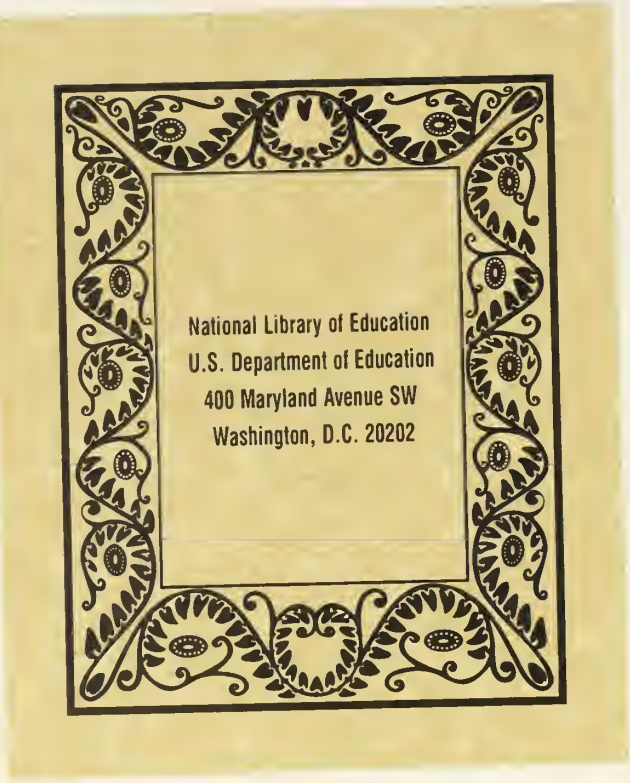
Annual Report of the Commissioner of Education Fiscal Year 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education



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Annual Report of the Commissioner of Education Fiscal Year 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*
Virginia Y. Trotter, *Assistant Secretary for Education*
Office of Education
T.H. Bell, *Commissioner*

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FOREWORD

This 1975 Annual Report of the Commissioner of Education has been prepared in accordance with Section 412(b) of the General Education Provisions Act (GEPA), Public Law 91-230. Chapter I is the mandated assessment of the condition of education in the Nation. Other chapters respond to further requirements of Section 412(b), for a report on developments in the administration, utilization, and impact of applicable programs, a report on results of investigations and activities by the Office of Education, and a statement of such facts and recommendations as will serve the purpose for which the Office of Education is established.

That purpose, as set forth in section 516 of the Revised Statutes (20 U.S.C. 1) is:

> ...to collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

Chapter VII meets the requirements of Section 412(c) of the GEPA for a report on the activities of advisory councils.

Descriptions of programs administered by the Office of Education (chapters III, IV, and V) cover fiscal year 1974, but if a "school year" is discussed it is 1974-75 unless otherwise specified. For the "nonprogram activities" described in chapter VI, the period covered is the year following issuance, on March 31, 1974, of the last Annual Report, that is, from April 1, 1974, through March 31, 1975. The information concerning advisory councils and committees in chapter VII covers calendar year 1974.

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I. THE CONDITION OF EDUCATION IN THE NATION

The United States will celebrate its Bicentennial next year. Education leaders, as well as leaders in other segments of American national life, are making it an opportunity to take stock of the Nation's schools, to set out their accomplishments, and to identify tasks that still need to be done.

Statistics reflect the essential success of the American system of education. Americans stand at their highest level of education attainment. Men and women age 25 and older now have an average schooling of 12.3 years. Illiteracy has been reduced to about 1 percent. Three of every five persons over 25 have at least a secondary school education, and one in seven has completed at least 4 years of higher education.

Nearly 59 million persons -- approaching a third of a total population of 212 million -- are enrolled in public and private institutions of education, from kindergarten through graduate school, the broadest participation in U. S. history. Teachers, school administrators, and nonteaching personnel come to 6 million persons, approximately 7.8 percent of the civilian labor force. In the 1974-75 academic year the Nation's schools and colleges are spending about $110 billion, 7.6 percent of the gross national product.

Promising as these levels of activity are as benchmarks, however, the United States is some distance from its goal of universal education. Such minority populations as American Indians and blacks and economically disadvantaged and handicapped persons have not yet achieved the participation rate of the majority. The public's confidence in its school structure is by no means complete.

A principal target of criticism is the slowness with which the school system, like other institutions, adapts to changing needs. Feeling runs especially high in the broad area of equality of opportunity for education. Only lately have public school educators -- and in some cases only with prompting from the Supreme Court -- assumed responsibility for assuring that a child whose home language is other than English is given the bilingual education he needs to learn alongside his English-speaking schoolmates. Similarly, legislation followed by litigation throughout the country has given the impetus for public schools to provide appropriate education for handicapped children.

One cause of this slowness, paradoxically, lies in a basic strength of the American education system--local control. Responsibility for education is decentralized in America. Authority rests in the States, which delegate it to local communities. Thus, in the 50 States more than 16,000 public school districts offer free education in nearly 89,000 elementary and secondary schools. Currently 45 million children attend these public schools, accounting for about 90 percent of elementary and secondary enrollments. (The other 10 percent attend the country's 3,200 independent or 18,600 church-related private schools, which operate under State charter.)

Curriculum and other school matters differ considerably from jurisdiction to jurisdiction. A community's ability to finance the enterprise, rather than major philosophic differences, determines what its schools offer. In the present period of tight money, debates over what the schools are doing tend to center on priorities, on what to do first.

In general, the top problems in education in 1974-75 continue to be the same as they have been for several years -- inequities in public school finance, the financial stress of nonpublic schools, segregation in urban schools, an emerging teacher surplus, and inadequate school policy development.

But the problems today, exacerbated by uncertainties about the domestic and world economies, are perhaps more severe than ever before in recent years. More important, public confidence in the traditional structure of education is noticeably weaker. New demands are being made for alternative forms of schooling and for schooling toward increasingly diverse ends -- this at a time when teacher organizations, threatened by declining school enrollments and a teacher surplus, are solidifying in support of the traditional structure.

The education community is paying increased attention to questions about the basic purpose of schools, whom they should serve, how they should serve them, and who should decide education policy. A new pragmatism seems to have replaced some of the liberal approaches common to the past few years.

PROGRESS REPORT

School Finance: Since the early 1970's, equalization of school financing has been propounded as a means of ensuring equality of opportunity for education. The rationale is that local communities

vary so much in their revenue raising capacity (largely based on local property taxes) that they are not able to provide equally for the education of their children and that therefore each State ought to distribute funds for school support on an equitable basis. Although some students of education question whether equal funding would in fact equalize opportunity, several States are developing equalization plans or have already done so. State activity is expected to increase further if funds authorized by the Education Amendments of 1974 to reimburse States for the cost of developing and implementing such plans become available.

Economic Stress: Current economic pressures pose no major threat to the actual life of the public education system. They contribute, rather, to a clearer definition of priorities.

On the other hand, independent schools at all levels have felt the slump keenly.

The Roman Catholic elementary and secondary schools, which account for more than 80 percent of nonpublic school enrollments and take care of a considerable proportion of inner-city populations, have been especially hard hit.

About 80 of the weaker, smaller nonpublic colleges (out of a total of 2,700 institutions of higher education) have closed in the past 4 years. Others have merged to deal more effectively with rising costs. Institutions just starting out are finding it more difficult than in the past. Some get started on a 2-year basis, hoping to expand later to 4-year status.

Private college tuition charges have been sharply increased in the past 2 years in an effort to cover costs. Some colleges have risked pricing themselves out of the market because of the burden this placed on the middle-income population from which they drew their students. Other major sources of private college support are also under pressure. The value of endowment funds has declined with the stock market. Contributions from alumni have failed to keep step with growing budgets. Large foundations have trimmed grant allocations because of changes in their tax status and the lowered value of their investments.

Because most postsecondary institutions have in the past been able to rely on financial support from other sources, the Federal Government has traditionally contributed only about one-eighth of their financial support.

The Federal role, in large part, has been (1) to give direct and indirect encouragement to the training of persons with specific skills believed to be in short supply nationally, (2) to attempt to equalize education assets across State lines, and (3) to provide support that will assist private institutions serving important education objectives.

However, the Federal Government has become increasingly concerned with the financial distress of many colleges and universities, particularly the small private institutions. Upcoming congressional hearings to evaluate postsecondary education programs that expire this year should provide a forum for discussing this issue and examining the approaches the Federal Government might take in providing the most effective financial assistance to postsecondary education.

Desegregation: In the past 2 years prospects for increasing school desegregation have been clouded by several court decisions and continuing congressional discussion directed at limiting the use of busing for desegregation purposes.

Twenty years after the Supreme Court's landmark Brown v. Board of Education decision ordering school desegregation most large U.S. school systems, particularly in northern urban areas, remain essentially segregated by race as a result of neighborhood school attendance zones and lack of alternative housing patterns and policies. The Supreme Court has agreed, however, to hear a case in its fall 1975 term related to charges of segregated housing policies in Chicago and its suburbs.

One source of the problem is that the school population in several major cities now consists of a nonwhite majority. Segregation in these cities is thus increased, and a hurdle is created that is too great to be overcome in a number of city school systems. The population in the suburbs surrounding these cities is typically white middle class with an increasing flow of minority middle-class families as well. The movement to the suburbs has come about over the years at least in part as a result of negative perceptions about the quality of many urban schools.

In response to this problem, advocates of integration in several cities have focused their efforts on bringing suburban and inner-city schools into metropolitan systems or increasing opportunities for urban-suburban pupil exchanges or groupings in school facilities now underutilized because of the decrease in pupil population. Few proposals for social reform have met with such controversy. "Busing" has become one of the most emotion-laden social, political, and education issues in the United States today.

Integrationists were encouraged by a June 1974 Supreme Court decision in a Denver case, Keyes v. School District No. 1, that where a substantial portion of a school district is de jure segregated it is incumbent upon the school district to provide a remedy for the entire district, including the de facto segregated portions. For the first time since the beginning of legal success against de jure school desegregation 20 years ago, de facto segregation resulting from racial residential patterns was declared illegal when coupled with substantial de jure segregation in the same district.

More crucial, however, and a major disappointment to integrationists, was the Supreme Court's decision a month later in Milliken v. Bradley, a case affecting a proposed metropolitan desegregation plan ordered by a lower court for Detroit and its suburbs.

In this case the Supreme Court majority concluded that the lower court's order "was unsupported by record evidence that acts of the outlying districts affected the discrimination found to exist in the schools of Detroit." However, one of the justices in this 5-4 decision stated, in effect, that future cases of this kind might well bring a different ruling should it be determined that State or suburban school district acts of the de jure type be detected and proved.

In general, public opinion was strongly behind the Supreme Court's Detroit decision. Soon afterward one of the major congressional debates on the proposed 1974 Education Amendments concerned an antibusing resolution, a modified form of which was finally passed and signed into law. This modified form guaranteed that an individual's rights under the 5th and 14th amendments to the U.S. Constitution would not be abrogated.

When school opened in fall 1974, tension and violence accompanied a court-ordered desegregation plan in Boston, Massachusetts, where de jure discrimination had been found to exist. Feelings over this issue ran high in several other metropolitan areas as well.

The tumultuous result of some attempts at desegregation in recent years suggests that the creation of integrated schools may not be possible everywhere, given the demographic and housing patterns that exist in a number of cities and towns. These patterns have led to a concern that, without more vigorous action by school boards, State departments of education, and the courts, truly integrated schools may yet be a way off. A number of minority education and community leaders are now concentrating their attention and energy on improving predominantly minority schools.

Teachers: The oversupply of teachers in relation to demand has led to a lower percentage of teachers with minimum levels of preparation, a lower rate of teacher separation, and less teacher

mobility. For an indefinite period there probably will be more stability in the teacher population. Emphasis in teacher education will have to shift from preservice training to inservice training and retraining. Ironically, along with the overall surplus, there is an actual shortage of teachers prepared to deal with the new demands in such fields as bilingual instruction and the education of handicapped students.

As the teacher population stabilizes, the issues of tenure and certification come more prominently into play. At the elementary and secondary level, demands increase for teacher accountability. The form of accountability advocated most strongly in the recent past is evaluation of teacher ability to complete specific teaching tasks. Although performance based teacher education remains a somewhat ambiguous concept, more than 30 States have taken steps toward adopting it. In these States performance based criteria, requiring more individualized training programs than in the past, are beginning to replace certification based on completion of specific education courses. (Chapter IV of this report contains a fuller discussion of the current role and training of U. S. teachers.)

At the college level the contraction of teaching opportunities, together with tenure practices, has contributed to the so-called Ph. D. glut. A new Ph. D. today usually must either seek a non-academic post or compete for a position in a community college or secondary school instead of readily finding a 4-year college or a university position as was possible in the 1950's and 1960's.

A teaching job typically represents a guarantee of security and at least a small degree of affluence. Top salaries in many urban school districts have nearly doubled in the past decade, largely as a result of strong collective bargaining by teacher organizations when teacher demand outran supply. Teacher strikes have become a formidable weapon and a common occurrence.

The two major national teacher organizations--the National Education Association and the American Federation of Teachers--continue to vie on the local level, but nationally they seem to be moving toward each other. A merger seems likely within a few years. If this happens, the combined membership of about 3 million teachers will attain unprecedented power in the public education system.

Even as matters now stand, public school teachers have a large say both in salary related issues and in such matters as class size, school organization, and curriculum. Organization of teachers has been slower at the postsecondary level, but collective bargaining is increasingly common at public institutions, particularly 2-year colleges.

Policy Development: A clear dichotomy in general attitudes toward the schools has been apparent since about 1970.

On the one hand, policy makers and inner-city educators are concerned primarily about the capacity of the schools to provide equal opportunity to the Nation's poor and culturally different students. As remedies they typically stress compensatory education programs, school finance equalization, and school district realignment for racial balance.

On the other hand, pressures by vocal, active middle-class groups and educators have led to experiments of a more radical nature--an actual restructuring of the education system. Advocates of this counter-approach argue that the traditional school structure is inconsistent with emerging social and cultural patterns. They hold that schools should prepare students for a new era of unprecedented prosperity and diversity in lifestyles. Unlimited energy resources and an expanding economy are tacitly assumed.

Among the school reforms that have been tried out are the open classroom in elementary school and the school without walls at the secondary level. A resurgence of emphasis on basic literacy and computational skills has led to a reversal for advocates of the open classroom elementary system.*

The outcome of efforts toward structural reform will certainly be influenced by the improvements now getting under way in school program evaluation. The condition of the economy will be another factor. At any rate, proponents are considerably less clamorous than they were even 2 years ago.

Discussions of education policy now are characterized by a new mood of conservatism and pragmatism. The affluent middle class and the upwardly mobile poor seem closer to each other in what they expect from the education system than they have been for a decade. Blue-collar workers and many ethnic groups share in the conservative and pragmatic mood but rebel, sometimes violently, at what they perceive to be a disregard for traditional behavior and social norms in the classroom.

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* In a somewhat parallel evolvement at the other end of the education ladder, "pass-fail" grading in colleges has all but disappeared. Students faced with increasingly stiff competition for entrance to professional school are coming to prefer the traditional clear-cut letter or number grade.

TRENDS IN AMERICAN EDUCATION

For generations Americans regarded their school system as the great melting pot and equalizer of society. In a social system characterized by cultural pluralism, the schools were expected to play a major role in imparting national culture and traditions. Since the 1960's, however, schools have also been called upon to make good on equality of opportunity in education for all.

This latter development, enhanced by massive support throughout the country for local autonomy, individualism, and self-determination, is molding new trends in the education system. The demands of special interest groups are resulting in increased diversity in education services.

Six special interest areas have recently risen to considerable prominence. These are optional education, special education, bilingual education, children's and women's rights, career education, and the broadening of opportunities for postsecondary education.

Optional education programs: The demands of special interest groups have been responsible for development of optional programs that allow parents and students to choose from a variety of curriculum offerings and learning environments. For example, many elementary schools provide both an open classroom setting and a more structured setting emphasizing basic skills. This structural modification has had the side benefit of reducing, to some extent, the stridency of debate about the superiority of various approaches.

An optional program may take any of a number of forms. Some encompass an entire school system. New Jersey, in cooperation with New York, Pennsylvania, Delaware, Connecticut, Puerto Rico, and the Virgin Islands, has been studying "alternative" schools as a regional, interstate project for the past 2 years with Federal funding. Minischools and other alternative approaches within larger schools are the most common at the present time, however. They have proliferated significantly at the secondary level during the past 2 years. Generally they focus on such specific curriculum areas as bicultural education, career education, or the arts.

So far, optional education programs have been established mainly within public institutions. Proposals for vouchers, to be issued by school authorities to permit students the option of obtaining an education in a nonpublic institution as well as a public, have raised complicated legal issues. Teacher organizations have strongly opposed vouchers.

Coincident with the drive toward diversity within the public school system has been a decline in the strength of nonpublic schools. As mentioned earlier, these schools, and especially parochial schools, are under heavy financial strain. Unless constitutional obstacles can be overcome to provide aid for private schools, they will continue to decline. At the same time, and partly as a result, demand for more moral and ethical content in the public school curriculum is emerging in various forms.

Special Education: Largely because of new legislation and court decisions, the education of exceptional children has increasingly become a priority throughout the country. Within the past decade, funds for special education have tripled, and the rate of increase is accelerating. During the past 2 years, seven States have joined the number of those that have legislated education programs for exceptional children -- making 48 in all. One significant result is that many retarded and emotionally disturbed children whose education only a few years ago would have been limited to custodial care are now receiving services designed to enhance self-help skills, communication, socialization, and -- whenever possible -- academic and vocational skills.

A 1972 citizens' suit in behalf of mentally retarded children in the State of Pennsylvania spurred major policy shifts throughout the United States in the area of special education. Pennsylvania Association of Retarded Children v. Commonwealth of Pennsylvania was the cutting edge of a movement seeking to guarantee public education for all children regardless of their physical or mental limitations.

A 1973 court ruling in Louisiana, Lebanks v. Spears, specified that "all evaluations and educational plans, hearings, and determinations of appropriate programs of education and training . . . shall be made in the context of a presumption that, among alternative programs and plans, placement in a regular public school class with the appropriate support services is preferable to placement in special public school classes."

Subsequent court decisions have further challenged conventional notions of testing and labeling children for placement in special education.

Out of this judicial thrust has come a major new direction for special education, an important feature of which is "mainstreaming," placing children with learning disabilities in a normal learning environment whenever possible. To some extent mainstreaming is part of a more general reaction against the practice of tracking or ability grouping on the basis of such indexes as intelligence

or reading test scores. In this respect, recent research has shown that, although an estimated 1 out of every 10 children in school has some kind of learning problem or other impairment for which he may be considered "exceptional," a disproportionately large number of children of minority populations is found in the lower, separated strata of special education.

A major innovation, derived at least in part from new legal requirements, is the age range over which special education services are provided. Many States now mandate education extending to both younger and older ages than programs for normal children. At present the greatest range is in Michigan, where public special education is available for the handicapped from birth to 25 years of age. Though precise data are not available, it is obvious that formal education for very young children, even infants in the first year of life, has increased dramatically in the past 2 years.

Increased opportunities in higher education, vocational education, and continuing adult education have been especially significant for the deaf and orthopedically handicapped.

Also of help to the handicapped are new educational equipment and materials. Items of equipment that hold particular promise include sensory aids for the blind and deaf and telecommunications systems to deliver special education programs to all handicapped groups.

Better designed and better validated curriculum materials for teaching self-help skills, social skills, reading, mathematics, science, and physical education specifically to the mentally retarded have become widely available during the past year. Other promising materials have been developed for blind, deaf, orthopedically handicapped, and multiple handicapped persons.

Perhaps the most important innovation in this area has been the development of a nationwide system for distributing information about the availability, characteristics, and effectiveness of instructional materials.

A national special education information service maintains a computerized national directory of special education programs and facilities. Twelve referral centers help parents obtain the most appropriate services for their handicapped children.

Bilingual education: An estimated 5 million children in the United States need or could profit from the use of a language other than English in the classroom. Some 1.8 to 2.5 million lack basic skills in English, and 2.5 to 3.5 million speak some English but use another language at home.

Education services to this clientele have sharply increased during the past year, largely as a result of a court decision.

Early in 1974 the U. S. Supreme Court held in the Lau v. Nichols case that the failure of the school district of San Francisco to provide special language instruction to some 1,800 limited-English-speaking Chinese students violated the 1964 Civil Rights Act by denying these students the right to a meaningful education. Congress quickly doubled the Federal appropriation for bilingual education, accelerating what had already become a promising initiative.

New approaches to bilingual education, including attention to the history and culture of children's forebears, multicultural classes, and bilingual textbooks, are being put into practice throughout the country. Numerous ethnic subgroups--Spanish surnamed, American Indians, and Eskimos among them--have begun to find new responsiveness to their individual needs.

During the 1974-75 school year, Federal aid is helping to support nearly 400 classroom demonstration projects in bilingual education directly serving a quarter of a million children. Forty-two languages and dialects are represented--8 Indo-European (principally Spanish, Portuguese, French, Greek, and Russian), 11 Asian, and 23 American Indian. Several national projects are spurring the development and testing of teaching materials and assessment instruments for pupil placement and teacher training.

One of the newer television programs in the bilingual field is "Villa Alegre," a Spanish and English series aimed at 4- to 8-year-olds. It made its debut over some 200 stations in the fall of 1974. "Carrascolendas," another popular Spanish-English program for young children, expanded its offerings. An adult program being produced under the auspices of the national Right To Read project and directed toward illiterate Spanish-speaking Americans is scheduled to go on the air in 1975.

Related to bilingual education are ethnic studies, stimulated in part by the Ethnic Heritage Studies program of the Office of Education. The basic purpose of this program is to afford students an opportunity to learn more about their own heritage and to study the contributions of other ethnic groups to the Nation.

Approximately 50 Federal project grants in 1974 and a similar number in 1975 were made for programs involving elementary and secondary schools, colleges and universities, and local, State, and national nonprofit organizations. Among the populations

served are French-Canadians in Maine, blacks in the State of Washington, Plateau Indians in Washington, Puerto Ricans in Connecticut, and Spanish-speaking young people from the Caribbean in New York.

Ethnic heritage is one of the major themes of the American Bicentennial celebration.

Children's and Women's Rights: Further encouraging evidence of a general trend toward recognition of special interests has emerged in the realm of children's rights. Several court decisions have curbed the authority of public schools to discipline students, for example. Concern over the issue has intensified at a time when student behavior has emerged as a high priority problem in public opinion polls.

Passage of Federal legislation regarding access to student records also reflects a concern for children's rights. In response to charges that school records often contain inaccurate or at least disputable information that might negatively affect students' employment opportunities, Congress wrote a clause into the Education Amendments of 1974 barring Federal funding to any school that prevents parents from inspecting their children's school records, or permits disclosure of personally identifiable information without parental consent.

(At the college level similar rights were given to the students themselves.)

Women's rights, too, have emerged as a factor of greater influence in education.

The Education Amendments of 1972 denied Federal funds to institutions (with certain exceptions) that discriminate on the basis of sex in such areas as admissions, employment, and treatment of students.

The Women's Educational Equity Act, authorized under the Education Amendments of 1974, adds a positive element to the Federal effort for women's rights by authorizing: (1) development, evaluation, and dissemination of educational materials related to equity in education, (2) preservice and inservice training for education personnel, with special emphasis on equity, (3) research, development, and educational activities designed to advance equity, (4) guidance and counseling activities, including the development of nondiscriminatory tests, (5) educational activities to increase opportunities for adult women, and (6) expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and education administration.

Funding is expected in fiscal year 1976.

Career Education: Development of career education continues. There appears to be widespread support of the concept and of programs that have been introduced at all levels of the elementary and secondary curriculum in thousands of school systems. Good beginnings have been made in postsecondary education also.

In addition to allocating funds to develop model career education programs in elementary and secondary school settings, the Federal Government has increased demonstration of career education in the postsecondary years and for special segments of the population. State funding of career education is increasing.

As a result of President Ford's initiative, all Federal agencies, but especially the Office of Education and the Department of Labor, are seeking to improve the linkage between the education system and the world of work.

Unlike traditional vocational training, which occurs mainly at the secondary level, career education has been conceived as beginning in the early grades, where it generally takes the form of career awareness programs. On the secondary level, observation of actual work places, work experience, and apprenticeships have been advocated, along with occupational guidance programs. This reflects an awareness that most classroom experiences bear little relation to the skills needed on a job and that the disparities between the two should be lessened.

Higher Education: Higher education is becoming increasingly accessible to all segments of the population. College enrollment of nonwhites now makes up 10 percent of all students. Enrollments of blacks have increased by more than 200 percent in the past 8 years. Enrollments of women have grown from 39 to 45 percent of total enrollments in about 10 years. In the same time, reflecting a change in public attitudes, most single-sex institutions have gone coeducational.

Two trends have appeared that are likely to continue at least through the end of the decade.

First, increasing numbers of students put priority on learning skills they need for employment rather than on a general education. This, along with the search for an affordable education, has spurred the growth of the public 2-year community college during the first 4 years of the 1970's. In 1973 alone, enrollments in 2-year colleges increased by nearly 12 percent compared to 1.8 percent in 4-year institutions, and preliminary estimates for 1974 indicate an increase of 9.1 percent against 3.2 percent. Two-year institutions currently enroll approximately a third of all postsecondary students.

Second, more and more people beyond the usual college age of the late teens and early twenties are enrolling in postsecondary education. The idea of lifelong education has spread widely. Colleges and universities are beginning to offer greater flexibility in program offerings as well as in the ways their programs may be pursued. A growing number of off-campus programs are now available to students of all ages at home and at work. Examples include honors courses, tutorial work, intensified use of seminars, independent study programs, special programs for disadvantaged students, cooperative arrangements with libraries, and experimentation with education technologies.

EDUCATION RESEARCH AND EVALUATION

The past year has presented as many problems for education research and evaluation as it has for many other sectors of education. Not only have economic constraints led to cuts in research budgets, but there has been a growing questioning of the usefulness of the standardized normative tests that are so widely applied in U.S. schools.

Standardized tests have been attacked as racially and culturally biased, as being unable to measure the numerous factors that ought to be considered in a truly valid measure of achievement, and as able to test little other than a student's cognitive skills, his reading ability, and/or his skill in taking standardized tests. Numerous forms of standardized achievement tests are still used throughout American schools, but less importance is given to IQ (Intelligence Quotient) testing.

Education researchers themselves have contributed to the waning fortunes of their specialty by publishing studies that call into question traditional ideas about the basic purposes of schools.

Three projects conducted at Harvard University* found little correlation, for example, between schooling and economic achievement. They tended to support, instead, the growing contention that a child's family background and social environment are the crucial factors.

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* James S. Coleman, Equality of Educational Opportunity; Christopher Jencks et al., Inequality: A Reassessment of the Effects of the Family and Schooling in America; and Frederick Mosteller and Daniel P. Moynihan, editors, On Equality of Educational Opportunity: Papers Deriving from the Harvard University Faculty Seminar on the Coleman Report.

The Harvard studies have contributed to a growing attitude of uncertainty about the basic purposes of our schools and--by implication--a growing skepticism about the returns to be derived from money spent on education and on education research.

In spite of all difficulties, however, positive signs are appearing in several areas of education research.

Partly as a result of growing concern about the effectiveness of conventional IQ-oriented testing instruments, researchers have mounted a concerted effort to develop new forms of measurement and evaluation. Although still in the developmental stages, such approaches as "criterion-referenced" testing, in which achievement is measured by ability to perform a specific task, and the use of classroom observation instruments that evaluate a teacher's ability to use a specific teaching methodology have inspired cautious optimism.

Enhanced to some degree by the need for economy in the face of reduced budgets, there are increased demands for accountability in education -- for a demonstration of results achieved by expenditures ("input-output" studies). This emphasis on accountability, along with a growing public impatience with what many judge to be poor performance by the existing school system, has already led to heightened stress on evaluating both education research projects and education programs. It has contributed also to the present focus on competency based teacher education.

Pressure from racial and cultural subgroups, combined with such issues as children's rights and equal access to school resources, has contributed to a growing attention to the student's individual needs and a consideration of the differences that cultural background makes in the student's rate of development. Recognition of these factors has led to a growing diversification in teaching methods and approaches aimed at individualizing instruction.

The persistent problems of the young in finding suitable employment, and doubts about the economic utility of traditional education, have led to a questioning of the adequacy of the higher education system and stimulated the search for alternative solutions. Hence the continued commitment to research on career education.

On balance, there is considerable interest in the broad field of education research. The prospects for evaluation in education--and research concerning it--can be viewed as generally encouraging. The

desire for improvement in the education system in a time of social change is serious and widespread. There is no substitute for professionally sound investigation in theory and practice.

The Congress, in the Education Amendments of 1974, expressed concern that the results of research be put into practice, that new ideas and developments be implemented. This has added considerable impetus to the development and improvement of program evaluation.

THE FEDERAL ROLE

Although the Federal Government pays less than 10 percent of America's education costs, its role in education is highly important--particularly now, when the legislative and executive branches of the Government must follow through on the changes called for by recent court decisions. The dollars that the Federal Government puts into the schools often make the difference between services being made available and needs being ignored.

More than 20 Federal agencies have a hand in education. The Office of Education (OE) is responsible for some 120 programs and dispenses direct appropriations of around $6 billion a year.

The list of programs supported by Federal funds reflects top national priorities and needs in education. At the present time, major efforts focus on these objectives:

1. To equalize the opportunity for education for groups and individuals who are at a disadvantage for economic, racial, geographic, or physical or mental handicapping reasons.

2. To improve the quality and relevance of American education, primarily through research, development, experimentation, demonstration, dissemination, and training.

3. To provide limited general support to such selected entities, functions, and activities as State and local education agencies, developing postsecondary institutions, and adult and vocational education.

Among equal-opportunity programs, the first of these priorities, compensatory education (title I of the Elementary and Secondary Act) draws the heaviest proportion of Federal funds. In the 1974 fiscal

year about $1.7 billion--approximately a fourth of all the funds administered by the Office of Education--went to elementary and secondary schools in low-income areas for special services to educationally disadvantaged children.

Office of Education programs aimed at equalizing opportunities for education are not confined to assisting schools in low-income areas. Among other groups, migrant children benefited from nearly $80 million in OE funds in FY '74. Special programs for the handicapped received more than $172 million, bilingual education programs some $70 million, and Indian education $42 million.

The OE invested $12 million in the Right To Read program and more than $63 million in adult education. Nearly $1.5 billion went into aid to postsecondary students.

In pursuit of the second overall OE priority, to improve the quality and relevance of American education, emphasis on innovation has been redirected toward dissemination and replication of exemplary projects. Three strategies are featured:

Encouragement of the Identification, Validation, Dissemination project, under which States have so far identified nearly 200 exemplary projects in elementary and secondary school classrooms as worthy of replication.

The implementation of a National Diffusion Network. About 85 school districts are now demonstrating successful programs in interdisciplinary programs and in programs in reading/language, learning environment, special education, occupational education, physical education, and school administration.

The packaging of projects for installation and replication in other school districts. Several projects in reading and mathematics have been identified and packaged for use nationally.

A leading emphasis under OE's third priority is leadership development. State education agencies have benefited substantially from higher education planning grants, for example. Now the stress is on developing the capabilities of State education agencies to evaluate their public elementary and secondary school programs. A new grants program to help States work on school finance equalization plans was authorized in the 1974 Education Amendments.

TOWARD THE FUTURE

Several major variables will affect the trends described in this report as time goes by. Critical among them are:

Federal education policy. There has never been a single coherent Federal education policy. Rather, there have been numerous policies, directed toward specific national objectives and most often influencing fields in which Federal money has been invested.

The economy. Continuing inflation and recession would most likely fuel the debate about the basic purpose of schooling in America, and those who favor the traditional structure would most likely gain. Nevertheless, now firmly rooted in the public consciousness, particularly among the young, is a vision of education as embracing many choices.

The nature of society. The idea of a society devoted primarily to leisure, with consequent changes in the education system, has failed to materialize and seems unlikely to materialize in the near future. Increasingly, however, Americans are willing to regard schooling as a service to be used when needed or desired, rather than a set of prescribed courses for a certain period of time. There is evidence that the society is moving toward a pattern which experiments with alternative lifestyles and modes of work. In such a society the schools will have to meet dramatically new kinds of needs.

Ethnicity and social class. Considering developments of recent years, Americans may never again regard their schools as the great melting pot of their society. If the trend toward pluralism continues, the concept of equal opportunity in education will have to undergo further redefinition. In the recent past the definition has deemphasized uniformity in classroom services and stressed standard performance in such areas as reading and mathematics. In the future, equal opportunity may come to mean the development of diverse individual capabilities to the fullest extent possible.

II. TO IMPROVE INDIVIDUAL LIVES

While education in America is primarily a State and local responsibility, significant support derives also from Federal sources. The U. S. Government currently provides more than one-tenth of the amount spent on education throughout the Nation. During fiscal year 1974, the $97.8 billion spent on education derived as follows: Federal, 11.0 percent, or $10.8 billion; State, 33.1 percent, or $32.4 billion; local, 30.6 percent, or $29.9 billion; all other, 25.3 percent, or $24.7 billion. General revenue sharing and tax credit benefits provided additional Federal funds for educational support.

Federal assistance is typically categorical, dealing with specific problems deemed by the Congress and the various administrations to be nationally critical. More than 20 Federal agencies have a hand in administering such programs. The Office of Education is responsible for some 120 programs of Federal aid. It dispensed direct appropriations of more than $6 billion in FY '74.

The workload of OE has been extremely heavy this year as a result of Public Law 93-380, the Education Amendments of 1974, which President Ford signed into law on August 21, 1974. These amendments constitute not only an extremely complex piece of legislation but also a new statement of national policies and purpose that we should look upon with optimism and hope. They overhaul our elementary and secondary education legislation and affect some of our postsecondary programs as well--considerably increasing OE's paper work and manpower needs among other things.

OE has made no internal changes because of the amendments, other than those they required. However, it has made adjustments in program administration and in internal management to better carry out both its service and its leadership requirements. Specific changes are detailed in chapter VI, "OE Management and Non-Program Activities."

Internally OE has stressed quick response to new legislation. It has sought to simplify regulations and administrative directives. It has set out to cut red tape.

OE has continued the efforts of recent years to clarify approaches so that the programs it administers or engenders will more surely help to improve individual lives--the whole purpose of education. To this end, it now focuses sharply on the three basic objectives set forth on page 16.

OE is also taking a hard look at the programs it administers to determine their place, if any, within the framework of consolidated, continued Federal responsibility in the area. The Federal Government should address needs and problems national in scope, responsibility, and consequence. It should advance the quality and relevance of American education. It should, in the terms of the original 1867 act establishing the Office of Education, assess the "condition and progress" of education in this country with an eye to bringing into being a coordinated, planned approach to solving national educational problems.

III. TO EQUALIZE OPPORTUNITY FOR EDUCATION

During the past decade we have increasingly recognized that local public schools are unable adequately to educate a significant portion of the population--the economically disadvantaged, the handicapped, children of limited English-speaking ability, and others. The result is that these children do not have an equal opportunity for education in any real sense. Serious society-wide consequences flow from their lack of education--lower productivity, higher unemployment, welfare dependency, and a lowered ability of these individuals to carry out their responsibilities as citizens.

To help achieve equity, several significant pieces of legislation have been enacted for the benefit of special segments of the disadvantaged population. Among the first of these were the Manpower Development and Training Act of 1962, the Civil Rights Act of 1964, the Economic Opportunity Act of 1964, and the Elementary and Secondary and Higher Education Acts of 1965. That there has been appreciable success is shown in the chart on the next page. The educational attainment of the non-white population has improved substantially.

The 93d Congress, in enacting the Education Amendments of 1974, underlined its continuing interest in compensatory efforts as part of a national policy: "Recognizing that the Nation's economic, political, and social security require a well-educated citizenry, the Congress (1) reaffirms, as a matter of high priority, the Nation's goal of equal educational opportunity, and (2) declares it to be the policy of the United States of America that every citizen is entitled to an education to meet his or her full potential without financial barriers."

At the U. S. Office of Education, discretionary grant programs and planning efforts reflect attention to this policy. Top priority is given--both in resources and in creative energies--to compensatory programs for the economically/culturally/educationally disadvantaged, low performing, poverty bound group which comprises about 20 percent of our population.

DESEGREGATION ASSISTANCE

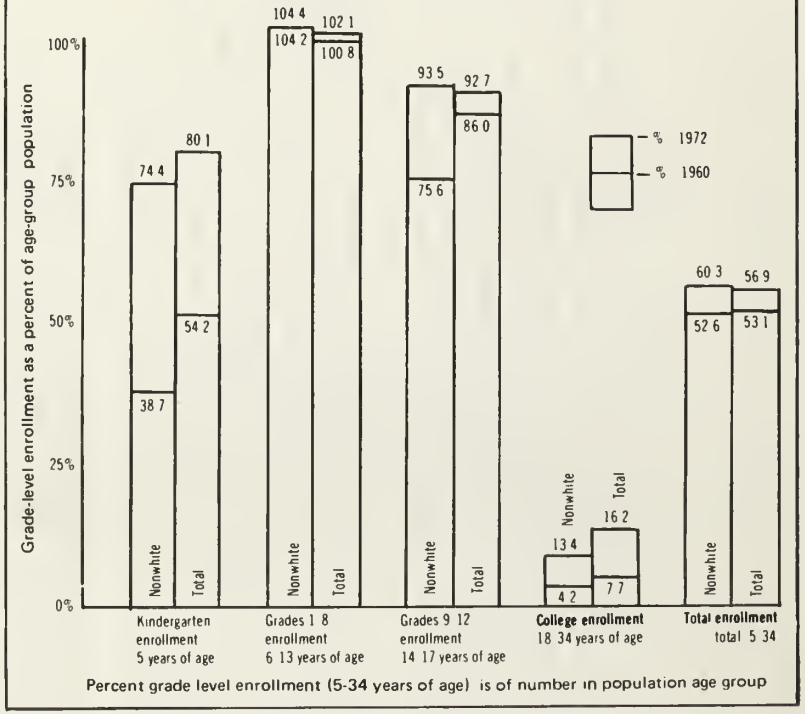
Federal financial assistance has been directed since 1965 to desegregation of elementary and secondary schools. Programs were authorized under title IV of the Civil Rights Act of 1964 and were

CHART 1
A Trend Toward Equalization of Educational Opportunity

Population by age and comparable grade-level enrollment for persons 5-34 years of age, inclusive: 1960 and fall 1972

Population by age	Enrollment grade level	Total: Population (thousands)	Total: Enrollment (thousands)	Total: Percent enrollment of population	Nonwhite: Population (thousands)	Nonwhite: Enrollment (thousands)	Nonwhite: Percent enrollment of population
1960							
Totals		81,924	43,538	53.1%	10,083	5,299	52.6%
5	Kindergarten	3,933	2,133	54.2	550	213	38.7
6-13	1-8	28,625	28,840	100.8	3,724	3,880	104.2
14-17	9-12	11,204	9,640	86.0	1,351	1,021	75.6
18-34	College	38,162	2,925	7.7	4,458	186	4.2
Fall 1972							
Totals		102,802	58,487	56.9%	14,150	8,532	60.3%
5	Kindergarten	3,448	2,763	80.1	551	410	74.4
6-13	1-8	31,582	32,242	102.1	4,844	5,057	104.4
14-17	9-12	16,359	15,169	92.7	2,363	2,210	93.5
18-34	College	51,413	8,313	16.2	6,392	855	13.4
Percent increases from 1960 to 1972							
5-34	K-College	25.5	34.3		40.3	61.0	
5	K	12.3	29.5		0.2	92.5	
6-13	1-8	10.3	11.8		30.1	30.3	
14-17	9-12	46.0	57.4		74.9	116.5	
18-34	College	34.7	184.2		43.4	359.7	

Enrollment as a percent of population, by grade level and corresponding age group: 1960 and fall 1972



Sources Bureau of the Census 1960 census of population. Detailed characteristics, PC(1)—1D, U.S. Summary and current population Reports Population characteristics, Series P-20 No. 247, Feb. 1973.

augmented in 1970 by the Emergency School Assistance Program--a concentration of existing Federal discretionary activities which was replaced by the Emergency School Aid Act of 1972.

Civil Rights Advisory Services

Title IV of the Civil Rights Act of 1964 supports technical assistance and training for school personnel in preparing, adopting, and implementing plans for the desegregation of public schools, and in meeting educational needs incident to desegregation.

The program provides four types of financial support:

Contracts with public or private organizations for General Assistance Centers to provide technical assistance and training services to local education agencies, upon specific request, in the preparation, adoption, and implementation of desegregation plans. In FY '74, 26 awards, averaging $384,000 and totaling $9,987,281, were made for this purpose. Beneficiaries included 1,500 local education agencies served, 150,000 persons trained, and 3,750,000 students indirectly served.

Contracts with State education agencies for provision of technical assistance to desegregating local education agencies. In FY '74, 40 awards, averaging $126,000 and totaling $5,029,628, were made for this purpose. A total of 1,460 local education agencies was served.

