.—NUMBER OF STATE OFFICIALS TRAINED THROUGH THE OFFICE OF CIVIL AND DEFENSE MOBILIZATION EXTENSION INSTRUCTION, 1954-55 TO 1959-60

School year	Number trained by—		
	Staff College traveling teams	State follow-up courses	CBR Defense School traveling teams
1	2	3	4
Total (6 years).....	1,583	2,225	288
1954-55.....	235	954	0
1955-56.....	292	890	0
1956-57.....	71	251	232
1957-58.....	55	0	241
1958-59.....	234	0	289
1959-60.....	696	180	124

During 1958-59, contracts were signed with Idaho, Washington, and South Carolina. In 1959-60, Michigan and the District of Columbia signed contracts.

Selected specialized courses are also conducted under the extension program by the National Civil Defense Staff College and the National Chemical, Biological, and Radiological Defense School (CBR Defense School) traveling teams. However, these courses are not taught under contract with the State. A summary of the number of persons that have received training under this extension program is given in table 129.

## TRAINING AND EDUCATION CONTRIBUTIONS TO STATES

Under the Federal program for Training and Education Contributions to the States, assistance is given to States and local subdivisions in meeting the cost of civil defense training. The Federal Government shares the cost of training essential for combating the effects of enemy-caused disasters. Through this activity the OCDM provides training guidance and assistance in developing sound, well-balanced civil defense programs.

Training courses, special-group training activities, workshops, combined test exercises, training aids and equipment, training centers, and other training projects and needs are involved in this contributions program. OCDM-recommended courses and projects are listed in Administrative Manual 25-1, Federal Contributions for Civil Defense Equipment. The manual also makes provision for consideration and approval of matching funds for appropriate courses and training equipment not listed. In the area of training and education, OCDM matches funds for:

1. Approved courses which train individuals for specific skills, such as rescue police, radiological defense, fire, welfare, and communications.
2. Special-group training activities, such as institutes, seminars, demonstrations, and workshop sessions which provide training in many areas.
3. Combined training and test exercises during which classroom training is applied to realistic field conditions and separate components are afforded the opportunity of functioning as an effective operational organization.
4. Civil defense training centers, for either city or State, that provide space and facilities to train individuals. This enables the several emergency services of government to utilize the same equipment.
5. Equipment necessary to conduct emergency skills-training courses.

Table 130 shows Federal funds obligated by the Office of Civil and Defense Mobilization to the States for training and educational purposes on a matching basis from 1951-52 through 1959-60. These data were obtained from the national headquarters of the Office of Civil and Defense Mobilization. Figures in column 5 of this table are also reported in summary table 6.

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Table 130.—FEDERAL FUNDS OBLIGATED BY THE OFFICE OF CIVIL AND DEFENSE MOBILIZATION FOR THE TRAINING AND EDUCATION CONTRIBUTIONS PROGRAM: 1951-52 TO 1959-60

State or Territory	Total	1951-52 to 1956-57	1957-58	1958-59	Estimated 1959-60
1	2	3	4	5	6
<b>Total</b> .....	<b>97,778,988</b>	<b>64,961,466</b>	<b>61,961,366</b>	<b>61,311,504</b>	<b>6314,578</b>
Alabama.....	86,704	81,192	3,777	1,735	0
Alaska.....	9,029	9,029	0	0	0
Arizona.....	28,262	17,546	126	7,590	0
Arkansas.....	315,261	20,086	82,048	213,127	0
California.....	1,209,066	890,535	196,476	109,570	12,506
Colorado.....	38,308	36,007	1,134	1,167	0
Connecticut.....	362,594	113,400	201,179	23,905	24,109
Delaware.....	55,046	46,297	2,653	2,756	2,040
Florida.....	101,890	65,570	13,474	13,078	9,798
Georgia.....	158,390	49,977	91,906	13,854	2,653
Hawaii.....	80,664	47,607	760	645	1,173
Idaho.....	3,690	2,062	918	690	0
Illinois.....	104,048	30,413	22,513	45,960	6,173
Indiana.....	87,388	20,344	6,023	2,070	8,951
Iowa.....	11,308	11,261	44	0	0
Kansas.....	85,358	79,336	1,650	3,980	443
Kentucky.....	18,963	11,890	4,930	1,450	743
Louisiana.....	86,147	81,463	2,642	1,766	378
Maine.....	76,030	38,608	10,648	20,969	8,905
Maryland.....	178,617	131,948	17,160	14,482	11,027
Massachusetts.....	216,377	152,247	28,231	24,184	11,718
Michigan.....	448,361	178,051	256,768	7,308	6,234
Minnesota.....	424,965	72,583	17,945	819,957	14,480
Mississippi.....	3,111	2,745	0	0	366
Missouri.....	53,030	41,012	6,508	4,440	980
Montana.....	8,232	1,225	0	6,376	551
Nebraska.....	36,891	33,990	2,640	181	80
Nevada.....	13,641	13,250	0	62	229
New Hampshire.....	29,363	21,772	2,631	3,801	1,459
New Jersey.....	194,857	134,029	4,414	33,881	2,533
New Mexico.....	877	0	315	40	522
New York.....	1,382,515	1,183,166	64,460	97,491	37,398
North Carolina.....	9,102	2,401	251	4,072	2,378
North Dakota.....	10,720	7,438	960	1,086	1,236
Ohio.....	394,469	319,552	40,699	18,285	14,933
Oklahoma.....	212,801	138,219	49,102	13,778	11,702
Oregon.....	107,534	79,322	7,179	11,746	9,287
Pennsylvania.....	499,121	307,333	63,273	82,614	45,901
Rhode Island.....	14,294	14,106	38	0	180
South Carolina.....	9,710	8,986	150	449	136
South Dakota.....	2,426	418	423	1,000	525
Tennessee.....	66,911	61,898	1,634	1,437	1,963
Texas.....	74,752	51,548	17,157	4,735	1,812
Utah.....	80,257	27,335	217	210	22,496
Vermont.....	19,620	14,099	2,018	2,769	737
Virginia.....	98,979	68,297	2,698	26,434	1,550
Washington.....	147,468	119,868	5,867	13,872	7,841
West Virginia.....	4,804	1,087	110	482	2,825
Wisconsin.....	138,316	42,850	25,729	44,024	25,713
Wyoming.....	4,832	3,426	623	178	605
District of Columbia.....	244	244	0	0	0
Canal Zone.....	70	70	0	0	0
Guam.....	5,207	5,207	0	0	0
Puerto Rico.....	74,216	67,209	0	7,007	0
Virgin Islands.....	1,455	1,455	0	0	0