Grants to institutions of higher education for training institutes to provide desegregation training services for school personnel. In FY '74, 46 awards, averaging $98,000 and totaling $4,518,928, were made for this purpose. A total of 460 local education agencies was served. Training was provided for 46,000 persons, indirectly benefiting 1,150,000 students.

Direct grants to local education agencies demonstrating exceptional need for desegregation assistance, for 1-year, full-time advisory specialist services. In FY '74, 52 grants were made for this purpose, averaging $42,000 and totaling $2,164,163.

The Education Amendments of 1974 add a "bilingual supplement" to this program to help districts comply with the Lau v. Nichols Supreme Court decision. Existing efforts will be expanded to provide nine Title IV Assistance Centers and additional State units to

assist districts in complying with the requirements of the Lau decision. These efforts should increase substantially the general capacity of the Nation's education system to serve the special needs of students with limited English-speaking ability.

Emergency School Aid

The Emergency School Aid Act (ESAA) aims to eliminate or prevent minority group isolation and to improve the quality of education for all children. It supports a broad range of activities to accelerate desegregation, filling a need for additional funds to which local education agencies normally do not have access. ESAA provides financial assistance for three purposes:

To meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools.

To encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students.

To help school children overcome the disadvantages of minority group isolation.

The legislation calls for a "State apportionment" component which distributes funds to local education agencies, including grants for special projects and pilot programs, and a "discretionary, special projects" segment that requires set-asides for such activities as integrated children's television, bilingual education, and evaluation. Teacher training, staff recruitment, curriculum revision, remedial services, minor classroom remodeling, and community projects are among typical ESAA activities.

In FY '74, the "State apportionment" segment of the ESAA provided assistance as follows: $155,845,080 in 569 basic grants to local education agencies in 46 States and the District of Columbia; $27,115,785 in 139 grants to local education agencies in 27 States and the District of Columbia for pilot projects; and $19,896,476 in 139 grants to nonprofit organizations in 43 States and the District of Columbia for special programs.

In FY '74, the discretionary and "special projects" segment of ESAA provided assistance as follows: $10,857,968 in 47 grants to school systems in 15 States for bilingual projects; $3,503,272 for

emergency special projects ($328,412 to five projects in five States for the 1973-74 school year and $3,174,860 to seven projects in six States for the 1974-75 school year); $3,210,181 for special projects in the Trust Territory of the Pacific Islands, Guam, the Virgin Islands, and Puerto Rico; $6,890,232 for seven new children's TV series and the continuation of an eighth; $999,976 for special arts projects in 11 States; and $2,293,606 for 47 special reading projects in 14 States.

The special arts program is new this year. Funds are used to conduct classes, workshops, demonstrations, and performances in the arts where such help can improve cross-cultural understanding and provide disadvantaged students with greater cultural empathy. Projects include visual arts, dance, music, drama, film, and painting and involve parents and communities as well as students and teachers.

Three of the TV projects are for a nationwide audience:

Station WTTW (TV), Chicago, is producing a series of 13 1-hour shows dramatizing events in the course of school desegregation. Much of the series will be made on location.

Station WGBH-TV, Boston, will produce 26 half-hour shows depicting the lives of children of different racial and ethnic groups.

KLRN (TV), Austin/San Antonio, will continue the popular "Carrascolendas" Spanish-English program for young children. Funding goes toward 39 half-hour programs for the fall of 1975, plus the 9 shows currently available and produced through previous ESAA grants.

The remaining five new TV projects are for programs related to minority groups within certain regions--French Canadians in Maine, blacks in Washington, Puerto Ricans in Connecticut, Plateau Indians in Washington, and Spanish-speaking young people from the Caribbean in New York.

The Spanish-English children's program "Villa Alegre" (Happy Village), produced under an ESAA grant during ESAA's first year, appeared for the first time on public television in September 1974. It has a twice-daily 13-week schedule on some 200 stations. Sixty-five segments are available.

ESAA-funded spot announcements dealing with racial identity and understanding were shown on commercial TV for the first time in the fall of 1974 and two other film series produced this year under FY '73 funding will be shown in the fall of 1975.

EDUCATION OF DISADVANTAGED CHILDREN

Recognizing that children in areas of low-income concentration are likely to be deprived of good education as a consequence of the inadequacy of local resources to bear the heavy costs required, the major Federal efforts toward equal education opportunity consist of funding programs directly benefiting needy school districts. Broadest of these is title I of the Elementary and Secondary Education Act of 1965 (ESEA), which channels financial aid to local schools on the basis of their population of low-income children and to State education agencies for special programs they administer. Other programs, like State grants under the Vocational Education Act (described separately in this report) earmark percentages of appropriations to serve the disadvantaged. Discretionary grant programs and research and development efforts aim at improving opportunity for disadvantaged students at all levels.

These programs are supplementary to, not a replacement for, State and local effort. They are intended to help agencies improve their education programs to meet the special needs of deprived children. While grants are awarded only to public school agencies in the ESEA program, grantees must guarantee genuine opportunities for low-income children attending nonpublic schools in their area.

Currently ESEA title I basic grants to local education agencies in consideration of their low-income children account for approximately 25 percent of the financial aid administered by OE. State managed title I programs provide services to migrant, handicapped, and neglected and delinquent children. In FY '74 more than 14,000 local school districts and more than 6 million children, including 31,000 children in Bureau of Indian Affairs schools, participated in ESEA title I programs.

Grants to Local Education Agencies

The basic ESEA title I, part A, grant entitlement to local school districts for FY '74 was computed on a county basis by multiplying the number of eligible children by 50 percent of the State average per-pupil expenditure or the national average,

whichever was higher. (A new formula enacted in P.L. 93-380, the Education Amendments of 1974, will be used for fiscal years 1975-78.) In FY '74 a total of $1,446,152,742 was distributed in grants to local education agencies--amounting to approximately $247 per child.

Efforts in the program were concentrated on improved targeting of those schools most heavily populated with poor children. Efforts were made to improve the ability of individual schools to identify and serve students with the most severe academic shortcomings. Local schools focused their attention on improving basic skills in reading, mathematics, and language arts. Eighty percent of the funds were used for instructional costs--64 percent of this for basic skills and 36 percent for other institutional and supporting services. Funds were also used for teacher aides to provide more effective instruction, for special summer programs, and for inservice training for teachers and aides.

Typical title I compensatory projects can be distinguished in several important ways:

1. They begin where the regular program leaves off. Title I resources and services are in addition to those made available by the school to all children. They are directed only toward those children identified as educationally disadvantaged and most in need of special help. They feature supplemental measures to deal with a particular situation.

2. Parents are involved in planning. Such involvement helps bridge the gap between home and school, a gap especially noticeable in educationally disadvantaged communities. Programs become more responsive, with changes more readily made and better understood.

3. Projects are tailored to fit the needs of particular children. A project in Hilo, Hawaii, for instance, is tailored for aboriginal Hawaiian children from large, poor, mostly illiterate families.

OE maintains a continuous search for exemplary projects to be investigated and validated for dissemination. The following projects have been reviewed and validated by the OE Dissemination Review Panel:

Reading projects in Sylacauga, Alabama; Flagstaff and Tucson, Arizona; Thornton-North Glenn and Westminster, Colorado; Hartford, Connecticut; Fort Lauderdale, Florida; Thomson and Albany, Georgia; Hilo, Hawaii; East St. Louis, Illinois; Wichita, Kansas; Leominster, Massachusetts; Clarkston, Michigan; New York City; Pender County, North Carolina; Cleveland, Ohio; Portland, Oregon; Newport and Portsmouth, Rhode Island; El Paso, Texas; and Farmington, Utah.

Reading and mathematics projects in Newport Beach, California, and Highland Park, Michigan, and at the Bureau of Indian Affairs school in Oglala, South Dakota.

Other projects: preschool program for first grade readiness in Bessemer, Alabama; reading readiness approach at the Baptist Hill Kindergarten in Greenville, Alabama; reading laboratory approach and kindergarten reading readiness in Arlington, Massachusetts; adult tutoring in kindergarten and first grade in Linden, New Jersey; and all day kindergarten in Cincinnati for reading readiness.

Nonpublic school children benefit from local ESEA title I programs under various arrangements. Some local education agencies have developed mobile education services which come to the child. A public school teacher comes to the nonpublic school to teach a remedial class, or books and audiovisual equipment are loaned, or a mobile teaching lab and teacher visit the nonpublic school on a regular basis. Other local agencies have tried dual enrollment, in which a child retains membership in a nonpublic school but goes to a public school part-time for certain services.

Migrant Children

Special provisions are made in title I, part A, of ESEA to meet the special needs of children of migratory agricultural workers and, beginning with FY '75, migratory fishermen. Each State submits each year to the Office of Education a comprehensive plan and cost estimate for its statewide migrant education program. Funding is on an allotment basis and is entirely separate from the basic title I allocation.

It is the intent of the migrant program, as with other title I programs, to serve children having the greatest need. Since those who follow the crops are deprived of full-term regular school, "active migrant" children have been given priority by statute over "settled out" children--those whose parents or guardians have ceased to migrate and who are presumably enrolled in a full-year school program. "Settled out" children are eligible to participate in funded projects for 5 years after their family has taken up residence in a given community. It is estimated that almost 50 percent of all the children eligible to participate in migrant projects fall into the "settled out" category but that approximately 90 percent of those actually being served in projects funded by OE are "active migrants." Approximately 85 percent of the children are in elementary school programs.

Remedial instruction, health, nutrition, and psychological services, cultural development, and prevocational training and counseling are typical program activities conducted under this title I authority. Special attention is given to development of language skills, in both English and the native language or dialect of the child if this is not English.

In FY '74 approximately 1,400 projects were funded with a title I migrant program total of $78,331,437. Forty-eight States participated, and 325,000 children directly benefited.

Neglected and Delinquent Children

Special provisions are made in title I, part A, to meet the special needs of neglected and delinquent children. Grants are made to State agencies directly responsible under State law for providing free public education for children residing in institutions for neglected or delinquent children or in adult correctional institutions. Funding is on an allotment basis and is entirely separate from the basic title I allocation.

Projects supported under this special program typically emphasize remedial courses, individualized instruction, and in-service teacher training. All programs are designed to influence favorably the attitudes of children and the understanding of institutional staff members and the communities from which the children come. A wide variety of approaches are used in meeting the needs of children--group therapy, reward techniques, early release of selected children, and cooperative programs which permit institutionalized children to participate in community activities, including local schools. Special efforts are made to integrate children into the mainstream of school and community life.

In FY '74 a total of 50,341 children in 409 institutions participated in the program. Funding totaled $25,448,869.

Handicapped Children

Special provisions are made in title I, part A, to meet the special needs of children in State operated and State supported schools and other institutions for handicapped children. Grants are made directly to State agencies responsible for the special education of handicapped children. Institutions qualifying for allocations range from those which provide full-year residential programs to those which provide special itinerant

services on a part-day basis for handicapped children enrolled in a regular day school or who may be confined to their home because of severe handicapping conditions. In each instance, a substantial part of the cost is borne by a State agency rather than a local agency. Funding is on an allotment basis and is entirely separate from the basic title I allocation.

Participating institutions serve one or more categories of handicapped children, including mentally retarded, hard-of-hearing, deaf, speech-impaired, visually impaired, seriously emotionally disturbed, and crippled or otherwise impaired children.

The versatile provisions of this legislation support the development and expansion of many services. Funds may be used to strengthen the instructional program by adding specialized teachers, consultants, evaluation specialists, speech pathologists, and teacher aides, and to provide inservice training to the staff. Programs may be expanded by the development of diagnostic centers, preschool programs, language development laboratories, occupational training centers, summer camp programs, and teacher exchange projects. Additional services which can be made available include counseling of parents, curriculum enrichment activities, orientation and mobility instruction, transportation assistance, mobile unit services, and special afternoon or evening classes.

A project for 196 severely mentally retarded in Palmer, Massachusetts, for example, is working to identify and resolve problems resulting from changing times and new developments relative to institutions for the mentally retarded. It is a cooperative effort between the State Department of Mental Health and Boston College.

In Scranton, Pennsylvania, a project for 162 deaf children seeks to ascertain the extent to which deaf pupils, through auditory stimulation, can develop better speech and hearing acuity. Individual speech therapy sessions are provided to improve the pupils' speech as well as their language awareness and ability. Cultural experiences are offered to expand their concept formation. A variety of field trips provides a background of experiences related to the individual and his environment.

"Exposure and Counseling to Real Work Situations" is a project for 30 emotionally disturbed and 30 other health-impaired

youngsters in Philadelphia. Its purpose is to expose children to realistic work situations and to help develop--in both children and parents--a realistic understanding of vocations in terms of the children's needs, expectations, and the reality of their limitations.

A total of $85,777,779 was allocated to the 50 States, the District of Columbia, Puerto Rico, and Guam under this program in FY '74. Allocations to States, based on reported average daily attendance of handicapped children, ranged from a low of $130,128 for Nevada to $9,996,871 for New York.

The funds were administered by 141 State agencies, which supervised projects at approximately 3,000 schools for handicapped children. The average daily attendance reported by these institutions was 166,587 for the 1971-72 school year, the attendance year upon which FY '74 allocations were established. Handicapping conditions were represented in the program as follows: 103,633 mentally retarded children; 22,170 deaf and hard-of-hearing children; 21,018 emotionally disturbed children; 4,488 crippled children; 8,916 visually handicapped children; and 6,190 children with other health impairments.

Special Incentive Grants

An incentive for States and local communities to increase their financial support for elementary and secondary education is provided for in part B of title I of ESEA. Grants are made directly to State departments of education. The entitlement of a State is based upon an "effort index" measuring its public education expenditure relative to personal income and the degree that the index exceeds the "effort index" for the Nation as a whole.

States in turn make the funds available to local school districts on the basis of their relative effort and need for assistance. Only innovative or exemplary projects, usually expanded part A projects, addressed to the needs of deprived children are approved by State education agencies.

A total of $17,855,113 was allocated for Special Incentive Grants in FY '74.

Special Grants to Urban and Rural Schools

Supplemental amounts of financial assistance for school districts having the highest concentrations of children from low-income families are provided for in part C of title I of ESEA.

Grants are awarded to States to help defray the costs of compensatory education programs. Allotments to school districts are made according to their concentration of poor children.

To be eligible for a FY '74 grant under the urban and rural program, a school district had to draw 20 percent of its school-age population from low-income families, or have 5,000 such children, comprising 5 percent or more of the total school-age population. Approximately 4,000 school districts qualified for supplemental assistance this year. The money helps support new or expanded projects for preschool and elementary school children. A new formula will be used in FY '75 funding of part C. The program will not be in effect in FY '76.

In FY '74 a total of $47,701,044 was obligated to 46 States and the District of Columbia under part C of ESEA title I.

Grants for State Administration

The ESEA legislation and OE regulations make title I one of the largest Federal-State-local partnerships in the history of United States education. Federal financing is authorized for thousands of separate, autonomous programs operated and administered by local school boards and approved by the State.

OE's primary role is to administer the program without exercising direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system. Its strategy for administration and operation of title I at the State level has been to monitor those activities and provide technical assistance to the States as required.

Similarly, monitoring and technical assistance activities are the responsibility of the State education agencies and are meant to ensure local compliance with the letter and intent of title I regulations. Each State oversees local projects and assures the Federal Government that its title I allotment is being used to concentrate on the special needs of deprived children. State agencies are granted up to 1 percent of their total title I allocation or $150,000, whichever is greater, to monitor and provide technical assistance to local education agencies. The total Federal obligation for State administration grants in FY '74 was $18,048,016.

A survey of title I activities completed in late 1974 showed that States are meeting a growing number of top priorities for deprived children. A team of specialists from the Department of Health, Education, and Welfare and officials from State education departments compared management performance in 14 States for the 1972-73 and 1969-70 school years and found a "change for the better" in the pattern of spending by local school administrators. The Director of OE's Division of Education for the Disadvantaged attributed the improvement to:

Increasing familiarity with program requirements by State education departments.

Clearer guidelines from the Office of Education.

More effective program monitoring by State and Federal officials.

The States surveyed were Connecticut, Nebraska, Ohio, Missouri, Utah, Kansas, Mississippi, Wisconsin, Tennessee, New Jersey, Oklahoma, Colorado, Oregon, and Georgia.

The team found that States that had been operating with a firm central authority made the best showing in their use of title I funds for high-priority activities. The best showings were made by Connecticut, Nebraska, and Ohio, budgeting 90.3, 88.5, and 88.1 percent of their funds, respectively, for high-priority activities. Each used less than 1 percent for low-priority and general aid activities, with the remainder meeting administrative costs.

Making the most progress toward meeting the high-priority needs of deprived children from low-income homes by budgeting more of their title I funds were Oklahoma, Kansas, Nebraska, Tennessee, and Missouri. All of the 14 States except Georgia showed progress toward concentration on the top-priority education needs of their poor children.

High-priority activities were defined as supplemental instruction in language arts, reading, and mathematics. These include the services of classroom teachers and teacher aides, specialized professionals who work directly with deprived children, and educational equipment and training aids closely related to remedial projects.

Among the low priorities were art, music, physical education, home economics, and driver education. Activities benefiting an entire school, or an entire grade in a school, were considered to be general aid, not eligible for title I support.

FOLLOW THROUGH

Now in its seventh year of operation, Follow Through is an experimental program designed to test various models of early primary education being developed to increase the achievement of disadvantaged children who have been enrolled in Head Start and similar preschool programs. The goal of these models or alternative approaches is to enable children enrolled in the program to emerge from the primary grades confident of their ability to learn and equipped with the skills and concepts that form the basis of later learning.

The models of 22 sponsors--typically universities or learning laboratories--are used in most Follow Through projects. Each employs a different mix of strategies in comprehensive instructional support, support services, and parental involvement. All stress reading and language skills, classification and reasoning skills, and perceptual motor development.

In accordance with the authorizing legislation, each model is supported by comprehensive services including dental and health services, social services, and nutritional improvement. Optimum use is made of school and community resources. Parent participation is encouraged through such means as policy advisory committees (PACs) composed primarily of the low-income parents of participating children.

The goal of the Follow Through experiment is to determine which models are best suited to the needs of disadvantaged children. Evaluation efforts to make that determination are being concluded this year. A total of 78,000 pupils participated in 169 local projects during the 1974-75 school year. Per-pupil cost averaged $590. Approaches were:

44 project sites used a classroom instructional approach, with emphasis on accelerated acquisition of basic skills. Sponsors employing an approach with this emphasis are University of Oregon, University of Pittsburgh, University of Kansas, and Southwest Educational Development Laboratory.

51 project sites used an eclectic classroom instructional approach developed by one of the following sponsors: University of Georgia, Prentice Hall, University of Arizona, Hi/Scope Educational Research Foundation, City University of New York, California State Department of Education, Northeastern Illinois State College, Hampton Institute, University of California at Santa Cruz, and Western Behavioral Sciences Institute.

42 sites used a classroom instructional approach stressing learning through inquiry and discovery. Model sponsors included Far West Laboratory for Educational Research and Development, Bank Street College of Education, University of North Dakota, and Educational Development Center.

15 sites employed models emphasizing parent education. Sponsors were University of Florida, Georgia State University, and Clark College.

14 sites were self-sponsored; i.e., they developed their own educational model.

3 sites used a parent implemented approach sponsored by Afram Associates.

A total of $52,845,000 was obligated in FY '74--$3,528,000 for 1973-74 school year operations and $49,317,000 for 1974-75 operations. All program activities were funded: Site support, $44,978,000; sponsor grants, $2,260,000; research and evaluation, $3,066,000; and miscellaneous project costs (supplementary training toward college degrees for paraprofessionals at project sites, State technical assistance and dissemination, and specialist utilization), $2,541,000.

Phaseout was originally scheduled to begin in the 1974-75 school year, with no new entering classes started. Congress, however, added a $12-million supplement to the basic FY '74 appropriation of $41 million, leaving the full complement of classes--kindergarten through grade 3--in operation. The Administration is requesting that phaseout begin in 1975-76 and be completed in 1977-78.

EDUCATION OF THE HANDICAPPED

Approximately 7 million children in the United States, including 1 million of preschool age, are handicapped by some form of mental or physical impairment--mental retardation, speech problems, emotional disorders, deafness, blindness, crippling conditions, or other health defects. Only 3,510,000 of these children received special education services in 1974, with a wide disparity among States in providing such services. Approximately 1 million of the unserved are totally excluded from education, generally because their handicaps are deemed too serious for the public school system to deal with.

Federal aid programs administered by OE provide support for a wide range of categories in education of the handicapped. Most of the programs are authorized by the Education of the Handicapped Act, which was funded as follows in FY '74:

State Grant Program	$ 47,500,000
Deaf-Blind Centers	14,055,000
Regional Resource Centers	5,743,000
Projects for the Severely Handicapped	2,247,000
Early Childhood Education	11,331,000
Personnel Preparation	39,615,000
Recruitment and Information	500,000
Research and Demonstration	9,916,000
Media Services and Captioned Films	12,922,000
Specific Learning Disabilities	3,250,000
	$ 147,079,000

Education of the handicapped also receives earmarked funding under other OE-administered programs. FY '74 obligations for special allocation to the States under title I of ESEA (described on pages 29 to 31) totaled $85,777,779. A 10 percent set-aside program under the Vocational Education Act received a FY '74 appropriation of $37,668,000. OE also uses its discretionary authority to emphasize improvements in education of the handicapped as a special target group--in Education Professions Development programs, for example.

State Grant Program

Nonmatching grants are made to the States and outlying areas to assist in the initiation, expansion, and improvement of programs and projects for handicapped children at the preschool and elementary and secondary school levels. Authorization is under part B of the Education of the Handicapped Act (EHA).

These grants are meant to serve as a catalyst to promote increased programing for children on a comprehensive basis involving various Federal programs and local resources, rather than as a source of full Federal support for a limited number of children. However, with funds assured on a continuing and nonmatching basis, local districts have been reluctant to undertake projects on their own and progress toward adequate financial support has been slow.

The FY '74 appropriation of $47.5 million supported approximately 2,000 local projects under the State grant program in the 1973-74 school year. An estimated 225,000 children participated directly and at least as many additional children benefited from testing and screening services only.

States have considerably improved their planning capabilities with the administrative set-aside under part B of EHA. Currently there is need to build State financial and professional resources as schools strive to meet recent court mandates to provide appropriate education services to all children, including the handicapped.

The Education of the Handicapped Amendments of 1974 stipulate that part B payments to States may be used for the early identification and assessment of handicapping conditions in children under 3 years of age. They also provide that procedures be established to ensure that handicapped children, to the extent appropriate, be educated with children who are not handicapped. Separate schooling, special classes, and other removal of handicapped children from the regular education environment are to be a last resort.

Deaf-Blind Centers

Grants or contracts to public and nonprofit private organizations to establish and operate centers for educational and diagnostic services to deaf-blind children are authorized under part C of EHA.

An estimated 5,000 to 7,000 children have a combination of visual and hearing impairments, largely as a consequence of rubella epidemics in the mid-1960's, that call for specialized intensive professional services, methods, and aids if they are to achieve their full potential. Of these children, 4,414 have already been identified and 2,800 are being served in full-time educational programs. Approximately 300 are served in less than full-time programs. The remaining 1,300 are either in institutions for the retarded or at home, receiving no education service.

The program currently funds 10 service centers for deaf-blind children. Centers are authorized to initiate ancillary services as necessary, and this year some 250 subcontracts were made with State education agencies, local education agencies, State departments of health and welfare, and private agencies for this purpose. Regional centers monitor the subcontracts and provide technical assistance, coordination, case-finding, and screening.

The 10 deaf-blind centers received a total appropriation of $14,055,000 in FY '74. This is approximately half the total funding. State and local governments were responsible for the remainder. Unlike the State grant program discussed earlier, this program seeks to help SEA's, LEA's, and the private sector pay for the high costs of educating deaf-blind children. The costs are such, and the geographic distribution of the target population so dispersed, that a regional approach is suitable.

Centers are located at Talladega, Alabama; Sacramento, California; Denver, Colorado; Watertown, Massachusetts; Lansing, Michigan; Bronx, New York; Raleigh, North Carolina; Dallas, Texas; Seattle, Washington; and Austin, Texas.

Full-time services were provided for 2,800 children in the 1974-75 school year, at an average Federal per-pupil cost of $4,071. Short-time or part-time services ranging from summer school to interim intensive care were provided for 300 other children at an average per-pupil cost of $2,000. Other direct beneficiaries of Center services were 700 children who received diagnosis and evaluation services, 3,000 parents who were counseled, and 3,000 staff members and parents who received inservice training.

Aside from these direct services, the following activities were supported by the deaf-blind centers program in FY '74:

A home correspondence course, distributed to 2,000 families of the deaf-blind; program cost, $53,000.

A national register of all deaf-blind persons, in cooperation with the National Center for Deaf-blind Youth and Adults; program cost, $50,000.

Pilot vocational projects for the deaf-blind and for children in residential institutions; program cost, $233,000.

Workshops for medical and clinical personnel; program cost, $233,000.

Temporary assistance to parents of unserved children through home correspondence and home visits by regional center staff; program cost, $380,000.

Regional Resource Centers

Regional Resource Centers have been developed to promote the development and application of appraisal and educational programing for handicapped children. The centers use demonstrations, dissemination, training, financial assistance, staff expertise, and direct services as strategies in carrying out their mission. They also act as a backup agent if State and local services in these areas are nonexistent or inadequate. They are unique in guaranteeing that services will be provided to children even when there is no "fiscal advocate" for the children, no other available source of funds to meet their needs.

Contracts are awarded annually at the discretion of the Commissioner of Education and are selected under national competition. Candidates are institutions of higher education and State education agencies, or combinations of such agencies and institutions, including one or more local education agencies. The program is authorized under part C of EHA.

Six regional centers were in operation in FY '74. They were located at New Mexico State University, Las Cruces; City University of New York; University of Utah, Salt Lake City; University of Oregon, Eugene; Pennsylvania State Department of Education, Harrisburg; and Midwest Educational Resource Center, Coralville, Iowa. Their principal activities were:

- Identification of unserved handicapped children.
- Measurement and diagnosis of handicapped children for proper placement.
- Development of educational and vocational programs to enable handicapped children to achieve their potential self-sufficiency.
- Assistance to appropriate personnel, including teachers and parents, in implementing services for the handicapped learner. Emphasis is placed upon the development of prescriptive educational programs.
- Periodic reexamination and represcription of cases through tracking to validate appropriateness of program placement.

The FY '74 appropriation of $5,743,000 was allocated in 11 awards. Comprehensive services were provided to 42,000 children, including 2,000 severely handicapped children. Training was provided to 200 State and 6,000 local education agency personnel through workshops, institutes, and technical assistance activities.

A major accomplishment of 1974 was completion of plans and the award of contracts expanding the Regional Resource Centers system to 13 centers. This was done basically to develop the capacity to respond to such "hidden" or "excluded" handicapped populations as the poor, inner-city, and rural populations, including a high percentage of Mexican-Americans, American Indians, Puerto Ricans, and black Americans. The expanded system is as follows:

Pennsylvania State Dept. of Education, King of Prussia
Auburn University at Montgomery (Alabama)
University of Southern California, Los Angeles
The George Washington University, Washington, D.C.

Peoria Public Schools, Peoria, Illinois
Iowa Department of Public Instruction, Drake University, Des Moines
New Jersey State Department of Education, Hightstown
City University of New York, New York City
Ohio State Department of Education, Worthington
University of Oregon, Eugene
Texas Education Agency, Austin
University of Utah, Salt Lake City
Wisconsin State Department of Public Instruction, Madison

The University of Kentucky, Lexington, acts as coordinating office for the Regional Resource Centers. It helps prevent duplication of activities among the 13 centers and provides for communication systems, managerial assistance, and programmatic information.

Another principal activity in FY '74 was the provision of special target grants to assist States, local agencies, and consortiums in assessing and meeting urgent needs concerning the severely handicapped. This function was in response to recent court mandates requiring service for all handicapped children within a State. (See page 37.)

Still another major concern of the year was the improvement of coordination with the National Center for Educational Media and Materials for the Handicapped. (See page 48.)

Projects for the Severely Handicapped

Efforts to provide an education for all handicapped children are hampered by educators' lack of knowledge about how to educate the severely handicapped child. Programs lack both experience and good models.

To counter these deficiencies, OE in FY '74 began a new program of grants, awarded annually at the discretion of the Commissioner by national competition, for severely handicapped projects. Authorized under part C of EHA, its purpose is to establish, encourage, and promote programmatic practices designed to meet the education and training needs of severely handicapped children and youth so that they may become as independent as possible. Their requirements for institutional care would thereby be reduced and they would be assisted toward self-development. Eligible contractors are State departments of education, intermediate or local education agenices, other public departments or agencies, institutions of higher learning, and private nonprofit agencies or organizations.

An estimated 1,405,964 children are classified as severely handicapped--460,000 severely and profoundly mentally retarded, 900,000 seriously emotionally disturbed, 5,064 deaf-blind, and 40,900 multihandicapped. Of these, 352,142 receive services from Federal, State, local, and private sources.

FY '74 funding of projects for the severely handicapped totaled $2.25 million, awarded to 10 contractors. Project activities are structured to facilitate mental, emotional, physical, social, and language development of severely handicapped children and youth; to promote parental participation in meaningful intervention techniques with their handicapped children; to create community sensitivity and understanding of such children; and to deinstitutionalize children and youth to less restrictive environments when appropriate. Each pays specific attention to new ways of training teachers to work with severely handicapped children.

A typical model demonstration project developed under this program will be able to identify and diagnose the particular needs of severely handicapped children and provide counseling services to parents and teachers as well as appropriate direct education and training services. It would also include inservice training and curriculum development and would be suitable for duplication in other communities if successful. The 10 model projects are:

University of Alabama, University, Alabama: A model service program for severely mentally retarded, multidisabled (including cerebral palsied) and severely emotionally disturbed children and youth.

California State Department of Education, Sacramento: A plan to establish demonstration education service centers for severely emotionally disturbed children and youth.

Indiana University Foundation, Bloomington: A project to develop models for deinstitutionalization of severely emotionally disturbed children and youth aged 6 to 12 years.

University of Kansas, Lawrence: An education-based service delivery model for the severely handicapped in rural, sparsely populated areas. Will attempt to determine viability of deinstitutionalization to rural local school areas.

University of Michigan, Ann Arbor: A demonstration classroom and transitional treatment center for severely handicapped children in cooperation with an intermediate school district. Emphasis on close cooperation and coordination with the family.

Esperanza Para Nuestros Ninos (Hope For Our Children), Albuquerque, New Mexico: A comprehensive developmental service for seriously emotionally disturbed children and for children who are multihandicapped, including the crippled-mentally retarded, and crippled-mentally retarded-deaf.

Oregon State System of Higher Education, Monmouth: A model demonstration program of education and treatment of severely handicapped children.

Easter Seal Society for Crippled Children and Adults of Rhode Island, Inc., Providence: A demonstration program providing identification, diagnostic, and prescriptive services to profoundly and severely retarded, severely emotionally disturbed, and multihandicapped children.

University of Washington, Seattle: A demonstration service center for severely handicapped children.

Madison Public Schools Jt. District No. 8, Madison, Wisconsin: A model public school/university cooperative preservice and inservice training program in support of a program serving severely handicapped children.

Five other contracts totaling $1.56 million were awarded in the area of telecommunications for severely handicapped children and youth who are homebound or confined to a hospital. At least 10 percent, or 141,000, of our severely handicapped population is presently homebound and must rely on outside sources for educational services or experiences. Telecommunications can be a link between these children and the improvement of their social skills and enrichment of their general life situation. Current projects are:

Purdue Research Foundation, West Lafayette, Indiana: Operates a project designed to instruct parents in teaching their severely handicapped, homebound children. Utilizes a mid-band channel on CATV systems, a channel on 2500 MHz (ITFS) systems, and interactive or talkback mode (telephonic communication system).

University of Kentucky, Lexington: Serves severely and profoundly retarded in remote areas of Appalachia. Utilizes a telephone linkage apparatus controlled from a central point.

City University of New York, Teaching Resource Center: Serves severely emotionally disturbed and trainable mentally retarded. Utilizes a responsive television system with interactive and individualized learning capability. The system and its video programing can be extended to over-the-air and CATV systems.

Regents of the University of the State of New York in cooperation with the New York State Department of Education, New York City: Serves multiple orthopedics and health impaired, multiple handicapped, and severely mentally retarded. Utilizes individualized, computerized multimedia and provides multiple points of entry and delivery of information.

Health Development and Service Corporation, Salt Lake City, Utah: Serves severely and profoundly mentally retarded, multiple handicapped, and seriously emotionally disturbed. Utilizes the standard telephone system equipped with interactive speakers.

Early Childhood Education

The Early Childhood Education program supports demonstration and outreach projects to stimulate the development of comprehensive educational services for handicapped children up to 8 years of age with a primary focus on the preschool-age level. It is authorized under part C of EHA.

Grants and contracts are awarded on a matching basis (90 percent Federal, 10 percent local) to help States and local education agencies build their early childhood services for handicapped preschoolers. Grantees are public and nonprofit private organizations. The Federal strategy is to work cooperatively with States through the public and private nonprofit agencies to demonstrate a wide range of educational, therapeutic, and coordinated social services to help establish competent State and local programs incorporating the best of tested practices. Awards are made annually at the Commissioner's discretion and are of three types:

Planning grants (new demonstration projects), 1-year duration, for planning and initial implementation of service delivery. Must include parent participation, child assessment, project evaluation, inservice personnel training, interagency coordination, and dissemination.

Operational grants (continuation demonstration projects), 3-year duration (including the planning phase).

Outreach grants, available on a 1-year basis for up to a 3-year maximum to the most successful projects which have completed the demonstration phase of operation and have the assurance of operational support from non-Federal sources. The purpose is to help other agencies replicate their demonstration model or some of its components.

Approximately 1 million preschool children have handicapping conditions that limit their access to or success in regular education programs. Between one-half and three-quarters of these children fall into categories of mild retardation, emotional disturbance, or minor handicaps that could be sufficiently compensated for by early programing so that they could profit from regular classes. Community services available for such early education are almost nonexistent. The few in existence generally operate on a tuition basis, which places their services out of reach of children of low-income families. Even in publicly supported programs, handicapped children have a difficult time gaining admission.

The FY '74 appropriation for the Early Childhood Education program was $11.3 million. This was allocated to 45 new awards totaling more than $3.0 million, 29 noncompeting continuations (3d year projects) totaling $3.4 million, and 51 outreach projects totaling approximately $4.0 million. Beneficiaries of services by demonstration projects in the 1974-75 school year include:

7,000	children receiving direct services
15,000	children screened
10,000	children in other programs (such as Head Start) receiving diagnostic or resource assistance
14,000	parents served
3,500	staff personnel given inservice training
18,000	other persons trained (2,500 each paraprofessionals, personnel from local day care centers, nursery schools, and volunteers; 3,000 Head Start personnel; and 5,000 public school personnel)

The "outreach" aspect had an impact on 1,000 projects--350 complete replications and 650 projects which replicate components of models. A total of 30,000 children participated in replication projects in the 1974-75 school year.

Other related activities received support under the Early Childhood Education program in FY '74. They were the Technical Assistance Development System (TADS) at the University of North Carolina, $650,000; and "Mister Rogers' Neighborhood," a popular children's television program, $250,000.

TADS provides technical assistance to the demonstration projects. "Mister Rogers' Neighborhood," now in its third year of funding under this program, continued to develop program segments to foster acceptance by preschoolers of individual differences and handicapped persons.

Personnel Preparation

Before schools will be able to provide education programs for the entire population of handicapped children, there will have to be substantial improvement in the personnel picture. At present only half of the handicapped children in the Nation are being served. Approximately 40 percent of the 240,000 teachers now in service need special inservice instruction to become eligible for professional certification as special educators. The current production of 20,000 new teachers a year is only keeping up with the demand created by attrition in the field and the need to fill open slots. At least 200,000 more teachers are needed in preschools, elementary schools, and secondary schools if all handicapped children are to be served.

The Special Education Manpower Development program of the Education of the Handicapped Act seeks to remedy this situation. It provides for financial assistance to prepare teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and other special services personnel (such as specialists in physical education and recreation, and paraprofessionals). Upon completion of requirements, these educators and other specialists then either work directly with handicapped children or prepare the educators and specialists who will work with them. The program thus has two main purposes, to increase the pool of qualified personnel and to improve the capabilities of colleges to train them.

Grants are awarded annually at the Commissioner's discretion under national competition. Institutions of higher education, State education agencies, and other appropriate nonprofit institutions and agencies are eligible. The program is authorized under part D of the EHA.

The FY '74 appropriation of $39,615,000 for the Special Education Manpower Development program was allocated to 237 new awards and 322 noncompeting continuations. Program priorities included training and retraining regular classroom teachers, supplying teachers to isolated geographic areas and inner-city concentrations, and special priorities developed through close planning relationships among the Federal Government, States, and communities.

During FY '74 approximately 21,000 students received direct financial support from the program through block grants to university departments. Projects were as follows:

Academic Year Training -- 410 projects -- 4,830 students.

Instructional Models -- 54 projects -- 966 students.

Regular Education -- 27 projects -- 2,499 students.

Continuing Education -- 56 projects -- 12,516 students.

Paraprofessionals -- 12 projects -- 189 students.

Recruitment and Information

The Recruitment and Information Program of the Education of the Handicapped Act serves two types of public--handicapped children and persons interested in working with them. It is designed to disseminate information and provide referral services for parents of handicapped children to help them locate appropriate programs for their children and to encourage people to enter special education as a career.

Nonmatching grants and contracts are awarded annually at the Commissioner's discretion. The program is authorized under part D of the EHA.

The FY '74 appropriation of $500,000 was allocated in three awards:

A new grant to the National Association of State Directors of Special Education, Washington, D. C., for maintenance and improvement of national special education information. The association's Special Education Information Center maintains a computerized national directory of special education programs and facilities. Twelve referral centers, operating through health and welfare councils, assist parents in obtaining the most appropriate services for their handicapped children. Information is disseminated through CLOSER LOOK newsletters to approximately 100,000 parents and educators.

A new grant to Grey North, Inc., Chicago, for regional television and radio campaigns to aid regional and State programs in attracting the quality and quantity of teachers required for special education programs,

particularly for minority and non-English-speaking handicapped persons. Close coordination is maintained with other DHEW programs and the Regional Resource Centers.

An amended renewal with the National Association of State Directors of Special Education to complete production and distribution of 50,000 "Play To Grow" kits for handicapped children.

Research and Demonstration

To meet a Federal objective of improving the efficiency and effectiveness of programs for handicapped children, the Innovation and Development Program authorized by the Education of the Handicapped Act supports research, development, diffusion, and adoption activities. The program's purpose is to raise the effectiveness and efficiency of the education system's provisions for handicapped children by helping develop and validate new models, packaging information about them in usable form, and assuring that the information is systematically placed in appropriate hands.

Grants and contracts are awarded annually at the Commissioner's discretion under national competition. States, State and local education agencies, institutions of higher education, and public or private education or research agencies and organizations qualify for grants and contracts. Nonprofit private agencies and organizations also are eligible for grants. The program is authorized under part E of the EHA.

The FY '74 appropriation of $9,916,000 was allocated to nearly 100 such projects as:

"A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican-American Children," Southwest Educational Development Laboratory, Austin, Texas.

"An Intensive Inservice Training Model for Teachers of Severely Handicapped Children," Board of Cooperative Educational Services, Yorktown Heights, New York.

"Methods of Fostering Language Acquisition in Deaf Infants," Lexington School for the Deaf, Jackson Heights, New York.

"Career Assessment and Training Program for Hearing Impaired Persons," Seattle Central Community College, Seattle, Washington.

"A Program Project Research and Demonstration Effort in Arithmetic Among the Mentally Handicapped," University of Connecticut, Storrs.

"Integration of Pre-School Handicapped Children in Regular School Programs," Wynne Associates, Washington, D.C.

Eleven "child advocacy" projects were supported in FY '74 at Mexican American Neighborhood Civic Organization, San Antonio, Texas; George Peabody College for Teachers, Nashville, Tennessee; Dede Wallace Center, Nashville; Prince Georges County Board of Education, Upper Marlboro, Maryland; Central City Community Mental Health Facility, Los Angeles; Philadelphia Urban League, Philadelphia; Kentucky Commission on Children and Youth, Frankfort; United Cerebral Palsy Association, Inc., New York City; National Easter Seal Society for Crippled Children and Adults, Inc., Chicago; National Center for Law and Handicapped, South Bend, Indiana; and National Association for Retarded Children, Arlington, Texas.

Media Services and Captioned Films

The Media Services and Captioned Films program produces and distributes education materials, trains persons in the use of media adapted to instruction of the handicapped, conducts demonstration projects, and furnishes technical assistance to the States. A National Center for Educational Media and Materials for the Handicapped and a system of Area Learning Resource Centers and special offices are primary agencies in the design, development, adaptation, evaluation, and distribution of the materials, techniques, and services found most effective in educating handicapped children.

The program also continues the mission of the Captioned Films program originated in 1958--to promote the general welfare of deaf persons by captioning and distributing cultural and educational films.

The FY '74 appropriation of $12.9 million for the Media Services and Captioned Films program was allocated for 87 awards:

Captioned films--47 awards to purchase, caption, and distribute 84 new general interest titles and 88 new education titles to serve approximately 3 million persons of all ages who have hearing impairments.

Captioned and cable TV--two awards, one for broadcast 5 nights a week over public television of a captioned version of ABC news, the other for further development of a captioned materials storage system to serve approximately 13 million people. Fifty stations were showing the captioned news program in FY '74. By spring of 1975 the list had expanded to 85.

The National Center on Educational Media and Materials at The Ohio State University, Columbus, and the system of 13 Area Learning Resource Centers (described on page 48)--18 awards, to help States develop services in media development, media training, media information, and media delivery.

National Theater of the Deaf, Waterford, Connecticut--one award to provide cultural, educational, and vocational benefits to the deaf population.

Demonstrations--17 awards.

One major accomplishment of FY '74 was the captioning of 52 half-hour segments of the children's TV show "Zoom." These are available for use by public television stations.

The Media Services and Captioned Films program is authorized under part F of the Education of the Handicapped Act.

Learning Disabilities

An estimated 1 to 3 percent of the U. S. population aged 3 to 21 years have impairments in one or more of the processes involved in understanding or using spoken or written language--commonly known as "learning disabilities." Although often of average intelligence, these persons are limited in their ability to read, write, or grasp mathematical principles as a result of some specific learning disability, such as dyslexia, minimal brain dysfunction, central nervous system dysfunction, or minimal aphasia.

As a group, learning disabled children make up the largest category of handicapped children not served in education programs. By even the most conservative estimates, no more than 25 percent are in an appropriate educational setting.

The Specific Learning Disabilities program seeks to stimulate State and local comprehensive identification, diagnostic, prescriptive, and education services for all children with specific learning disabilities through the funding of model programs and supportive technical assistance, research, and training activities. It also provides for early screening programs to identify these children and for dissemination of information about the learning disabilities programs.

Grants and contracts are awarded annually at the Commissioner's discretion under national competition, with applications encouraged from States where the need is greatest. There was a change in funding policy in this program in FY '74, from grants primarily through State education agencies to contracts with institutions of higher education, local education agencies, and public and private nonprofit agencies and organizations as well as State education agencies. The program is authorized under part G of the Education of the Handicapped Act.

The FY '74 appropriation for the Specific Learning Disabilities program was $3,250,000. It was allocated to 16 new projects and 22 continuing projects in 37 States. Each project has as program components a model learning disabilities program, an evaluation of the program's objectives and goals, a determination of the validity of the model, and coordination with appropriate State agencies. After validation, it provides a statewide plan for implementation of that model. The program components are supported by technical and developmental assistance. An FY '74 obligation of $29,725 went to the Technical Assistance Group, University of Arizona, Tucson, to conclude a FY '73 project of preparing and publishing materials useful both to the projects and the field at large.

Nine States--California, Nebraska, New Mexico, Ohio, Pennsylvania, Texas, Virginia, West Virginia, and Wyoming--went into their third or fourth year of activities in 1974-75, with emphasis on statewide replication. New Jersey's computer based resource units have been included for program planning and use by two other States--Pennsylvania and Maine--and adoption by two other States is pending. This type of sharing cuts down substantially on development costs. Delaware is working on a statewide assessment program using computers. Puerto Rico is undertaking two satellite school programs. The pilot program in Cherokee, North Carolina, has been chosen by the Bureau of Indian Affairs as a model for other BIA schools.

The "seed money" facet of the Federal investment in the Learning Disabilities program as a result of the funding policy change in FY '74 shows considerable promise. Twenty-one programs receiving a total of $1,455,027 in Federal funds reported totals of $1,344,748 in State funds, $1,520,157 in local funds, and $173,737 in other funds, thus reducing to one-third the Federal share.

Reports from 24 model demonstration centers--out of a total of 38--show a total of 23,398 children screened for potential learning disabilities by this program in FY '74. Some 6,860 learning disabled children were identified. They, and 311 other children, received diagnostic/prescriptive instruction during the 1974-75 school year.

Staff development in these same 24 projects included 2,627 teachers, 397 administrators, 376 learning disability specialists, and 439 other paraprofessionals receiving inservice training in diagnostic/prescriptive remediation of learning disabilities, techniques for development of instructional materials suitable for these children, methods of evaluating student progress, and administrative considerations in planning and implementing learning disability programs. These figures do not include figures for replication sites.

Among other direct beneficiaries of the program in the 1974-75 school year are 4,300 children in model projects, 8,000 children in replication activities, 1,300 regular classroom teachers receiving inservice training for diagnosis and remediation, 1,500 parents receiving materials and information, and 2,500 parents counseled.

BILINGUAL EDUCATION

Between 1.8 and 2.5 million children in the United States lack the English language skills necessary to benefit fully from the typical school situation. Another 2.5 to 3.5 million children may speak English but come from a home where a second language is spoken. Thus some 5 million children need or could profit from the use of a language other than English in the classroom.

Of these 5 million children, 3.5 million are American Indians or Eskimos, Asian Americans, or Spanish speaking, and 1.6 million are principally from families of European origin. Spanish-speaking children are by far the largest single group, comprising 5.4 percent of total elementary and secondary enrollment in 1972, while oriental and American Indian enrollments were each 0.5 percent. Approximately 85,000 American Indian children speak no English when they enter the first grade.

The Office of Education lists opportunities for the non-English-speaking or limited-English-speaking child high among its priorities in working toward equality of opportunity for education. Bilingual education is stressed in a number of major OE programs, the principal ones being under the Bilingual Education Act, which is title VII of the Elementary and Secondary Education Act. Particularly designed to meet the needs of children aged 3 to 18, title VII authorizes financial assistance to:

Local education agencies to (1) develop and conduct school programs to meet the needs of children of limited-English-speaking ability and (2) demonstrate effective ways to help these children to achieve competence in English as well as in subject areas. Institutions of higher education (including junior or community colleges) may apply jointly with local school agencies to participate in such programs.

Local education agencies, State education agencies, and institutions of higher education to conduct teacher training programs.

A basic principle of the bilingual approach (as distinguished from teaching English as a second language) is that the child's mother tongue is used in addition to English as a medium of instruction throughout the entire curriculum. Respect for the ethnic and cultural background of the child is inherent; the student learns about the history and culture associated with the other language as well as those of the United States.

In FY '74 a total of $68,220,000 was available for obligation, including $9,870,000 in FY '73 funds carried over into FY '74.

A total of 383 classroom demonstration projects, including 200 new starts, are being conducted during the 1974-75 school year at a cost of $55,017,000. An estimated 236,125 children are enrolled, at an average per-pupil cost of $233. Forty-two languages are represented, including 8 Indo-European languages, 11 Asian languages, and 23 Native American languages. Projects are located in 35 States, the District of Columbia, and 5 territories. Examples:

The Rough Rock Demonstration School in Chinle, Arizona, enrolls a student population predominantly Navajo. Mathematics, science, and social studies are taught in Navajo and English.

The Mascenic School District in Greenville, New Hampshire, teaches content areas in French and English. French-speaking students are instructed in word meaning, paragraph meaning, spelling, word study skills, language, arithmetic computation, arithmetic concepts, arithmetic applications, social studies, and science. Language arts, mathematics, and science are stressed.

Project BEST (Bilingual Education Skills Training) in Brooklyn, New York, serves a student population that is Puerto Rican for the most part. Content areas taught in Spanish and English are science, mathematics, social studies, and experimental reading. Music, arts and crafts, and physical education are taught in Spanish. Instruction in English is 50 percent in grade 5. The classroom is organized primarily for small group instruction by a team of teachers.

Building Bilingual Bridges, in Manhattan, New York City, has eight classes, from pre-kindergarten through third grade, enrolling 225 pupils. Primary instruction is in Chinese and Spanish for ethnic minority pupils. Social studies, math, language arts, and science are taught in English as well as Chinese and Spanish in the upper grades.

Training was given to 9,000 teachers and 3,460 aides, paraprofessionals, and parents involved in title VII-supported bilingual education programs during school year 1974-75. Total training costs were $6,816,000, averaging $547 per trainee. Training for teachers of Indian and Eskimo school children accounted for $676,500 of the obligations.

The Education Amendments of 1974 authorize a broad range of training activities in the bilingual field, among them teacher training, including career development opportunities, short-term training institutes, and fellowships for study in the field of training teachers for bilingual education. Training grants may also encourage reform, innovation, and improvement in curriculums in graduate education and in the recruitment and retention of higher education and graduate school faculties in bilingual

education. Beginnning in FY '75, the Commissioner is required to reserve for training $16 million of the first $70 million appropriated and one-third of sums appropriated in excess of $70 million.

Materials development has been a feature of most bilingual education demonstration classroom projects. Budget allocations of some $5,793,000 were made for this purpose in FY '74 for the 1974-75 school year. Of this amount, about 47 percent was awarded to five sites whose primary concern is material development, acquisition, and/or assessment.

In Berkeley, California, the Asian American Materials Development Center is funded through the Berkeley Unified School District. The Materials Acquisition Project in San Diego supports other programs with materials in Spanish and Portuguese. The Multilingual Assessment Program in Stockton, California, develops assessment instruments and guidelines for pupil placement and trains teachers. The New York component of this project works on measurement instruments for Puerto Ricans in New York State. The Dissemination Center for Bilingual Bicultural Education in Austin, Texas, acquires, edits, and publishes materials relevant to bilingual and bicultural education, develops information materials, and provides related information services. The Spanish Curricula Development Center in Miami Beach, Florida, creates Spanish language curriculums and field-tests materials in cooperation with the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE).

CANBBE functions as a special project, coordinating a cooperative effort by four local education agencies to develop culturally and linguistically relevant materials for the Puerto Rican or Mexican-American children in their districts. With a national office in San Antonio, CANBBE is funded by the William Randolph Hearst Foundation through the National Urban Coalition. The four local education agencies are the Edgewood Independent School District, San Antonio (Southwest Regional Adaptation Center), the Milwaukee Public Schools (Midwest Regional Adaptation Center), the New York City Community School District #7, Bronx, New York (Northeast Regional Adaptation Center), and the San Diego Independent School District (Far West Regional Adaptation Center).

A number of OE programs other than title VII funded bilingual education projects in FY '74, bringing the total of funds available to nearly $120 million. Some representative examples from FY '74 are:

- # Of $7 million spent for special demonstration projects under title III of the Adult Education Act, approximately $1 million was spent on nine projects with bilingual or ESL (English as a Second Lanuguage) components. Language/ethnic groups served: Spanish-speaking, American Indian, and Samoan.

- # Of approximately $58 million allocated under part D of the Education Professions Development Act, about $2.3 million was spent on 20 bilingual programs covering a number of languages, including Spanish, Navajo, Chinese, and Japanese.

- # Of $12 million appropriated for experimental preschool and early education programs for handicapped children, $525,129 was used for seven bilingual projects serving Mexican-American children.

- # Of a $5-million appropriation for special programs and projects under the Indian Education Act, $932,544 went to six bilingual/bicultural projects.

- # From a $12 million Right-To-Read budget, 16 bilingual and/or ESL projects that served principally Spanish-speaking persons received $951,500.

- # Of a $57.7 million appropriation for Follow Through, $3.25 million was spent on bilingual programs, principally for Spanish- and French-speaking children

- # In the 1973-74 academic year, 21.7 percent of the students discovered by Talent Search, 9.3 percent of those enrolled in Upward Bound, and 18.8 percent of those receiving Special Services for Disadvantaged College Students were of Spanish descent.

INDIAN EDUCATION

An estimated 326,354 Indian children and youths are of school age. Approximately 257,354 of them attend public schools, 48,000 are in Bureau of Indian Affairs schools, 9,000 are enrolled in private or mission schools, and 12,000 are not attending school.

Although Indians live in all States except Hawaii, approximately 70 percent of them are concentrated in eight States: Alaska, Arizona, California, Montana, New Mexico, North Carolina, Oklahoma, and Washington. Their life conditions are typically poor. Family income is low. Disability from mental and physical problems is high, and so are school dropout rates. Educational attainment of parents is low.

Schools face special problems in teaching Indians: Approximately 85,000 Indian children arrive in the first grade every year speaking no English. There are few Indian teachers or administrators. Teacher-parent interaction is limited. Curriculums are uniformly unresponsive to Indian needs, and school budgets are far too low to meet them.

Some improvements in Indian education in the public schools have been possible through such OE programs as School Aid To Federally Affected Areas, title I of the Elementary and Secondary Education Act, Head Start and Follow Through, the Teacher Corps, adult education, and Emergency School Aid. However, the nature and scope of the problem are too severe for general measures of compensatory education and in 1972 the Indian Education Act (IEA) was legislated to deal solely and specifically with the special needs of Indians.

IEA concerns the public elementary and secondary education of Indian children and, to some extent, adult education. It contains five parts: (A) financial assistance to schools on or near reservations, (B) funding for planning, pilot, and demonstration projects, (C) funding of adult education projects, primarily in the area of literacy and high school equivalency, (D) establishment of the National Advisory Council on Indian Education and the Office of Indian Education, and (E) a set-aside under the Education Professions Development Act for the training of Indian teachers.

The Education Amendments of 1974 broaden the training program for teachers of Indian children, placing it under IEA (out of EPDA). They also create a fellowship program for Indian students in engineering, medicine, law, business, and forestry and related fields, at the professional or graduate level.

Payments to Schools

Part A of IEA authorizes financial assistance to local education agencies to develop and put into action supplementary elementary and secondary education programs designed to meet the special

needs of Indian children. The money may be spent for programs specially designed to meet education needs, minor classroom remodeling, and equipment. Programs must be developed in cooperation with the Indian population to be served, including tribes, parents, and if applicable, students.

A total of $23,810,000 was disbursed in FY '74 to 854 local school agencies in 36 States, representing 33 percent of the total eligible school districts in the United States. Awards averaged $27,881, amounting to an average expenditure per child of $111. A total of 214,350 Indian students were served by the program in FY '74, or 80 percent of the Indian students eligible.

Part A of IEA also authorizes discretionary grants to school districts on or near reservations which are not local education agencies, or have been for less than 3 years. Twenty-three grants were awarded in 12 States under this program in FY '74. Project costs averaged $51,760 and totaled $1,190,476.

Special Programs for Indian Children

Part B of IEA authorizes special programs in such areas as bilingual/bicultural education, compensatory education, cultural enrichment, dropout prevention, and vocational training. Among its many purposes are:

- To support planning, pilot, and demonstration projects designed to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children.

- To provide services not otherwise available in sufficient quantity or quality (i.e., remedial and compensatory instruction, counseling, vocational instruction, instructional materials and equipment) and to establish and operate exemplary and innovative programs as models for regular school programs.

- To assist in the development and operation of preservice and inservice training programs for education personnel.

- To encourage the dissemination of information and materials relating to education programs, services, and resources available to Indian children.

Grants are awarded annually on a competitive basis, at the discretion of the Commissioner, to Indian tribes and organizations,

federally supported elementary and secondary schools for Indian children, State and local education agencies, institutions of higher education, and private nonprofit elementary and secondary schools. The act provides that priority be given to Indian tribes, organizations, and institutions. Active participation by parents and tribal communities in planning and development is a requirement for project approval.

A total of 135 grants was made (out of 438 applications) for projects in 25 States. Awards averaged $88,888 and totaled $12,000,000. Sixty-eight awards were for pilot, planning, and demonstration projects, 54 were exemplary and enrichment projects, 10 were for training of educational personnel, and 4 were for information dissemination and evaluation. By dominant activity, projects were of the following types:

Bilingual	15
Cultural	25
Curriculum	20
Early Childhood	17
Teacher and Teacher Aide Training	3
Tutoring	13
Guidance and Counseling	13
Operating Schools	8
Special Education for Handicapped	3
Parent Group or Education Committee Training	2
Demonstrating Utilization of Teacher Aides	7
Other (Includes planning, recreational, health, information, dissemination, management training, and radio projects)	10

Examples of the program at work:

The Indian Community School in Milwaukee, private and nonprofit, is one of the country's few schools for inner-city Indian children operated entirely by parents and other community representatives. Its physical plant is an abandoned Coast Guard station on the shores of Lake Michigan. Enrollment is 76 students in grades 1-12, with a waiting list of more than 100. Many who are waiting are marginal public school students. The board of directors is composed of members of the Oneida and Chippewa tribes. Its advisory council includes Sioux and Menominee Indians, educators from the University of Wisconsin, and representatives of several religious

organizations which have contributed funds, equipment, volunteer tutors, and other resources since the school's founding in 1970. For accreditation purposes, the school is a satellite of Pius XI High School.

Beginning in the 1973-74 school year, the program at the Indian Community School has been supported by a grant under part B of IEA. The school authorities take a "traditional" approach to education, concentrating on a thorough grounding in reading, writing, and other tools of learning. The Federal grant helps to employ teacher aides and to give pupils individual tutoring and counseling, individualize and strengthen the regular academic program, identify pupils with exceptional abilities and needs, and help dropouts return to school or get into work-study programs.

The Borrego Pass Elementary School, at the top of the Continental Divide 100 miles west of Albuquerque, draws students from hogans and villages within a radius of 20 miles in an isolated rural area. It is operated by the Navajo community under contract with the Bureau of Indian Affairs.

Because few youngsters speak more than a few words of English when they enter school, all instruction from kindergarten through the second grade is in Navajo, by teachers who are members of the Navajo tribe and who attempt to build a basic grounding in reading, writing, and arithmetic before pupils begin English instruction in these subjects in the third grade. Up to now, the school has been using curriculum materials developed in part at the Rough Rock Demonstration School in Arizona.

Here is how the school makes use of various Federal programs to meet the special needs of its pupils: A new grant under the Bilingual Education Act will help develop instructional materials, including audiovisual units. BIA funds pay basic teacher salaries. Title I ESEA supports reading specialists and other compensatory education personnel. Part B of IEA provides Navajo language specialists, classroom aides, a student exchange program with an urban school in

Albuquerque, field trips, and similar enrichment activities. Nutritious meals are supplied by the Department of Agriculture, and the Public Health Service sends in a medical team once a month to check on the children's health.

Instructors from the University of New Mexico school of education travel to Borrego Pass regularly to conduct training sessions for teachers and aides who want to improve their classroom competence.

A computerized project at the Santo Domingo Elementary School outside Albuquerque enrolls mostly Pueblo Indian children. The All Indian Pueblo Council, a consortium of 19 Pueblo tribes, is the grantee for the computerized mathematics program grant under part B of IEA. The funds helped cover the purchase of the computer and terminals and the salary of a specially trained computer operator and an aide.

Santo Domingo is a county public school, and its basic operating costs are paid for by State and local resources. Reception to the program has been enthusiastic. Felix Calabaza, governor of the Santo Domingo Tribal Council and its representative on the All Indian Pueblo Council, says parents are encouraged by their children's progress. He hopes Federal funds will become available for computerized instruction in more schools because "Education is the key to everything we need."

Special Programs for Adult Indians

Part C of IEA authorizes grants to local and State education agencies and Indian tribes, institutions, and organizations for the education of adult Indians. Awards are competitive and may be used either to support planning, pilot, and demonstration projects in adult education for Indians, particularly in literacy and high school equivalency training, or to support the dissemination of information concerning education programs, services, and resources available to adult Indians.

Thirty-eight out of 110 applications resulted in grants for projects in 19 States under this program in FY '74. Awards averaged $78,949 and totaled $3 million.

Program Administration

Part D of IEA provides for the establishment and operation of the Office of Indian Education within the Office of Education to administer parts A, B, and C of the IEA, and for the establishment and operation of the National Advisory Council on Indian Education.

The FY '74 amount available for this purpose was $1,759,000. Funds support salaries, travel, and other administrative expenses for OE and the Council as well as planning and evaluation studies necessary for program support.

Personnel Preparation

Of the $60,150,000 appropriation in FY '74 for the Bilingual Education Act, $676,500 went to train teachers of Indian and Eskimo school children.

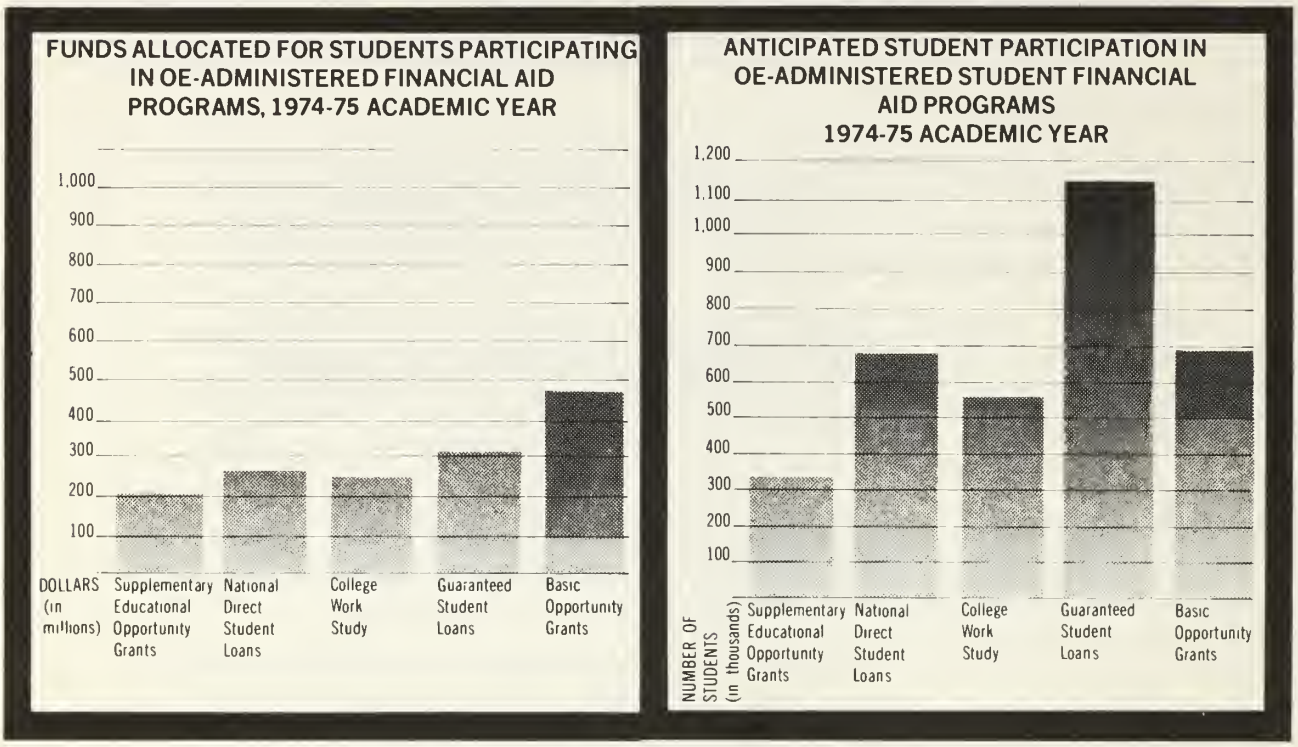
POSTSECONDARY STUDENT AID

The Office of Education administers five financial aid programs specifically tailored to promote equal opportunity for low-income students to get college or postsecondary vocational/technical education. They are:

Basic Educational Opportunity Grant Program
Supplemental Educational Opportunity Grant Program
College Work-Study Program
Guaranteed Student Loan Program
National Direct Student Loan Program

Student participation in these programs, and Federal funds allocated for them for the 1974-75 academic year are given in figure I on the following page.

Figure 1.--Federal funding for and student participation in OE-administered student financial aid programs



To encourage other sources of financial aid to increase opportunities for needy students, OE administers two incentive programs:

State Student Incentive Grants Program
Cooperative Education Program

In addition, OE spearheads a national effort to narrow the gap in educational attainment between low-income and general population through its Special Programs for Disadvantaged Students. Basic components of the program are:

Upward Bound
Talent Search
Special Services for Disadvantaged Students
Educational Opportunity Centers

The Veterans Cost-of-Instruction Program, focusing on the needs of educationally disadvantaged veterans, combines elements of all four of these programs. It is described in chapter V, page 119.

Basic Educational Opportunity Grant Program

The "Basic Grant" program helps eligible persons finance their postsecondary education, providing assistance according to a uniform scale of financial need. It is open to half-time as well as full-time students doing undergraduate work at a college or attending a vocational or technical institution.

At full funding, the program would provide a maximum grant of $1,400 per year, less expected family contribution, but not to exceed half the cost of school attendance. Since there was only partial funding in FY '74, grants were prorated according to a reduction formula set by law, and students who were enrolled half-time or prior to April 1, 1973, were disqualified.

Half a million students applied for a basic grant during the 1973-74 academic year, and more than 860,000 had applied by September 15 of the current year. The 689,000 students who received grants in the 1974-75 academic year represented about 62 percent of the 1,115,000 eligible students. Awards averaged $776, with $1,050 the maximum and $50 the minimum.

The academic year 1974-75 program cost was $535 million--$475 million from FY '74 appropriations and $60 million from FY '73 appropriations.

Supplemental Educational Opportunity Grant Program (SEOG)

The SEOG program is for postsecondary students of exceptional financial need who without the grant would be unable to continue their education. The grants range from $200 to $1,500 a year and are made only to undergraduate students. Institutions taking part in the program are required to provide a matching award in an amount at least equal to the SEOG. The matching assistance may be in the form of a loan, part-time work, scholarship, or other type of institutionally controlled aid.

The 1974-75 academic year is the second year of operation of the SEOG program (successor to the Educational Opportunity Grant program). The appropriation level permitted the funding of less than half of the institutional requests made this year.

The FY '74 funding of $210,300,000 was allocated between $100 million for 160,000 initial year grants and $110.3 million for 144,000 continuing year grants. A total of 3,389 institutions participated, including 843 proprietary schools. Funds were distributed in the following proportions in FY '74: public universities 38 percent, other 4-year public

institutions 7.5 percent, 2-year public institutions 13.9 percent, public vocational-technical schools 1.1 percent, private universities 12.6 percent, other 4-year private institutions 17.6 percent, private 2-year colleges 2.7 percent, proprietary schools 6.6 percent.

Approximately 304,000 students benefited from the program this year. Grants averaged $670.

College Work-Study Program

The main object of the College Work-Study Program (CWS) is to promote the part-time employment of postsecondary students and supplement other sources of aid for the economically disadvantaged. Only students in financial need who must earn a part of their expenses may obtain help under this program. Both undergraduates and graduates are eligible.

A statutory formula determines distribution of most CWS funds among States and territories. Grants are made to postsecondary institutions, including approved vocational schools, for partial reimbursement (80 percent) of wages paid to students for work arranged by the institution. Jobs so arranged may be either on-campus (except for students in proprietary schools) or off-campus with either a public or a private nonprofit agency.

During the 1974-75 academic year, 3,145 postsecondary institutions participated in the CWS program, enabling approximately 560,000 students to find part-time employment. The FY '74 appropriation of $270.2 million supported 190,000 new awards totaling $90 million and 370,000 continuation awards totaling $180.2 million. Participating institutions contributed $55,340,000, for a total CWS budget of $325,540,000.

The average wage paid in the 1974-75 academic year, including the institutional matching share, came to an estimated $580 per student. An estimated 32.7 percent of the students aided have gross family income of less than $2,999; 23.3 percent have family income of $3,000 to $5,999; 16.2 percent, $6,000 to $7,499; 13.1 percent, $7,500 to $8,999, and 8.0 percent are from families with incomes of more than $9,000. Undergraduates made up 94 percent of the student population benefiting under the program.

Guaranteed Student Loan Program

The Guaranteed Student Loan Program (GSLP) helps students attending some 4,300 institutions of higher education and nearly 3,900 vocational,

technical, business, and trade schools. Loans are made by such lending institutions as commercial banks, savings and loan associations, credit unions, insurance companies, and pension funds and by educational institutions which have themselves qualified as lenders. The Federal Government protects lenders against loss under such a circumstance as the death or default of a borrower.

Twenty-eight State or nonprofit agencies and the District of Columbia administered their own guaranteed loan program during the 1974-75 academic year. In this segment of the program 80 percent of a loan is reinsured by the Federal government. The Federally Insured Student Loan (FISL) program, which directly insures 100 percent of a loan, operates in the remaining States and for students who do not have access to a State program. The FISL segment accounted for approximately 55 percent of new loan volume in FY '74.

Students may obtain loans up to a maximum of $2,500 a year--with a maximum aggregate of $7,500 for undergraduate students and $10,000 for graduate students, including undergraduate loans. While a student is in school, during the maximum 12-month grace period after he leaves school, and during periods of authorized deferment, the Federal Government pays the lending institution the interest on all loans which qualify for such a subsidy, up to the legal maximum of 7 percent.

In the 1974-75 academic year approximately 938,000 students obtained new GSLP loans. Since the program began, 4 million student borrowers have received more than 7 million individual loans, amounting to more than $7 billion, from 19,000 lenders. The FY '74 appropriation of $310 million was disbursed as follows: interest benefits on new loans, $37.8 million; interest benefits on older loans, $184.2 million; "special allowance" to lenders as a loan market adjustment, $85 million; and death and disability payments, $3 million.

Loan size has increased over the years with education costs. This year (academic year 1974-75) the average loan is $1,214, up $113 from last year and up $461 from the beginning of the program 8 years ago.

Currently there is a credit scarcity for students, as there is throughout the economy generally. As a consequence, the Office of Education has this year taken steps to encourage increased lender participation. In addition, it committed the new staff persons and resources appropriated to GSLP last year to restructure subsidies and the treatment of claims and collections. High priority has been directed toward improving the default situation.

Default claims this year accounted for about 20 percent of the GSLP budget. The level is high for a number of reasons. The program has been large, program staff small. Some lenders have not exercised due diligence in obtaining loan repayment. Some institutions inadequately screened student applicants. Information about lending agencies and student borrowers was insufficient for good management. Current efforts to remedy the default problem include:

Use of the Loan Estimation Model, operational as of June 30, 1974, to predict claims, interest benefits, and premium income. The model has the capability of forecasting obligational requirements for 1 to 5 years.

Use of the Lender-Borrower Survey, completed as of September 30, 1974, to examine lender policies, practices, and procedures on repayments and to examine the perceptions of borrowers about their loan repayment obligations.

Revised regulations for the GSL program, published in the Federal Register on October 17, 1974. New compliance criteria for participating institutions and a revised disbursement schedule are designed to cut the number of claims paid by the Federal Government and to give consumers greater protection. In general, the new rules will allow OE to limit, suspend, or terminate participation by education institutions and lenders which have excessive numbers of loan defaults. Refunds will be required if a school closes or a student withdraws.

Substantial upgrading of OE's collection effort. Before February 1972 only three employees were assigned to collections. There are now 99 permanent collection positions, with a corresponding clerical/support staff. Nearly $4.2 million was collected in FY '74, compared to a total of only $3.2 million in fiscal years 1969 through 1973.

National Direct Student Loan Program

The National Direct Student Loan Program (NDSLP) funds postsecondary institutions so that they can make long-term low-interest loans to students with financial need. These loans, like loans under the GSL program, complement grants and work-study salaries. Lending limits are essentially the same as under GSLP--$2,500 maximum per year up to a total of $7,500 for undergraduates and $10,000 for graduates (including the undergraduate portion). States receive funds by statutory formula and a participating institution pays in $1 for each $9 of Federal funds. The institution's loan fund is revolving so that the institution may make new loans from those repaid. Further, NDSL offers cancellation benefits for certain kinds of teaching service or military service in a combat zone.

Of the FY '74 appropriation of $286 million for new Federal capital contributions, $94 million went for new student loans and $192 million for continuing student loans. Under separate appropriations, another $2 million was used for loans to institutions that had difficulty in providing the 10 percent matching funds required, and $5 million was disbursed for teacher/military cancellations.

An estimated 671,000 students received 219,000 new and 452,000 continuing NDSLP loans in the 1974-75 academic year. They attended some 2,800 postsecondary institutions.

A current emphasis in the NDSL program is priority treatment for students having the greatest financial need. An important goal is distribution of loans among students from lower and lower-middle-income families. In the long run this Administration views GSLP as a substitute for this program.

State Student Incentive Grants Program

Thirty-seven States and four territories are participating this year in the State Student Incentive Grant (SSIG) Program. Authorized by the 1972 amendments to the Higher Education Act, the SSIG program helps States initiate or expand State programs of financial assistance for postsecondary students. It is now in its first year of operation.

SSIG funds are allocated according to postsecondary enrollments. States provide 50-50 matching funds out of their own resources. Some 76,000 students are expected to receive grants this year, at an estimated average of $500. By law, full-time undergraduate students are eligible to receive up to $1,500 a year, with reduced amounts available to half-time students.

States have wide latitude in determining which students and institutions may participate, but the U. S. Commissioner of Education must approve each State's definition of "substantial financial need" for student eligibility. Applications for funding renewals are updated yearly.

The FY '74 appropriation for SSIG totaled $19 million.

Cooperative Education Program

In its Cooperative Education program, OE makes grants to postsecondary education institutions to plan, conduct, or expand programs that give students an opportunity to alternate periods of full-time academic study with full-time employment. This year

371 awards benefited 452 postsecondary educational institutions in the 50 States, the District of Columbia, Puerto Rico, and the Virgin Islands. Forty-five received new awards with $1,085,000 funding, and 326 got competing continuing awards with $9,665,000 funding.

Colleges contract with outside agencies to hire students full time at the going pay rate. A job must relate to a student's field of study, thus providing career experience. No OE funds may be used for student salaries, and no program may receive Federal support for more than 3 years. This year's funding was allocated as follows: $10 million for institutions to administer their programs, $553,000 for training, and $197,000 for research.

In choosing which proposals to fund under the Cooperative Education Program this year, OE gave consideration to higher education institutions serving large numbers of minorities, veterans, women, and handicapped persons.

--SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

This year, 879 projects were funded under the various Special Services programs, with total funding of $70,331,000: 64 new awards with $6,868,000 funding; 677 noncompeting continuing awards with $52,896,000 funding; and 138 competing continuing awards with $10,567,000 funding. About 302,657 persons were served in 1974-75, representing about 7.6 percent of the population qualifying on the basis of low income or physical or cultural handicap.

Talent Search Program

Talent Search is a project grant program which works through institutions of higher education and public and private agencies and organizations to serve low-income youth from the 7th through the 12th grades. Its goal is to assist in improving opportunities for low-income students by identifying and encouraging qualified youth of financial or cultural need, publicizing existing forms of student financial aid, and encouraging secondary school or college dropouts of demonstrated aptitude to reenter educational programs. The past 2 years it has made special efforts to recruit, counsel, and enroll veterans.

The FY '74 appropriation of $6 million funded 120 projects--10 new and 110 continuing awards--at an average cost of $50,000 per project and about $55 per client. Approximately 112,515 young people and veterans were helped. In the 1973-74 academic year with FY '73 funding of $5.8 million and a clientele of 109,025,

some 33,000 persons were placed in postsecondary education, 28,000 were accepted for the 1974-75 year, 3,600 dropouts were persuaded to return to school or college, 4,100 dropouts were enrolled in high school equivalency or adult education programs, and 10,000 potential dropouts were encouraged to stay in school.

Upward Bound Program

Upward Bound is designed for the low-income high school student who, without the program, would not have considered going to college or other postsecondary school or, wishing to attend, would probably not have gained admission or successfully completed the required study. The program is conducted by accredited secondary or post-secondary institutions with residential facilities. In a typical year an Upward Bound student may attend Saturday classes or tutorial/counseling sessions or participate in cultural enrichment activities. In the summer the student typically is a resident at a 6- or 8-week session on a college or high school campus. Enrollees may receive stipends of up to $30 a month. Federal assistance for programs may not exceed $1,400 per student.

OE strategy in the Upward Bound program this year has been to concentrate on stimulating children from low-income families (below $5,000) to attend college. Only about 35 percent of high school graduates from low-income families currently enter college. The national average for all high school graduates is about 55 percent. Two-thirds of the Upward Bound students are members of racial and ethnic minority groups. For the past 2 years special efforts have also been made to recruit, counsel, and enroll veterans.

The FY '74 Upward Bound program expended $38,331,000 to fund 416 projects--21 new and 395 continuing --at an average of $92,000 per grant and slightly less than $1,400 per enrollee. The Federal share of program costs changed in FY '74 from 80 to 100 percent, as required by P.L. 92-318, the Education Amendments of 1972.

Data concerning the number of students aided in FY '74 are not yet available. In FY '73 the program aided 13,000 new students and 28,000 continuing students. Eighty-two percent of the 9,000 enrollees graduating from high school that year planned to attend college or other postsecondary institution.

Special Services in Higher Education

Now in its 5th year of operation, the Special Services program awards project grants to institutions of higher education to finance counseling, tutorial, and other supportive services for disadvantaged

students already enrolled in postsecondary programs. Students from a family with an income in the poverty range--an estimated 14 percent of the undergraduate population--are the target group. Grants are discretionary, on a forward funded basis, and require no matching.

Elements typically found in Special Services projects are academic counseling and advising, special recruiting strategy, and tutoring. About half of the projects offer diagnosis of learning difficulty, or remedial courses, and almost half report use of special instructional media or strategies. Almost half involve cooperative efforts with community agencies or organizations, and about the same proportion contain job placement elements.

The FY '74 appropriation for the Special Services program was $23 million. This funded 331 projects--21 new and 310 continuing--at an average cost of $69,000 per project and $361 for each of the 73,951 students served.

Educational Opportunity Centers

Twelve Educational Opportunity Centers, opened in November 1974, are this year helping about 50,000 students make or carry out their postsecondary education plans.

Authorized by the 1972 amendments to the Higher Education Act of 1965, the centers are located in areas with large concentrations of low-income families. While all potential students within the community have access to their services, the centers are designed primarily for the benefit of persons who are disadvantaged or physically handicapped. Staffs provide personal counseling and admissions assistance to individuals who wish to enroll for post-secondary study and also provide a variety of supportive services to students already enrolled in colleges and postsecondary vocational-technical schools. Approximately 87 institutions currently participate in activities of the 12 centers.

Regulations for the program were published in the Federal Register on April 29, 1974. The Federal share of the cost of a center may be up to 75 percent. The FY '74 appropriation for the program was $3 million. Per-student cost averaged about $100.

Centers are located in Huntsville, Alabama; Los Angeles; Denver; Washington, D. C.; Boston; St. Louis; Hudson County, New Jersey; Espanola, New Mexico; New York City; Dayton; Dallas; and Tacoma. Six serve the needs of students from urban areas, two serve areas that have both rural and urban characteristics, two serve essentially rural areas, and two serve essentially metropolitan areas.

ADULT EDUCATION

More than 51.5 million adults in the United States, aged 16 or older, have not completed high school and are not currently enrolled. Of these, approximately 15 million have less than 8 years' formal education. Compounding the problem is the addition each year of approximately 750,000 youngsters who leave school without completing 12th grade and about 400,000 immigrants, many of whom need instruction in English to function adequately as a U. S. citizen.

The Adult Education Act of 1966 authorizes grants to States for programs of adult basic and secondary education. Through FY '74, it also authorized the Commissioner of Education to fund special experimental demonstration projects and teacher training. Under the Education Amendments of 1974, the discretionary authority is replaced by earmarking not less than 15 percent of each State's allotment for these purposes. The overall objective of the program is to assist in eliminating adult illiteracy. It supports Right To Read projects in working toward this goal.

Under the stimulus of Federal funding, every State now has a director of adult education. There were only 10 in 1965. The number of 4-year institutions of higher education offering graduate programs in adult education has increased from 14 to more than 100. More than 10,000 local education agencies now offer public adult education programs.

Federal funding for adult education programs totaled approximately $63.3 million in FY '74--$53.5 million for State grants, the rest for special projects and teacher training.

The 1974 amendments to the Adult Education Act authorize vocational training in languages other than English to be carried out in coordination with bilingual programs under title VII of the Elementary and Secondary Education Act and under the Vocational Education Act. The purpose of the new programs is to train or retrain individuals with limited English-speaking ability for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations. Such training may be offered by postsecondary education institutions or by nonprofit institutions legally authorized to provide postsecondary education within a State for persons 16 years of age and older. The legislation authorizes the Commissioner to grant awards and contracts to develop and operate programs or projects. No funds were appropriated for bilingual vocational training in FY '74.

State Grants

Allocations to States start with a $150,000 basic grant, to which is added a sum determined by the number of resident adults

who lack a certificate of graduation from high school. There is a 10 percent matching requirement, but in FY '74 the States actually matched by an average of about 23 percent.

States channel the grants into local programs. Basic education for persons with less than an 8th-grade education receives first priority. After these needs are met, up to 20 percent of the funds appropriated may be used for high school equivalency programs. Institutionalized adults are served by this program, and special attention is given to the needs of persons of limited English-speaking ability. Support of State advisory councils for these programs is authorized also.

The purpose of adult education is to assist and stimulate reduction of adult illiteracy and to help adults become more employable, productive, and responsible citizens. Local projects typically focus on the basic skills of reading, writing, and arithmetic. Programs develop curriculums geared to such real-life concerns as consumerism, home and family life (with emphasis on practical pursuits like helping parents develop the skill to assist their children with school work), and instruction in uncovering and developing job leads. If feasible, these efforts are coordinated with such related programs as the occupational training provided under the Vocational Education and the Manpower Development programs and Right To Read.