## SMALL BUSINESS ADMINISTRATION

This agency, established pursuant to the Small Business Act of 1953, as amended, is devoted wholly to small-business problems. The purposes of the Small-Business Administration are to aid, counsel, assist, and protect the interests of small-business concerns; to insure that a fair proportion of the total Government purchases and contracts for supplies and services be placed with small-business enterprises; and to make loans to small-business concerns and to victims of floods and other catastrophes. Performance in relation to these responsibilities includes the management training program which provides technical and managerial aids to small business.

### MANAGEMENT TRAINING

In accomplishing its purpose to aid, counsel, assist, and protect the interests of small business concerns, the Small Business Administration encourages educational institutions to provide short, practical courses in administrative management. These courses help the owners and managers of small businesses to become better administrators. Courses embody two principles: (1) They are designed for owners and managers of small firms; and (2) subjects taught relate to administration including planning, organizing, staffing, directing, and controlling rather than day-to-day operations.

The educational institutions assume full educational and financial responsibility for all courses, while the Small Business Administration aids as a cosponsor by helping with promoting, suggesting and furnishing speakers, and acting as a clearinghouse for ideas concerning subject matter, teaching methods, and administrative techniques. Often the educational institution and the Small Business Administration are assisted by local organizations and groups, such as State and local distributive education people, chambers of commerce, and local or State business and industry associations. Financial requirements are met by tuition fees paid to the educational institutions by the businessmen who take the courses.

The program has expanded rapidly since the spring of 1954 when a successful experiment was made with two pilot courses. By the spring of 1960, approximately 800 courses had been given by 280 educational institutions, with over 24,000 executives of small businesses completing the courses. A typical course runs for 8 weeks, with classes scheduled for 2.5 hours, one evening each week. It is preferred that classes remain small and thus far they have averaged from 25 to 30 students.

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Federal funds are not appropriated specifically for this educational activity. No tabulation showing the Federal funds expended is given since the expenditures are not listed separately from other portions of the budget for the Small Business Administration agency. Expenses for instruction are defrayed by the educational institutions through fees paid by the businessmen taking the courses. Information for this presentation was obtained from the Small Business Administration.

### TENNESSEE VALLEY AUTHORITY

Natural resources are important to the development of any nation. As a means of demonstrating the unified development and wise use of natural resources, the Tennessee Valley Authority was established in 1933. Its obligations have been discharged through two broad functions: engineering and education. It is through education, in the general sense of the term, that the people and groups who largely own and who use natural resources are encouraged to participate actively in programs for the development, conservation, and use of natural resources. This educational program is informal and non-institutional except for research and demonstration activities arranged at the colleges and universities.

#### COOPERATIVE RESEARCH, TESTS, AND DEMONSTRATIONS

Formal educational programs as such or activities involving a formal teacher-pupil relationship are not supported by TVA. The principal educational work of TVA includes research activities, tests, and demonstrations. To a large extent, the people for whom these activities are performed are their own teachers who gain information by using research data and by observing tests and demonstrations. Program success may be judged by the extent to which practical application of new knowledge is made.

The research and demonstration projects in which TVA participates are largely cooperative. They may involve other Federal agencies, colleges and universities, State and local agencies, and private firms and associations. In some cases, TVA contributes financial support to research projects conducted by colleges and universities, or pays part of the cost of supervising tests and demonstrations.

Projects supported by TVA include basic agronomic research and the economic interpretation of agronomic research findings, fertilizer marketing studies and demonstrations, supervision of farm tests and demonstrations of fertilizer, tributary watershed investigations and demonstrations, and general studies and demonstrations for agricultural resource development.

Table 131.—FEDERAL FUNDS CONTRIBUTED BY THE TENNESSEE VALLEY AUTHORITY AND ALL PERSONNEL PARTICIPATING IN SUPPORT OF COOPERATIVE RESEARCH, TESTS, AND DEMONSTRATIONS CONDUCTED OR SUPERVISED BY COLLEGES AND UNIVERSITIES: 1958-59 AND 1959-60

College or university by State	1958-59		1959-60 <sup>1</sup>	
	Amounts contributed	Personnel participating	Amounts contributed	Personnel participating
1	2	3	4	5
<b>Total</b> .....	<b>\$592,826</b>	<b>355</b>	<b>\$606,075</b>	<b>250</b>
Alabama Polytechnic Institute.....	50,985	44	68,800	27
University of Arizona.....	4,800	(?)	0	0
Colorado State University.....	10,521	2	10,670	1
University of Connecticut.....	2,500	(?)	1,750	(?)
University of Georgia.....	68,858	43	84,800	19
University of Hawaii.....	0	0	2,500	(?)
University of Illinois.....	4,783	8	8,000	8
Purdue University (Indiana).....	2,274	4	10,000	4
Iowa State University.....	29,497	2	31,000	1
Kansas State University.....	436	4	800	2
University of Kentucky.....	22,086	17	26,080	13
University of Maine.....	1,722	1	1,200	2
Michigan State University.....	10,559	11	10,450	8
University of Minnesota.....	4,770	3	2,500	1
Mississippi State University.....	26,191	25	24,600	12
University of Missouri.....	401	4	800	4
University of Nebraska.....	6,249	4	6,800	4
University of Nevada.....	1,200	4	1,200	4
Cornell University (New York).....	10,000	(?)	10,000	(?)
North Carolina State College.....	102,061	42	106,025	28
North Dakota Agricultural College.....	4,734	3	5,710	3
Ohio State University.....	267	4	400	4
Oklahoma State University.....	2,066	4	2,600	4
Oregon State College.....	7,088	8	7,580	10
The Pennsylvania State University.....	372	4	600	4
Clemson Agricultural College (S. C.).....	196	4	1,500	1
South Dakota State College.....	4,600	13	2,600	4
University of Tennessee.....	123,265	62	148,800	20
Texas A. and M. College.....	9,577	6	10,075	5
Utah State University.....	1,462	3	1,120	3
Virginia Polytechnic Institute.....	31,118	20	32,000	21
Washington State University.....	9,122	4	12,075	2
University of Wisconsin.....	4,200	8	4,200	6
University of Wyoming.....	1,057	8	1,050	6

<sup>1</sup> Estimated.

<sup>2</sup> Not available.

As shown in table 131, TVA contributed \$592,826 to the support of research, tests, and demonstrations which were conducted or supervised in 33 colleges and universities with a total of 355 personnel participating during 1958-59. Table 131 also shows that 83 colleges and universities are participating during the 1959-60 school year with estimated expenditures amounting to \$606,075 and about 250 personnel participating. Contributions to institutions provide for salaries and wages; cost of supplies, materials, services, and transportation; and miscellaneous expenses. Because of differences in the nature and coverage of individual contracts, there is no direct comparison between amounts and personnel in total. The personnel figures

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for 1958-59 and 1959-60 include all individuals engaged full time or part time on cooperative projects with TVA. Table 132 reports a 10-year summary of amounts expended by TVA in supporting cooperative research, tests, and demonstrations at colleges and universities in 36 States. Information for this presentation was obtained from the Tennessee Valley Authority.