Of the approximately 800,000 adults aged 16 and older enrolled in adult education programs during the 1974-75 school year, nearly 650,000 were in the priority age group of 18-44 with less than 8th grade competence. Other characteristics of the enrollees: Male 331,200, female 468,800, institutionalized in Federal prisons or mental hospitals around 75,000, unemployed 245,364, receiving public assistance 94,640, of limited English-speaking ability approximately 240,000.

This year nearly 214,000 enrollees completed the 8th grade, passed the General Education Development Test for high school equivalency, completed high school, or enrolled in some other educational program as a result of having participated in an adult basic education program.

Twenty-six State Advisory Councils were supported under this program in FY '74.

Special Projects

If it is to provide effective education, the public adult education system must develop new methods and techniques, materials,

and programs. Experimental efforts must help improve and extend programs to reach the most educationally disadvantaged adults--those on welfare, isolated in rural areas, or unable to read at a level required by our culture. Efforts must be more effectively linked to career education to assure that services relate to changing economic and life needs. (A discussion of FY '74 priorities under the Special Projects program appeared in the Federal Register of December 13, 1973.) In FY '74, as in earlier years, awards were made under this program at the Commissioner's discretion. (The Commissioner's discretionary funds are eliminated in FY '75 under the 1974 Amendments and incorporated under State grants.)

Forty-seven special demonstration projects were funded in FY '74, 16 new awards totaling $1,662,389 and 31 continuations totaling $4,899,590. The average cost was $139,617. Nine awards were made to local education agencies, 2 to State departments of education, 15 to institutions of higher education, and 21 to other nonprofit agencies. Subject areas were:

Improving State administration	5 projects
Career education for adults	11 projects
Adult secondary education	3 projects
Right To Read	5 projects
Exemplary	10 projects
Adoption and diffusion	1 project
Life skills	1 project
Parent education	7 projects
Indian education	4 projects

Examples of projects receiving support in 1974-75:

A special experimental project in Tucson, Arizona, reaches homebound non-English-speaking adults, most of whom are below 5th grade equivalency in their own language. A system of linkage and coordination has been established with child-serving programs associated with the schools attended by their children. Efforts are made to prepare the homebound parents to make the transition to Pima County's regular adult basic education program.

A demonstration project in Fayetteville, Arkansas, aims at recruiting and retaining rural male adults who are operating at less than a 4th-grade level. Emphasis is on the underemployed, unemployed, welfare recipients, and heads of families. A curriculum based on learning packets reflecting the experience and interests of the participants will be developed and field tested. The project should provide a basis for all adult education programs in Arkansas and could have national application in rural areas.

The Des Moines Family Learning Project in Iowa is a demonstration program in family education. It involves both parents and children.

The New Hampshire Career Education Model for Educationally Disadvantaged Adults demonstrates the components necessary for a successful community-based career education delivery system for educationally disadvantaged adults. It provides five types of programs: recruitment and referral; diagnostic services for health inventories, physical screenings, occupational skill assessments, etc.; self-awareness and career awareness; career exploration; and career entry-level skills training.

Teacher Training

Four out of five adult education teachers and administrators work in this field only part-time. As many as 80 percent leave adult education within 3 years. A strong inservice training program is needed to improve the situation. Preservice education needs strengthening in order to develop full-time professionals interested in a career as an adult educator.

Two types of staff development efforts were supported under the discretionary grant authority of the Adult Education Act in FY '74--regionally based programs and programs to meet national or special needs. Grants are awarded to institutions of higher education, State or local education agencies, or other public or private nonprofit agencies to conduct training for teachers, administrators, counselors, and paraprofessionals. Competition for the awards, made at the discretion of the Commissioner, is national. The 1974 Admendments incorporated this program under State grants beginning in FY '75.

FY '74 was the third and final year of funding for the regionally based staff development effort. The nine projects supported will be sustained by State and institutional resources after FY '75. Approximately 23,500 persons participated during 1974-75. The Federal cost was $2,250,238.

Nine nonregional training projects were supported in FY '74 at a total cost of $1,121,626. They dealt with resource development, instructional television, correctional personnel training, Indian educational leadership development, instructional content improvement, and studies in cultural and ethnic understanding. Sponsors were six institutions of higher education, one State education agency, and two other nonprofit agencies.

MANPOWER DEVELOPMENT AND TRAINING

FY '74 was the last year of operation of Manpower Development and Training (MDTA), now replaced by the Comprehensive Employment and Training Act.

Administered jointly by the Secretary of Health, Education, and Welfare and the Secretary of Labor, MDTA aimed at reducing the level of unemployment, offsetting skill shortages, and enhancing the skills and productivity of the Nation's work force. The major tool was education and training of those out of a job or working at less than their full potential.

The Secretary of Labor assessed the need for training, selected the trainees, provided allowances and other training benefits, and helped trainees get jobs. He was also responsible for job-development programs and experimental and demonstration projects, and for working with employers to develop on-the-job training.

Institutional training coupled with on-the-job training projects was a responsibility of the Secretary of Health, Education, and Welfare, as were institutional training for residents of redevelopment areas and other severely depressed communities, the instructional aspects of experimental and demonstration projects, and MDTA training in correctional institutions. The Secretary delegated his authority for institutional education programs to the Commissioner of Education.

Most training programs were operated through State agreements. Training was provided through public education agencies or private institutions. The State was paid not more than 90 percent of its cost to carry out the agreement.

FY '74 MDTA obligations, including allowances paid trainees as well as institutional training costs, totaled $307,896,069. The first-time enrollment was 110,400. Some 83,300 trainees had completed institutional training, and 65,100 had obtained employment and were still on the job when last contacted.

Since the beginning of the MDTA program in August 1962, some 1,504,600 persons were enrolled in the institutional training program administered by OE. Of these, 68 percent completed their training objective, and 50 percent of those completing obtained employment. Part of the remaining 50 percent were called into the armed forces. Some returned to full-time school, and others withdrew from the labor force.

Training was conducted in more than 300 occupational skills, ranging from accounting clerk to X-ray technician. Clerical occupations comprised the largest group, almost 20 percent of the total enrollments.

The new Comprehensive Employment and Training Act of 1973 (CETA) authorizes similar activities at the discretion of State and local prime sponsors.

(The 1974 Manpower Report of the President contains a small section on the MDTA programs administered by OE. Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, for $3.50. More detailed information concerning the training conducted under CETA is incorporated in the 1975 Manpower Report of the President. It will be available from the Superintendent of Documents in the spring of 1975.)

IV. TO IMPROVE THE QUALITY OF EDUCATION

The Federal Government plays a most important role in measuring and advancing the quality and relevance of American eduation. It develops new knowledge and more effective educational practice with an efficiency that would not be possible if each of the 50 States were to develop its separate and perhaps redundant solutions. Similarly, it provides developmental assistance that stimulates change, reform, and improvement in the education system.

Provision for research and development, evaluation, and dissemination characterize OE's efforts to improve the quality of education, especially for the disadvantaged.

SPECIAL DEMONSTRATION PROJECTS

Right To Read

OE's Right To Read office was created in 1969 to coordinate, observe, and evaluate the more than 200 demonstration projects funded by OE to test the many theories and practices of reading instruction. In recognition of the basic importance of literacy nationally, OE has made Right To Read its agent to encourage, coordinate, and facilitate the efforts of State, local, private, and Federal organizations in a combined effort to eradicate illiteracy by 1980. An estimated 19 million adults in the United States are totally or functionally illiterate, and 7 million elementary and secondary students have severe reading problems. In some large cities 40 and 50 percent of the children are underachieving in reading.

The Right To Read program currently supports five types of operations: State Education Agency Program, Demonstration Program, Reading Education Reform, National Impact Activities, and Dissemination. In FY '74 it administered a budget of $14,139,358, of which $2.7 million was appropriated under the Education Professions Development Act (title V of the Higher Education Act) and the balance under the Cooperative Research Act.

Thirty-one continuation grants totaling $4,348,000 were awarded under the State Education Agency Program in FY '74. They help States assume responsibility for improving reading achievement through assessment of teacher training and student reading needs, statewide coordination of developmental reading activities, preparation of reading directors of local education agencies, and

technical assistance. This year the program is reaching 1,227 local education agencies serving 37 million children. Twenty governors have issued a proclamation declaring Right To Read a statewide education priority. State reading directors are seeing to it that local reading programs are coordinated and shared statewide. Vermont is working with its State PTA to encourage and train volunteers to work toward reading improvement. Alaska is trying telecommunication to reach isolated students. Tennessee has established an effective sequence of reading instruction through the grades.

The Demonstration Program aims to stimulate investment by local education agencies and communities in reading by demonstrating exemplary practices. In FY '74 it supported 91 school-based demonstrations involving 30,000 elementary and secondary students, and 71 community-based demonstrations. Obligations for the school-based projects totaled $3,818,883. Typically these projects begin with diagnostic testing to identify and deal with reading problems realistically. They involve the whole community. Parents are involved, and school boards and education centered organizations are encouraged to support reading and literacy programs.

A Chicago project involves parents, professionals, and community representatives in a program to develop reading readiness for children in preschool through second grade. Instruction and materials are designed to meet Chicago's unique needs. Parents know about and have a hand in what their children learn. The result is not only fewer reading problems but greater achievement in all areas.

Miami has achieved comparable results with its Early Childhood Preventive Curriculum Development Center. The Miami project is an effort to identify potential reading failures before they become real failures. Districtwide diagnostic tests found the children most likely to have reading difficulties. Those children were then given specialized extra instruction. Their teachers chose materials from a catalog compiled by other local teachers. Attention to reinforcement and motivation paid off. Children in the program were able to read more effectively by the end of the first year than other children in the same grade. OE's agreement with Miami provides that the Center must be open to any school, anywhere in the country, that is interested in observing the program in action and possibly adapting it to its own needs.

The community-based projects are directed toward the out-of-school adolescent population and young adults and older adults in need of reading help. They demonstrate reading programs not only for school dropouts but for such others as unemployed persons, welfare mothers, and prison inmates. They are to be found in prisons, community colleges, the inner city, and on Indian reservations. This portion of the program received a total funding of $3,096,715 in FY '74.

Under the Reading Education Reform program, initiated in FY '74, 34 colleges and universities in 27 States are developing model preservice teacher training programs designed to prepare prospective elementary teachers to become effective teachers of reading in regular classroom settings. Funding for this program was $1,471,545 in FY '74.

Two National Impact Project awards were made in FY '74:

$255,481 to construct a reading achievement profile of 17-year-olds. This project consists of two parts. A $70,000 contract was made through the Small Business Administration with Audrey Guess and Associates, Oakland, California, for a learning assessment measurement system. A continuing grant of $185,481 was awarded to the Education Commission of the States, Denver, to make the miniassessment.

$781,485 ($520,990 from Right To Read and $260,495 from Adult Education Act funds) awarded to the Learning Achievement Corporation, San Jose, California, to produce two series of adult television programs. One of the TV series will be directed toward the English-speaking functionally illiterate and the other, in Spanish, will concentrate on the Spanish-speaking functionally illiterate that comprises a sizable portion of America's illiterate population. Both series are aimed at helping adults 16 and older to improve reading levels that now range from zero to the fourth grade. Each will consist of 25 half-hour programs with printed materials that support the lessons. Programs will be available on videotape for public and commercial television stations and on cassettes for classroom or community center showings. Initial showings are expected in the spring of 1975.

Dissemination activities in FY '74 included five technical assistance awards totaling $198,400 and five film, filmstrip, and related materials awards totaling $421,344. These projects support activities at the demonstration sites.

OE sponsored a national search for effective reading programs in FY '74. The major products of this search are 12 reading program packages (developed from programs approved by OE's Dissemination Review Panel) and a catalog of 222 promising reading programs.

Drug Education

The Office of Education began the national drug education program in the summer of 1970 with a teacher program funded principally under the Education Professions Development Act. In December 1970 Congress passed the Drug Abuse Education Act of 1970. The act authorized drug education demonstration projects in schools and communities and their dissemination throughout the country. The program supports college, school, and community-based demonstration projects and helps State education departments to develop effective curriculums and to continue inservice training for education personnel. The central idea of the program is that the causes, rather than the symptoms, of drug abuse should be attacked, and that only by cooperative involvement of the school, parents, the community, and young people themselves will the causes be identified and addressed.

The major emphasis of the drug education program in 1974 was to train community and school-based teams. The assumption was that each community and school district is unique in its drug abuse problem and in its ability to handle its problem. Therefore, the program has set up a system of training and resource centers that train teams to assess their own local problem accurately, to develop an action plan to resolve that problem, and to learn to begin to implement the plan, taking into account local human, cultural, and financial resources. The program also provides assistance for teams after they return to their local school district or community. The centers are operated by Awareness House, Oakland, California; Brass Foundation, Chicago; Trinity University, San Antonio, Texas; University of Miami, Florida; and Adelphi University, Garden City, New York.

In FY '74 a total of $6.7 million was available for the drug education program--$5.7 million in direct OE appropriations and $1 million transferred to OE from the Special Action Office for Drug Abuse Prevention, a White House staff office which provides national policy direction. The money was disbursed as follows:

$2.7 million for 338 school-based demonstration projects.

Grants support the training of teams of school administrators, teachers, counselors, board members, school nurses, and teacher aides. Training focuses this year on the development of prevention and early intervention programs for students in grades 9 through 12. In one innovative school-based project in Columbia, South Carolina, teachers and high school students help 6th graders develop the essential skills for making mature decisions about drugs.

$800,000 for community-based projects to train local persons to recognize and correct drug problems in their areas.

Grants support the training of school personnel, health and social workers, church, civic, and youth groups, and law enforcement and other officials. Projects often include direct services to youth, education and training programs for youths and adults, and information dissemination. In Las Vegas, Nevada, a current bilingual/bicultural project counsels Spanish-speaking adolescents and their family in cooperation with the police and juvenile authorities who refer the young people for assistance.

$474,822 for demonstration projects in the training of prospective teachers in drug education.

This is an experimental program begun with FY '74 funding. Projects are located at the University of Northern Iowa, Cedar Falls; the University of California at Santa Cruz; Life Resources, Inc., Boston; Mankato (Minnesota) State College; University of Missouri, Columbia; and the University of Houston.

$2.25 million for the five training centers. More than 11,000 persons have been trained since the program began in 1972. Some 3,500 school and

community leaders were enrolled under FY '74 funding. Trainees spend 10 to 13 days in residence at a center, after which they may call upon the center's resources for technical assistance.

The approximately $500,000 remaining went to the National Committee for Drug Education, composed of national experts from medicine, pharmacy, law, education, social work, and the behavioral sciences. OE has sponsored several preservice conferences providing teachers with leadership in the drug education area, through the National Committee.

As of FY '75, drug education programs may be supported under revised regulations as provided in the Alcohol and Drug Abuse Education Act Amendments of 1974.

Environmental Education

Programs conducted under the Environmental Education Act of 1970 demonstrate new approaches to formal and nonformal environmental education activities at all levels of education, including education for adults. They serve to focus attention on the importance of environmental quality. The goal is to stimulate non-Federal efforts rather than directly provide services on a large scale.

Grants and contracts may be awarded for such activities as curriculum development, information dissemination, elementary and high school classroom programs, teacher training, planning of outdoor ecological centers, community education programs on environmental quality, and preparation and distribution of materials suitable for use by the mass media.

In FY '74, a total of $2.7 million was spent on environmental education projects--$1.9 million from FY '74 appropriations and $820,000 from released FY '73 impoundments. More than 1,600 proposals for grants were received and evaluated in FY '74, and 106 grants totaling $2.3 million were awarded in 54 States and territories. Grants ranged from $1,765 to $119,000, averaging about $21,700, and supported projects in these categories: resource materials development 36; personnel development 7, training approximately 210 educators; community education 20; elementary and secondary education 16; and workshops 27. Three contracts totaling $420,000 accounted for the rest of the support.

Fifty-six grants were for formal education projects: 3 to State departments of education, 13 to local education agencies, and 40 to colleges and universities. Examples of projects:

- # Custer County District High School, Miles City, Montana, involves students in field and classroom studies of environmental issues surrounding the local coal mining industry.

- # Governors State University, Park Forest South, Illinois, has an inservice training program for secondary school teachers from 15 school districts. It includes technical assistance as well as supervision and consultation for participating teachers.

- # The School District of Philadelphia's elementary and secondary program emphasizes student investigation of local environmental problems, drawing upon resources from all areas of school curriculum and community.

Fifty grants were awarded for informal education projects: 20 to conservation and environmental groups, 4 to cities and towns, and 26 to educational, consumer, professional, service, and citizen groups. Examples:

- # The Community Solid Waste Reduction and Recycling Program, Berkeley, California, developed curriculum units for grades 1-3 focusing on urban environmental issues.

- # The Citizens Committee for Environmental Education, Honolulu, sponsored workshops on urban development and land use.

- # The Hancock County Regional Planning Commission, Ellsworth, Maine, conducted workshops for local officials and residents on environmental problems arising from rural land subdivision and the implications of these for local planning boards.

Under one of the three FY '74 contracts, the National Science Teachers Association developed an instructional resource package on energy allocation for use by teachers from kindergarten to 12th

grade. The package consists of a source book on various aspects of energy, a preliminary activity guide, and a general resource guide. Assistance was provided by the National Council for the Social Studies.

The other two contracts were for design, development, and preparation of a report. One report, by Arizona State University, Tempe, was on natural environment based educational activities and environmental education. The other, by the Association of American Geographers, Washington, D. C., covered manmade environment oriented topics and environmental education.

Focus on FY '75 grants will be on development of resource materials and personnel, community education, elementary and secondary education projects, and workshops, seminars, and conferences.

EDUCATION PROFESSIONS DEVELOPMENT

Federal programs administered by OE for the development of teachers and other education personnel are concentrated in the Education Professions Development Act (EPDA) (title V of the Higher Education Act of 1965). The programs are concerned with improving the effectiveness of all inschool education, but particularly education for disadvantaged children, through new approaches to the recruitment and training of teachers. The legislation is flexible enough to provide training responsive to changing manpower needs.

The Education Amendments of 1972 stipulated certain funding allotments from EPDA appropriations, including allotments for training teachers to serve in programs for children with limited English-speaking ability and teachers of Indian children. OE centers its discretionary funds on the education of children from low-income families.

By special arrangement, FY '74 EPDA appropriations were used to support development relating to Right To Read.

FY '74 funding for the Education Professions Development Act:

Teacher Corps	$37,500,000
Career Opportunities Program	21,670,000
Exceptional Children Program	3,907,000
Urban/Rural School Development Program	9,529,000
New Careers in Education	286,000
Teachers of Indian Children	2,366,000
Bilingual Teachers	2,311,000
Categorical EPDA Programs	3,717,000
Vocational Education Personnel Development	11,268,000
Higher Education Personnel Training	2,100,000
TOTAL	$94,654,000

Teacher Corps

The Teacher Corps was created by the Congress in 1965 out of the realization that significant minorities in our population were gaining little or nothing from the education being offered in the Nation's classrooms. It has two basic purposes, to strengthen opportunities for children of low-income families and to improve the quality of teacher education programs.

Teacher Corps efforts are directed toward the children and young adults who need the most help--those with learning and behavior problems in the regular classroom, those under correctional supervision, and minority groups. Most projects are located in an inner city or a poor rural area.

Each project seeks to affect all the institutions that influence children's attitudes toward education and the way they are taught. Normally, representatives of the local school system, the community, the families whose children will be affected, and colleges and universities make the project a group effort in planning new ways to meet the needs of specific students.

One accomplishment of the program has been to attract special groups of young people into the teaching profession--black, Indian, and other minority members with special experience and a desire to make a difference.

During FY '74 the Teacher Corps operated 367 projects at 128 colleges and universities; 107 projects were new and 260 were continuing. Training was given some 5,864 new teachers and experienced teacher team leaders. The projects used onsite instruction, providing a basis for the field testing of new ideas and concepts in teacher education--competency-based instruction, team teaching, and identification of diagnostic and prescriptive methods. Corps members worked in regular classrooms with children who had learning and behavioral problems. The Education Amendments of 1974 broaden the scope of the program to include demonstration projects both to train new teachers and to retrain experienced teachers, beginning in FY '76.

Career Opportunities Program

The Career Opportunities Program (COP) is a 5-year demonstration and testing of the effectiveness of bringing blacks or other disadvantaged minorities into elementary schools with

large percentages of minorities to serve as teacher aides. These persons may study at the same time at a college or university and advance on a career ladder to become fully certified teachers. The program encourages and facilitates close cooperation among parents, community, and education system.

COP began operating in 1970 and was authorized for 5 years. This year it supports 132 local demonstration projects training 7,488 participants, 5,547 of them minority group members.

In addition, developmental assistance grants, generally about $4,000, were awarded to 48 State education agencies in FY '74 to continue information dissemination, conferences and workshops, and technical assistance activities designed to strengthen the COP.

Five grants totaling $1,185,000 were awarded to conduct special national projects designed to coordinate, evaluate, and disseminate COP practices. These were at Rutgers University (two projects), Bank Street College of Education (one project), and Queens College (two projects). One of the Rutgers projects is an experimental program awarding a master's degree in education and certification as a teacher to persons "of maturity, achievement and potential" who do not hold a bachelor's degree. The program includes a broad range of school-community activities in an urban setting. Candidates all have had substantial and successful experience in a "helping" capacity and were recruited nationally from COP projects.

Exceptional Children Program

The Exceptional Children program trains education leaders, regular classroom teachers, and other education personnel to work more effectively with handicapped and highly gifted children. The need for this training to deal with handicapped children stems from a shortage of specially trained teachers in this field and a growing trend in many States toward moving children who are physically handicapped or have severe learning difficulties into regular classrooms, where teachers are generally not equipped to meet their needs.

An FY '74 appropriation of $3,907,000 is this year supporting 22 innovative training programs for the preparation of teachers and administrators for work with exceptional children. Approximately 9,000 teachers and teacher trainers participate.

Low-income populations are the primary target of the program. Seven projects, including one in Washington, D. C., and one in Philadelphia, have a particular focus on blacks. One in Dallas focuses specifically on Chicanos. Enrollment at one in Minneapolis has close to 25 percent Indian representation. A project involving two basically urban districts, Kansas City, Missouri, and Kansas City, Kansas, and two rural cooperatives aim at improving regular teacher skills in working with handicapped children; the University of Kansas and the Kansas City Medical Center provide program support.

Urban/Rural School Development Program

The Urban/Rural School Development Program makes grants to school districts to demonstrate new ways to use comprehensive inservice personnel development as a means of improving education services in schools serving a high concentration of low-income families. The program provides training for all the personnel in a school, including the administrators, and for community leaders and parents. All work in close collaboration to help raise the opportunities of disadvantaged school children. The basic purpose over the life of each 5-year project is to accelerate classroom academic achievement, improve affective development, and increase the range of opportunities for students. Institutions of higher education also participate in the program.

The FY '74 appropriation of $9,529,000 funded 27 operational projects and four developmental assistance projects. The operational projects are generally in their third year of support. They involve 6,480 teachers and 75 schools in 720 communities. Five of the projects provide intensive retraining of the entire staff of a single school or of a set of schools making up one feeder system. Twenty offer retraining of a less intensive nature for three to seven schools within a district. The La Raza project, in cooperation with the University of New Mexico, is specifically a Chicano training effort. Ethnic groups are represented among the 1974-75 trainees as follows: Chicano 15.4 percent, Indian 3 percent, black 57 percent, Appalachian white 12.5 percent, other 12 percent.

Several developmental ("Teacher Center") grants help State education agencies establish development centers in cooperation with local school districts. Centers offer inservice training for a school district's teachers at its request. They are located in Rhode Island, Texas, California, and the District of Columbia.

New Careers in Education

The New Careers in Education program helps attract qualified artists, craftsmen, artisans, scientists, and persons from other professions into teaching on a part-time or temporary basis.

With $286,000 in FY '74, the program funded five projects:

Tanana Chief's Conference, Fairbanks, Alaska--The Tanana Conference created Chief's Land Claims College to bring to the people of rural Alaska an opportunity for education not otherwise available. The college serves all 43 corporate village areas in the Tanana Chief's region. Students engage in work-study programs in their own villages so that they become resources for further development of the village. A significant college activity is the recruitment and development of personnel already in the villages into effective teachers--local business and professional people and artisans as well as students.

Temple University, Philadelphia--A technical assistance, research, and dissemination project that operates a leadership training institute and produces audiovisual materials dealing with the new careers concept.

Community School District #16, New York City--Project Steel Drums gives artists and artisans in the community an opportunity to help children develop new musical skills and knowledge of West Indian folk music. Three thousand children in grades 6 through 9 at one intermediate and one junior high school participate. The program conducts workshops and on-the-job training for teachers and aides, workshops for parents, and concerts/demonstrations by a performing ensemble developed in the schools.

University of Michigan: Conducts three workshops of 100 participants each to recruit homemakers and artists to alleviate the shortage of substitute teachers. The inner city of Detroit is expected to be the prime beneficiary. Recruiting is mainly at community colleges, churches, block clubs, model neighborhoods, and minority affairs offices and through career opportunity programs and adult basic education and continuing education programs.

Oklahoma State College Research Foundation--Development of a model program important to all minority groups but to the Indian children of Oklahoma in particular. The aim of the program is to recruit minority persons for training and post-training employment in specialized areas of industrial arts, trade and industrial education, and technical education. The program concentrates first on recruiting 11th and 12th graders, then of college freshmen and sophomores, then of adults, and finally of students below the 11th grade.

Teachers for Indian Children

Twenty-nine projects in 18 States were funded in FY '74 to train 1,300 teachers and teacher aides, most of them Indians, to work with children in their own community.

Projects are located in Alaska, Arizona, California, Colorado, Florida, Michigan, Minnesota, Mississippi, Montana, New Mexico, New York, North Carolina, Ohio, Oklahoma, South Dakota, Utah, Washington, and Wisconsin. Grants totaled $2,366,000.

Bilingual Teachers

Nineteen projects to train 1,600 persons to teach children whose dominant language is not English were funded in FY '74.

Projects are located in 14 jurisdictions--Alaska, Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, Oklahoma, South Dakota, Texas, Utah, and the Mariana Islands. Grants totaled $2,311,367.

"Categorical" EPDA Programs

Thirty-two continuation grants totaling $3.7 million were awarded in FY '74 for "categorical" programs in Early Childhood Education, School Personnel Utilization, Training the Trainers of Teachers, Pupil Personnel Services, Educational Leadership, and Training Managers of Educational and Institutional Change. More specifically, as examples:

The Early Childhood Program is designed to train personnel of all types, from aides to administrators, to staff a number of different models of early childhood schools. It awarded 1-year continuation

grants to two projects--State University of New York at Cortland $49,999; and University of Colorado $55,000.

The Trainers of Teacher Trainers Program is designed to improve teacher training, to upgrade the capability of institutions of higher education to educate teacher trainers, to raise the status of teacher training in universities, and to broaden the base of teacher training to include the liberal arts and the schools and their communities. This program awarded two 1-year continuation grants, to Clark University Graduate School, Worcester, Massachusetts, for $133,019, and to Southeastern State College, Durant, Oklahoma, for $150,000.

The Educational Leadership Program increases the competence of people who now serve or intend to serve as local or State administrators of elementary and secondary education. It emphasizes training for administrative positions in inner cities and other difficult and challenging settings. 1-year continuation grants were awarded to three projects--at Harvard University (an Indian leadership program) $33,000; Ohio State University $450,000; and the School District of Philadelphia $148,500.

The Pupil Personnel Services Program helps to improve the quality of education of low-achieving students from families of low income by improving the training of pupil personnel specialists--particularly counselors. Five 1-year continuation grants were made: San Diego State University $75,000, Florida State Department of Education $125,000, University of New Mexico $150,000, University of Pittsburgh $126,022, and Pennsylvania State University $33,000.

Vocational Education Personnel Development

The goals of the Vocational Education Personnel Development Program are to upgrade graduate level training in vocational education, to

provide graduate fellowships to potential leaders in vocational education, and to involve State boards of vocational education to the maximum in these activities.

The State Systems segment of the program in FY '74 provided grants totaling $8,267,000 to 56 State boards of vocational education to conduct training programs. Awards are made according to the degree to which States have developed a master plan for professional personnel development in vocational education. Some 360 training programs are being conducted this year:

- 13 focus on national priorities. Emphasis includes management techniques in development of educators, teachers, and administrators, meeting specific needs of large city school system, and improving the role of minority populations--black, Spanish-speaking, and Indian.

- 14 focus on regional needs. Training activities emphasize interstate coordination and workshops for State supervisors.

- 333 are State focused. Activities include training of vocational coordinators, teachers, and guidance personnel and emphasize such techniques as competency-based modules, individualized occupational training, and the integration of career education into the curriculum.

The Leadership Development segment of this program now provides support to 28 institutions of higher education and has a FY '74 funding level of $3,001,000. Fellowships were awarded to 347 individuals in academic year 1974-75 for graduate level training.

Grants also are made to State education agencies, local education agencies, and institutions of higher education to help them develop programs to orient nonvocational personnel to include career development in all instructional programs.

All States have now designed and implemented a plan to expand their vocational education system to include career education.

Higher Education Personnel Training

The Higher Education Personnel Training program assists institutions of higher education in training highly qualified persons

who are serving or are preparing to serve as teachers, administrators, or education specialists in 2-year and 4-year colleges and in universities.

The FY '74 appropriation of $2.1 million was allocated to 316 fellowships at 47 institutions of higher education for the 1974-75 fellowship year. Sixty-six of the fellowships are second-year continuations and are not available to new applicants except as vacancies occur. The remaining 250 fellowships are new and carry a tenure of only 1 year. Nearly all of the programs lead to an advanced degree.

The program serves some of America's major groups of disadvantaged persons. A study of 113 fellows at 11 institutions which prepare personnel to work with the disadvantaged showed 76 percent to be blacks, Spanish-speaking persons, American Indians, and orientals. Women received nearly half of the fellowships.

LANGUAGE TRAINING AND AREA STUDIES

Federal programs for language training and area studies serve four essential purposes--to increase the Nation's pool of specialists in foreign languages, area studies, and world affairs, to update and upgrade the professional knowledge of such specialists, to demonstrate improved curriculums and effective instructional materials, and to produce new knowledge about other nations and cultures, especially those of the non-Western world.

NDEA Support

Title VI of the National Defense Education Act of 1958 authorizes grants to and contracts with education institutions, organizations, and individuals for activities conducted primarily in the United States. Assistance includes support for modern foreign language and area studies centers, graduate and undergraduate international studies programs, fellowship support, and research in modern foreign language and area studies.

In FY '74 a total of $11,289,015 was obligated under this program for use during the 1974-75 academic year by:

- 50 area study centers to train specialists for careers requiring knowledge of other countries, their languages, and cultures. Areas of specialty are East Asia 8, South Asia 6, Southeast Asia 3, Soviet Union and Eastern

Europe 8, Middle East 7, Africa 6, Latin America 6, and Western Europe, Canada, Pacific Islands, Inner Asia, International Studies, and Comparative Studies (one each).

73 demonstration projects. These include 23 graduate projects for research and training on interregional issues and problems in fields such as comparative urban studies, technology and social change, international trade and business, and environmental planning. Fifty 2-year undergraduate projects are designed to stimulate and assist the development of an international component in postsecondary general education, with particular emphasis on teacher training.

835 graduate academic-year fellowships for students preparing to become a specialist in foreign languages and area studies, targeting the most significant disciplines and the world areas in which there is a shortage of trained personnel.

27 research contracts. Projects are concerned with the language learning process, the methodology of foreign language teaching, preparation of instructional materials on languages not commonly taught, and baseline studies and curriculum materials for international and intercultural education.

Fulbright-Hays Program

The Fulbright-Hays program provides first-hand experience, including research and study abroad, to improve the caliber of training in language and area studies in the United States. Opportunities include fellowships for individual faculty and doctoral dissertation research abroad, group projects abroad for research, training and curriculum development, and curriculum consultant services of foreign educators to improve international and intercultural education in U. S. schools and colleges. Authorization is under the Mutual Educational and Cultural Exchange Act of 1961.

The FY '74 obligation of $1,319,937 provided 16 fellowships for faculty research abroad for the 1974-75 academic year at an average cost of $6,793; 92 grants for doctoral dissertation research abroad, average cost $7,697; eight groups abroad, with 213 participants, average cost per participant $1,680; and 14 fellowships for foreign curriculum consultants, average cost $8,620.

The U. S. fellows participating in the program must teach or plan to teach in a U. S. institution of higher eduacation and have adequate language skills. Awards are made with the advice of a panel of specialists in foreign language and area studies, with selections subject to review and final approval by the Board of Foreign Scholarships.

Special Foreign Currency Program

The Special Foreign Currency Program is used to strengthen American education through research and training abroad under the sponsorship of American institutions. Projects focus on foreign languages, area studies, world affairs, and intercultural understanding. Authorization is provided by P.L. 83-480, the Agricultural Trade Development and Assistance Act of 1954.

Grants are made to U. S. institutions of higher education, individual researchers, State and local education agencies, and nonprofit education organizations. A panel of outside consultants recommends approval of applications.

In FY '74 a total of $2,316,321 was obligated, assisting about 860 individuals in 79 projects in India, Poland, Yugoslavia, Egypt, and Pakistan during the summer of 1974 and the academic year 1974-75.

Group training and curriculum development accounted for the bulk of the FY '74 obligations--33 projects, 665 participants, average cost $2,155, total cost $1,433,341. Two summer and four academic-year projects in advanced foreign language training involved 158 participants at an average cost per participant of $2,843 and a total cost of $449,147. Research and study obligations were for 18 doctoral dissertation research projects abroad, average cost $6,471, total cost $116,480; 18 faculty research projects abroad, average cost $9,610, total cost $172,995; two language and area research projects, total cost $84,358; and two comparative education projects, total cost $10,000.

ETV PROGRAMING SUPPORT

Millions of children are learning useful school and social skills from television, thanks to a successful cooperative venture of private initiative and Federal support. "Sesame Street" and "The Electric Company," produced by the Children's Television Workshop (CTW), have influenced both television and early childhood education.

Beginning in FY '68 with grants totaling $1.4 million to CTW, the Federal Government has supported the development, production, installation, and utilization of innovative educational television programs. Programs demonstrate an ability to help children--especially disadvantaged children--learn at school or at home and have shown that television can be a useful and economical teaching tool. For less than a penny a program per child, 10 million American children now view "Sesame Street" and 6 million view "The Electric Company."

Benefits ascribed to CTW's programs include an effect on children's learning, changed parent and teacher attitudes toward early learning, an influence on the use of television in schools, and altered attitudes toward producing new public broadcasting programs.

In FY '74 the Office of Education obligated $4 million--$3 million from FY '74 appropriations and $1 million previously withheld from FY '73 appropriations--to a continuing grant to the Children's Television Workshop. Authorization is currently under the Cooperative Research Act but will be transferred to the Special Projects Act in FY '76 under terms of the Education Amendments of 1974. Other donors for CTW's broadcast activities this year were the Corporation for Public Broadcasting, $5 million, and commercial stations, $320,00. The Ford Foundation, Inc., in 1972 made a venture capital grant of up to $6 million that can be drawn in varying amounts over a 7-year period. For broadcast activities over the years OE has contributed approximately $20 million, other Federal agencies $1 million, and the Corporation for Public Broadcasting $13 million. Foundations and other private donors have contributed nearly $9 million.

The Children's Television Workshop is an independent nonprofit organization chartered by the New York State Board of Regents.

Sesame Street

"Sesame Street," now in its sixth year of operation, is aimed at preschool disadvantaged children. Its major objective is to provide an educational experience which will prepare 3, 4, and 5-year olds for school by stimulating their appetite for learning.

The focus of "Sesame Street" is on basic reading and arithmetic skills. This season CTW is experimenting with new goals in fostering imaginative thinking in preschool children--exploring approaches to career education, for example, particularly as related to sex stereotyping. Bilingual and bicultural materials as well as ecological concerns are other current emphases.

The audience for "Sesame Street" in the United States this year is estimated at 10 million children, mostly at the preschool level. The curriculum runs for 26 weeks (130 hour-long programs, in color). The current series was offered for distribution beginning November 4, 1974. Television stations are now broadcasting the full series and then will rebroadcast the programs in sequence over a second 26-week period (up to mid-November 1975). Approximately 97 percent of the public/educational broadcasting stations now carry the program through purchase or lease arrangements.

More than 50 other countries now broadcast "Sesame Street" in the original version. Three foreign language versions--in German, Portuguese, and Spanish--have been produced with CTW consultation, and others are in development.

The Electric Company

"The Electric Company," now in its fourth year of operation, provides instruction in basic reading skills for children aged 7-10. It is designed to provide supplementary help for children who are experiencing difficulties in learning to read. The principal target audience is second graders in the bottom half of their reading classes.

This year, in addition to the basic reading curriculum, the program is attempting to nourish an understanding of the fundamental concepts and processes underlying language and reading.

An "Electric Company" series consists of 130 half-hour programs, in color. This year's curriculum was offered for distribution beginning October 21, 1974. Television stations are broadcasting the series over a 26-week period and will rebroadcast it over a second 26-week period ending in October 1975.

The audience for "The Electric Company" currently numbers some 6 million children, with approximately 3 million viewing it in the classroom. Approximately 92 percent of the public/educational television stations now carry the program through purchase or lease arrangements.

LIBRARY DEMONSTRATIONS

OE-sponsored library research and demonstrations over the past 8 years have developed national models of alternative ways to best meet information needs. Funding is authorized for projects to develop new techniques and systems for processing, storing, and distributing information and for the dissemination of information derived from such projects. The aim is to stimulate developments that can be replicated. Some 221 projects have been supported at a Federal cost of $18.7 million.

The library research and demonstration program is conducted under title II-B of the Higher Education Act. Institutions of higher education and other public or private agencies, institutions, and organizations are eligible to compete for awards.

Priority was accorded this year to demonstration projects directed toward providing quality education opportunities to economically disadvantaged persons or for persons for whom the traditional school and college-based education has not proved effective. Another current priority area is demonstration projects that offer new methods and alternatives for providing improved informational services.

The FY '74 appropriation supported 20 projects at a total funding level of $1,418,474. Two of the awards were for more than $200,000 each:

A grant to the National Indian Education Association, St. Paul, Minnesota, to develop library programs in American Indian communities. The operational phase of the project calls for centers at Standing Rock Sioux Reservation in North and South Dakota, St. Regis Mohawk Reservation in New York, and the Rough Rock Navajo Community in Arizona. Different modes of service appropriate to each site will be established around the concepts of development of outreach programs; adoption of new technology to Indian communities; and the production of appropriate educational media, both print and nonprint, as added dimensions of library service.

A grant to the Houston Public Library to research and design criteria for the implementation and establishment of a neighborhood information center in five public libraries in five cities--Atlanta, Cleveland, Detroit, Houston, and Queensborough, New York.

Four major grants were awarded in the $115,000 range:

To the University of Denver for inservice training for library personnel in geographically isolated communities via the communications technology satellite.

To the Appalachian Adult Education Center, Morehead State University, Kentucky, to coordinate library and basic education services for disadvantaged adults.

To the College Entrance Examination Board, New York, for the public library approach to nontraditional study.

To the School District of Philadelphia, a grant for interagency planning for student library resources in Philadelphia and collaboration with an inner-city community in conducting and evaluating a student library learning center demonstration.

The Chicago Public Library, in its El Centro de la Causa Library Project, is developing a model of information services to Spanish-speaking residents. East Central State College, Oklahoma, is planning, developing, and demonstrating a delivery system of library and learning services in a 10-county rural area. Drexel University, Pennsylvania, is working on a project to meet the information needs of blue-collar workers. Yadkin Valley Economic Development District, North Carolina, is establishing an early childhood creative library.

EDUCATIONAL INNOVATION AND SUPPORT

The Education Amendments of 1974 consolidate several State operated programs administered by OE into a single, unified State plan program for "Educational Innovation and Support." The consolidated programs are the Supplementary Educational Centers and Services part of title III of the Elementary and Secondary Education Act (ESEA); Strengthening State Departments of Education, ESEA title V; and the Nutrition and Health program and the Dropout Prevention program, both taken out of ESEA title VIII.

(Another consolidation effected by the 1974 amendments is "Libraries and Learning Resources." See page 108.)

States will have broader freedom in deciding how funds will be distributed. However, no more than 15 percent of a State's allocation, or of the amount received by the State in FY '73 under the present title V, whichever is higher, can be used to strengthen State and local leadership resources of State agencies. At least 15 percent of Innovation and Support funds must be used for handicapped children.

The purposes of the original programs are not changed by consolidation, nor are the types of activities originally established by the laws. Children in nonpublic schools must be served; a bypass clause is included for use when there is substantial failure to meet this requirement.

The consolidation will be partially in effect in FY '76 and fully in effect in FY '77 if various "triggering" conditions stipulated in the law have been met. The principal condition is that the appropriation for the consolidated program for FY '76 or a later year equal the sum of the appropriations for the individual programs for FY '74 or a later previous year, whichever is higher. The triggering occurs only if the consolidated program is advance funded and funds are thus available on the first day of the fiscal year.