Table 132.—FEDERAL FUNDS CONTRIBUTED BY THE TENNESSEE VALLEY AUTHORITY IN SUPPORTING COOPERATIVE RESEARCH, TESTS, AND DEMONSTRATIONS AT COLLEGES AND UNIVERSITIES, 1950-51 TO 1959-60

School year	Amount	Percent of 1960-61	School year	Amount	Percent of 1960-61	School year	Amount	Percent of 1960-61
1	2	3	1	2	3	1	2	3
Total (10 years).....	94,482,721		1953-53.....	\$557,061	98.9	1956-57.....	\$381,607	98.0
1950-51.....	595,478	100.0	1953-54.....	477,942	80.8	1957-58.....	585,748	99.2
1951-52.....	464,886	78.4	1954-55.....	654,318	81.8	1958-59.....	522,826	94.9
			1955-56.....	894,033	84.9	1959-60.....	604,078	102.1

## VETERANS ADMINISTRATION

The desire of the public to compensate men and women of the military services for wartime interference with their educational and vocational training is evident in the congressional enactments with reference to programs for the welfare of veterans. Especially important among the programs are those pertaining to the further education and the vocational rehabilitation of the veterans and to educational assistance for war orphans.

Services in the field of education for veterans and orphans, surviving a parent who died of injuries or diseases resulting from military services, are reported in this bulletin on Federal funds for education. Other responsibilities of the Veterans Administration (VA) which involve programs of compensation, pensions, loan guarantees, life insurance, death benefits, and medical care are not discussed here but are described in the annual reports of the Veterans Administration.

## VOCATIONAL REHABILITATION

The vocational rehabilitation of disabled veterans, formerly authorized under Public Laws 16 and 894 and approved by the Seventy-eighth and Eighty-first Congresses, respectively, is now specifically provided for in the United States Code (U.S.C.), title 38, chapter 31. Under this law the Veterans Administration prescribes, provides, and supervises programs of vocational rehabilitation for disabled veterans. The general purpose is to restore employability which has been lost by virtue of a handicap due to a service-incurred disability for which wartime rates of compensation are payable. Each step in



the rehabilitation process, from the veteran's initial application to the providing of assistance for his placement in suitable employment is afforded in this program.

Public laws providing for the rehabilitation of disabled veterans had much earlier beginnings in the Veterans Administration than educational services to veterans having no service-connected disability. However, the program for disabled veterans is relatively small. During the 1947-48 school year, when the largest number of veterans were enrolled in both programs, the number of disabled veterans in training was only 9.7 percent of the total number of veterans in the training programs. The number of disabled veterans securing vocational rehabilitation during the 1958-59 school year was only 2.6 percent of the total number of veterans participating in Federal assistance for educational services.

A 10-year summary of expenditures and the average number of beneficiaries for the vocational rehabilitation program is reported in table 133. During the 1957-58 school year a total of \$26,095,062 was expended for these services while \$22,306,594 was expended during 1958-59. The number of beneficiaries for this program shows a generally decreasing trend for the 10-year period.

**Table 133.—FEDERAL FUNDS EXPENDED BY THE VETERANS ADMINISTRATION FOR VOCATIONAL REHABILITATION AND AVERAGE NUMBER OF BENEFICIARIES: 1949-50 TO 1958-59**

School year	Amount expended (U.S.C., title 38, ch. 31)				
	Total		Tuition, equipment and supplies	Subsistence allowance	Average number of beneficiaries
	Amount	Percent of 1949-50			
1	2	3	4	5	6
<b>Total (10 years).....</b>	<b>8649, 084, 410</b>	.....	<b>6192, 236, 856</b>	<b>6611, 714, 544</b>	.....
1949-50.....	272, 261, 896	100. 0	58, 676, 346	213, 614, 520	167, 809
1950-51.....	176, 875, 154	65. 0	41, 702, 280	135, 172, 874	99, 872
1951-52.....	97, 902, 064	36. 0	23, 619, 180	74, 282, 884	54, 253
1952-53.....	57, 768, 601	21. 2	14, 646, 357	43, 122, 244	31, 417
1953-54.....	41, 264, 343	15. 2	10, 220, 011	30, 974, 282	23, 867
1954-55.....	40, 769, 802	15. 0	9, 790, 542	30, 979, 260	24, 466
1955-56.....	38, 133, 701	14. 0	9, 857, 822	28, 275, 879	22, 345
1956-57.....	30, 566, 328	11. 2	8, 060, 949	21, 617, 374	16, 635
1957-58.....	26, 095, 062	9. 6	7, 564, 648	18, 530, 417	13, 868
1958-59.....	22, 306, 594	8. 2	6, 062, 724	16, 243, 870	11, 439

A summary of expenditures for vocational rehabilitation for the 1957-58 school year, by State, is given in column 3 of table 134. Similar information for the 1958-59 school year is given in summary table 5. Both of these tables include an item for "Foreign Countries" which reports the amounts expended for the education of veterans choosing to attend colleges in other countries.