Supplementary Educational Centers and Services

Finding solutions to education problems and making these solutions available for widespread use is the guiding purpose of title III. The rationale for the program stems from the Task Force on Education created under Presidential appointment in 1964. The Task Force believed that substantial change had failed to take place in education, not because of a scarcity of new ideas and programs but because the efforts to innovate and the mechanism to disseminate were inadequate.

By supporting the development and demonstration of exemplary practices, the Federal Government hoped to encourage basic improvements in American education. Its strategy has been to stimulate the use of successful ideas. Educators are given an opportunity to try out ideas so that others may observe them in operation. Each federally funded title III project has stimulated a score or more of similar new programs in other schools.

The title III program has two parts: grants under State plans, accounting for 85 percent of each year's title III appropriation, and grants awarded at the discretion of the Commissioner of Education, funded with the remaining 15 percent. The FY '74 appropriation for all programs under title III was $146,393,000.

State Grants: Each State receives a basic allotment of $200,000 plus an apportionment according to its school-age and total resident populations. States expend the funds according to their own plans, directed to their critical needs. The chief State school officer selects the projects proposed by local education agencies to be funded, with recommendations from a State advisory council.

Information on actual expenditures under the State grants program for FY '74 is not yet available. The FY '72 and FY '73 programs, with the same funding level as this year's, had the following project breakdown: FY '72, 1,703 demonstration projects involving 7.3 million students directly and 12.4 million indirectly; FY '73, more than 1,600 demonstration projects involving 7.0 million students. Projects in school administration, education of the handicapped, reading, and guidance and counseling were major recipients.

Discretionary Grants: FY '74 was the fourth year of funding for the discretionary segment of the program. Last year 841 projects were funded; 355 of the 390 new projects were in the area of reading readiness, 24 focused on educational technology, 8 were projects for the handicapped, and 3 dealt with national dissemination. This year the emphasis has been on the dissemination of programs and practices in areas of national concern; 207 of the 239 grants awarded in FY '74 were for this purpose.

OE uses three strategies in fostering the dissemination and replication of exemplary projects:

1. The State "Identification, Validation, Dissemination" (IVD) process.

2. The implementation of a National Diffusion Network.

3. The packaging of projects for installation and replication in other school districts.

The State IVD process uses four criteria in determining the success of title III projects: innovativeness, effectiveness, exportability, and cost effectiveness. Validated projects become part of a pool of

exemplary projects for dissemination by each State to other school districts within the State. The IVD process has resulted in 191 validated projects--107 in FY '73 and 84 in FY '74.

(Descriptive lists are available from the National Advisory Council on Supplementary Centers and Services, Suite 529, 425 13th Street, NW., Washington, D. C. 20004, at no charge.)

The National Diffusion Network, operated by OE with title III discretionary funds, provides for nationwide installation of recently developed successful programs. Before programs are disseminated by the National Diffusion Network, they must first be approved by the OE's Dissemination Review Panel to assure that each has been carefully evaluated and that sufficient data are available to show that it has been highly successful. The Dissemination Review Panel has cleared 39 title III projects:

Cluster #1 - Interdisciplinary Programs: Parent-Child Early Education Program, Ferguson, Missouri; the Dale Avenue Project, Paterson, New Jersey; New Adventure in Learning, Tallahassee, Florida; ECOS Training Institute, Yorktown Heights, New York; Talents Unlimited, Mobile, Alabama; The New Model Me, Lakewood, Ohio; Project Adventure, Hamilton, Massachusetts; Project Success Environment, Atlanta, Georgia; Project SEE, Union, New Jersey; Educational Services for Schoolage Parents, New Brunswick, New Jersey; Systems Approach to Individualization, Grants Pass, Oregon; Pollution Control Education Center, Union, New Jersey; Institute for Political and Legal Education, Margate, New Jersey; and Senior Elective Program, Rumson, New Jersey.

Cluster #2 - Reading/Language: SDR Systems Directed Reading, Elkhart, Indiana; Project Pegasus, Tuscaloosa, Alabama; Exemplary Center for Reading Instruction, Salt Lake City, Utah; Vocational Reading Power, Pontiac, Michigan; Individualizing Language Arts, Weehawken, New Jersey; Early Childhood Prescriptive Curriculum Demonstration Center, Miami, Florida; and Strategies in Early Childhood Education, Waupun, Wisconsin.

Cluster #3 - Learning Environments: St. Paul Open School, St. Paul, Minnesota; Learning Experience Module, Hackensack, New Jersey; Alternate Learning Project, Providence, Rhode Island; Project FOCUS, St. Paul, Minnesota; Project STAY, Moore, Oklahoma; and Learncycle, Palisades, New Jersey.

Cluster #4 - Special Education: Early Prevention of School Failure, Peotone, Illinois; Project IDEA, Saratoga, California; Language Learning Disabilities, Bloomsburg, Pennsylvania; Parent

Readiness Education Project, Detroit, Michigan; Project Success for the SLD Child, Wayne, Nebraska; Engineered Classrooms, Papillon, Nebraska; Re-Ed School of Kentucky, Louisville, Kentucky; Learning Disabilities: Early Identification & Intervention, New Orleans, Louisiana; and Project ACTIVE, Oakhurst, New Jersey.

Cluster #5 - Occupational Education: Occupational Versatility, Seattle, Washington.

Cluster #6 - Physical Education: Project Health and Optimum Physical Education, Ocilla, Georgia.

Cluster #7 - Administration: Project SIMU-School, Dallas, Texas.

(Descriptions of these 39 projects may be obtained free from the Division of Supplementary Centers and Services, U.S. Office of Education, Washington, D.C. 20202.)

The National Diffusion Network helps State and local education agencies select, adopt, and replicate programs from the best of title III and other exemplary education programs. It became operational in FY '74 with the award of approximately $7.5 million to 85 school districts. Funding was for 1 year, with possibilities for further funding dependent upon future appropriations. Selections were made from proposals submitted by school districts across the country. Projects supported are of two types:

The first category supported the demonstration and replication efforts of 41 school districts whose title III projects had been identified by OE as outstanding. The operational cost of serving the school children in these projects continues to be undertaken by the local school districts, while Federal funds are used to develop or refine and to disseminate information and materials, afford demonstration opportunities, conduct training, and give technical assistance to school districts across the Nation which are installing these programs. Thirty-two other districts with promising title III projects received smaller grants to complete their evaluation and prepare the statistical data necessary to receive certification as successful.

A second category of grants enabled 52 school districts in 30 States to operate as matchmakers, finding the right model projects for school districts with special needs. These "Facilitator" projects operate statewide except in three States where they function in regions within each State. Working in close cooperation with the State education agency, they design a plan to promote the actual adoption within their State of the demonstration projects approved

by OE's Dissemination Review Panel. Title III funds helped support a small core staff in each State to provide detailed information about demonstration projects to interested school districts within the State, to assist local school districts to match needs with the most appropriate demonstration project, and to help defray costs of sending interested adopters to demonstration sites or of introducing the new program in adoption sites. Facilitator grant funds were also used to support staff training and to supply "starter sets" of program supplies to adopting districts.

Two other grant categories, while not tied directly to the National Diffusion Network, focused their attention on diffusion with FY '74 funding.

Grants in one category assisted 44 school districts in adopting an existing good practice they had already identified. Operational costs may not be met with these funds, but such startup costs as staff training, materials, technical assistance, and evaluation are covered.

The other grant category allowed 18 school districts to serve as field-test sites for one of several projects in reading and mathematics that are being identified and "packaged" by OE. These Project Information Packages, or "PIPs," bring together all the components considered essential to the success of a program. In the fall of 1974 six PIPs were placed for field tests in at least three school districts each over a span of 2 years. Evaluations will be continuous, focusing on installation and operation during the first year.

PIPs consist of such audiovisual materials as filmstrips, cassette tapes, and display charts, with guides and manuals for project managers, teachers, and aides. Each is designed for self-instruction, but guides to source materials and training are included, along with information on how to create classroom environments that stimulate learning.

Effectiveness of the packages will be measured against conditions that existed before the new materials were introduced, the ease with which they are incorporated into existing school programs, and, most important, student achievement. User reaction, like wear and tear on the packaged products, also will be measured.

OE has several goals in its title III search for programs that have excelled in helping children learn -- to improve opportunities for all children, to provide wide access to

materials that are proven effective, and to get more mileage out of the collective national expenditure for education research and development.

As more exemplary educational efforts are identified, they will be packaged for demonstration and evaluation. Those showing positive evidence of increasing student achievement, and those which can be reproduced and installed within reasonable cost limits, will be proposed for broad distribution.

Demonstration Projects

The Education Amendments of 1974 stipulate that the Dropout Prevention program and the Nutrition and Health program authorized by sections 807 and 808, respectively, of ESEA title VIII be consolidated under the "Educational Innovation and Support" title.

Dropout Prevention: OE supported dropout prevention projects in low income communities for the sixth year in FY '74. Grants were awarded to local education agencies to develop and demonstrate practices of promise in reducing the number of children who fail to complete school through the 12th grade.

A total of $5.5 million was spent on the Dropout Prevention program in FY '74--$4 million from FY '74 appropriations to support 9 continuation projects and $1.5 million available from FY '73 appropriations to continue 10 projects that had been scheduled to terminate.

All demonstration projects in the Dropout Prevention program include counseling services, staff training, and revision of curriculum or instructional methods. Most conduct work-study or other vocational courses. Several offer special services for pregnant students. Some place major emphasis on parental involvement.

The program has demonstrated that it is possible to reduce the dropout rate significantly. As random examples:

The Seattle project reduced dropout rates from 16.9 percent in the first year to 5.5 percent in 1972-73. Absenteeism dropped from 62.5 percent to 32 percent.

In Baltimore the average dropout rate for the public schools in 1973 was 13.3 percent. In the target area for the dropout project, the rate was 12.8 percent and for project participants had dropped to 6.8 percent. Attendance improved, and 76.1 percent of the participants showed improved achievement in most areas tested.

Tuskegee's dropout rate, once more than 13 percent, is now close to zero because of a unique system of using parent-counselor aides as attendance officers and counselors.

Nutrition and Health: OE in FY '74 supported nine demonstration projects to improve health and nutrition services for children from low-income families. The central idea of the program is that poor health, emotional problems, and hunger may act as barriers to the physical, emotional, and educational development of children. The projects, under the leadership of a school, focus both Federal and non-Federal resources more effectively on the child. Federal programs include DHEW's Community Health Centers, Children and Youth Projects, Indian Health Service, and Community Health Centers, and HUD's Model Cities health components. Breakfast and lunch programs are provided primarily by the Child Nutrition Division, Food and Nutrition Service of the Department of Agriculture.

Projects operate throughout the calendar year except where local conditions warrant a partial reduction of services during the summer. Health practices, including dental checkups and followup services, are essential considerations in the program. Another major consideration is heavy parental involvement. Parents are involved in the planning of all programs. They engage in such activities as dads' clubs, shopping trips, budget sessions, small group meetings in various homes, and PTA meetings. In some communities they are encouraged to assist in meal supervision and to eat with their children at school.

Of the nine projects operating in FY '74, four were in the final year of a 3-year program and five were in the first year of a 2-year program. They involved 42 schools and reached 13,500 children. The new starts were located in Birmingham, Tucson, New Orleans, Minneapolis, and Brooklyn. The continuations are in Huntsville, Alabama; Kansas City, Missouri; Browning, Montana; and Rapid City, South Dakota. The FY '74 appropriation was $1.9 million, and $500,000 was available from FY '73 funds.

Leadership Resources

Federal support to strengthen education leadership is provided under title V of the Elementary and Secondary Education Act. Two categories of assistance are funded: part A grants to States to enhance the leadership resources of their education agencies and to assist them to establish and improve programs, and part C grants to State and local education agencies to help them improve their planning and

evaluation. (Part B authorizes grants to local education agencies to strengthen their leadership resources and to help with needed new programs, but it has never been funded.)

In FY '74 the appropriation for title V was $39,425,000.

State Grants: Ninety-five percent of the part A appropriation, minus a 2 percent set-aside for distribution to outlying areas on the basis of need as determined by the Commissioner of Education, goes for basic grants--40 percent distributed equally and 60 percent according to the number of public school pupils in each State. The remaining 5 percent of the appropriation for part A is reserved for special project grants to State education agencies.

OE strategy in administering this program is based upon providing technical assistance to strengthen the leadership capabilities of State education agencies. Special project grants enable groups of these agencies to conduct experimental projects and to work together toward resolution of common high-priority problems.

States currently direct an average of more than 40 percent of their formula grant allotments toward strengthening the services they provide for local education agencies--such services as identification and dissemination of successful practices, planning and installing up-to-date curriculums, and improving evaluation. Administrative costs of the State education agencies account for 31 percent of the funds nationally. Program planning, development, and evaluation take up an average 19 percent. The remaining 10 percent supports such other activities of the State agencies as accreditation, licensing, and staff development.

These grants have made significant contributions to strengthening and modernizing State education agencies, enabling them to administer Federal and State programs more effectively. States have been able to add manpower for leadership service that they would not have had without these funds. Major emphases during the past year which have made an impact on State leadership and services include the following:

Development and extension of comprehensive planning and evaluation both within the State education agency and for local education agencies.

Establishment and extension of regional centers to provide local education agencies with a greater variety of instructional equipment, materials, and services, and with technical assistance for the improvement of management.

Introduction of such new types of leadership and service as statewide labor negotiations, school finance planning and curriculums to meet emerging needs.

Special project grants enable groups of State education agencies to work cooperatively to conduct studies and develop strategies and models for dealing with high-priority common problems. For example, through a nationwide network of eight regional interstate projects State agencies are able to identify and attack problems common to a geographic area. Through 20 other problem oriented projects the States are dealing with problems relating to State education agency roles and responsibilities in energy conservation, needs assessment, collective bargaining, educational accountability, competency-based teacher education, metric education, governance and structure of education, improving services for the gifted and talented, and improving management of compensatory education.

One such project is the Interstate Energy Conservation Project in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. It operates a pilot project to identify school energy problems and solve them by using such existing technology as is within the schools' means.

Staff development has been a major emphasis of these interstate projects. In 1973, 1,195 State education personnel attended training workshops. In addition, two projects offered inservice training to chief State school officers and members of State boards of education.

Planning and Evaluation Grants: Part C appropriations are allocated according to the same formula as part A appropriations. Grants are made to State and local education agencies on the basis of applications.

All local education agency applications are submitted through the State education agency for review and recommendations. Federal funds may not exceed 75 percent of the cost of activities covered in an application.

In FY '74 the States used their part C funds to continue to improve the planning and evaluation units of State and local agencies in various ways. Ten States supported pilot models in local school districts, for example, and 25 gave training in planning and evaluation for school personnel. Six metropolitan districts participated directly in establishing planning and evaluation units. Planning and evaluation grants were made to 92 local school districts.

LIBRARIES AND LEARNING RESOURCES

The Education Amendments of 1974 consolidate several programs, in which the State education agencies have discretion in the allocation of funds, into a single, unified State plan program for "Libraries and Learning Resources." These are the school library resources program of ESEA title II; the testing, counseling, and guidance part of ESEA title III; and the instructional materials and equipment program authorized by title III of the National Defense Education Act.

The local education agency plays the major role in this consolidation. Congress requires that at least 95 percent of funds appropriated flow to the local level. The agencies will set their own funding priorities within the purposes of the individual programs. The States retain up to 5 percent of appropriations for administration and technical assistance.

The consolidation will be partially in effect in FY '76, fully in FY '77 if triggering conditions similar to those for the Innovation and Support consolidation (page 98) have been met.

School Library Resources

The Federal library resources program authorized by title II of the Elementary and Secondary Education Act operates on a State plan system. Plans must include a number of guarantees. One is that children in nonpublic elementary and secondary schools will benefit as well as public school children. Another is that State, local, and private funding will be maintained, the Federal support to be supplemental in nature. Other guarantees relate to furnishing materials according to the relative need of various schools, and to standards for selecting materials to be paid for by the program.

The Federal money may be used to acquire printed and audiovisual materials by purchase, lease-purchase, or straight lease. The costs of ordering, processing, and cataloging materials and delivering them to the place at which they are first made available for use are also eligible. Administrative costs qualifying for support under the program include executive, supervisory, and management responsibilities vested in State education agencies to carry out the State plan. Five percent of the amount paid to the State, or $50,000, whichever is greater, may be used to administer the plan.

A total of $90,250,000 was appropriated for ESEA title II in FY '74--approximately $85.7 million for acquisition of materials, including processing, and $4.5 million for administration. Printed materials and audiovisual materials accounted for $76,400,000 of the appropriation.

During its 9 years of existence the program has helped to ensure that schools have enough instructional materials for a large percentage

of their students. It has been of particular importance in the education of economically, culturally, and otherwise disadvantaged children.

Title II has also been useful in providing media necessary to introduce new subjects into the curriculum--environmental/ecological studies, career education, early childhood education, and American studies, to cite only a few examples. Many children now have the use of certain types of media for the first time--8-mm films, tape cassettes, transparencies, art prints, and paperback books--which help teachers adjust learning to individual needs.

Another important benefit of the program has been its stimulation of increased State, local, and private support for instructional materials.

In the current 1975 school year 93.3 percent of America's school children are attending schools benefiting from title II funds--93 percent of public school enrollments (41.9 million children) and 96 percent of nonpublic school enrollments (4.6 million). Title II is the foremost OE program in providing aid to children attending nonpublic schools.

Instructional Materials and Equipment

Improvement of instruction in academic subjects taught in elementary and secondary schools is the purpose of the materials and equipment program authorized by title III of the National Defense Education Act (NDEA).

For public schools, the program helps with the purchase of equipment and materials, the costs of minor remodeling, and the administrative costs of State departments of education in managing the program. Federal funds up to half the cost strengthen instruction in 12 academic subjects--the arts, civics, economics, English, geography, history, the humanities, industrial arts, mathematics, modern foreign languages, reading, and science. Grants are made according to State plans.

Private nonprofit schools may participate in a loan program authorized by NDEA title III, which offers funds at a reduced rate of interest to be used for the same purposes as the program for public schools--strengthening instruction through equipment, materials, and minor remodeling.

Approximately 39.3 million public school children participated in programs supported by the NDEA title III equipment and materials program in FY '74. The appropriation was $28.5 million, $2 million

of which was allotted to State education agencies for administrative and supervisory expenses. Items purchased included audiovisual equipment and materials, science and mathematics laboratory apparatus, books, maps, globes, instructional games, and pamphlets and periodicals.

Expenditures for instruction in English and reading, natural sciences, and social sciences currently rank highest in the academic areas authorized for support. Equipment and materials for mathematics and foreign language instruction rank lowest.

In FY '74 the loan program of NDEA title III made available to private nonprofit elementary and secondary schools a total of $86,740. Six schools received loans. The program is administered directly by OE, not through State or local agencies.

Guidance, Counseling, and Testing

As originally stated in title III of the Elementary and Secondary Education Act of 1965, a grants program was authorized ". . . to assist the States in establishing and maintaining programs of testing and guidance and counseling." The authorization provided for "programs for testing students in the public and private elementary and secondary schools and in junior colleges and technical institutes in the State, and programs designed to improve guidance and counseling services at the appropriate levels in such schools."

Funding for these purposes comes from the general ESEA title III appropriation, which is administered by State plan as described on page 100. The FY '74 appropriation for title III was $146,393,000. Approximately $18,830,000--an estimate based on experience of the past few years--was spent for guidance, counseling, and testing.

Beginning in FY '76, when it begins to operate under the consolidated State plan authorized by part B, title IV, P.L. 93-380, this program will be somewhat changed in scope. P.L. 93-380 (the Education Amendments of 1974) stipulates the following components:

A. A program of testing students in the elementary and secondary schools.

B. Programs of counseling and guidance services for students at the appropriate levels in elementary and secondary schools designed (1) to advise students of courses of study best suited to their ability, aptitude, and skills, (2) to advise students with respect to their decisions as to the type of educational program they should pursue, the vocation they should train for and enter, and the job opportunities in the various fields, and (3) to encourage students to complete their secondary school education, take the necessary courses for admission to postsecondary institutions suitable for their occupational or academic needs, and enter such institutions, and such programs may include short-term sessions for persons engaged in guidance and counseling in elementary and secondary schools.

C. Programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools.

CONSOLIDATION - SPECIAL PROJECTS

The Education Amendments of 1974 include a "Special Projects Act" which establishes some new programs and expands or consolidates some old ones. Congress required coverage of certain areas but authorized the Commissioner of Education to use his discretion in others. The Commissioner's discretionary programs may be as much as 50 percent of the total amount appropriated. The mandated programs can be no less than 50 percent of the total appropriation. The mandated programs are:

Education for the Use of the Metric System of Measurement, to encourage education agencies and institutions to prepare students to use the metric system.

Gifted and Talented Children, a demonstration program to encourage the education of gifted and talented children through grants to the States.

Community Schools, a demonstration program of grants to local education agencies to assist them in planning, establishing, expanding, and operating community education programs.

Career Education, to assess, and to encourage establishment and operation of, career education programs.

Consumers' Education, grants and contracts designed to encourage good consumer education to the public.

Women's Equity in Education, grants and contracts to stimulate equity for women. This program will be new in FY '76; looking ahead, OE in FY '74 made plans to award two contracts in FY '75 under other authorities. The American Association of School Administrators will get $146,705 to look into instructional materials and sex relationships in the classroom and among administrators. The American Personnel and Guidance Association's contract of $181,872 is to train personnel and to conduct counselor workshops to improve guidance methods and avoid sex discrimination.

Arts in Education Programs, grants and contracts designed to assist and encourage the use of arts in elementary and secondary school programs.

Additionally, the ETV program support discussed on pages 95-97, which was funded under the Elementary and Secondary Education Act appropriation, will be picked up under Special Projects in FY '76.

Planning was the principal FY '74 activity in these programs. Career education, packaging and field testing, and educational TV programing were the principal activities planned for FY '75. Operations generally will begin in FY '76.

V. OTHER SUPPORT PROGRAMS

In addition to the major programs initiated in recent years to equalize opportunity for education and to improve the quality and relevance of education, the Office of Education administers a range of other programs authorized over the past century.

Some of these are being scrutinized by this Administration as to whether they should be expanded, integrated into other programs -- or phased out because they duplicate other programs, are too limited in scope, fail to address national priorities, or simply have outworn their usefulness.

POSTSECONDARY EDUCATION

Land-Grant Colleges and Universities

Land-grant institutions date from the First Morrill Act of 1862, which gave each State 30,000 acres of public land for each of its members of Congress. The land was to be sold, the proceeds invested, and the income from the investments used to endow one or more colleges. The purpose of these colleges was to be, "without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts."

Every State and territory now receives a uniform grant of $200,000 a year for the support of its land-grant institutions under the Second Morrill Act of 1890 and the Bankhead-Jones Act of 1935, plus a variable grant, apportioned by population, under the Bankhead-Jones Act.

The 129 campuses of the 72 colleges and universities currently in the land-grant system award more than 35 percent of the bachelor's degrees, 40 percent of the master's degrees, and almost 65 percent of the doctoral degrees conferred annually by American institutions. The land-grant system has played a major role in providing opportunities for higher education. However, the Federal payments to support the system now represent such a minuscule part of land-grant institutions' total revenues that the rationale for continuing them is open to question.

The FY '74 appropriation of $12,200,000 was less than 6 percent of that portion of all regular Federal appropriations going to land-grant institutions ($247.8 million) and only about .03 percent of the $40 billion expenditure that higher education institutions are making this year. The Administration has proposed that the permanent appropriations under the Second Morrill Act be repealed, and it has asked for no funds for either that act or the Bankhead-Jones Act.

Higher Education Construction

No appropriations have been made for 2 years for construction programs authorized by the former Higher Education Facilities Act of 1963, now title VII of the Higher Education Act. National evaluations show that the need for the program has been substantially filled and that academic space shortage is no longer a national problem. It is believed that private funding can accommodate whatever need there is for new construction.

Construction Grants: Part A of the title VII program authorizes grants to postsecondary education institutions to finance the construction, rehabilitation, and improvement of undergraduate facilities. Funding is on a formula basis, with grant recommendations made through designated State agencies. In FY '74, 13 grants were made for a total of $3,053,735. A total of $43 million was available this year from appropriations released as of May 1974. OE efforts this year were directed toward selecting which of the grant applications recommended for prior years should receive the released funds. Approvals are expected to be completed by late May 1975.

(Part B of title VII, which authorizes grants for the construction of graduate academic facilities, has not been funded since FY '69.)

Construction Loan Support: Part C of the title VII program provides for two types of support:

The Annual Interest Grant program helps postsecondary institutions utilize private capital for construction purposes. The grants cover the difference between the annual debt service charges which would result from a 3 percent loan and the debt service charges resulting from the interest rate actually obtained. In FY '74, the program subsidized 723 prior year loans; no new approvals were given.

The Direct Loan program helps meet the construction needs of institutions unable to obtain enough commercial loan money. Loans bear an annual interest rate of 3 percent. In FY '74, 12 institutions received loans totaling $10,183,000. Funds became available because some institutions of higher education withdrew requests for the funds that had been committed but not actually delivered to them. Predominantly black colleges were the principal recipients of direct loans.

As of November 1974, 51 institutions--11 percent of those that have received academic facilities loans under title VII-C of the Higher Education Act--were in default. This compares to 40 in November 1973. Full exercise of OE legal authority would result in mortgage foreclosures. Instead, OE has granted moratoriums to 31 institutions unable to pay interest or principal when due and to 20 unable to maintain the required balance in a debt service reserve account maintained by a trustee bank.

State Postsecondary Planning Commissions

States are offered an option in Federal support for their postsecondary planning:

"1202" Commissions: Comprehensive planning grants are offered under Section 1203 of the Higher Education Act, and community college planning grants under title X of that act. States wishing to receive grants under either provision are required to establish State Postsecondary Education Commissions--also known as "1202" commissions in reference to the section of the Higher Education Act authorizing them. States may designate these commissions to administer the Undergraduate Instructional Equipment Grants program authorized by title VI HEA and the Undergraduate Academic Facilities Construction Grants program (title VII HEA).

In FY '74, 45 Section "1202" commissions received section 1203 comprehensive planning grants. Each received a grant of $26,105, for a total Federal cost of $1.2 million.

HEFA Commissions: For States not wishing to assign HEA title VI and title VII authority to the "1202" commissions, planning grants are available to the Higher Education Facilities commissions originally established in connection with planning and administering programs under the Higher Education Facilities Act of 1963.

In FY '74, 56 commissions received grants to cover administrative costs, totaling $1.8 million. The grants ranged in amount from $6,000 to $68,000.

Undergraduate Equipment Grants

The purpose of the Instructional Equipment Grants Program is to assist in improving the quality of undergraduate instruction in institutions of higher education. It offers financial assistance on a matching basis for the acquisition of instructional equipment, materials, and related minor remodeling.

Institutions may apply to their State commission, which determines priorities and forwards recommended applications to the Office of Education. Currently State allotments are made for two categories of equipment. Category I covers laboratory and other special instructional equipment, materials, and related minor remodeling. Audiovisual equipment and materials are included in this category. Category II covers grants for the acquisition of closed-circuit direct instruction television equipment, materials, and minor remodeling.

The FY '74 appropriation of $11,875,000 was spent for 1,037 grants--837 in Category I, for a total obligation of $10,387,625, and 200 in Category II, for a total obligation of $1,411,525.

Approximately 2,000 grants, totaling more than $23.5 million, were announced in August 1974 under the title VI program for use during the 1975 fiscal year. The money is partly from FY '74 funding and partly from previously withheld 1973 appropriations. All grants come under State allotment schedules.

The total expended on undergraduate equipment grants since the program began in FY '66 stands at more than $102 million, in support of over 7,600 grants.

College Library Resources

The College Library Resources program, authorized by Title II-A of the Higher Education Act, assists institutions of higher education in acquiring books, periodicals, documents, magnetic tapes, phonograph records, and audiovisual and other related materials. Grants are awarded both to higher education institutions and to other public and private nonprofit library institutions having as their primary function to provide library and information services to institutions of higher education on a formal cooperative basis.

Three types of grants are authorized--basic grants up to $5,000 (first priority under the funding), supplemental grants up to $20

per student with no matching required, and special purpose grants which must be matched with $1 of institutional money for every $3 of Federal money.

In FY '74, only basic grants were awarded--2,314 at the maximum of $4,235 and 63 at less than the maximum; the total appropriation was $9,975,000 (with 5 percent reduction). Two more basic grants, one for $5,000 and one for $1,655, were awarded from carryover FY '73 funds. Grants were used to satisfy critical needs in special curriculum areas and additional resources for serving disadvantaged students.

Totals awarded under the College Library Resources program since its beginning in FY '66 are:

Basic grants	15,797 grants	totaling $70,015,939
Supplemental grants	7,345 grants	totaling $49,138,505
Special purpose grants	508 grants	totaling $16,346,867

The total number of projects supported over the 9-year period was 23,700; the total Federal funds expended, $135,501,311. More than 10 million volumes have been added to college libraries with aid from this program. Authorizations terminate at the end of FY '75.

Strengthening Developing Institutions

Almost a thousand smaller colleges and universities, close to a third of the postsecondary institutions in the United States, fall within the "developing institutions" category that benefits under title III of the Higher Education Act. These institutions characteristically are limited in their ability to attract students, to engage outstanding faculty, to offer diverse curriculums, and to acquire adequate physical and financial resources. Yet they perform an important function. Many ethnic minority and/or low income students who are unable to attend more expensive or distant colleges rely on them.

The Strengthening Developing Institutions Program is divided between the Basic Institutional Development Program and the Advanced Institutional Development Program. Each awards grants on a competitive basis in five areas--curriculum development, faculty development, administrative improvement, student services, and planning for future growth to developing institutions in cooperative arrangements.

Cooperative arrangements draw on the talent and experience of stronger colleges and universities, on the educational resources

of business and industry, and on the strengths of other developing institutions. Cooperation may be in the form of a bilateral arrangement between a single developing institution and another institution or agency, or in the form of a consortium of at least three developing institutions working with other institutions and agencies.

In FY '74 the Basic Institutional Development Program, now in its 9th year, awarded 215 grants totaling $51,992,000. These accounted for about half of the grants applied for and a fourth of the funds requested. A total of 130 non-grantee institutions entered into cooperative arrangements with the grantees. There were 163 assisting institutions in all and 178 assisting agencies and businesses.

By law 76 percent of the awards must go to 4-year institutions and 24 percent to 2-year. The percentage of students from low-income families is used as a factor in selection for awards, as is minority group representation. In FY '74 colleges serving large numbers of minority students have received basic grants as follows:

Colleges--	No.	Amount
Predominantly black	67	$29,620,000
With large number Spanish-speaking	26	3,812,000
With large number American Indians	28	3,517,000

National Teaching Fellowships are awarded under the basic program to highly qualified graduate students and junior members of college and university faculties to encourage them to teach at developing institutions. Stipends are set at not more than $7,500 a year, plus $400 for each dependent, and have a maximum term of 2 years.

Professor Emeritus awards encourage professors and other skilled persons retired from active duty at postsecondary institutions to teach, conduct research, and provide other professional services at developing institutions. Both types of appointments are made by the U. S. Commissioner of Education upon request by the developing institution. In neither case are persons from developing institutions eligible for awards.

There were 524 National Teaching Fellowship and 59 Professor Emeritus awards under the Basic Institutional Development Program in FY '74.

One of the largest projects conducted under the basic program is the Technical Assistance Consortium for the Improvement of College Services (TACTICS), which pooled the resources of 69 black

colleges in FY '74 and drew $2,140,000 in awards. A developing institution serves as coordinator for each of the six consortiums operating within TACTICS. The eight development programs supported by FY '74 appropriations in the 1974-75 school year are: College Service Bureau, Management Development, Cooperative Academic Planning, Management Information Systems, Admissions and Financial Aid, Professional and Technical Support Program, Library Administration and Development, and Academic Administration.

The Advanced Institutional Development Program received an appropriation of $48 million in FY '74, its first year of operation. Its purpose is to expedite the development of selected institutions which have demonstrated marked progress under the basic program. Grants ranged in size from $520,000 to $2 million and may be used over a period of 3 to 5 years.

Priority in grant selection was given to institutions demonstrating an ability to educate students for employment, to equip them for upward mobility in employment, or to prepare them for admittance to graduate study--especially in fields that traditionally have enrolled few students from low-income families.

Ability and willingness to develop new courses and to revamp curriculums to benefit disadvantaged students were additional criteria for funding under the advanced program. In FY '74, of the 36 grants awarded, 18, totaling $29,075,000, went to black colleges; 3, totaling $3,620,000, went to institutions serving large numbers of Spanish-speaking persons.

The improvement of undergraduate instruction at developing colleges and universities is a principal goal of the Teacher Training in Developing Institutions (TTDI) program. Funded under title III of the Higher Education Act, TTDI provides advanced studies for faculty members employed by developing institutions and for persons adversely affected by desegregation. Programs are at the doctoral level.

Fifteen projects are in operation during the 1974-75 academic year with FY '74 funding. They enroll 320 participants and will ultimately benefit many other faculty members and students, aiding in the goal of strengthening developing institutions.

Veterans' Cost-of-Instruction Program

The Veterans' Cost-of-Instruction Program encourages postsecondary institutions to improve services to Vietnam-era veterans, with a focus on educationally disadvantaged veterans. Payments to institutions are

based on the full-time equivalent (FTE) number of veterans enrolled and maintained. The program was enacted in 1972 out of a realization that poor preparation hampered large numbers of veterans in using their educational and other benefits. Funding began in FY '73.

The FY '74 appropriation of $23,750,000 was allocated among 1,008 institutions to help them establish and finance recruitment, counseling, tutorial, remediation, and community "outreach" programs for veterans in their service area. Schools received awards amounting to $42 per FTE veteran for 539,465 veterans enrolled in regular programs. They also received a $21 "bonus" per FTE veteran for 41,056 veterans who were enrolled in preparatory programs or who had started in a preparatory program and later enrolled in a regular program. The bonus was for providing special services for educationally disadvantaged veterans.

By law, an institution must spend at least 75 percent of its award for a Veterans Affairs office. Funds remaining may be used for the general/academic instruction programs of the institution.

Now that many institutions have well-established veterans programs, the Administration feels there is no longer a critical need for this program. The student services programs (page 61) will continue to serve veterans with special services and various forms of student financial aid. For this reason the Administration asked for no further appropriation for veterans' cost-of-instruction.

UNIVERSITY-COMMUNITY SERVICES

University-Community Services is designed to aid the process of community problem solving through continuing education for individuals, groups, and whole communities. In addition, this program encourages the development of statewide systems of community service and the establishment of new interinstitutional programs of continuing education related to State-identified community problems. It is authorized under title I of the Higher Education Act. The Higher Education Amendments of 1972 give the Commissioner of Education the option of setting aside 10 percent of the program's annual appropriation for discretionary grants to postsecondary institutions to undertake special projects "which are designed to seek solutions to national and regional problems relating to technological and social changes and environmental pollution."

Under the State formula grant portion of the program, 646 projects were supported in FY '74 at a total Federal cost of $12,825,000. States contribute $1 for each $2 of Federal funds and select grantees.

Of the 646 projects, 132 were interinstitutional activities with 741 postsecondary institutions cooperating. More than 496,500 adults participated in 982 programs.

Projects involved in the improvement of local government functions and services accounted for 20 percent of the program funds. Another 20 percent was spent on projects related to employment and economic development, with special attention to low-income individuals. Projects related to the special needs of the elderly, Spanish-speaking Americans, and women accounted for about 18 percent. About 25 percent went for projects dealing with community development, land use, local and regional planning, and health, and to community leadership training programs. The remainder of the program funds focused on locally identified problems in housing, recreation, youth opportunities, transportation, and human relations.

The Commissioner exercised his set-aside option for discretionary grants for the first time in FY '74. Eleven experimental and demonstration projects were supported with $1,425,000, with 25 States and 51 postsecondary institutions participating. Attention was centered on developing:

- # Organizational models for groups that need improved access to postsecondary resources-- especially women, inmates of prisons, hospitals, etc., and elderly citizens.

- # Experimental models of city hall-university cooperation in urban research and training of local government officials.

- # Demonstrations of innovations in educating adults for more participation in community affairs.

ETHNIC HERITAGE STUDIES

"In recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group," Congress in 1972 legislated the Ethnic Heritage Studies Program as a new title IX of the Elementary and Secondary Education Act.

With grants to education agencies working with multi-ethnic groups, the program seeks to increase understanding and appreciation of our Nation's multi-ethnic society and encourage citizens to participate more harmoniously in the community in which they live.

Funding of the program began in FY '74. A thousand proposals requesting more than $83 million resulted in grants totaling $2,375,000 to 42 public and nonpublic education agencies to develop multiethnic programs for 1974-75. Grants ranged in size from $11,000 to $170,000--averaging $56,000. They went to agencies in 26 States and the District of Columbia and support elementary, secondary, and postsecondary programs.

The Southeast Michigan Regional Ethnic Heritage Center, Detroit, is developing a network of resource-dissemination-training centers throughout southeastern Michigan. The Center, a community-based multiethnic organization with 5 years of experience, will disseminate lesson plans, study guides, pamphlets, monographs, audiovisual materials, field trip guides, and lists of speakers and other resource people. Each of the 16 centers to be in existence by the end of 1975 will have its own library and community surveys. The indepth training program, with eight full-time staff members, will have trained some 640 professionals in the use of materials.

The Illinois/Chicago Project for Inter-Ethnic Dimensions in Education--a joint project of the University of Illinois at Chicago Circle and the Office of the Superintendent of Public Instruction of Illinois--is developing curricular materials for some 20 different ethnic groups. It will produce a series of books covering historical as well as cultural aspects of the ethnic groups. It will also expose teachers, administrators, and other leaders to these materials and training systems in order to effect change in the classroom learning programs and ethnic attitudes.

The Boston Children's Museum is preparing an Ethnic Discovery Handbook for use by school, community, and family groups as a guide to ethnological investigation.

As a final example of the type of program supported by the Ethnic Heritage Studies Program, the Social Science Education Consortium, Inc., Boulder, Colorado, is collecting and analyzing curriculum materials as preparation for publishing a resource book for teachers of ethnic studies.

EDUCATIONAL BROADCASTING FACILITIES

The major goal of the Educational Broadcasting Facilities Program is to stimulate national growth of noncommercial radio and television stations so that their technical and programing capabilities will adequately serve the educational, cultural, and information needs of local communities. Matching grants are authorized for the acquisition and installation of transmission apparatus. The program comes under title III of the Communications Act of 1934 as amended in 1969.

An FY '74 appropriation of $15,675,000 supported 74 noncommercial educational radio (ER) and educational television (ETV) stations. Six grants were made to activate new ETV stations and 41 to expand or improve existing stations. Four grants were for ER starts, and 23 to upgrade ER facilities.

At the end of FY '74, 241 noncommercial television stations were on the air or under construction. Only 76 existed in 1963. Nearly 80 percent of the Nation now has ETV.

Only 40 "full-service" educational radio stations (those capable of covering a significant geographical area with worthwhile programs) were in existence in 1969, when ER support was authorized under this program. At the end of FY '74 there were 153 full-service ER stations in operation or under construction, 87 having attained full-service community station status with the help of Federal grants to expand or improve their facilities. Currently ER coverage is provided to approximately 65 percent of the country, but more than 30 major metropolitan areas as well as extensive portions of rural America remain without full-service public radio.

PERSONNEL DEVELOPMENT

Allen J. Ellender Fellowships

The Allen J. Ellender Fellowships Program makes grants to the Close Up Foundation of Washington, D. C., to help the foundation increase understanding of the Federal Government among high school students, their teachers, and other members of their community. Up to 1,500 "fellowships"--basically 1-week field trips to Washington, D.C.--are awarded each year to economically disadvantaged secondary school students and to secondary school teachers.

The FY '74 appropriation of $500,000 supported 1,431 fellowships (604 to teachers and 827 to students, representing 13 metropolitan areas) and gave the foundation $6,000 for administrative expenses. The average cost of a fellowship was $327.

Fellowships for the Disadvantaged

The Council on Legal Education Opportunity (CLEO) receives a Federal grant each year to encourage training in the legal professions for persons from disadvantaged backgrounds. Administered for several

years by the Office of Economic Opportunity, the program was transferred to OE in FY '74. Funding is now authorized under the "Fellowships for the Disadvantaged" program, title IX-D of the Higher Education Act.

From its grant, CLEO awards law fellowships of $1,000 a year. Law schools waive tuition and fees. An appropriation of $750,000 for FY '74 supported training for 550 persons (210 in their first year of law school, 180 in their second, and 160 in their third) and paid for $180,000 in administrative expenses of the national CLEO office.

Cuban Refugee Loans

The Cuban Student Loan Program offers financial help to qualified refugees engaged in postsecondary study who are unable to obtain assistance from other sources. As far as students are concerned, it operates with the same rules as the National Direct Student Loan Program (page 66), except that repayments are made to the Government, not to the institution. It is authorized by the Migration and Refugee Assistance Act.

FY '74 funding of $2.2 million provided 3,800 loans to 1,800 Cuban refugee students at 172 institutions. Loans averaged $899.