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Table 134.—SUMMARY OF FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR EDUCATION OF BENEFICIARIES: 1957-58

State or Territory	Grand total	Vocational rehabilitation World War II and Korea	Education and training		War orphans educational assistance allowance
			World War II	Korea	
1	2	3	4	5	6
<b>Total</b> .....	<b>\$794,516,281</b>	<b>\$26,695,962</b>	<b>\$567,453</b>	<b>\$692,729,651</b>	<b>\$5,183,215</b>
Alabama.....	21,369,002	684,813	17,189	20,525,474	141,626
Alaska.....	201,874	4,325	0	197,549	0
Arizona.....	8,209,386	307,243	7,173	4,841,767	53,203
Arkansas.....	7,711,350	397,778	14,411	7,219,706	79,455
California.....	69,004,035	1,695,684	128,129	66,679,965	500,257
Colorado.....	9,063,318	577,222	12,676	8,412,345	81,075
Connecticut.....	7,131,732	228,496	5,543	6,863,165	34,528
Delaware.....	783,813	24,298	65	752,313	7,137
Florida.....	20,569,116	1,056,917	7,364	19,362,886	141,949
Georgia.....	21,087,516	326,988	22,105	20,616,138	123,285
Idaho.....	2,725,176	94,908	1,589	2,604,886	23,843
Illinois.....	31,625,229	727,819	65,097	30,616,450	215,863
Indiana.....	15,343,392	486,327	16,265	14,705,858	134,942
Iowa.....	14,070,745	487,354	17,063	13,453,618	112,710
Kansas.....	7,508,970	240,181	7,496	7,193,007	68,286
Kentucky.....	10,595,061	379,963	3,153	10,121,123	90,802
Louisiana.....	16,533,290	336,079	3,426	16,127,292	86,493
Maine.....	2,613,728	77,414	1,165	2,506,031	29,118
Maryland.....	5,045,469	132,588	9,512	4,867,388	35,981
Massachusetts.....	21,411,234	1,685,854	137,590	19,616,873	170,917
Michigan.....	24,727,298	1,072,169	14,044	23,505,066	136,019
Minnesota.....	16,064,310	557,072	11,250	15,381,924	114,055
Mississippi.....	9,357,571	322,379	<sup>1</sup> -2,045	8,967,181	70,056
Missouri.....	20,284,543	732,526	<sup>1</sup> -127,631	19,523,925	155,723
Montana.....	2,846,767	127,196	2,102	2,690,032	27,437
Nebraska.....	8,996,028	460,858	3,946	8,499,090	32,134
Nevada.....	520,883	19,290	0	498,894	2,699
New Hampshire.....	2,094,121	125,283	765	1,935,353	32,720
New Jersey.....	12,646,269	492,326	3,596	12,088,904	61,543
New Mexico.....	3,959,252	130,568	5,632	3,774,988	48,069
New York.....	48,120,726	2,267,950	192,901	45,372,146	287,729
North Carolina.....	19,750,646	638,079	53,089	18,853,241	206,237
North Dakota.....	4,795,024	140,231	2,288	4,636,104	16,401
Ohio.....	23,001,079	909,572	16,147	21,891,481	183,879
Oklahoma.....	13,615,264	424,228	3,439	13,039,572	148,025
Oregon.....	6,871,885	353,872	3,755	6,437,277	76,981
Pennsylvania.....	38,615,366	1,677,372	52,694	36,654,106	231,194
Rhode Island.....	3,871,635	195,167	1,361	3,658,742	16,365
South Carolina.....	11,992,148	217,852	7,043	11,662,651	104,802
South Dakota.....	5,337,062	115,664	831	5,186,930	33,687
Tennessee.....	15,142,710	503,521	8,328	14,486,348	144,513
Texas.....	45,057,269	1,606,792	<sup>1</sup> -372,717	43,441,488	381,706
Utah.....	7,301,564	147,797	8,086	7,111,576	34,105
Vermont.....	1,210,686	77,576	1,391	1,102,048	29,671
Virginia.....	9,027,481	410,386	34,331	8,441,710	141,054
Washington.....	11,614,035	394,490	12,333	11,107,846	99,366
West Virginia.....	6,516,775	413,251	5,405	6,052,602	45,517
Wisconsin.....	14,600,890	735,538	3,469	13,790,869	71,014
Wyoming.....	1,313,757	61,497	769	1,246,108	5,383
District of Columbia.....	11,390,392	267,868	12,870	11,022,752	86,902
U.S. Possessions.....	31,790,661	615,349	6,364	31,140,839	28,109
Foreign Countries.....	2,432,748	29,077	59,597	2,344,074	0

<sup>1</sup> Recovery of claims and overpayments through voluntary or GAO action.

## EDUCATION AND TRAINING

Veterans having no service-incurred disability are eligible for educational benefits under U.S.C., title 38, section 12a and chapter 33. These benefits were originally specified in the Servicemen's Readjustment Act of 1944, Public Law 346, for the education and training of veterans who served in World War II and the Veterans' Readjustment Assistance Act of 1952, Public Law 550, which extended similar benefits to those who served in the Korean conflict. Under these assistance programs, each veteran has been encouraged to pursue an educational course of his choice in any approved school or job-training establishment in which he is accepted. However, World War II veterans were required to begin courses of study by July 25, 1951, or within 4 years of the veteran's first discharge from active World War II military service after July 25, 1947. Under this program, education and training was not afforded after July 25, 1956, except for those eligible for benefits beyond that time by reason of reenlistment during the period beginning October 6, 1945, and ending October 5, 1946.