Librarian Training

Training of professionals and paraprofessionals in library and information sciences is authorized under title II-B of the Higher Education Act. Institutions of postsecondary education and library organizations or agencies receive grants for the training or retraining of personnel to serve all types of libraries. While fellowships, traineeships, and long- and short-term training institutes all qualify for support, at least half of the training funds must be used for fellowships and traineeships.

Since 1971, the program has been directed toward providing more responsive library services to disadvantaged and minority groups--both by retraining librarians and by training members of minority and disadvantaged groups so that they can go into library work as professionals or paraprofessionals. Several institutes have aimed at providing more effective service to American Indians. Also of note has been the minority recruitment effort which has brought a higher percentage of black, Spanish-speaking, Asian American, and American Indian men and women into the library profession.

In FY '74, grants totaling $1,524,630 went to 50 institutions in 28 States and the District of Columbia for fellowships and traineeships. The awards supported 168 new fellowships and 3 new traineeships at the master's level, 5 new fellowships at the associate in arts level, and 3 continuing fellowships at the post-master's and 21 at the doctoral level. Fellows and trainees at the master's level and above receive up to $3,500 for academic year training and up to $4,200 for combined academic year and summer study. Fellows at the associate degree level receive stipends of $1,500 for the academic year and a maximum of $250 for summer study.

In FY '74, grants totaling $1,320,264 were awarded to 32 colleges, universities, and education organizations to conduct institutes. Institutes may focus on upgrading and updating the competencies of persons already serving in libraries and instructional materials centers that offer library type services, or on encouraging the recruitment of persons into the library and information science profession. Among the institutes conducted with FY '74 funds were these aimed at improving library services for disadvantaged populations:

California State University Fullerton, graduate library education leading to the Master of Science in Library Science degree for Mexican-American librarians.

Morehead State University, Kentucky, expansion of public library services to disadvantaged adults.

Jackson State University, Mississippi, preparation for library outreach programs.

New Jersey State Library, librarianship in correctional institutions.

University of New Mexico, library aide training institute for American Indians.

Columbia University, New York, training media specialists for inner-city public libraries (traineeship program).

Voorhees College, Denmark, South Carolina, training veterans for the associate in arts degree in library science.

Sam Houston State University, Huntsville, Texas, correctional institution librarianship.

Fort Wright College of the Holy Names, Spokane, Washington, training Indian technical assistants for Indian readers' services.

College Teacher Fellowships

The purpose of the College Teacher Fellowship program is to increase the supply of well-trained college teachers by stimulating individuals who are pursuing doctoral degrees to prepare for college teaching and encouraging institutions to improve their doctoral level education. Once title IV of the National Defense Education Act, it is now title IX-B of the Higher Education Act.

Higher education institutions apply to the Commissioner of Education for grants to support specified doctoral programs. Panels of academic consultants review the applications and recommend doctoral programs to the Commissioner for approval for fellowship awards.

Fellowships are for 3 years of graduate study. Fellows receive a stipend of $3,000 a year, plus $500 for each dependent. Institutions receive $3,000 a year for each fellow actively enrolled.

No new fellowships have been awarded since FY '71 in light of the current large supply of advanced degree holders and the lessening demand for their services. All fellowships were completed by the end of the 1973-74 academic year except for military veterans who had resigned their fellowship to enter military service and returned to claim the unused portion. The FY '74 appropriation of $5,806,000 is supporting 880 veterans at 200 participating institutions this academic year.

FEDERAL IMPACT AID

Since Federal installations are exempt from local taxes, their presence sometimes burdens the community where the children of an installation's employees are sent to school. The situation became critical shortly after World War II, when military bases brought a flood of children into classrooms already crowded by the baby boom.

Congress in 1950 passed two "impact aid" laws for School Assistance in Federally Affected Areas (SAFA). Construction assistance was provided by P.L. 81-815. Operating costs were underwritten by P.L. 81-874. Allocations under both programs are based on two categories of school enrollment--category "A" children, whose parents live and work on Federal property, and category "B" children, whose parents either live or work on Federal property.

Over the years the programs have been amended as conditions and needs changed. Major disaster assistance, for example, was added in 1965. The basic policy, however, remains the same--a Federal responsibility to relieve the impact of Government installations upon local education agencies.

The Office of Education is now attempting to reduce inequities in the SAFA programs. A Battelle Memorial Institute evaluation 6 years ago identified several areas where reform is needed. Payments typically benefit richer areas more than poor ones. Sometimes there is overlapping or double payment from various Federal programs. Many communities are overcompensated by SAFA since they suffer little hardship from the Federal presence. Some schools actually benefit from impact because the Federal employees live in taxable areas and generate revenues exceeding school costs.

The Education Amendments of 1974 addressed a few inequities of P.L. 81-815 and P.L. 81-874. They set differential rates of payment to correspond to the varying impact of different categories of federally connected children. Payments are eliminated for children whose parents work on Federal property in another State. Funding priorities are established and include funds for children in public housing. The reductions in support are accompanied by several "hold harmless" clauses providing gradual changes in funding levels. The changes take effect in FY '76.

School Maintenance and Operations

Title I of P.L. 81-874 authorizes financial assistance for the maintenance and operation of local schools in districts in which enrollments are affected by Federal activities. Payments are made (1) when revenues from local sources have been reduced as the result of the acquisition of real property by the United States and (2) in consideration of enrollments of children whose parents work and/or reside on Federal property or are on active duty in the uniformed services. The entitlement for category "A" children is 100 percent of the local contribution rate and for category "B" children it is 50 percent. The full cost of education is provided for children residing on Federal property when no State or local education agency is able, because of State laws or other reasons, to provide suitable free public education for them.

Applications for funding are made by local or State education agencies and certain Federal agencies that provide free public elementary or secondary education. Agencies usually place the

funds in the general operating expense account, thus making the program essentially one of general aid. The 1974 amendments require that funds paid for low-rent housing children be used for special programs for disadvantaged and handicapped children.

In FY '74, a total of $574,416,000 was appropriated for the SAFA maintenance and operation program on the basis of eligible enrollments of 2.1 million children. Some 4,300 eligible school districts, with more than 23.7 million elementary and secondary children in attendance, benefited from the program. Total current operating expenses in the districts were $24.2 billion. The average per-pupil cost was $1,023.96, the average local contribution rate being $559.06 or about 55 percent of the average per-pupil cost in applicant districts.

Chief program obligations were: $200,100,000 for category "A" entitlements, $312,566,000 for category "B" entitlements, $9 million for partial loss of tax base through Federal acquisition of property, $39,500,000 for Federal agencies to educate children residing on Federal property, and $8.9 million for major disaster assistance.

More than 400 new projects were funded under the disaster relief section of the program in 1974. Storms, floods, and tornadoes were the most frequent types of disasters. The total for this program since its inception in FY '66 stands at $109,745,362.

School Construction

Public Law 81-815 authorizes funds for urgently needed minimum school facilities in local school districts which meet various types of eligibility requirements. Funds are allocated under a priority index, with order of precedence set by sections of the act. Priorities include disaster assistance, classroom needs of a temporary nature, direct Federal construction, and construction for children who reside on Indian lands.

Appropriations for the past 7 years have run to only about a fourth of the authorization level and substantially below the amounts required to fund all qualified applicants. The Office of Education follows the system of priorities required by the law to determine which applications will be funded. Section 5, which concerns school districts which have had substantial increases in school membership as a result of new or increased Federal activities, is currently authorized at between 50 and 95 percent of per-pupil construction costs 2 years preceding the end of the application period, depending upon whether category "B" or "A"

pupils create the entitlement. Section 9, for temporary needs, and section 10, allowing the Commissioner of Education to arrange for the needs of federally connected children when he finds that no local educational agency can provide a suitable free public education, currently take care of costs at 100 percent. Assistance authorized for school districts serving the needs of children residing on Indian lands generally stands at approximately 100 percent of the construction costs. Section 16 authorizes funds for the replacement of school facilities destroyed by a major disaster. Projects qualify only after all other sources of financial aid--Federal, State, or other--have been exhausted. At that time they receive priority under this act.

The total appropriation for P.L. 81-815 in FY '74 was $19 million, of which $1.9 million went to school construction projects eligible under the major disaster provision. A total of 414 classrooms provided by the program was opened for use in 1974 to house 10,299 pupils. Of these, 53 classrooms housing 1,025 pupils were built under the disaster relief authority.

(A detailed statistical report on administration of Public Laws 81-815 and 81-874 is being published in a separate volume as Appendix A to this report.)

PUBLIC LIBRARIES

In 1956, before passage of the Library Services Act, only 23 States had programs of statewide public library development. Expenditures amounted to $5 million. Now 38 States have grant-in-aid programs, and appropriations exceed $82.5 million. Out of a total population of approximately 206 million potential library users in the United States, about 193 million (94 percent) have access to public libraries.

The Library Services Act was remodeled as the Library Services and Construction Act (LSCA) in 1964. LSCA's purpose is "to assist the States in the extension and improvement of public library services in areas of the States which are without such services or in which such services are inadequate, and with public library construction, and in the improvement of such other State library services as library services for physically handicapped, institutionalized, and disadvantaged persons, in strengthening State library administrative agencies, and in promoting interlibrary cooperation among all types of libraries."

LSCA amendments of 1970 increased emphasis on library programs for the disadvantaged. They also called for long-range State planning to reflect national goals and State and local priorities regarding the disadvantaged and other special target groups. The Education Amendments of 1974 further mandate attention to "programs and projects which serve areas with high concentrations of persons of limited English-speaking ability."

The older Americans Comprehensive Amendments of 1973 amended LSCA by adding a new title IV, "Older Readers Services." No appropriation has been requested, but many services for the elderly are provided under title I.

The Office of Education currently emphasizes services to these special clienteles--the disadvantaged, the blind and physically handicapped, persons in State institutions, and others unserved or inadequately served by the traditional public library system. It is working, for example, on the lack of library services on Indian reservations and in isolated rural areas, and is promoting better services to persons speaking languages other than English.

As the LSCA nears the end of its term of authorization (FY '76), OE is concentrating on assisting library agencies in a timely conversion to proposed new library legislation.

Grants for Public Library Services

Title I of the Library Services and Construction Act authorizes grants to States to extend and improve public library services in areas without such services, or with inadequate services, to improve State library services for physically handicapped, institutionalized, and disadvantaged persons, to strengthen State library administrative agencies, and to strengthen metropolitan libraries which serve as regional resource centers.

Grants are made on a formula basis. The Federal share is between 33 and 66 percent (except for the Trust Territory of the Pacific Islands, which is 100 percent federally funded). States match Federal funds in proportion to their per capita income.

A total of $76,155,500 was available under this program in FY '74--$44,155,500 from FY '74 appropriations and $32 million from FY '73 appropriations which had been impounded. States were encouraged to use the Federal funds to improve services for their special clienteles rather than to expand services for the general population.

The title I program in FY '74 helped to bring new or improved library services within the reach of approximately 28 million disadvantaged persons. More than 400,000 blind and otherwise physically handicapped persons benefited from large-print books, special equipment, and specially trained public library personnel. Some 800,000 prisoners, patients, and other institutionalized persons received special library services during the year. Several libraries directed attention also to services connected with such national priorities as Right To Read (73 projects), Drug Education (115), and Environmental Education (69).

The East Central Regional Library in Cambridge, Minnesota, is one representative title I project. It serves a six-county area with a population of about 84,000. It has more than 90,000 volumes, most of which are less than 10 years old. Branches are located in six communities, including one not served before the consolidation. Two bookmobiles cover the six-county area every 2 weeks and stop regularly at the Mille Lacs Chippewa Reservation. The Sandstone Federal Prison participates in the bookmobile and interlibrary loan services by special contract. Persons in isolated areas can select from a catalog of more than 800 listings for mail service. Approximately half of the current budget of more than $200,000 comes from local tax revenues, the remainder being supplied in roughly equal portions from State sources and Federal (LSCA title I) sources.

The Media Library for Pre-Schoolers (Erie Metropolitan Library, Pennsylvania) opened in late November 1972, and quickly earned national recognition as a uniquely creative, parent centered developmental program for the youngest children. On weekends as well as weekdays, parents and their youngsters join in the delights of puppets, story hours, live animals, tapes, toys, programed instruction, arts activities, playacting, phono-viewers--and books. Anything, even pets--with cages and food--can be borrowed for home and family enjoyment. The largest enrollment of users come from the center area of the Model City Neighborhood.

For persons who are deaf or have a hearing impairment, the District of Columbia Public Library has initiated a first-time public information teletype service. More than 800 deaf persons in the metropolitan area already own a teletype machine with a special adapter for their telephone and will be able to call the D. C. Public Library telephone reference service and receive by teletype any information available at the library.

"Study Unlimited" is an independent learning program for every person in Chicago who aspires to an education, with or

without the goal of a diploma or college degree. Three study centers have been established--in the central Chicago Public Library, in a South Side branch library, and in a northwest branch. Study and reading materials in print or on cassette are on the shelves, and televised courses are offered. "Learner advisors" assist in the use of the media, and learners can have counselor guidance for course and career planning. Progress is made on the client's own terms, at his or her own pace and convenience. More study centers and programs are planned, to respond to the unexpectedly high numbers of new learners now participating in "Study Unlimited." The FY '74 budget of $335,307 was supplied by the City Colleges of Chicago (Illinois Junior College Board) $228,663, Chicago Public Library $23,500, and LSCA title I $83,144.

Public Library Construction

Title II of the Library Services and Construction Act authorizes grants to States to help build public libraries. Funds may be used for new buildings, additions, renovations, or alterations to existing buildings, or acquisition of buildings for public library purposes. Matching is required according to a formula system, and generally ranges from 33 to 66 percent.

Approximately 1.2 million square feet of floor space were added to public libraries in FY '74 with $10,786,985 in released FY '73 funds. There was no FY '74 appropriation.

Since the program began in 1965, some 1,980 projects have been supported with an LSCA title II total of $170 million. State and local agencies have contributed approximately $480 million, and a further $2.2 million came from the General Revenue Sharing, Appalachia Regional Development, Public Works and Economic Development, and Model Cities programs.

The following are examples of how title II support is used:

A grant of $122,000, with $633,000 in local funds, enabled the Queens Borough Public Library in New York City to build a branch giving residents of the South Jamaica area their first local library service. The new branch offers a wide range of services specifically oriented to the area's 160,000 residents, 90 percent of whom are black and some of whom are Spanish-speaking. Low income and high unemployment are characteristic of the area.

The East Albemarle Regional Library in Elizabeth City, North Carolina, is a multicounty regional system--the most administratively and financially feasible type of organization for providing at least minimal public library service to thinly populated, economically disadvantaged areas. The headquarters library provides an array of walk-in services to residents of Elizabeth City and nearby areas, and a bookmobile spreads the services throughout the rest of four counties. The system serves a total population of about 46,000.

The Urban-Reservation Indian Library Project sponsored by the Sioux City, Iowa, public library maintains an information center staffed by a young woman whose time is spent answering requests, referring patrons to appropriate agencies for help, speaking publicly on behalf of Indian causes, and cooperating with both Indian and non-Indian local groups to foster understanding and appreciation of the history and culture of Indian tribes. The library also supplies a small collection of books, newspapers, and magazines to two other locations in Sioux City--the Indian Center and the Indian Council rooms. An extension library 20 miles away, at Winnebago, Nebraska, brings library services to still more clients. Staffed by two library aides, the extension operates from a room in a local church and with a leased van covers the Winnebago extension, two nursing homes, a public health facility, outlying homes, and the parent library in Sioux City. Interlibrary loan facilities and teletype service from the central library make materials available from collections elsewhere in both Iowa and Nebraska.

Interlibrary Cooperation

Title III of the Library Services and Construction Act authorizes grants to States to establish and maintain local, State, interstate, and/or regional cooperative networks of libraries. Such networks or systems aim to coordinate the resources of school, public, academic, and special libraries for more economical operation and better service to all users.

A total of $7,363,500 was available to States under this program in FY '74--$2,593,500 in FY '74 appropriations and $4,770,000 from released FY '73 appropriations. These funds supported cooperative networks involving 10,500 public, school, academic, and special libraries.

Typical of activities supported are telecommunication networks for reference, bibliographic services, and interlibrary loans;

centralized acquisition and processing, centralized cataloging, comprehensive statewide planning, education for the administration of interlibrary network activities, and interstate cooperation. As examples:

The Library Council of Metropolitan Milwaukee, organized in January 1973, encourages development of cooperative programs of mutual benefit to participating libraries and their users. Among the members are public, academic, school, and special libraries from four counties (Milwaukee, Washington, Waukesha, and Ozankee). Support comes from membership dues. A grant from Wisconsin's allotment of $1,918 this year was awarded to pay travel costs for members to participate at meetings, to publish a newsletter for members, and to develop plans to identify the library and information resources already available in the area in order to assess their strengths and weaknesses. Future activities will be based on a continuing study of the library and information needs of the people in the area.

Other cooperative programs in Wisconsin sharing in title III funds this year include the Wisconsin interlibrary loan network, the Madison Area Library Council, similar to the Library Council of Metropolitan Milwaukee, and a cooperative library information program for school, academic, and public libraries.

The Cooperative Information Network, an outstanding interlibrary type project in Santa Clara County, California, this year successfully expanded to include the neighboring counties of San Mateo, Santa Cruz, and Monterey. It concentrates on opening the collections of school, public, community college, and special libraries (business and institutional), along with the Stanford University library, to all member libraries of the Network. As one step in this direction, a union list of indexes and abstracts is scheduled for early publication. Training workshops have been held for staff members of all libraries. Other features of the cooperation include Saturday seminars on law and business, intern programs and exchange of staff, and fast telephone communication. The community is made aware of the expanded library resources by means of newspaper and television publicity, an original film, and publication of an Occasional Bulletin. This year the Network begins a 2-year experiment tying in with Lockheed's DIALOG information retrieval mechanism with terminals in three public libraries.

VOCATIONAL EDUCATION

The list of major vocational education laws is both long and impressive: Smith-Hughes Act 1917; George-Reed Act 1929;

George-Deen Act 1936; George-Barden Act 1946; George-Barden Amendments 1956; National Defense Education Act 1958; Vocational Education Act 1963; and Vocational Education Amendments 1968.

Appropriations currently are made under two acts--the Smith-Hughes Act and the Vocational Education Act (VEA) of 1963.

Smith-Hughes is funded permanently at $7.1 million a year. This is apportioned among the States for vocational teacher salaries, teacher training, and vocational education administration.

The VEA expires with FY '75, and several major proposals to revamp its programs to make them more responsive to current national priorities have been introduced.

The rest of this chapter discusses FY '74 activities of VEA programs, for which approximately $522 million was appropriated:

Basic Grants to States	$405,347,000
Programs for Students with Special Needs	20,000,000
Research and Training	18,000,000
Exemplary Programs	16,000,000
Consumer and Homemaking Education	30,994,000
Cooperative Education Programs	19,500,000
Work-Study Programs	7,849,000
Curriculum Development	4,000,000
State Advisory Councils	3,044,000

Basic Grants to States

Formula grants to the States help them conduct vocational education programs for persons of all ages. The objective is to ensure that vocational education and training programs are available to anyone desiring and needing them for gainful employment. States are required to set aside 15 percent of their allotment for vocational education for the disadvantaged, 15 percent for post-secondary programs, and 10 percent for vocational education for the handicapped. Funds may be used to build area vocational schools. States are required to match every Federal dollar.

Program data received by the Federal Government are generally limited to enrollment and expenditure data from the required State plans and annual reports. These are often incomplete and vary considerably from State to State. The FY '73 reports showed total vocational education enrollment of 12,072,445--7,353,962

secondary, 1,349,721 postsecondary, and 3,368,762 adult (595,329 preparatory, 2,596,258 supplemental, and 177,165 apprenticeship). Set-asides for the disadvantaged benefited 1,601,634 persons--1,122,576 secondary and 184,878 postsecondary students and 293,925 adults. Set-asides for the handicapped benefited 228,086 persons--161,635 secondary and 30,736 postsecondary students and 35,715 adults.

In FY '73, Federal, State, and local funds totaling over $228.2 million were committed to build 368 area vocational schools. Federal money was authorized under the following: Vocational Education Act $35.4 million, Appalachian Regional Development Act $27.8 million, and Economic Development Act $5.4 million. State and local funds totaled $159.6 million. Since 1965 more than $2.1 billion has been spent in 3,009 projects to increase the capacity of such schools through expansion, remodeling, and new construction.

Total FY '73 enrollment in high school vocational programs in grades 9-12 was 5,953,962 out of a total 9th through 12th grade population of 14,242,000, about 41.8 percent. If homemaking is omitted from the computation, approximately 27.6 percent of the students in grades 9 through 12 participated in Vocational Education Act programs. Distribution by program in FY '73 was:

Consumer and Homemaking	25.9%
Trades and Industry	21.9%
Office Occupations	20.8%
Distribution	6.0%
Agricultural Production	4.5%
Health Fields	3.4%
Technical	2.9%
Off-Farm Agriculture	2.9%
Home Economics (Gainful)	2.6%
Special Programs	9.0%

The FY '73 appropriation for the Basic Grants program was $376,682,000 ($383,843,455 including Smith-Hughes). The FY '74 appropriation was $405,347,000 ($412,508,455 including Smith-Hughes).

Programs for Students with Special Needs

Grants are allocated to the States by formula, with no matching required, to support programs and services for persons unable to

succeed in regular vocational programs because of poor academic background, lack of motivation, or depressing environmental factors. Programs are concentrated in communities with many unemployed youths and high school dropouts. Special services and programs are provided these youths and adults to encourage them to stay in school and acquire the academic and occupational skills needed for successful employment or continue preparing for a career.

Typical services are specially trained teachers in remedial and bilingual specialties, staff aides, extra counseling services, facilities accessible to high concentrations of students with special needs, and instructional materials and equipment best suited to the understanding and abilities of these students.

Some of the areas where funds have been expended under this program are those where a language other than English is spoken, rural depressed communities, low cost housing communities in inner cities, correctional institutions, and off-reservation locations with high concentrations of American Indians.

The FY '73 enrollment of students with special needs was 146,482. FY '73 and FY '74 appropriations were each $20 million.

Research and Training

Research and training are authorized by part C of the Vocational Education Act as amended in 1968. Funds are used for research; for training to familiarize personnel with research results and products; for developmental, experimental, or pilot programs designed to meet special vocational education needs, especially those of disadvantaged youth; for demonstration and dissemination projects; and for establishing and operating State Research Coordinating Units (RCU's).

An RCU is a State office officially designated to administer a State's vocational education research programs and to disseminate research findings to administrators, teachers and counselors, and teacher educators. Many RCU's now operate an extensive information retrieval and dissemination system. They also carry out evaluation and planning functions and coordinate the exemplary projects funded under part D (page 139). RCU's receive part C support of approximately $4 million annually.

The FY '74 appropriation for part C was $18 million. By law, 50 percent of the funds appropriated goes to the States on a

formula basis for use in accordance with State plans. The other 50 percent is reserved for direct Federal grants and contracts at the discretion of the Commissioner.

States use their allocation to finance State research coordination and to award grants and contracts to local education agencies, institutions of higher education, and public and private agencies and institutions. In FY '74 the States supported approximately 425 grants or contracts. Areas receiving priority attention were career education, problems of disadvantaged students, cost effectiveness and cost benefits of programs and services, improvement of State and local administration of vocational education, program and system evaluation, new and emerging occupational areas, vocational guidance, followup studies of graduates, and employment needs of specific communities.

With his portion of the appropriation the Commissioner funded 93 projects of 18 months each. They began in the 1974-75 school year and concentrate on five priority areas:

Curriculum studies - 23 awards: These studies are expected to produce information needed to plan new occupational curriculums to meet the manpower needs of specific areas. The curriculums will be built around core skills that can be adapted for use in whole groups of occupations.

Information on the disadvantaged - 11 awards: These studies, which focus on the vocational education needs of the disadvantaged, handicapped, and minority populations, are designed to produce information useful to Federal, State and local planners. A major objective is to understand the unfavorable image of vocational education frequently held by disadvantaged, handicapped, and minority persons.

Investigation into alternative work experience projects - 18 awards: The aim of these awards is to find ways for a student to enter an occupation or career more at an interesting and productive level while he is alternating work on the job with training for work in that field. The grants are intended to improve standards in alternative work experience training, whether the work is performed for business, industry, or a community organization.

Guidance counseling, placement, and student followup - 19 grants: These grants place emphasis on improving career planning and student assessment. There will be a focus on improved job placement and followup services.

Manpower information - 22 awards: Studies of labor, market, and population characteristics will be developed to make it easier to match the skills developed by vocational education with projected manpower needs.

Dissemination and utilization of the output of these research projects is achieved in a number of ways. The State RCU's and the national network of curriculum centers (page 144) are critical components. Curricular materials are typically disseminated through commercial publishing and marketing, which have been found to be the most effective means. Exemplary projects, in accordance with part C of the General Education Provisions Act as amended in 1974, will be annotated in an annual report submitted by the Assistant Secretary for Education.

Almost all grants and contracts awarded by the Commissioner are made under annual competitions announced in the Federal Register. Sole-source awards meet rigorous criteria, including approval of OE's Sole Source Board, and on a very limited basis. One exception is the awarding of contracts to minority business firms registered with the Small Business Administration, which accounts for a few awards annually.

Exemplary Programs

Support for exemplary programs is authorized in part D of the Vocational Education Act as amended in 1968. Fifty percent of appropriated funds go into formula grants to States to stimulate new bridges between school and employment for young people who are still in school, have left school either by graduation or by dropping out, or are in postsecondary vocational programs. Other purposes are the promotion of cooperation between public education and manpower agencies and the broadening of occupational aspirations and opportunities for young people, especially those who have academic, socioeconomic, or other handicaps.

The other 50 percent of part D funds is awarded by the Commissioner at his discretion.

The FY '74 appropriation for part D was $16 million, the same as for the 3 preceding years.

STATE ADMINISTRATION: With their 50 percent of part D funds, States may make grants for exemplary demonstrations to local education agencies or to other public or nonprofit private agencies,

organizations, and institutions, including businesses and industrial concerns. The annual appropriations are available for obligation by the States for 2 fiscal years.

State administered part D projects are in operation in all States. Details concerning FY '74 are not yet available, but it is estimated that about half of the projects focus on career education. Approximately 400 projects were supported in FY '73, many as continuations of projects initiated in FY '71 or FY '72. About 200 projects in FY '73 focused on various components of career education, including guidance, counseling, and placement.

A number of States--Pennsylvania, Kentucky, Georgia, Mississippi, Wyoming, and Oregon among them--already had a systematic statewide plan for career education. These plans provided for coordination through the State RCU and generally used the discretionary part D project as a focal point for career education model-building and diffusion of tested career education components to other school districts.

OE DISCRETIONARY: The Commissioner of Education uses his discretionary money for grants and contracts to support projects carried out in the States. Funds are available until expended. OE Regional Offices are responsible for program administration.

The federally administered discretionary projects are distributed geographically across the States, as required by law, with at least one in each State. They focus on demonstrating comprehensive career education programs and have been a major contributor to the national thrust in career education. Techniques and instructional materials emerging from the first 3-year cycle of part D discretionary projects were fed into the design and development of the National Institute of Education's school-based career education model. They have also served as demonstration examples of career education functioning in local settings.

The typical project is funded at a level of about $130,000 per year for a 3-year period, with the exact amount determined by formula. The funds appropriated in fiscal years 1970, 1971, and 1972 supported the first 3-year cycle of projects, most of which began in the spring of 1970 and ended in the spring of 1973. FY '74 funding supports 10 projects in their 3d year of operation, 50 projects in their 2d year, and 5 new starts--one each in Florida, Minnesota, North Carolina, Puerto Rico, and the Trust Territory of the Pacific Islands. FY '75 funding will support new exemplary demonstrations in California, Massachusetts, Michigan, New Jersey, New Hampshire, New York, the Virgin Islands, and the Trust Territory.

A representative OE discretionary project, in South Portland, Maine, is called REVAMP--which translates to Revitalize Vocational and Academic Programs Through Career Education. The project collaborates closely with the nearest vocational-technical institute and the nearby university. All the regular academic courses are focused on career development and complement vocational courses. In this project, career awareness is developed in the elementary grades. Career exploration and experiment take place in junior high school. Comprehensive testing is carried on in grades 10 through 14, followed by broader career exploration through field trips, work experiences, and work-study. This plan prepares a teenager to obtain and hold down a first job and then decide what next step he or she will take--on to college or further development through the work route or technical school. A placement service within the high school's career education center finds part-time, summer, and full-time jobs for students.

Some vocational education projects sponsored by OE include internships in a university in industrial and professional fields. The Career Information Center in Kalihi-Palama, Hawaii, for example, uses interns from the University of Hawaii, giving guidance and counseling majors experience in actual problem solving. The Comprehensive Career Curriculum project in Des Moines, Iowa, has made special arrangements with cooperating colleges and universities for inservice activities that will contribute toward graduate credit and recertification requirements for teachers. The Consortium-Approach project at Topeka, Kansas, offers preservice teacher training programs in career education.

Consumer and Homemaking Education

Part F of the Vocational Education Act authorizes grants to States for program and ancillary activities in consumer and homemaking education. Program activities stress instruction specifically aimed at preparing youths and adults for the dual role of homemaker and wage earner. Instruction at the secondary, postsecondary, and adult levels covers the improvement of home environment and family life, including child growth and development, and parent education; the development of competencies needed for employability, including management, nutrition, and interpersonal relations; and consumer education as an integral part of all instructional programs as well as of independent courses for all individuals regardless of career objectives.

Ancillary services and other activities are aimed at assuring quality in all consumer and homemaking education programs. Typically, support is provided for State and local supervisory staffs and for the Future Homemakers of America--the vocational student organization which is an integral part of the instructional programs. Preservice and inservice education for teachers is offered through workshops, conferences, and individual consultation. Curriculum development emphasizes consumer education, nutrition education, family life, parent education, and programs for the disadvantaged and handicapped, particularly the economically depressed. Research and pilot-demonstration programs offer leadership development for graduate students. The States also help to start innovative programs in consumer and homemaking education.

Allocations are made to the States by formula. At least a third of the funds must be used for economically depressed areas or areas with high rates of unemployment, with States matching one dollar for each 9 Federal dollars. Matching in the remainder of the program is 50-50. The FY '74 appropriation for the Consumer and Homemaking Education program was $30,994,000.

Estimated enrollments in consumer and homemaking education during FY '74 were 3,435,000--approximately 2.4 million in secondary, 40,000 in postsecondary, and 900,000 in adult programs. Food and nutrition programs are seeing the biggest increases in enrollment, followed by child development, clothing and textiles, and consumer education. Financial management, living skills, child care, and family relationships are topics typically included in instructional programs.

Cooperative Education

Part G of the Vocational Education Act authorizes formula grants to the States to support cooperative education projects involving arrangements between schools and employers that enable students to receive vocational instruction in school and related on-the-job training through part-time employment. Priority is given to areas with high incidence of dropouts and youth unemployment. Federal funds may be used for all or part of a State's expenditure for approved projects.

States use the funds for program operation, to pay personnel to coordinate cooperative programs, to provide instruction related to work experience, and to reimburse employers for services or unusual

training costs. No Federal funds are paid directly to students for their work. Students are paid by employers at either a minimum wage rate or at a student-learner rate established by the Department of Labor. Students must be at least 14 years old.

Cooperative vocational education programs have extended the range of occupations for which training can be offered into such fields as marketing and distribution, business and office, trade and industrial, and health occupations. Students can prepare for specialized areas of gainful employment in which training was not available previously because of insufficient enrollment or lack of school facilities.

The FY '74 appropriation for cooperative vocational education was $19.5 million. Approximately 128,802 high school students and 39,649 postsecondary students participated in FY '74, and about 600 preservice and 1,600 inservice teacher-coordinators were trained.

Work-Study

Part H of VEA authorizes grants to States for work-study programs to assist economically disadvantaged full-time vocational students, ages 15-20, to remain in school with part-time employment by public employers. Priority is given to areas of high dropout rates. Funds are used to administer the program and to compensate the students. Matching is required on an 80-20 basis--one State or local dollar for each four Federal dollars.

The work-study program is essentially one of income maintenance for economically deprived youth who are in school. Salaries may not exceed $45 a month.

Most program participants are secondary students--26,665 of the 33,681 participants in FY '73, for example. Typical positions held by work-study students are food service worker, clerk-typist, hospital aide, printer's assistant, drafting assistant, furniture repairman, and appliance repairman.

The FY '74 appropriation for the work-study program was $7,849,000. Approximately 98 percent of the funds went directly to needy students as wages, with 2 percent spent for program administration.

Curriculum Development

Part I of VEA authorizes the Commissioner to make grants to or contracts with colleges and universities, State boards of vocational

education, and other public or nonprofit private agencies and institutions for curriculum development in vocational and technical education. No matching funds are required.

The curriculum development program covers the development, testing, and dissemination of vocational education curriculum materials, including curriculums for new and changing occupational fields and vocational teacher education. It further provides for developing standards for curriculum development in all occupational fields, coordinating the efforts of the States with respect to curriculum development and management, surveying curriculum materials produced by other agencies, evaluating vocational-technical education curriculum materials, and training personnel in curriculum development. Most of these activities are carried out through individual projects, with awards being made through competition.

The FY '74 budget for curriculum development was $6 million--$4 million in FY '74 appropriations and $2 million in released FY '73 funds. Program obligations totaled $5,920,670, which supported 27 projects in six major categories: curriculum coordination centers; occupational cluster development, evaluation, and testing; specialized vocational-technical education curriculum development; training of curriculum personnel in development and use; bases for curriculum development; and dissemination and utilization of vocational-technical education curriculum materials.

CURRICULUM COORDINATION: A National Network for Curriculum Coordination in Vocational-Technical Education is funded on a calendar year basis. There were seven centers in 1974, in California, Illinois, Kentucky, New Jersey, Oklahoma, Mississippi, and Washington State. Four of these were refunded for calendar 1975, and two more were selected after a competitive grant announcement in the Federal Register on November 1, 1974. The current network is:

Western Curriculum Coordinating Center, State Department of Education, Sacramento, California. Serves Arizona, California, Guam, Hawaii, Nevada, American Samoa, and the Trust Territory of the Pacific Islands.

East Central Curriculum Coordinating Center, Office of the Superintendent of Public Instruction, Springfield, Illinois. Serves Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Southeast Curriculum Coordinating Center, Mississippi State University. Serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Northeast Curriculum Coordinating Center, State Department of Education, Trenton, New Jersey. Serves Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Vermont, and the Virgin Islands.

Midwest Curriculum Coordinating Center, State Department of Vocational & Technical Education, Stillwater, Oklahoma. Serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

Northwestern Curriculum Coordinating Center, Washington State Coordinating Council for Occupational Education, Olympia. Serves Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

A total of $200,000 from FY '74 funds went to support vocational-technical education coordination centers.

OCCUPATIONAL CLUSTERS: The occupational clusters development, evaluation, and testing program supported 14 projects in the amount of $3,183,000 in FY '74. New efforts were started in the arts and humanities, marine occupations, recreation, personal services, and consumer and homemaking. Development was continued in the agri-business, business and office, health, and public service clusters. Two projects centered on a combination of clusters directed at Indian youth and Spanish-speaking migrants. Examples among the 14 projects:

The Center for Vocational and Technical Education in Columbus, Ohio, will design materials to teach the metric system and its adaptation to the use of machines, tools, and products. The curriculum will be aimed at vocational and technical education students and teachers and at adults with less than a high school education. This award is for $496,071.

One project will create and test a series of 10 instructional films on public service occupations--in law enforcement, social services, and recreational fields. The films will be made by the Insight Communications Group of New York City under a contract for $499,778.

Use of the home as a learning center will be the subject of a project funded for $93,962 at Michigan State University. A family centered curriculum will enable a family group to plan lifelong learning and career development.

Del Green Associates, Foster City, California, received $160,489 for a study program and study materials on small business ownership and management for minorities, grades 13 and 14.

The Ohio State University received $94,332 to field-test curriculum products in the agribusiness field.

National Association for Industry-Education Cooperation, Washington, D. C., received $117,000 to develop a training curriculum for placement service operation.

Technical Education Research Center, Cambridge, Massachusetts, received final phase grants for curriculums -- $100,000 in biomedical equipment technology, $200,000 in nuclear medical technology, and $240,000 in laser and electro-optical technology.

PERSONNEL TRAINING: Two projects totaling $886,228 were awarded for development of curriculums for training vocational educational curriculum specialists.

BASES FOR CURRICULUM DEVELOPMENT: Two projects, funded for a total of $153,211, involved the bases for curriculum development. One was on the home as a learning center for career and family life education. The other involved the status and progress of career education.

DISSEMINATION AND UTILIZATION: One project in the amount of $385,217 was awarded for the development of films on career education systems using the characters from the "Peanuts" comic strip. Peanuts, Charley Brown, Lucy, and Snoopy will dramatize career education for youngsters from kindergarten through high school. Charles M. Schulz Creative Associates, creators of the cartoon characters, received a $384,750 contract to develop the curriculum aids.

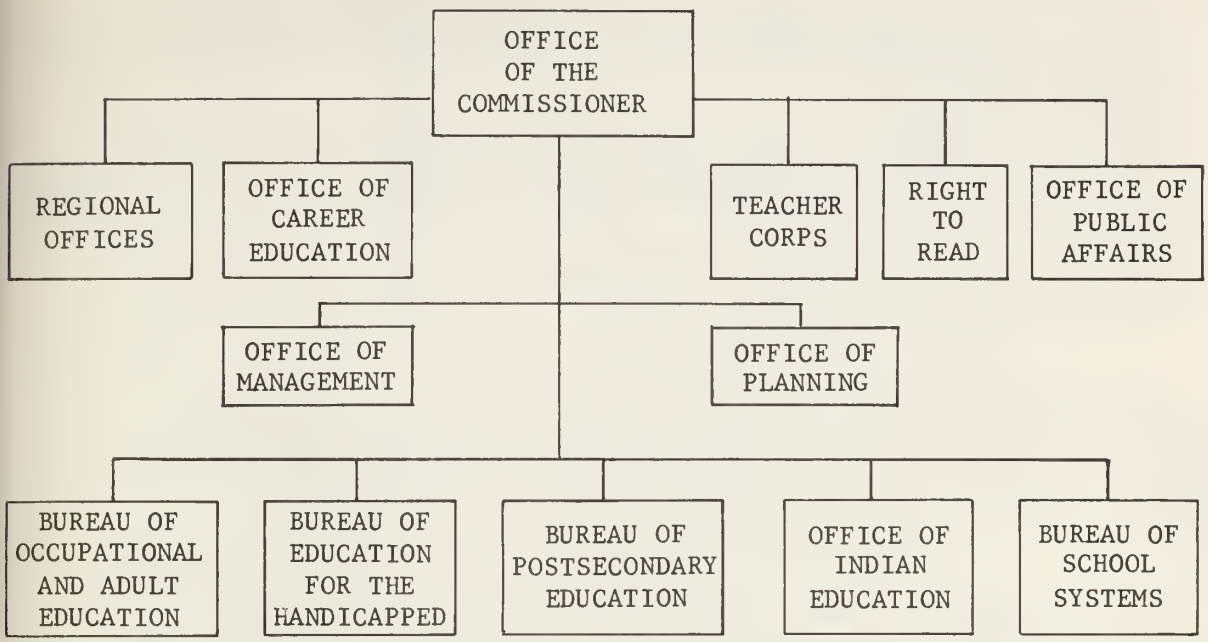
State Advisory Councils on Vocational Education

The Vocational Education Act of 1963 requires each State to establish a State advisory council on vocational education in order for the State to receive a grant under the act. The councils advise State boards of vocational education on the development and administration of State plans. They also advise the State agency on the administration of occupational education; evaluate vocational education programs, services, and activities; publish and distribute the results of their evaluations; and prepare and submit an evaluation report on the vocational education programs, services, and activities carried out during the year.

In FY '74 a total of approximately $3 million in Federal funds supported State advisory councils on vocational education.

VI. OE MANAGEMENT AND NON-PROGRAM ACTIVITIES

As of March 31, 1975, the Office of Education was organized in this way:



Two units on this table of organization were not on OE's table of organization on March 31, 1974. The Office of Career Education was then a component of the Bureau of Occupational and Adult Education. The Bureau of Education for the Handicapped had "office" status within the Bureau of School Systems.

The major change in OE's structure was the transfer of the National Center for Education Statistics to the Office of the Assistant Secretary for Education.

Some restructuring occurred within OE Bureaus during the year--principally within the Bureau of School Systems in response to program changes called for by the Education Amendments of 1974. The amendments also affected plans for a substantial decentralization by limiting the 10 Regional Offices to the functions they carried out before June 1, 1973.

The permanent staff paid out of OE's direct appropriations totaled 3,053 in FY '74 and 2,964 in FY '75. Positions were distributed as follows:

	FY '74	FY '75
Office of the Commissioner	158	189
Regional Offices	827	821
Office of Management	601	710
Office of Planning	285*	118
Bureau of Postsecondary Education	420	368
Bureau of Occupational and Adult Education	169	127
Bureau of School Systems	412	450
Bureau of Education for the Handicapped	131	127
Office of Indian Education	50	54

(*includes 171 NCES positions)

An additional 119 persons were employed in permanent positions in FY '74, and 40 in FY '75, in OE-administered programs for which appropriations were not made to OE but were transferred to OE. An example of such a program in FY '74 was institutional manpower training, for which funds were appropriated to the Department of Labor.