In order to be eligible, veterans of the Korean conflict must have entered active service in the Armed Forces prior to February 1, 1955, and must have initiated their training by August 20, 1954, or within 3 years after discharge or release from active service whichever is the later. Education and training for these veterans will not be afforded beyond 8 years after discharge or release from active service but in no event beyond January 31, 1965, and is limited to 1.5 times the period of active service up to a maximum of 36 months of entitlement.

Differences between the two programs should be noted. Veterans returning from World War II, on the average, had been in military service for a longer period of time. Also for these beneficiaries, the Veterans Administration was required to make payment for registration fees, tuition, and charges for books and supplies. These expenses were paid directly to the training institutions with only the amounts for subsistence and dependents paid directly to the veterans.

In contrast, funds are paid directly to veterans of the Korean conflict with no adjustment for varying tuition charges, and the beneficiaries are free to arrange their training programs just as they might if they had been granted scholarships. Only a small amount is paid to the institutions for keeping office records and preparing reports. The student selects approved courses in the institution of his choice and plans his own expenditures for tuition, registration fees, books, supplies, and subsistence. Counseling is available on request, but there is no plan for counseling all participants receiving benefits under this program.

Columns 4 and 5 of table 134 show the State-by-State amounts for this program during the 1957-58 school year. Data for the 1958-59 school year are given in summary table 5.

Table 135 gives a 10-year summary of expenditures and participation for the educational and training program. This table indicates that under U.S.C., title 38, section 12a, only \$380,588 was provided during the 1958-59 school year to an average of 106 beneficiaries. In contrast, payments for 1958-59 under U.S.C., title 38, chapter 33, were made to an average of 424,889 beneficiaries and amounted to \$566 million.

**Table 135.—FEDERAL FUNDS EXPENDED BY THE VETERANS ADMINISTRATION FOR EDUCATION AND TRAINING AND THE AVERAGE NUMBER OF BENEFICIARIES: 1949-50 TO 1958-59**

School year	World War II Veterans (U.S.C., title 38, sec. 12a)		Korea Veterans (U.S.C., title 38, ch. 33)		War Orphans (U.S.C., title 38, ch. 35)	
	Amount expended	Average number of beneficiaries	Amount expended	Average number of beneficiaries	Amount expended	Average number of beneficiaries
1	2	3	4	5	6	7
<b>Total (10 years).....</b>	<b>96,841,325,247</b>	-----	<b>63,899,966,390</b>	-----	<b>615,196,016</b>	-----
1949-50.....	2,595,728,373	1,990,413	0	0	0	0
1950-51.....	1,943,340,597	1,552,040	0	0	0	0
1951-52.....	1,325,403,348	1,226,862	0	0	0	0
1952-53.....	581,661,196	613,491	86,241,379	56,216	0	0
1953-54.....	247,781,702	288,415	290,337,630	217,494	0	0
1954-55.....	101,092,491	141,472	553,421,364	418,393	0	0
1955-56.....	38,626,929	66,718	728,273,128	640,737	0	0
1956-57.....	6,907,571	3,852	766,998,207	574,496	2,351,453	1,204
1957-58.....	502,453	454	692,729,551	522,322	5,183,215	3,130
1958-59.....	380,588	106	565,964,930	424,889	7,663,348	4,485

Not included in the figures for table 135 are the amounts paid to educational institutions to defray the cost of reporting on beneficiaries enrolled and attending school. This rate of \$1 per beneficiary per month totaled \$6.7 million for 1957-58 and approximately \$5.7 million for 1958-59.

### WAR ORPHANS' EDUCATIONAL ASSISTANCE

The War Orphans' Educational Assistance Act of 1956 enacted by the Eighty-fourth Congress was known as Public Law 634 and is now authorized under U.S.C., title 38, chapter 35. This law provides educational assistance to children of deceased veterans who died because of injuries or diseases resulting from military services in the Spanish American War, World War I, World War II, or the Korean

conflict. This Federal assistance is for training in colleges or in vocational programs given by schools below the college level.

Beneficiaries must generally be between 18 and 23 years of age and can receive educational services up to 36 months. Special restorative training may be provided under this law for young men or women who are unable to pursue a program of education because of physical or mental disability. Here also, direct payment of an educational assistance allowance is made to assist the individual while attending school in meeting combined expenses for subsistence, tuition, fees, supplies, books, and equipment.

Expenditures for the War Orphans' Educational Assistance Program and the extent of participation are reported in columns 6 and 7 of table 135 for the 3 years from 1956-57 to 1958-59.

Column 6 of table 134 shows the State-by-State amounts expended for the education of war orphans for the 1957-58 school year. Data for the 1958-59 school year will be found in summary table 5. Data for these tables have been obtained from the Veterans Administration.

### COUNSELING AND VOCATIONAL GUIDANCE

Counseling services to veterans continued to be provided by the Veterans Administration with regard to (1) choice of suitable vocational and educational goals, (2) the development of appropriate occupational plans, and (3) personal adjustment problems. These services were provided for disabled veterans applying for vocational rehabilitation. The same services were made available to nondisabled veterans who requested the assistance of a counselor in connection with choosing an educational or occupational objective and in planning an educational or training program. Since the enactment of the War Orphans' Educational Assistance Act of 1956, counseling is also provided for eligible war orphans to assist them in the identification of educational goals and the development of their educational programs.

Counseling services were provided in every State, the District of Columbia, Puerto Rico, and the Philippines through the 67 Veterans Administration's regional offices. As of June 1959, there were also 24 contract guidance centers throughout the Nation assisting in the counseling of persons eligible for benefits under the Veterans Administration educational and training programs.

During the 1958-59 school year, counseling was provided for more than 21,000 disabled veterans, most of whom are under U.S.C., title 38, chapter 31, and for approximately 25,000 other veterans, practically all under U.S.C., title 38, chapter 33. In addition, 10,200 war orphans were provided counseling service under U.S.C. title 38,

chapter 35. Counseling interviews with regard to problems of personal adjustment, which became evident in the course of counseling or after the beneficiary had entered training, totaled 14,700 in 1958-59. The total number of persons provided counseling during 1958-59 was 56,300 as compared with 63,800 in 1957-58. Expenditures for counseling services related only to training and education cannot be identified separately and are not included in this report.

### EDUCATIONAL FACILITIES AND NUMBER IN TRAINING

Programs for veterans administered by the Veterans Administration and relating to vocational rehabilitation, education and training, war orphans' educational assistance, and counseling and guidance have been discussed at some length in the preceding paragraphs. In this section of the report will be found information relating to the number and kind of educational facilities and the number of beneficiaries by type or level of training.

#### EDUCATIONAL FACILITIES

Vocational rehabilitation and educational services for veterans and war orphans are administered by the Veterans Administration, but the Federal office does not actually provide any schooling or vocational training. These services are provided by approved educational institutions and on-the-job training establishments which offer suitable courses. The States have the responsibility for approving or rejecting courses given within their borders, and the U.S. Office of Education is required to assist with this approving program. According to provisions of the law, the U.S. Commissioner of Education ". . . shall publish a list of nationally recognized accrediting agencies and associations which he determined to be reliable authority as to the quality of training offered by an educational institution. . . ." This plan was approved by Congress and gives greater assurance that courses taken will meet high standards.

Extensiveness of participation in providing educational service is demonstrated by the large number of educational institutions and training establishments which have provided training services. During the 1958-59 school year, training under all laws administered by the Veterans Administration was conducted in approximately 9,400 educational institutions, including those of college level and below-college level, and in approximately 15,000 on-the-job training establishments.

Programs available to veterans have included correspondence courses, and a considerable number extended their education through this plan. Under U.S.C., title 38, chapter 31, for World War II veterans, the Veterans Administration entered into contracts with 20

correspondence schools located in 6 colleges and universities and 14 other schools offering trade, industrial, and business training. Similar arrangements were made with 55 colleges and universities and 54 trade, industrial, and business schools to provide courses of instruction to veterans of the Korean conflict. There is no provision for correspondence study for war orphans.

The Veterans Administration does not arrange contracts with the educational institutions for Korean and war orphan trainees. Educational arrangements had previously taken the form of contracts between the educational agencies and the Veterans Administration to pay tuition fees and other charges. Under the legislation providing education for veterans of the Korean conflict, the contractual plan is used only for disabled veterans.

Educational courses in which veterans and orphans may enroll and for which assistance may be provided require the approval of an approving agency designated by each State. Where the State declines to establish or designate an appropriate agency, the Veterans Administration is empowered to exercise that function. In four States the Administrator of the Veterans Administration, through a VA regional office, performs the functions of a State-approving agency wholly or in part.

Courses offered by agencies of the Federal Government, by privately-owned industrial establishments which are national in scope and by foreign institutions are approved by the Veterans Administration. As of the close of the 1958-59 school year, courses of training offered by 14 Federal agencies were approved for training as well as 18 schools for Indians operated by the Department of the Interior. Approvals have also been granted for the training programs of 80 private industrial corporations which are national in scope. This covered approximately 1,200 separate courses in apprentice or other job training in the steel, automobile, railroad, chainstore, telephone, electrical equipment, farm machinery, and photographic equipment industries.