Current expansions are principally to improve the Guaranteed Student Loan Program and to implement the innovative and experimental programs mandated by the Education Amendments of 1974. Staff requirements are also expected to increase as a result of the Lau v. Nichols decision, relating to bilingual education, and because of implementation of title IX of the Education Amendments of 1972, prohibiting sex discrimination in federally assisted education programs.

OE Functions and Authority

The Office of Education operates under the authority established by the General Education Provisions Act, which identifies OE as "the primary agency of the Federal Government responsible for the administration of programs of financial assistance to educational agencies, institutions, and organizations."

Its mission, as stated in the Federal Register, is to provide "professional and financial assistance to strengthen education in accordance with Federal laws and regulations."

The Commissioner of Education is appointed by the President by and with the advice and consent of the Senate. The Commissioner is subject to the direction and supervision of the Secretary of Health, Education, and Welfare.

Consistent with such organization as provided by law, the Office is divided into divisions as the Commissioner determines appropriate.

Regional Offices are established in such places as the Commissioner, after consultation with the Assistant Secretary for Education, shall determine. Present locations are:

Region I--Boston: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II--New York: New York, New Jersey, Puerto Rico, Virgin Islands.

Region III--Philadelphia: Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia.

Region IV--Atlanta: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Region V--Chicago: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.

Region VI--Dallas: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII--Kansas City: Iowa, Kansas, Missouri, Nebraska.

Region VIII--Denver: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

Region IX--San Francisco: Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, American Samoa.

Region X--Seattle: Alaska, Idaho, Oregon, Washington.

OE officials signed a collective bargaining agreement with Local 2607 of the American Federation of Government Employees (AFGE) on May 2, 1974. The contract is to be reviewed and renegotiated in 1976.

Administrative Components

OE's organizational structure as of March 31, 1975, was as follows:

OFFICE OF THE COMMISSIONER: The Commissioner manages and directs the affairs of the Office of Education with the aid of staff advisors and assistants, internal advisory groups, and special staffs. Subordinate units are:

Office of the Executive Deputy Commissioner -- Administers Women's, Sixteen-Point Spanish, Black Concerns, and Equal Employment programs.

Teacher Corps.

Right To Read Program.

Office of Public Affairs -- Has three divisions, Communication Support, Information Services, and Editorial Services.

Office of Planning -- Has two offices: (1) Planning, Budgeting, and Evaluation, consisting of five divisions--Elementary and Secondary Programs, Postsecondary and International Programs, Vocational and Handicapped Programs, Developmental Programs, and Budget--and (2) Office of Legislation.

Office of Management -- Manages (1) the Office of Guaranteed Student Loans, which has three divisions--Program Development, Operational Support, and Program Systems--and (2) five divisions: Finance, Grant and Procurement Management, Personnel and Training, Management Systems and Analysis, and Administrative Services.

REGIONAL OFFICES: Coordination of activities in the 10 Regional Offices is under the Executive Deputy Commissioner. The Regional Offices administer various functions of program grouped under four organizational units: School Systems, Postsecondary Education, Occupational and Adult Education, and Guaranteed Student Loans.

BUREAU OF SCHOOL SYSTEMS -- Formulates policy for, directs, and coordinates the activities of OE dealing with preschool, elementary, and secondary education. Has three offices--Bilingual Education, Environmental Education, and Libraries and Learning Resources--and eight divisions: Equal Educational Opportunity Program Operations,

Equal Educational Opportunity Program Development, Education for the Disadvantaged, Follow-Through, Supplementary Centers and Services, State Assistance, School Assistance in Federally Affected Areas, and Drug Education/Nutrition and Health Programs.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION -- Administers programs of grants, contracts, and technical assistance for vocational and technical education, occupational education, career education, manpower development and training, adult education, consumer education, education professions development, and dropout prevention. Has seven divisions: Occupational Planning, Career Education Programs, Educational Systems Development, Vocational and Technical Education, Adult Education, Manpower Development and Training, and Research and Demonstration.

BUREAU OF POSTSECONDARY EDUCATION -- Formulates policy for, directs, and coordinates activities of the elements of OE dealing with programs for assistance to postsecondary education institutions and students and to international education. Has five divisions: Institutional Development, Training and Facilities, Basic and State Student Grants, Student Support and Special Programs, and International Education.

BUREAU OF EDUCATION FOR THE HANDICAPPED -- Administers programs and projects relating to the education and training of and services for the handicapped, including teacher training and research. Has four divisions: Innovation and Development, Personnel Preparation, Media Services, and Assistance to States.

OFFICE OF INDIAN EDUCATION -- Administers programs of grants to local education agencies for elementary and secondary school programs designed to meet the special needs of Indian children. Also administers special projects to improve education opportunities for adult Indians.

Management Priorities

Ten program areas that during FY '74 received and/or are currently receiving priority attention by OE management are:

Bilingual/Bicultural-- identifying and disseminating information about effective projects.

Follow-Through-- effectiveness criteria, identification of successful models.

Programs for the Disadvantaged-- strengthening State administration.

Education of the Handicapped-- research planning.

Vocational Education-- research planning.

Career Education-- completing conceptual framework and planning developmental projects.

Guaranteed Student Loan Program-- improving claims, collection, and program administration.

Cooperative Education-- program development, funding criteria.

Developing Institutions-- implementation of Advanced Institutional Development Program under Higher Education Act title III.

Right To Read-- providing effective leadership.

The master schedule for processing of contracts and grants which was begun in OE in FY '73 was improved in FY '74. It is helping eliminate unnecessary backlogs and the staggering workloads that used to occur during the final weeks of a fiscal year. Of all the 20,404 applications processed by the Grants and Proecurement Management Division during FY '74, action was completed on all but two or three prior to the June 30 deadline--including several applications received on June 28. A total of 12,538 awards was made--2,738 for contracts and purchases, 9,800 for grants.

All aspects of the student loan program have been studied thoroughly this past year, and several improvements have recently been made. (See page 64.)

Regulations and guidelines for various OE programs have been considerably simplified, and further improvements are expected as programs consolidate. To expedite funding, the General Education

Provisions Act as amended in 1974 requires the Commissioner to file a schedule for regulations and guidelines with the Congress within 60 days of a law's enactment and to promulgate the regulations within 180 days thereafter.

Advance funding is now operational in the following OE administered programs: Grants for the disadvantaged (ESEA title I), support and innovation grants, library and instructional resources grants, State grants under the Education of the Handicapped Act, and adult education grants.

Program Effectiveness Information

Feedback from local projects is expected to improve as a result of a new reporting requirement in the General Education Provisions Act required by the Education Amendments of 1974. States will have to submit annual reports to the Commissioner listing all grants and contracts they have entered into. They must incorporate reports from local recipients, covering the second preceding fiscal year, citing how the funds were applied and the purposes and individuals served. The Commissioner in turn must make a statistical summary of the information and forward it to appropriate congressional committees.

Information about program effectiveness continues to improve as OE evaluation capabilities are strengthened. Titles of major evaluations of OE-supported programs completed in FY '74 are:

ELEMENTARY AND SECONDARY PROGRAMS-- Emergency School Assistance Program, ESEA Title I Programs for Migrant Children, and ESEA Title VII Spanish Bilingual Projects.

POSTSECONDARY PROGRAMS-- Postsecondary Facilities Needs 1975-1990, HEA Title III Developing Institutions Program, Special Services for Disadvantaged Students in Higher Education, A Study of College Students, Private Accrediting and Public Funding, Interest Subsidy and Loan Default Model, Federally-supported College Work-Study Program Effectiveness, and Special Rate Allowances in the Guaranteed Student Loan Program.

EDUCATION OF THE HANDICAPPED-- Assessment of Vocational Education Programs for Handicapped Students, Assessment of Needs of Handicapped Children.

OCCUPATIONAL EDUCATION-- Assessment of School-Supervised Work Education Programs, and Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women.

OTHER MAJOR EVALUATION PROJECTS-- The Future of Educational Telecommunications: A Planning Study; Adult Basic Education, Community-Based Right-To-Read Program, and Library Services and Construction Act Services to Special Target Groups.

Non-Program Activities

CONSUMER PROTECTION-- In the summer of 1974 OE officials inventoried education consumer protection activities under way and planned, then reassessed accreditation standards. Regulations stronger than those of the past were drafted to protect education consumers from the unscrupulous practices of a minority of proprietary vocational schools. Entitled "Criteria for Nationally Recognized Accrediting Agencies and Associations," the regulations were published in the Federal Register on August 20, 1974.

FREEDOM OF INFORMATION-- The 1974 amendments to the Freedom of Information Act went into effect on February 19, 1975. They require that requests for records be answered within 10 days. DHEW published a proposed amended regulation in the Federal Register on January 30. Publication of the final regulation is expected in May 1975.

NONPUBLIC EDUCATIONAL SERVICES-- During 1974 OE expanded its efforts to communicate the fact that the benefits of many Federal programs must be available to both nonpublic and public school children on an equitable basis. Conferences were held in Boston, Denver, Atlanta, Dallas, Seattle, San Francisco, Philadelphia, and Kansas City. More than 600 persons--State and local education leaders and key representatives of nonpublic schools--attended. Officials of nonpublic schools are expected to receive guidance and information from the local public education agency concerning programs for which their pupils are eligible to benefit. They look to the State education agency if they have further questions or if they fail to receive satisfactory attention from the local agency. If their problems need Federal attention, they can call upon their Regional Office.

OE contracted with the Council for American Private Education in June 1974 to prepare A Handbook for Nonpublic School Administrators: For Effective Participation in Federal Education.

Published in November 1974, it presents both rights and responsibilities of administrators in involving students in programs authorized under the various acts relating to elementary and secondary education. A second contract, for State Laws and Nonpublic Schools, was made with Bascomb Associates. It is a compendium of State constitutional provisions and State laws and regulations concerning nonpublic schools and is scheduled for publication by late spring of 1975.

As an aid toward expediting nonpublic school concerns, the Commissioner of Education in September 1974 moved OE's Nonpublic Educational Services unit into the Office of the Commissioner. Now 49 State education agencies (representing all States except Delaware) have appointed a representative for direct liaison with this office for all nonpublic school matters.

READING TESTS-- In July 1974 work was completed on "Anchor Test Study," a comparison of eight standardized reading tests--California Achievement Tests, Comprehensive Tests of Basic Skills, Gates-MacGinitie Reading Tests, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, Science Research Associates Achievement Series, and Stanford Achievement Tests. "Anchor Test Study" was developed by OE and conducted under contract with the Western Office of the Educational Testing Service in Berkeley, California. It compared data from scores of more than 365,000 children tested in 1972 and 1973. With the equivalency information, school administrators can convert scores from any of the eight tests to the one(s) in use in their district.

EDUCATION STATISTICS-- In the summer of 1974, EDSTAT I began to transmit education statistics by telephone to educators anywhere in the continental United States. The system uses commercially available keyboard terminals. Computerized data are available on elementary, secondary, and postsecondary education, noncollege and adult education, libraries, and Federal financial support available to postsecondary schools.

INTERNATIONAL EXCHANGES-- A five-person Soviet delegation interested in innovation in teacher education visited OE on October 11, 1974. Another Soviet delegation of five persons, these interested in the training of specialists in computer education, visited OE on October 15. A delegation of 12 U. S. educators interested especially in large city schools and ethnic groups visited the Soviet Union October 18-November 3. These exchanges were made possible by the cultural and educational agreement signed last year between the Soviet Union and the United States.

OE STATE WEEKS-- This year OE instituted a series of "State Weeks." State and local education officials and representatives of postsecondary institutions visited OE and consulted with officials on Federal-State-local concerns in education. Texas week was September 23-26, 1974, Michigan week October 21-24, South Carolina week January 13-17, 1975, West Virginia week February 17-21, and Minnesota week March 17-19.

AMERICAN EDUCATION WEEK-- The theme of American Education Week in 1974 was a challenge to Americans to "stay involved" in education. AEW is sponsored at the national level by OE, the National Education Association, the American Legion, and the National Congress of Parents and Teachers. As usual in the past, it was observed during the week of Veterans Day (October 27-November 2) in 1974. In 1975 the Veterans Day week custom is being abandoned. The 1975 observance will be November 16-22.

ESAA EVALUATION TESTS-- OE staff members spent a considerable amount of time this past year setting up methods to measure race relations and attitudes.

In the spring of 1974 a "Blue Ribbon Panel on ESAA Instrumentation" developed a questionnaire that was administered to a sample of 27,000 students and 4,000 teachers in 176 schools in 81 districts in early summer 1974. Necessary changes were made in August 1974, and the instrument was put into national use in the 1974-75 school year. The object of the questionnaire is to obtain information useful in planning programs to reduce racial discrimination, as provided for in the Emergency School Aid Act.

The panel included representatives of the National Association for the Advancement of Colored People, National Alliance of Black School Educators, Association of Black Psychologists, National Educational Task Force de la Raza, Aspira of America, Inc., Asian American Mental Health Association, Chief State School Officers' Committee on Evaluation and Information Systems, Great City Schools Council, National Education Association, Urban League, National Opinion Research Corporation, University of California (Berkeley) Survey Research Center, University of Michigan Survey Research Center, Columbia University Bureau of Applied Social Research, and University of Chicago Sociology Department.

Major Publications

AMERICAN EDUCATION MAGAZINE: The 10 issues of OE's official magazine, American Education, published in 1974 carried 49 full-length and 14 shorter articles in addition to regular features.

Sixteen of the full-length articles focused on the current OE priority areas of bilingual education, Right To Read, career education, and early education for the handicapped. The others covered a wide range of subjects, including teacher training, the energy crisis and the classroom, motivation teaching techniques, postsecondary education, and adult education.

American Education also sought to serve a national priority with a series of special sections keyed to the American Revolution Bicentennial. The series, scheduled to run from June 1974 through July 1975, seeks to help make the progress of education in the United States a major element in the Bicentennial celebration. The articles provide useful, interesting background information, discussion and reexamination of American education, and aid in charting its future course. Possibilities are being explored for republication of the series in book form.

An American Education article about a good education practice typically draws about 100 inquiries for further information and occasionally well over 200.

Information offered in American Education is further disseminated by the reprinting of articles in other publications. Five 1974 articles were reprinted in Education Digest and one each in such journals as the New Jersey School Leader, the Associated School Board of South Dakota, Wisconsin School News, School Board Notes, and Chronicle Guidance Reprint Service. Abroad, articles were reprinted in Interlink (Nigeria), World Today (Hong Kong), Horizontes USA (Mexico), Topic Magazine (in both French and English in Africa), Marzhaye (Iran), and Pregled (Yugoslavia). Education ministries in several other countries requested permission to reprint articles and presumably did so.

Reprinting of articles by OE itself provides OE units with inexpensive informational material for mailing to their special constituencies. Seven articles reprinted in 1974 for this purpose totaled 85,000 copies.

American Education sees itself as a tool to create awareness and understanding of OE and DHEW objectives in education and to inform the Nation's educators about OE policies and the progress being made in implementing OE-administered programs. Further indication of the magazine's performance in achieving these purposes may be expected from a national readership survey now under way.

In March 1975 the Government Printing Office listed 19,821 paid subscriptions to American Education. At the current subscription price of $13.50, this would represent a return to the Government at the rate of nearly $268,000 a year. OE's "free and official" distribution averages about 24,000 copies per month.

BOOKS, PAMPHLETS, ETC.: In 1974 OE issued 82 publications providing information to the general public and to the education community concerning its programs and services. Among those receiving widest distribution were pamphlets concerning OE-administered postsecondary student aid programs, such as HEW Fact Sheet--Five Federal Aid Programs and a brochure and a poster for Basic Educational Opportunity Grants. These were printed in Spanish as well as in English.

Principal annual publications of FY '74 were: Education Directory: Education Associations, 1974; Education Directory, 1973-74, Higher Education; Education Directory, Public School Systems, 1973-74; Digest of Educational Statistics, 1973; and Projections of Educational Statistics to 1982-83 (1973 Edition).

OE's Bureau of Education for the Handicapped published a scholarly work, Psychology and the Handicapped Child. A collection of articles by leading psychologists, it touches on several areas important to research efforts. Another BHE-sponsored work was Windows on Russia: U. S. - U. S. S. R. Seminar on Instruction of Handicapped Children.

Education in Japan: A Century of Modern Development, currently in progress, is a major publication in the international education field.

French, Spanish, and Russian translations were published in FY '74 for the 1971-72 issue of Progress of Education in the United States of America; the English version was published in FY '73. This report is required in four languages by the UNESCO International Bureau of Education, of which the United States is a signatory treaty member.

Six reports on a 2-year nationwide study on the improvement and reform of American education were published to cover the views and recommendations of six independent task forces funded by OE. These were: Inside Out, Teachers Task Force; Better Schools Through Better Partnerships, Council of Chief State School Officers Task Force; Working Together, Basic Studies Task Force; Obligation for Reform, Higher Education Task Force; A Real Alternative, Community Task Force; and Institutional Viability, Administration and Supervision Task Force.

Other important reports and papers published by OE in FY '74 include:

Catalog of Federal Education Assistance Programs, 1974.

Administration of Public Laws 81-874 and 81-815: 23rd Annual Report of the Commissioner of Education, June 30, 1973.

You Can Help in the Right To Read Effort.

The Indian Education Act of 1972: Answers to Your Questions.

Interagency Cooperation

BICENTENNIAL: DHEW has selected the theme "Freedom from Dependence" in observing the Nation's Bicentennial. Its Education Division, which includes the Office of Education and the National Institute of Education, has been assigned one of the largest display areas in BI-CENT-EX, the Department's Bicentennial exhibit activity. BI-CENT-EX is scheduled to open on the ground floor of the new South Portal Building in Washington on July 1, 1975. The exhibit will be future-oriented, participatory, accessible to the handicapped, and manipulative for the public. It will include maps, an education satellite mockup, audiophones, film-loops, and videotape playback and will demonstrate interagency coordination. The audiophones will be multilingual when necessary.

EDUCATION FOR PARENTHOOD: For the third consecutive year, OE and DHEW's Office of Child Development cosponsored the Education for Parenthood (EFP) program. A major project is the development of a 1-year curriculum for high school students on "Exploring Childhood." During the year, course materials developed by the Educational Development Center, Cambridge, Massachusetts, were field tested among 6,000 students in 230 schools in 45 States.

EFP also seeks to stimulate parenthood training outside the school setting. Seven national youth-serving organizations, including the Boy Scouts, the Girl Scouts, and the Boys Clubs of America, participate by developing specialized parenthood education programs.

Two community-based EFP programs are funded by OE. The Northern Virginia Educational Telecommunications Association is producing 60 half-hour videotape programs on "Lifelong Skills" for educational TV. The Hawaii Department of Education and the Kapiolani Hospital, having completed 11 TV programs on child rearing and family living, plan 22 more.

"CELL BLOCK" COLLEGES: OE's Bureau of Postsecondary Education is helping to promote "cell block" colleges to bring education

opportunity to prisoners. BPE's College and University Unit worked this past year with law enforcement agency programs, the Federal Bureau of Prisons, the National Institute of Corrections, and others in planning a national conference designed to coordinate the use of available resources for the college level courses.

MODEL CITIES: OE regional representatives developed a final report on OE's technical assistance to the Model Cities program over the past 5 years under an interagency agreement between OE and the Department of Housing and Urban Development.

COMMUNITY COLLEGE STUDY: At the request of the Department of the Interior, the director of OE's Community College Unit conducted an in-depth review of the Community College of Micronesia on the Pacific island of Panopay in October 1974.

ARTS "SHOWCASE": The Alliance for Arts Education (AAE) sponsored a series of productions at the Kennedy Center in Washington during the summer of 1974. AAE constituents are the OE, State arts associations, and the Kennedy Center. The presentations featured some of the best work of the Nation's young people in music, drama, and other creative arts. Thirty-eight States now participate in AAE, and 16 sent shows to the Kennedy Center during the summer. AAE plans to make "Showcase" an annual event.

ENERGY CONSERVATION: The Interstate Energy Conservation Leadership Project, a national effort to inform school personnel about energy conservation, held its first meeting in November 1974. It receives technical and financial assistance from OE and the Federal Energy Administration.

VII. OFFICE OF EDUCATION ADVISORY COMMITTEES AND COUNCILS (Calendar Year 1974)

Introduction

Section 448(a) of the amended General Education Provisions Act (GEPA) (20 U.S.C. 1233g(a)) directs the Commissioner of Education to transmit to the Committee on Labor and Public Welfare of the Senate and to the Committee on Education and Labor of the House of Representatives, as a part of the Commissioner's Annual Report, a report on the activities of the advisory councils and committees subject to that act. These are councils and committees mandated by statutes authorizing or providing for programs administered by the Commissioner, or established pursuant to section 442 of GEPA (20 U.S.C. 1233a) or section 9 of the Federal Advisory Committee Act (FACA) (5 U.S.C. Appendix I).

As required by law, this report includes a list of such advisory bodies and, with respect to each committee or council, the names and affiliations of its members, a description of its functions, and a statement of the dates of its meetings. This information is in appendix B.

Each committee and council has made an annual report as required by section 443(a)(2) of GEPA (20 U.S.C. 1233b). These reports are submitted with the Commissioner's Annual Report to the Congress. They are available for public inspection in the Department of Health, Education, and Welfare library, room 1436, 330 Independence Avenue SW., Washington, D.C.

Status of Office of Education Advisory Committees and Councils

On January 1, 1974, 15 statutory or administrative public committees and councils, whose members were appointed by the President, the Secretary of Health, Education, and Welfare, or the Commissioner of Education with the approval of the Secretary, were serving the Office of Education (OE) in an advisory capacity. (See appendix B.) Some of these groups are required by law to advise the Commissioner of Education. Some, designated by statute to advise the Secretary, advise OE under delegation of authority by the Secretary. Others advise the President concerning programs administered by OE.

Several actions were taken in 1974 with regard to these advisory committees and councils:

1. The Advisory Committee on Accreditation and Institutional Eligibility (administratively created May 31, 1968, under authority of Executive Order 11007, February 26, 1962, and

rechartered on January 2, 1973, under authority of section 442(a) of GEPA) was rechartered May 7, 1974, under authority of section 9(a)(2) of FACA. This action was taken after a determination by the Office of Education that, although the committee was not specifically authorized by statute, it was needed to advise the Commissioner concerning legally mandated responsibilities and therefore should be established under authority of section 9(a)(2) of FACA.

2. The Advisory Council on Environmental Education (established under section 3 of the Environmental Education Act of October 30, 1970 (20 U.S.C. 1532)) was terminated on August 17, 1973, under authority of section 448(b) of GEPA. It was reconstituted in 1974 after P.L. 93-278 (Environmental Education Admendments of 1974) was enacted on May 10. Section 2 of P.L. 93-278 amends 20 U.S.C. 1532 to authorize the council until July 1, 1977.

3. The National Advisory Council on Bilingual Education was appointed November 19, 1974, in keeping with P.L. 93-380, the Education Amendments of 1974, whose section 105 amended Title VII of the Elementary and Secondary Education Act of 1965, the Bilingual Education Act, to establish this Council.

4. The following were established by the Education Amendments of 1974:

    a. National Advisory Council for Career Education
    b. Community Education Advisory Council
    c. Advisory Council on Women's Educational Programs

As a result of these actions, 20 statutory and administrative public advisory councils and committees were serving OE on December 31, 1974. (See appendix B.)

Recommendation

At present two similar advisory groups serving OE are performing virtually identical functions: (1) the Advisory Committee on the Education of Bilingual Children, established by the Congress January 2, 1968, in P.L. 90-247, Title VII, the Bilingual Education Act (20 U.S.C. 880b-5), and (2) the National Advisory Council on Bilingual Education, established by the Congress in the Bilingual Education Act as amended by the Education Amendments of 1974. (See 3. in preceding section.) The Council has 15 members categorically specified by law and with functions similar to but greater in scope than those of the Advisory Committee on the Education of Bilingual Children.

In view of the establishment of the National Advisory Council on Bilingual Education, I recommend, under authority of section 448(b) of GEPA, that the Advisory Committee on the Education of Bilingual Children be abolished. This recommendation is consistent with congressional policy to terminate advisory groups no longer performing useful functions or performing functions also carried out by another advisory group. A waiver has been granted which makes it possible for members of the Advisory Committee to serve also on the National Council while both groups are in existence. This action prevents the administrative inefficiency which would result from having two separate, duplicative advisory committees.

Action Anticipated in 1975

1. The National Advisory Council on Supplementary Centers and Services will terminate at the end of fiscal year 1975 because funds will become available in fiscal year 1976 for consolidation of certain programs including the one on which this Council has been advising. This termination is in keeping with section 845 of the Education Amendments of 1974 changing title III of the amended Elementary and Secondary Education Act of 1965 by specifying that the Council shall not exist in any fiscal year in which funds are available for consolidation of certain programs under the Special Projects Act (title IV of the same amended 1965 act).

2. The National Advisory Council on Equality of Educational Opportunity will terminate July 1, 1975, in keeping with section 845(e) of the Education Amendments of 1974, which amended section 716(b) of the Emergency School Aid Act. The Council will transmit its final report not later than June 30, 1975.

3. The National Advisory Council on Extension and Continuing Education will terminate on June 30, 1975, in keeping with the addition by section 831 of the Education Amendments of 1974 to section 111 of the amended Higher Education Act of 1965, relating to the Council.

VIII. SELECTED EDUCATION STATISTICS

Education was the primary occupation of 62.2 million Americans in the fall of 1974 -- 58.9 million school and college students, 3 million teachers, instructors, and professors, and about 300,000 superintendents and other instructional staff members. This means that, in a nation of 212 million, nearly three out of every 10 persons were directly involved in education. It is not astonishing, therefore, that so much attention is being focused on our schools and colleges and that a substantial portion of our resources is being allocated to this vital enterprise.

Financial support of education has increased in recent years -- by Federal, State, and local governments as well as a variety of private sources. The total expenditures of education institutions amounted to approximately $100 billion in the 1973-74 school year.

Enrollment

Total enrollment in regular education programs from kindergarten through graduate school increased for 27 consecutive years before reaching an all-time high of 59.7 million in the fall of 1971.

Since then there have been small annual decreases at the elementary school level. This is because the number of children 5 to 13 years of age is going down. Further reductions in elementary school enrollment are expected for the next several years. Enrollments in high school and college continue to rise.

Between fall 1973 and fall 1974, enrollment in kindergarten through grade 8 decreased from 35.1 to 34.4 million, or about 2 percent. Enrollment in grades 9 through 12 increased from 15.4 to 15.6 million, or 1.5 percent. Degree credit enrollment in institutions of higher education rose from 8.5 to 8.9 million, or about 4.5 percent. (Additional information on enrollment by level and by control of institutions may be found in table 1, page 165.

Since the end of World War II a dominant trend in this country has been to begin education earlier and to remain in school longer. This trend is illustrated most dramatically by comparing the latest available data on the percentage of 5-year-olds enrolled in school with the percentage a decade or two ago (table 2, page 166). More than 84 percent of the 5-year-olds was enrolled in school in the fall of 1973, as compared with 68 percent in 1963 and 58 percent in 1953. The enrollment percentages for persons in their middle and late teens, while down slightly from the peaks they attained around 1968, were substantially higher in 1973 than in 1953 and somewhat higher than in 1963.

Table 1.—Estimated enrollment in educational institutions, by level of instruction and by type of control: United States, fall 1973 and fall 1974[1]

[In thousands]

Level of instruction and type of control	Fall 1973	Fall 1974
1	2	3
Total elementary, secondary, and higher education	**59,039**	**58,910**
Public	52,038	51,940
Nonpublic	7,001	6,970
Kindergarten-grade 12 (regular and other schools)[2]	50,519	50,010
Regular public schools	45,409	45,000
Regular nonpublic schools	4,800	4,700
Other public schools	240	240
Other nonpublic schools	70	70
Kindergarten-grade 8 (regular and other schools)[2]	35,133	34,400
Regular public schools	31,333	30,700
Regular nonpublic schools	3,600	3,500
Other public schools	170	170
Other nonpublic schools	30	30
Grades 9–12 (regular and other schools)[2]	15,386	15,610
Regular public schools	14,076	14,300
Regular nonpublic schools	1,200	1,200
Other public schools	70	70
Other nonpublic schools	40	40
Higher education (total degree-credit enrollment in universities, colleges, professional schools, teachers colleges, and junior colleges)[3]	8,520	8,900
Public	6,389	6,700
Nonpublic	2,131	2,200
Undergraduate[4]	7,397	7,700
Graduate	1,123	1,200

[1] The 1973 figures for regular nonpublic and other elementary and secondary schools, and all 1974 figures, are estimates. Surveys of nonpublic elementary and secondary schools have been conducted at less frequent intervals than those of public schools and of institutions of higher education. Consequently, the estimates for nonpublic schools are less reliable than those for other types of institutions. The estimates for 1974 are derived from the increases expected from population changes combined with the long-range trend in school enrollment rates of the population.

[2] "Regular" schools include schools which are a part of State and local school systems and also most non-profit-making nonpublic elementary and secondary schools, both church-affiliated and nonsectarian. "Other" schools include subcollegiate departments of institutions of higher education, residential schools for exceptional children, Federal schools for Indians, and Federal schools on military posts and other Federal installations.

[3] Excludes undergraduate students in occupational programs which are not ordinarily creditable toward a bachelor's degree. There were approximately 1,082,000 of these non-degree-credit students in fall 1973.

[4] Includes students working toward first-professional degrees, such as M.D., D.D.S., LL.B., and B.D.

NOTE.—Fall enrollment is usually smaller than school-year enrollment, since the latter is a cumulative figure which includes students who enroll at any time during the year.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1973*, *Fall Enrollment in Higher Education, 1973*, and estimates of the National Center for Education Statistics.

Table 2. – Percent of the population 5 to 34 years old enrolled in school, by age: United States, October 1947 to October 1973

Year	Total, 5 to 34 years	5 years[1]	6 years[1]	7 to 9 years	10 to 13 years	14 and 15 years	16 and 17 years	18 and 19 years	20 to 24 years	25 to 29 years	30 to 34 years
1	2	3	4	5	6	7	8	9	10	11	12
1947	42.3	53.4	96.2	98.4	98.6	91.6	67.6	24.3	10.2	3.0	1.0
1948	43.1	55.0	96.2	98.3	98.0	92.7	71.2	26.9	9.7	2.6	.9
1949	43.9	55.1	96.2	98.5	98.7	93.5	69.5	25.3	9.2	3.8	1.1
1950	44.2	51.8	97.0	98.9	98.6	94.7	71.3	29.4	9.0	3.0	.9
1951	45.4	53.8	96.0	99.0	99.2	94.8	75.1	26.3	8.3	2.5	.7
1952	46.8	57.8	96.8	98.7	98.9	96.2	73.4	28.7	9.5	2.6	1.2
1953	48.8	58.4	97.7	99.4	99.4	96.5	74.7	31.2	11.1	2.9	1.7
1954	50.0	57.7	96.8	99.2	99.5	95.8	78.0	32.4	11.2	4.1	1.5
1955	50.8	58.1	98.2	99.2	99.2	95.9	77.4	31.5	11.1	4.2	1.6
1956	52.3	58.9	97.0	99.4	99.2	96.9	78.4	35.4	12.8	5.1	1.9
1957	53.6	60.2	97.4	99.5	99.5	97.1	80.5	34.9	14.0	5.5	1.8
1958	54.8	63.8	97.3	99.5	99.5	96.9	80.6	37.6	13.4	5.7	2.2
1959	55.5	62.9	97.5	99.4	99.4	97.5	82.9	36.8	12.7	5.1	2.2
1960	56.4	63.7	98.0	99.6	99.5	97.8	82.6	38.4	13.1	4.9	2.4
1961	56.8	66.3	97.4	99.4	99.3	97.6	83.6	38.0	13.7	4.4	2.0
1962	57.8	66.8	97.9	99.2	99.3	98.0	84.3	41.8	15.6	5.0	2.6
1963	58.5	67.8	97.4	99.4	99.3	98.4	87.1	40.9	17.3	4.9	2.5
1964	58.7	68.5	98.2	99.0	99.0	99.6	87.7	41.6	16.8	5.2	2.6
1965	59.7	70.1	98.7	99.3	99.4	98.9	87.4	46.3	19.0	6.1	3.2
1966	60.0	72.8	97.6	99.3	99.3	98.6	88.5	47.2	19.9	6.5	2.7
1967	60.2	75.0	98.4	99.4	99.1	98.2	88.8	47.6	22.0	6.6	4.0
1968	60.0	74.9	98.3	99.1	99.1	98.0	90.2	50.4	21.4	7.0	3.9
1969	60.0	76.2	98.2	99.3	99.1	98.1	89.7	50.2	23.0	7.9	4.8
1970	58.9	77.7	98.4	99.3	99.2	98.1	90.0	47.7	21.5	7.5	4.2
1971	58.5	82.5	98.4	99.1	99.2	98.6	90.2	49.2	21.9	8.0	4.9
1972	56.8	83.5	98.1	99.0	99.3	97.6	88.9	46.3	21.6	8.6	4.6
1973	55.4	84.1	98.5	99.1	99.2	97.5	88.3	42.9	20.8	8.5	4.5

[1]Includes children enrolled in kindergarten, but excludes those enrolled in nursery schools.

NOTE.–Data are based upon sample surveys of the civilian noninstitutional population.

SOURCES: (1) U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20. (2) U.S. Department of Health, Education, and Welfare, Office of Education, reports on *Preprimary Enrollment*.

Table 3 (page 167) shows the long-term growth of secondary education in the United States. From 1890 to 1973 the population 14 to 17 years of age tripled, but enrollment in grades 9 through 12 increased 43 times, from 360,000 to 15.4 million. In 1890 only about one person in 15 in the 14-17 age group was enrolled in school. In 1973 the figure was more than 9 out of 10.

Over the past 2 decades college enrollment has quadrupled. Part of the increase may be accounted for by the fact that there are more young people of college age. Table 4 (page 168) indicates, however, that another important factor has contributed to increased college attendance. The proportion of young people attending college has risen also--from about 13 percent in the early 1950's to approximately one-third today.

The number of participants in vocational education has increased at a rapid rate also as new programs have been added to the traditional classes in agriculture, home economics, and trades and industry. The Federal Government has helped State and local governments provide vocational education for almost 60 years, and more than 12 million students were enrolled in federally aided vocational classes in 1973 (table 5, page 169).

Table 3. — Enrollment in grades 9 — 12 in public and nonpublic schools compared with population 14 — 17 years of age: United States, 1889 — 90 to fall 1973

School year	Enrollment, grades 9—12 and postgraduate[1]			Population 14—17 years of age[2]	Total number enrolled per 100 persons 14—17 years of age	School year	Enrollment, grades 9—12 and postgraduate[1]			Population 14—17 years of age[2]	Total number enrolled per 100 persons 14—17 years of age
	All schools	Public schools	Nonpublic schools				All schools	Public schools	Nonpublic schools		
1	2	3	4	5	6	1	2	3	4	5	6
1889—90	359,949	[3]202,963	[3]94,931	5,354,653	6.7	1949—50	6,453,009	5,757,810	695,199	8,404,768	76.8
1899—1900	699,403	[3]519,251	[3]110,797	6,152,231	11.4	1951—52	6,596,351	5,917,384	678,967	8,516,000	77.5
1909—10	1,115,398	[3]915,061	[3]117,400	7,220,298	15.4	1953—54	7,108,973	6,330,565	778,408	8,861,000	80.2
1919—20	2,500,176	[3]2,200,389	[3]213,920	7,735,841	32.3	1955—56	7,774,975	6,917,790	857,185	9,207,000	84.4
1929—30	4,804,255	[3,4]4,399,422	[3,4]341,158	9,341,221	51.4	1957—58	8,869,186	7,905,469	963,717	10,139,000	87.5
1939—40	7,123,009	6,635,337	487,672	9,720,419	73.3	1959—60	9,599,810	8,531,454	1,068,356	11,154,879	86.1
1941—42	6,933,265	6,420,544	512,721	9,749,000	71.1	1961—62	10,768,972	9,616,755	1,152,217	12,046,000	89.4
1943—44	6,030,617	5,584,656	445,961	9,449,000	63.8	Fall 1963	12,255,496	10,935,536	1,319,960	13,492,000	90.8
1945—46	6,237,133	5,664,528	572,605	9,056,000	68.9	Fall 1965	13,020,823	11,657,808	1,363,015	14,145,000	92.1
1947—48	6,305,168	5,675,937	629,231	8,841,000	71.3	Fall 1969	14,518,301	13,084,301	[5]1,434,000	15,550,000	93.4
						Fall 1971	15,226,000	13,886,000	[5]1,340,000	16,279,000	93.5
						Fall 1973[6]	15,386,000	14,146,000	1,240,000	16,743,000	91.9

[1] Unless otherwise indicated, includes enrollment in subcollegiate departments of institutions of higher education and in residential schools for exceptional children. Beginning in 1949—50, also includes Federal schools.

[2] Includes all persons residing in the United States, but excludes Armed Forces overseas. Data from the decennial censuses have been used when appropriate. Other figures are Bureau of the Census estimates as of July 1 preceding the opening of the school year.

[3] Excludes enrollment in subcollegiate departments of institutions of higher education and in residential schools for exceptional children.

[4] Data for 1927—28.

[5] Estimated.

[6] Preliminary data.

NOTE.—Beginning in 1959—60, includes Alaska and Hawaii.

SOURCES U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems, Statistics of Public Elementary and Secondary Day Schools, Statistics of Nonpublic Elementary and Secondary Schools;* and unpublished data.

Teachers and Instructional Staff

The teaching staffs of American schools and colleges grew rapidly during the 1960's, keeping pace with the rise in enrollments and frequently exceeding it. The number of teachers has now pretty well stabilized. Between fall 1973 and fall 1974 the number of teachers remained near 3 million (table 6, page 170). Small increases for secondary and college teachers were nearly offset by a small decline for elementary teachers.

The number of public elementary and secondary school teachers has been growing somewhat faster than school enrollment. Consequently, there has been a slight decline in the past few years in the number of pupils per teacher. As table 7 (page 171) indicates, there was an average of 21.4 pupils per teacher in public schools in 1973 against 23.2 in 1968.

Schools and School Districts

There were 16,698 local school districts in the United States in the fall of 1973, a reduction of 3,742, or 18.3 percent, over 5 years. (Also shown on table 7, page 171). The number of school districts is gradually being reduced through a process of reorganization and consolidation.

Table 4. — Degree-credit enrollment in institutions of higher education compared with population aged 18—24: United States, fall 1950 to fall 1973

Year	Population 18—24 years of age[1]	Enrollment	Number enrolled per 100 persons 18—24 years of age	Year	Population 18—24 years of age[1]	Enrollment	Number enrolled per 100 persons 18—24 years of age
1	2	3	4	1	2	3	4
1950	16,076,000	2,286,500	14.2	1960	16,128,000	3,582,726	22.2
1951	15,781,000	2,107,109	13.4	1961	17,004,000	3,860,643	22.7
1952	15,473,000	2,139,156	13.8	1962	17,688,000	4,174,936	23.6
1953	15,356,000	2,235,977	14.6	1963	18,268,000	4,494,626	24.6
1954	15,103,000	2,452,466	16.2	1964	18,783,000	4,950,173	26.4
1955	14,968,000	2,660,429	17.8	1965	20,293,000	5,526,325	27.2
1956	14,980,000	2,927,367	19.5	1966	21,376,000	[2]5,928,000	27.7
1957	15,095,000	3,047,373	20.2	1967	22,327,000	[2]6,406,000	28.7
1958	15,307,000	3,236,414	21.2	1968	22,883,000	6,928,115	30.3
1959	15,677,000	3,377,273	21.5	1969	23,723,000	7,484,073	31.5
				1970	24,683,000	7,920,149	32.1
				1971	25,776,000	8,116,103	31.5
				1972	25,901,000	8,265,057	31.9
				1973	26,381,000	8,519,750	32.3

[1] These Bureau of the Census estimates are as of July 1 preceding the opening of the academic year. They include Armed Forces overseas.
[2] Estimated.

NOTE.—Data are for 50 States and the District of Columbia. Beginning in 1953, enrollment figures include resident and extension students; data for earlier years exclude extension students.

SOURCES: (1) U.S. Department of Health, Education, and Welfare, National Center for Educetion Statistics, *Fall Enrollment in Higher Education*. (2) U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P—25, Nos. 311 and 519.

The number of public elementary schools is also declining. This reflects school consolidations, with elimination of many small rural schools. In 1972-73 the public school system included some 62,900 elementary schools, 23,900 secondary schools, and 2,000 combined elementary-secondary schools organized and administered as a single unit.