Federal departments and agencies offering courses in apprentice and other job training which have received approval include the Air Force, Army, Navy, Treasury, Agriculture, Tennessee Valley Authority, and the National Advisory Committee for Aeronautics. The veterans enrolled in approved courses of training in the various installations are under the jurisdiction of the regional office in the area in which the training is being provided.

#### NUMBER IN TRAINING

The number of veterans and orphans enrolled and participating in the educational programs of the Veterans Administration and sum-

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marized in tables 133, 135, and 136 of this chapter are reported in greater detail in the annual reports of the Administrator of Veterans Affairs. These reports show the extent to which beneficiaries have accepted training opportunities and also indicate the types of training secured.

By June 30, 1959, a total of 614,300 World War II veterans had entered training under U.S.C., title 38, chapter 31, for vocational rehabilitation of which 1,300 still remained in training. The terminal date for this program was July 25, 1960.

Table 136.—NUMBER OF BENEFICIARIES ENROLLED IN VARIOUS EDUCATIONAL PROGRAMS AS OF NOVEMBER 30 OF EACH SCHOOL YEAR,<sup>1</sup> 1950-51 TO 1959-60

School year	Total	Percent of 1950-51	Higher education	Below college grade	On-the-farm training	On-the-job training
1	2	3	4	5	6	7
1950-51.....	1,869,927	100.0	609,249	750,607	330,311	179,670
1951-52.....	1,546,775	82.7	410,944	748,286	273,404	114,141
1952-53.....	796,209	42.6	275,652	325,703	142,050	62,804
1953-54.....	634,126	33.9	288,761	216,434	72,056	66,885
1954-55.....	735,664	39.3	374,365	249,983	48,663	62,659
1955-56.....	809,896	43.3	400,874	243,506	30,383	66,124
1956-57.....	782,434	41.8	484,140	197,919	36,570	60,805
1957-58.....	724,548	38.7	457,772	190,611	33,152	43,013
1958-59.....	607,851	32.5	391,481	170,043	24,455	21,872
1959-60.....	429,690	23.0	282,836	121,610	14,312	10,932

<sup>1</sup> A peak enrollment of 2,799,565 was reported for November 30, 1947.

Similarly, only a very few World War II veterans remain in training under the Servicemen's Readjustment Act. These are veterans who enlisted or re-enlisted in the regular Army, Navy, Marine Corps, and Coast Guard during the period from October 6, 1945, to October 5, 1946. However, since this act was passed in 1944, more than 7.8 million veterans received educational benefits. These figures indicate that more than half of the veterans of World War II availed themselves of training benefits under U.S.C., title 38, section 12a.

As the veterans' educational programs for World War II veterans approached the end, beneficiaries participating under U.S.C., title 38, chapter 31 and U.S.C., title 38, chapter 33, which extended similar benefits to the veterans for the period of the Korean conflict, increased in number. Also, educational assistance became available in the 1956-57 school year under the War Orphans' Educational Assistance Act of 1956.

Tables 133 and 135 have indicated the average number of veterans or beneficiaries in training for each academic year from 1949-50 to 1958-59. However, a somewhat broader picture of veterans partic-



ipation is evident in table 136. This table shows the enrollment trends for all beneficiaries in VA programs and depicts the participation in the different types of training from 1950-51 to 1959-60. According to the figures, the most popular kind of training was that offered in colleges and universities. Other types of training, in the order in which they were taken by veterans, were training below-college grade, on-the-farm training, and on-the-job training.

The extent to which veterans have enrolled in correspondence courses is not revealed in table 136. According to the Veterans Administration, 22 percent of the veterans who have trained under U.S.C., title 38, section 12a, and 9 percent who have trained under U.S.C., title 38, chapter 33, in schools below-college grade were enrolled in correspondence courses.

### FEDERAL SUPPORT OF EDUCATION: FIELDS, LEVELS, RECIPIENTS, 1959-60

Recent emphasis on improving educational services throughout the Nation has directed attention to particular areas of learning. Concern for the manpower requirements of the Nation has created extensive interest in the various scientific fields and the extent to which the Federal Government is supporting instruction in the sciences including agricultural, biological, clinical, physical, and social; and in other fields of study such as education, engineering, business administration, the arts, foreign languages, law, philosophy, and numerous vocational subjects.

Some of the programs described in this bulletin cannot be classified as to field of study—no specific field is emphasized or all the fields may be served. The School Lunch Program might illustrate the former while School Support in Federally Affected Areas would illustrate the latter where the full range of subjects is supported. The Office of Education is looking forward to the preparation of a further analysis of programs reported in this bulletin with the hope that summaries by fields of study, academic level of participants, and number and kind of recipients may be reported.

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