High School and College Graduates

More than 3 million persons graduated from high school in 1973, and about 1.3 million earned degrees from American colleges and universities. Included in the degrees conferred were a million bachelor's and first-professional degrees and nearly 300,000 master's and doctor's degrees. Over the past 15 years the annual number of high school graduates has doubled, the number of bachelor's and first-professional degrees has nearly tripled, and the number of advanced degrees has quadrupled (tables 8 and 9, pages 172 and 173. These growth rates reflect not only the rise in the number of young people of high school and college age but also a substantial increase in the proportion of them completing each level of education.

Table 5. — Enrollment in federally aided vocational classes, by type of program: United States and outlying areas, 1920 to 1973

Fiscal year	Type of program								
	Total	Agriculture	Distributive occupations	Home economics	Trades and industry	Health occupations	Technical education	Office occupations	Other programs
1	2	3	4	5	6	7	8	9	10
1920	265,058	31,301	.....	48,938	184,819	.....	.....	.....	.....
1930	981,882	188,311	.....	174,967	618,604	.....	.....	.....	.....
1940	2,290,741	584,133	129,433	818,766	758,409	.....	.....	.....	.....
1942	2,624,786	605,099	215,049	954,041	850,597	.....	.....	.....	.....
1944	2,001,153	469,959	181,509	806,605	543,080	.....	.....	.....	.....
1946	2,227,663	510,331	174,672	911,816	630,844	.....	.....	.....	.....
1948	2,836,121	640,791	292,936	1,139,766	762,628	.....	.....	.....	.....
1950	3,364,613	764,975	364,670	1,430,366	804,602	.....	.....	.....	.....
1952	3,165,988	746,402	234,984	1,391,389	793,213	.....	.....	.....	.....
1954	3,164,851	737,502	220,619	1,380,147	826,583	.....	.....	.....	.....
1956	3,413,159	785,599	256,025	1,486,816	883,719	.....	.....	.....	.....
1958	3,629,339	775,892	282,558	1,559,822	983,644	27,423	.....	.....	.....
1960	3,768,149	796,237	303,784	1,588,109	938,490	40,250	101,279	.....	.....
1962	4,072,677	822,664	321,065	1,725,660	1,005,383	48,985	148,920	.....	.....
1964	4,566,390	860,605	334,126	2,022,138	1,069,274	59,006	221,241	.....	.....
1966	6,070,059	907,354	420,426	1,897,670	1,269,051	83,677	253,838	1,238,043	.....
1968	7,533,936	851,158	574,785	2,283,338	1,628,542	140,987	269,832	1,735,997	49,297
1970	8,793,960	852,983	529,365	2,570,410	1,906,133	198,044	271,730	2,111,160	354,135
1972	11,710,767	896,460	640,423	3,445,698	2,397,968	336,652	337,069	2,351,878	1,304,619
1973	12,283,538	927,591	738,547	3,516,683	2,702,238	421,075	364,044	2,499,095	1,114,265

SOURCES U.S Department of Health, Education, and Welfare, Office of Education, annual reports on *Vocational and Technical Education*, and *Summary Data, Vocational Education, Fiscal Year 1973*

Table 6. — Estimated number of classroom teachers in elementary and secondary schools, and total instructional staff for resident courses in institutions of higher education: United States, fall 1973 and fall 1974[1]

[Full-time and part-time teachers and staff]

Level of instruction and type of control	Fall 1973	Fall 1974
1	2	3
Total elementary, secondary, and higher education	2,997,000	3,005,000
Public	2,565,000	2,572,000
Nonpublic	432,000	433,000
Elementary and secondary classroom teachers in regular and other schools[2]	2,377,000	2,383,000
Public	2,141,000	2,147,000
Nonpublic	236,000	236,000
Elementary classroom teachers in regular and other schools[2]	1,300,000	1,290,000
Public	1,146,000	1,135,000
Nonpublic	154,000	155,000
Secondary classroom teachers in regular and other schools[2]	1,077,000	1,093,000
Public	995,000	1,012,000
Nonpublic	82,000	81,000
Higher education instructional staff for resident courses (first term)[3]	620,000	622,000
Public	424,000	425,000
Nonpublic	196,000	197,000

[1] The 1973 figures for nonpublic and other elementary and secondary schools and for institutions of higher education, and all 1974 figures, are estimates. Data for nonpublic elementary and secondary schools are not as complete as those for public schools; consequently, the estimates for nonpublic schools are not as reliable as those for public schools or for higher education. The estimates for 1974 are derived from expected enrollment changes combined with the long-tarm trend in pupil-teacher ratios.

[2] The figures include elementary and secondary classroom teachers in regular public and nonpublic schools and other schools, such as Federal schools for Indians, federally operated schools on posts, subcollegiate departments of colleges, and residential schools for exceptional children. For 1973, the numbers of such teachers are estimated as 12,000 in public and 2,000 in nonpublic elementary schools; 4,000 in public and 3,000 in nonpublic secondary schools.

[3] Includes full-time and part-time staff with rank of instructor or above, and junior staff, such as graduate assistants, for instruction in resident courses.

SOURCES: Surveys and estimates of the National Center for Education Statistics, U.S. Department of Health, Education, and Welfare.

Table 7.--Selected statistics for public elementary and secondary schools: United States, fall 1968 and fall 1973

Item	Fall 1968	Fall 1973	Percentage change, 1968 to 1973
1	2	3	4
Local school districts			
Total	20,440	16,698	-18.3
Operating	19,339	16,338	-15.5
Nonoperating	1,101	360	-67.3
Number of schools[1/]			
Total	94,197	88,864	- 5.7
Elementary only	67,186	62,942	- 6.3
Secondary only	23,318	23,919	2.6
Combined elem. and sec	3,693	2,003	-45.8
Enrollment			
Total	44,943,904	45,408,805	1.0
Elementary	27,362,858	26,414,389	- 3.5
Secondary	17,581,046	18,994,416	8.0
Percent of total membership in elementary schools	60.1	58.2	-
Percent of total membership in secondary schools	39.1	41.8	-
Classroom teachers			
Total, full- and part-time	1,936,331	2,125,094	9.7
Elementary schools	1,075,927	[2/] 1,134,056	[2/] 5.4
Secondary schools	860,404	[2/] 991,038	[2/] 15.2
Percent of total teachers in elementary schools	55.6	[2/] 53.4	-
Percent of total teachers in secondary schools	44.4	[2/] 46.6	-
Pupil-teacher ratio			
All schools	23.2	[2/] 21.4	-
Elementary schools	25.4	[2/] 23.3	-
Secondary schools	20.4	[2/] 19.2	-
Public high school graduates[1/]			
Total graduates of regular day school programs	2,394,535	2,730,000	14.0
Boys	1,193,425	1,353,000	13.4
Girls	1,201,110	1,377,000	14.6
Other programs	42,746	34,973	-18.2
High school equiv.certif.	46,509	190,713	97.6

[1/] Data for previous school year.

[2/] Estimated.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Educational Statistics, Statistics of State School Systems, 1967-68 and Statistics of Public Elementary and Secondary Day Schools, Fall 1968 and Fall 1973.

Table 8. – Number of high school graduates compared with population 17 years of age: United States, 1869 – 70 to 1972 – 73

School year	Population 17 years old[2]	High school graduates[1]			Number graduated per 100 persons 17 years of age	School year	Population 17 years old[2]	High school graduates[1]			Number graduated per 100 persons 17 years of age
		Total	Boys	Girls				Total	Boys	Girls	
1	2	3	4	5	6	1	2	3	4	5	6
1869–70	815,000	16,000	7,064	8,936	2.0	1949–50	2,034,450	1,199,700	570,700	629,000	59.0
1879–80	946,026	23,634	10,605	13,029	2.5	1951–52	2,040,800	1,196,500	569,200	627,300	58.6
1889–90	1,259,177	43,731	18,549	25,182	3.5	1953–54	2,128,600	1,276,100	612,500	663,600	60.0
1899–1900	1,489,146	94,883	38,075	56,808	6.4	1955–56	2,270,000	1,414,800	679,500	735,300	62.3
1909–10	1,786,240	156,429	63,676	92,753	8.8	1957–58	2,324,000	1,505,900	725,500	780,400	64.8
1919–20	1,855,173	311,266	123,684	187,582	16.8	1959–60	2,862,005	1,864,000	898,000	966,000	65.1
1929–30	2,295,822	666,904	300,376	366,528	29.0	1961–62	2,768,000	1,925,000	941,000	984,000	69.5
1939–40	2,403,074	1,221,475	578,718	642,757	50.8	1963–64	3,001,000	2,290,000	1,121,000	1,169,000	76.3
1941–42	2,425,574	1,242,375	576,717	665,658	51.2	1965–66	3,515,000	2,632,000	1,308,000	1,324,000	74.9
1943–44	2,410,389	1,019,233	423,971	595,262	42.3	1967–68	3,521,000	2,702,000	1,341,000	1,361,000	76.7
1945–46	2,254,738	1,080,033	466,926	613,107	47.9	1969–70	3,825,343	2,896,000	1,433,000	1,463,000	75.7
1947–48	2,202,927	1,189,909	562,863	627,046	54.0	1971–72	3,957,000	3,006,000	1,490,000	1,516,000	76.0
						1972–73	4,024,000	3,037,000	1,501,000	1,536,000	75.5

[1] Includes graduates of public and nonpublic schools.
[2] Data from Bureau of the Census.

NOTE.–Beginning in 1959–60, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools, Fall 1973; Statistics of Nonpublic Elementary and Secondary Schools*; and unpublished data.

Latest available data on earned degrees conferred by major field of study, for the year ending in June 1972, are shown in table 10 (page 174) At the bachelor's level more degrees were conferred in education, social sciences, and business and management than in any other field. Law, the health professions, and theology were the leaders at the first-professional level. Leading in the number of master's degrees conferred were education, business and management, and social sciences. More than 3,600 doctor's degrees were conferred in each of five fields -- education, physical sciences, social sciences, engineering, and biological sciences.

Retention Rates and Education Attainment

Table 11 (page 175) shows the increase in school retention rates from the 5th grade to college entrance over the past four decades. During this period the percentage of 5th-graders who went on to graduate from high school increased from about 30 to 75 (from 302 to 749 per 1,000). The rate of graduation is now about two and one-half times that of the early 1930's. (See figure 2, page 177.)

The increase in college entrance is even more striking. Approximately 43 percent of our young people entered college at the start of the 1973-74 academic year compared to 12 percent in 1932-33. Retention rates for the high school graduating class of 1973 are represented graphically in figure 3 (page 178).

Table 9.—Earned degrees conferred by institutions of higher education: United States, 1869–70 to 1972–73

Year	Earned degrees conferred			
	All degrees	Bachelor's and first-professional	Master's except first-professional[1]	Doctor's
1	2	3	4	5
1869–70	9,372	9,371	0	1
1879–80	13,829	12,896	879	54
1889–90	16,703	15,539	1,015	149
1899–1900	29,375	27,410	1,583	382
1909–10	39,755	37,199	2,113	443
1919–20	53,516	48,622	4,279	615
1929–30	139,752	122,484	14,969	2,299
1939–40	216,521	186,500	26,731	3,290
1941–42	213,491	185,346	24,648	3,497
1943–44	141,582	125,863	13,414	2,305
1945–46	157,349	136,174	19,209	1,966
1947–48	317,607	271,019	42,400	4,188
1949–50	496,661	432,058	58,183	6,420
1951–52	401,203	329,986	63,534	7,683
1953–54	356,608	290,825	56,788	8,995
1955–56	376,973	308,812	59,258	8,903
1957–58	436,979	362,554	65,487	8,938
1959–60	476,704	392,440	74,435	9,829
1961–62	514,323	417,846	84,855	11,622
1963–64	614,194	498,654	101,050	14,490
1965–66	709,832	551,040	140,555	18,237
1967–68	866,548	666,710	176,749	23,089
1969–70	1,065,391	827,234	208,291	29,866
1970–71	1,140,292	877,676	230,509	32,107
1971–72[2]	1,210,280	926,870	250,080	33,330
1972–73[3]	1,295,100	1,004,700	256,300	34,100

[1] Beginning in 1965–66, includes all master's degrees.
[2] Preliminary data.
[3] Estimated.

NOTE.—Beginning in 1959–60, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States; Earned Degrees Conferred;* and unpublished data.

Table 10.—Earned degrees conferred by institutions of higher education, by sex of student and by field of study: United States, 1971–72

Major field of study	Bachelor's degrees requiring 4 or 5 years			First professional degrees	Master's degrees			Doctor's degrees (Ph.D., Ed.D., etc.)		
	Total	Men	Women		Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10	11
All fields	**883,500**	**497,200**	**386,300**	**43,410**	**250,080**	**148,100**	**101,980**	**33,330**	**28,060**	**5,270**
Agriculture and natural resources	13,700	12,900	800		2,660	2,480	180	970	950	20
Architecture and environmental design	6,500	5,700	800		1,890	1,620	270	50	40	10
Area studies	3,000	1,500	1,500		1,050	640	410	160	130	30
Biological sciences	37,200	26,200	11,000		6,100	4,090	2,010	3,650	3,030	620
Business and management	121,800	110,200	11,600		29,960	28,760	1,200	900	880	20
Communications	12,400	8,000	4,400		2,200	1,440	760	110	90	20
Computer and information sciences	3,400	2,900	500		1,840	1,620	220	170	160	10
Education	190,800	49,400	141,400		97,740	41,650	56,090	7,040	5,380	1,660
Engineering	50,300	49,800	500		16,650	16,370	280	3,660	3,640	20
Fine and applied arts	33,800	13,600	20,200		7,540	4,050	3,490	570	430	140
Foreign languages	18,800	4,700	14,100		4,620	1,620	3,000	840	520	320
Health professions	28,500	6,900	21,600	15,800	7,120	3,080	4,040	440	360	80
Home economics	12,000	400	11,600		1,670	120	1,550	100	30	70
Law	500	500	(1)	21,760	620	580	40	40	40	(2)
Letters	73,200	29,300	43,900		12,710	5,380	7,330	2,580	1,880	700
Library science	1,000	100	900		7,380	1,480	5,900	70	40	30
Mathematics	23,700	14,400	9,300		5,190	3,650	1,540	1,130	1,040	90
Military sciences	200	200	.....		.....	.....	.....	.....	.....	.....
Physical sciences	20,400	17,300	3,100		6,160	5,280	880	4,090	3,820	270
Psychology	43,000	23,100	19,900		5,290	3,260	2,030	1,880	1,410	470
Public affairs and services	12,500	6,600	5,900		9,360	5,000	4,360	210	160	50
Social sciences	157,600	100,400	57,200		17,430	12,520	4,910	4,080	3,480	600
Theology	3,900	2,800	1,100	5,570	2,760	2,110	650	440	420	20
Interdisciplinary studies	15,300	10,300	5,000	280	2,140	1,300	840	150	130	20

[1] Less than 50.
[2] Less than 5.

SOURCE U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, preliminary data (rounded) from the survey of *Earned Degrees Conferred: 1971–72.*

Since 1940 the Bureau of the Census has collected statistics on how much education people have attained. Table 12 (page 179) which is derived from Census publications, compares the attainment of the population 25-29 years of age with that of the total population 25 years of age and older. The former group in March 1974 had completed a half-year of school more than had the total adult population. More than four-fifths of the 25-29 age group reported that they were high school graduates, as compared with slightly over three-fifths of all adults. More than a fifth of the young adults identified themselves as college graduates, while 13 percent of the total adult population had completed 4 or more years of college. Today's average education level is the highest in American history, with each year bringing the average a little higher.

Table 11. – Estimated retention rates,[1] 5th grade through college entrance, in public and nonpublic schools: United States, 1924 –32 to 1965 – 73

School year pupils entered 5th grade	Retention per 1,000 pupils who entered 5th grade								High school graduation		First-time college students
	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Number	Year of graduation	
1	2	3	4	5	6	7	8	9	10	11	12
1924–25	1,000	911	798	741	612	470	384	344	302	1932	118
1926–27	1,000	919	824	754	677	552	453	400	333	1934	129
1928–29	1,000	939	847	805	736	624	498	432	378	1936	137
1930–31	1,000	943	872	824	770	652	529	463	417	1938	148
1932–33	1,000	935	889	831	786	664	570	510	455	1940	160
1934–35	1,000	953	892	842	803	711	610	512	467	1942	129
1936–37	1,000	954	895	849	839	704	554	425	393	1944	121
1938–39	1,000	955	908	853	796	655	532	444	419	1946	[2]
1940–41	1,000	968	910	836	781	697	566	507	481	1948	[2]
1942–43	1,000	954	909	847	807	713	604	539	505	1950	205
1944–45	1,000	952	929	858	848	748	650	549	522	1952	234
1946–47	1,000	954	945	919	872	775	641	583	553	1954	283
1948–49	1,000	984	956	929	863	795	706	619	581	1956	301
1950–51	1,000	981	968	921	886	809	709	632	582	1958	308
1952–53	1,000	974	965	936	904	835	746	667	621	1960	328
1954–55	1,000	980	979	948	915	855	759	684	642	1962	343
1956–57	1,000	985	984	948	930	871	790	728	676	1964	362
Fall 1958	1,000	983	979	961	946	908	842	761	732	1966	384
Fall 1960	1,000	980	973	967	952	913	858	787	749	1968	452
Fall 1962	1,000	987	977	967	959	928	860	790	750	1970	461
Fall 1964	1,000	988	985	976	975	942	865	791	748	1972	433
Fall 1965	1,000	996	983	980	980	947	874	786	749	1973	433

[1] Rates for the 5th grade through high school graduation are based on enrollments in successive grades in successive years in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools. Rates for first-time college enrollment include full-time and part-time students enrolled in programs creditable toward a bachelor's degree.

[2] Data not available.

NOTE.–Beginning with the class in the 5th grade in 1958, data are based on fall enrollment and exclude ungraded pupils. The net effect of these changes is to increase high school graduation and college entrance rates slightly.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States; Statistics of State School Systems; Fall Statistics of Public Elementary and Secondary Day Schools;* and unpublished data.

Only 1 percent of persons 14 or more years old was illiterate in 1969, when the Census Bureau made its latest literacy survey (table 13, page 180). The illiteracy rate was 2.2 percent in 1959, 4.3 percent in 1930, and 10.7 percent in 1900. Although the 20th century has seen a steady reduction in the percentage of illiteracy, 1.4 million persons in this country still are unable to read and write. (See figure 4, page 181.)

Income

Public elementary and secondary schools in the United States derive virtually all of ther revenue from governmental sources. Income from other sources, such as gifts and fees, amounts to less than half of 1 percent of total school revenue. Local governments contribute more than any other source, but in recent years the proportions from Federal and State governments have been increasing. In the 1972-73 school year approximately 51 percent of the revenue receipts of public schools came from local sources, 40 percent from State governments, and 9 percent from the Federal Government (table 14, page 182). The Federal contribution rose from 4.5 percent in 1963-64 to 8.7 percent in 1972-73--from $900 million to $4.5 billion.

Several Government agencies administer programs of Federal support directed toward all levels of education. Federal grants are expected to reach $14.3 billion in FY '75, an all-time high. Table 15 (page 183) summarizes Federal support of education, training, and related activities for fiscal year 1974 and an estimate for 1975.

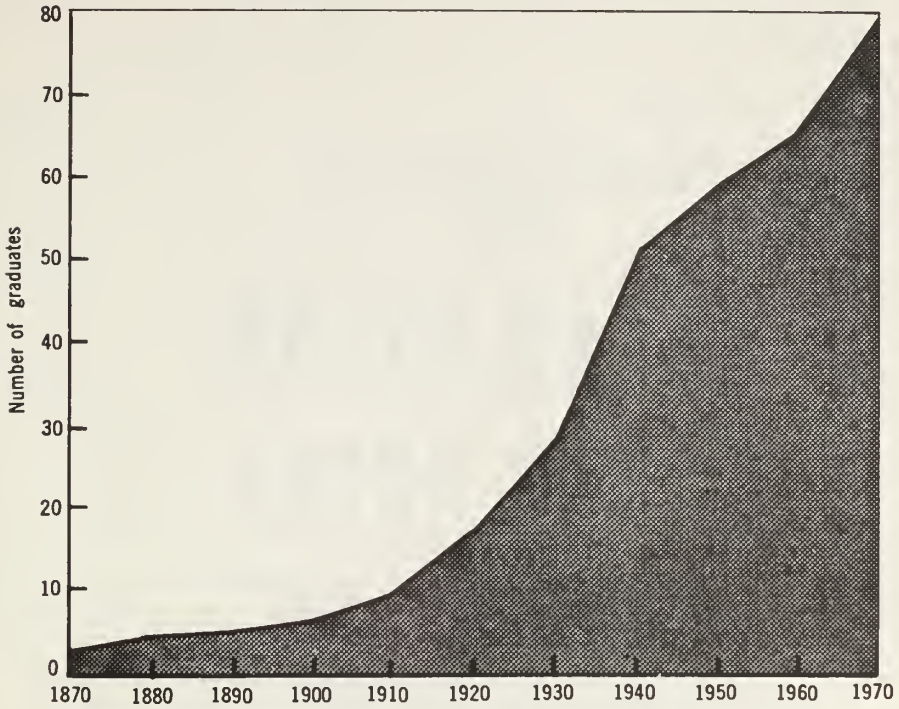
Expenditures

Expenditures for public elementary and secondary schools in the United States exceeded $56 billion in the 1973-74 school year (table 16, page 184), a one-sixth increase over the $48 billion of 2 years earlier. Per-pupil expenditures have also risen rapidly in recent years. The current expenditure per pupil in average daily attendance exceeded $1,100 in 1973-74. Total expenditure, including current expenditure, capital outlay, and interest on debt, approached $1,300 per pupil.

Table 17 (page 185) compares total expenditures for public and private education at all levels (elementary, secondary, and post-secondary) with the gross national product over the past 45 years. Expenditures are estimated at $100 billion for the 1973-74 school year, an amount equal to 7.7 percent of the gross national product. Preliminary estimates indicate that the expenditures of educational institutions may exceed $110 billion in 1974-75. In relation to the gross national product (figure 5, page 186), expenditures today are more than four times as great as in the mid-1940's.

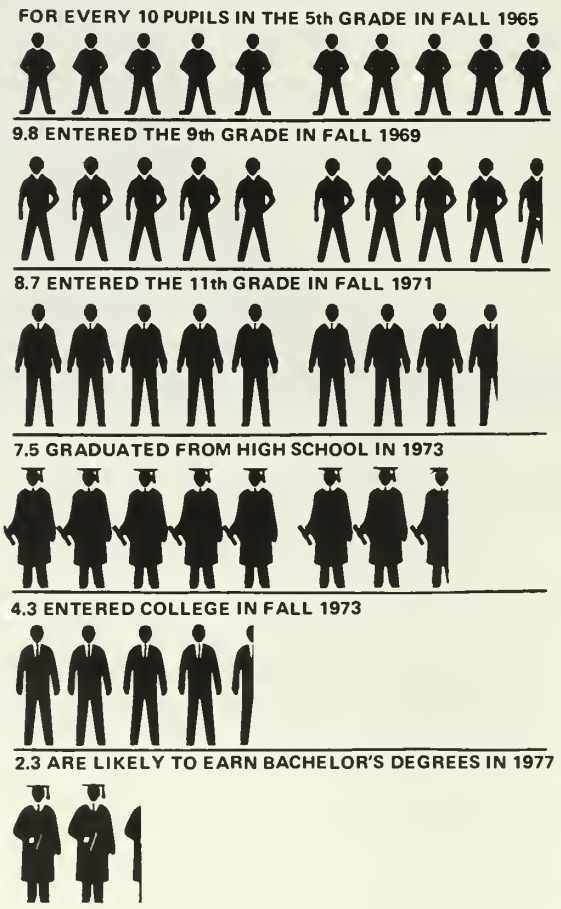
Expenditures for vocational education, in many respects the fastest growing segment of the American education system, from Federal, State, and local funds are shown in table 18 (page 187). In FY '73, the latest year for which data are complete, the Federal Government contributed 16 percent of the money and the remaining 84 percent came from State and local sources.

Figure 2.—Number of high school graduates for each 100 persons 17 years of age: United States, 1869–70 to 1969–70



SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics.

Figure 3.—Estimated retention rates, fifth grade through college graduation: United States, 1965 to 1977



SOURCE: Table 11 of this report.

Table 12. — Level of school completed by persons 25 years old and over and 25 to 29 years old, by color: United States, 1910 to 1974

Color, age, and date	Percent, by level of school completed			Median school years completed
	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college	
1	2	3	4	5
WHITE AND NONWHITE				
25 years old and over:				
1910[1]	23.8	13.5	2.7	8.1
1920[1]	22.0	16.4	3.3	8.2
1930[1]	17.5	19.1	3.9	8.4
April 1940	13.5	24.1	4.6	8.6
April 1950	10.8	33.4	6.0	9.3
April 1960	8.3	41.1	7.7	10.5
March 1970	5.3	55.2	11.0	12.2
March 1972	4.6	58.2	12.0	12.2
March 1974	4.4	61.2	13.3	12.3
25 to 29 years old:				
April 1940	5.9	37.8	5.8	10.4
April 1950	4.6	51.7	7.7	12.1
April 1960	2.8	60.7	11.1	12.3
March 1970	1.1	75.4	16.4	12.6
March 1972	.8	79.8	19.0	12.7
March 1974	1.2	81.9	20.7	12.8
WHITE				
25 years old and over:				
April 1940	10.9	26.1	4.9	8.7
April 1950	8.7	35.5	6.4	9.7
April 1960	6.7	43.2	8.1	10.8
March 1970	4.2	57.4	11.6	12.2
March 1972	3.7	60.4	12.6	12.3
March 1974	3.5	63.3	14.0	12.4
25 to 29 years old:				
1920[1]	12.9	22.0	4.5	8.5
April 1940	3.4	41.2	6.4	10.7
April 1950	3.2	55.2	8.1	12.2
April 1960	2.2	63.7	11.8	12.3
March 1970	.9	77.8	17.3	12.6
March 1972	.8	81.5	19.9	12.7
March 1974	1.1	83.4	22.0	12.8
NONWHITE				
25 years old and over:				
April 1940	41.8	7.7	1.3	5.7
April 1950	31.4	13.4	2.2	6.9
April 1960	23.5	21.7	3.5	8.2
March 1970	14.7	36.1	6.1	10.1
March 1972	12.8	39.1	6.9	10.5
March 1974	12.2	44.3	8.0	11.1
25 to 29 years old:				
1920[1]	44.6	6.3	1.2	5.4
April 1940	26.7	12.1	1.6	7.1
April 1950	15.4	23.4	2.8	8.7
April 1960	7.2	38.6	5.4	10.8
March 1970	2.2	58.4	10.0	12.2
March 1972	1.2	66.6	11.6	12.4
March 1974	1.8	71.3	11.0	12.5

[1] Estimates based on retrojection of 1940 census data on education by age.

NOTE.–Prior to 1950, data exclude Alaska and Hawaii. Data for 1972 and 1974 are for the noninstitutional population.

SOURCES: U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population*, Vol. 1, Part 1; *Current Population Reports*, Series P-20; Series P-19, No. 4; and 1960 Census Monograph, *Education of the American Population*, by John K. Folger and Charles B. Nam.

Table 13. – Percent of illiteracy [1] in the population: United States, 1870 to 1969

Year	Percent illiterate [2]	Year	Percent illiterate [2]
1	2	1	2
1870	20.0	1930	4.3
1880	17.0	1940	[3] 2.9
1890	13.3	1947	2.7
1900	10.7	1952	2.5
1910	7.7	1959	2.2
1920	6.0	1969	1.0

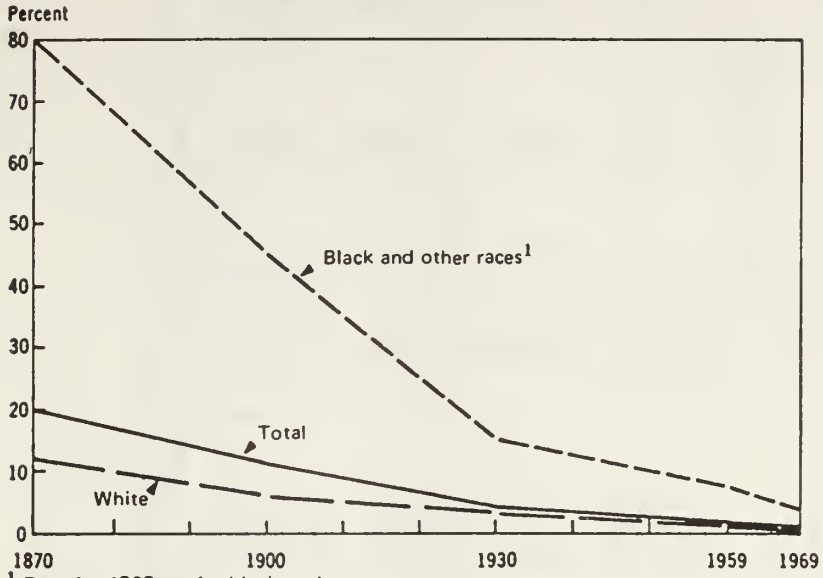
1 Illiteracy is defined as the inability to read or write a simple message either in English or in any other language.

2 Percentages refer to the population 10 years old and over from 1870 to 1940 and to the population 14 years old and over from 1947 to 1969.

3 Estimated.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 217.

Figure 4.—Percent of illiteracy in the population, by race: United States, 1870 to 1969



[1] Data for 1969 are for blacks only.

NOTE.—Data for 1870 to 1930 are for the population 10 years old and over; data for 1959 and 1969 are for the population 14 years old and over.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P—20, No. 217.

Table 14.—Public elementary and secondary school revenue receipts from Federal, State, and local sources: United States, 1919—20 to 1972—73

School year	Total	Federal	State	Local (including intermediate)[1]	School year	Total	Federal	State	Local (including intermediate)[1]
1	2	3	4	5	1	2	3	4	5
	AMOUNT IN THOUSANDS OF DOLLARS					PERCENTAGE DISTRIBUTION			
1919—20	$970,120	$2,475	$160,085	$807,561	1919—20	100.0	0.3	16.5	83.2
1929—30	2,088,557	7,334	353,670	1,727,553	1929—30	100.0	.4	16.9	82.7
1939—40	2,260,527	39,810	684,354	1,536,363	1939—40	100.0	1.8	30.3	68.0
1941—42	2,416,580	34,305	759,993	1,622,281	1941—42	100.0	1.4	31.5	67.1
1943—44	2,604,322	35,886	859,183	1,709,253	1943—44	100.0	1.4	33.0	65.6
1945—46	3,059,845	41,378	1,062,057	1,956,409	1945—46	100.0	1.4	34.7	63.8
1947—48	4,311,534	120,270	1,676,362	2,514,902	1947—48	100.0	2.8	38.9	58.3
1949—50	5,437,044	155,848	2,165,689	3,115,507	1949—50	100.0	2.9	39.8	57.3
1951—52	6,423,816	227,711	2,478,596	3,717,507	1951—52	100.0	3.5	38.6	57.8
1953—54	7,866,852	355,237	2,944,103	4,567,512	1953—54	100.0	4.5	37.4	58.1
1955—56	9,686,677	441,442	3,828,886	5,416,350	1955—56	100.0	4.6	39.5	55.9
1957—58	12,181,513	486,484	4,800,368	6,894,661	1957—58	100.0	4.0	39.4	56.6
1959—60	14,746,618	651,639	5,768,047	8,326,932	1959—60	100.0	4.4	39.1	56.5
1961—62	17,527,707	760,975	6,789,190	9,977,542	1961—62	100.0	4.3	38.7	56.9
1963—64	20,544,182	896,956	8,078,014	11,569,213	1963—64	100.0	4.4	39.3	56.3
1965—66	25,356,858	1,996,954	9,920,219	13,439,686	1965—66	100.0	7.9	39.1	53.0
1967—68	31,903,064	2,806,469	12,275,536	16,821,063	1967—68	100.0	8.8	38.5	52.7
1969—70	40,266,923	3,219,557	16,062,776	20,984,589	1969—70	100.0	8.0	39.9	52.1
1971—72	50,003,645	4,467,969	19,133,256	26,402,420	1971—72	100.0	8.9	38.3	52.8
1972—73	52,117,930	4,525,000	20,843,520	26,749,412	1972—73	100.0	8.7	40.0	51.3

[1] Includes a relatively minor amount from other sources (gifts, tuition, and transportation fees from patrons), which accounted for 0.4 percent of total revenue receipts in 1967—68.

NOTE.—Beginning in 1959—60, includes Alaska and Hawaii. Because of rounding, details may not add to totals.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems;* and *Expenditures and Revenues for Public Elementary and Secondary Education, 1972—73.*

Table 15. – Federal funds for education and related activities: Fiscal years 1974 and 1975

Level and type of support	1974	1975	Percentage change, 1974 to 1975
1	2	3	4
Federal funds supporting education in educational institutions			
Total grants and loans	$13,953,833,000	$14,656,322,000	5.0
Grants, total	13,572,679,000	14,262,241,000	6.1
Elementary-secondary education	4,599,477,000	4,896,057,000	6.5
Higher education	6,584,689,000	6,530,844,000	- .8
Vocational-technical and continuing education	2,388,513,000	2,835,340,000	1.2
Loans, total (higher education)	381,154,000	394,081,000	1.0
Other Federal funds for education and related activities			
Total	5,425,322,000	5.722,789,000	1.1
Applied research and development	1,559,640,000	1,651,000,000	1.1
School lunch and milk programs	1,674,155,000	1,789,243,000	1.1
Training of Federal personnel	1,153,653,000	1,217,886,000	1.1
Library services	225,157,000	192,643,000	-14.4
International education	79,712,000	78,999,000	- .9
Other[1]/	733,005,000	793,018,000	1.1

1/ Includes agricultural extension services, educational television facilities, education in Federal correctional institutions, value of surplus property transferred, and any additional Federal programs.

NOTE: These are preliminary data subject to change when final figures become available.
SOURCE: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, Digest of Educational Statistics, 1974 edition.

Table 16. – Total and per-pupil expenditures of public elementary and secondary schools: United States, 1919-20 to 1973-74

School year	Expenditures for public schools (in thousands of dollars)					Expenditure per pupil in average daily attendance	
	Total	Current expenditures for day schools	Current expenditures for other programs[1/]	Capital outlay	Interest	Total[2/]	Current[3/]
1	2	3	4	5	6	7	8
1919-20	$ 1,036,151	$ 861,120	$ 3,277	$ 153,543	$ 18,212	$ 64	$ 54
1929-30	2,316,790	1,843,552	9,825	370,878	92,536	108	87
1939-40	2,344,049	1,941,799	13,367	257,974	130,909	106	88
1949-50	5,837,643	4,687,274	35,614	1,014,176	100,578	259	209
1959-60	15,613,255	12,329,389	132,566	2,661,786	489,514	472	375
1961-62	18,373,339	14,729,270	194,093	2,862,153	587,823	530	419
1963-64	21,324,993	17,218,446	427,528	2,977,976	701,044	559	462
1965-66	26,248,026	21,053,280	648,304	3,754,862	791,580	654	537
1967-68	32,977,182	26,877,162	866,419	4,255,791	977,810	786	658
1969-70	40,683,428	34,217,773	635,803	4,659,072	1,170,782	955	816
1971-72	48,050,283	41,817,782	895,319	4,458,949	1,378,236	1,128	990
1973-74[4/]	56,031,041	46,956,775	2,127,998	5,254,330	1,686,938	1,281	1,116

1/ Includes expenditures for adult education, summer schools, community colleges, and community services (when separately reported).
2/ Includes current expenditures for day schools, capital outlay and interest on school debt.
3/ Includes day school expenditures only; excludes current expenditures for other programs.
4/ Estimated.

NOTE: Beginning in 1959-60, includes Alaska and Hawaii. Because of rounding, detail may not add to totals.

SOURCES: U. S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems; and Statistics of Public Elementary and Secondary Day Schools, Fall 1973.

Table 17.—Gross national product related to total expenditures[1] for education: United States, 1929–30 to 1973–74

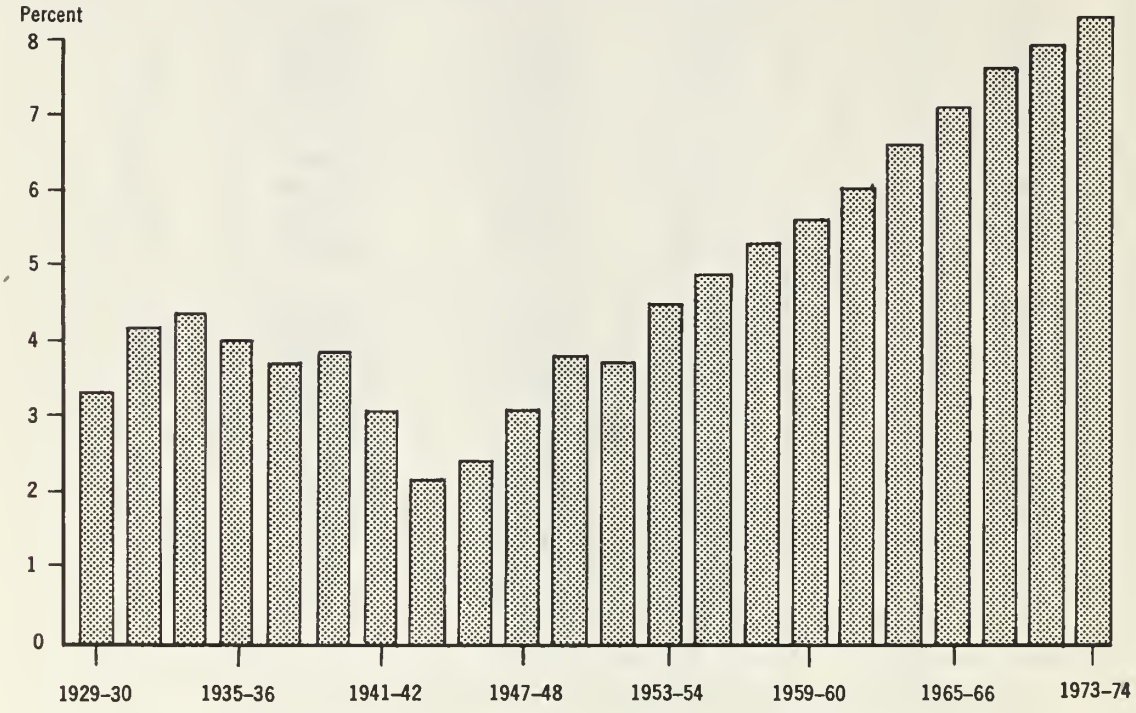
Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (in thousands)	As a percent of gross national product
1	2	3	4	5
1929	$103,095	1929–30	$3,233,601	3.1
1931	75,820	1931–32	2,966,464	3.9
1933	55,601	1933–34	2,294,896	4.1
1935	72,247	1935–36	2,649,914	3.7
1937	90,446	1937–38	3,014,074	3.3
1939	90,494	1939–40	3,199,593	3.5
1941	124,540	1941–42	3,203,548	2.6
1943	191,592	1943–44	3,522,007	1.8
1945	212,010	1945–46	4,167,597	2.0
1947	231,323	1947–48	6,574,379	2.8
1949	256,484	1949–50	8,795,635	3.4
1951	328,404	1951–52	11,312,446	3.4
1953	364,593	1953–54	13,949,876	3.8
1955	397,960	1955–56	16,811,651	4.2
1957	441,134	1957–58	21,119,565	4.8
1959	483,650	1959–60	24,722,464	5.1
1961	520,109	1961–62	29,366,305	5.6
1963	590,503	1963–64	36,010,210	6.1
1965	684,884	1965–66	45,397,713	6.6
1967	793,927	1967–68	57,213,374	7.2
1969	930,284	1969–70	70,077,228	7.5
1971	1,054,915	1971–72	84,748,779	8.0
1973	1,294,919	1973–74	[2]97,800,000	7.6

[1] Includes expenditures of public and nonpublic schools at all levels of education (elementary, secondary, and higher).
[2] Estimated.

NOTE.—Beginning with 1959–60 school year, includes Alaska and Hawaii.

SOURCES: (1) U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems; Financial Statistics of Institutions of Higher Education;* and unpublished data. (2) U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business,* August 1965, July 1971, and July 1974.

Figure 5.—Total expenditures for education as a percentage of the gross national product: United States, 1929–30 to 1973–74



SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics.

Table 18.—Expenditures of Federal, State, and local funds for vocational education: United States and outlying areas, 1920 to 1973

[In thousands of dollars]

Fiscal year	Total	Federal	State	Local
1	2	3	4	5
1920	$8,535	$2,477	$2,670	$3,388
1930	29,909	7,404	8,233	14,272
1940	55,081	20,004	11,737	23,340
1942	59,023	20,758	14,045	24,220
1944	64,299	19,958	15,016	29,325
1946	72,807	20,628	18,538	33,641
1948	103,339	26,200	25,834	51,305
1950	128,717	26,623	40,534	61,561
1952	146,466	25,863	47,818	72,784
1954	151,289	25,419	54,550	71,320
1956	175,886	33,180	61,821	80,884
1958	209,748	38,733	72,305	98,710
1960	238,812	45,313	82,466	111,033
1962	283,948	51,438	104,264	128,246
1964	332,785	55,027	124,975	152,784
1966	799,895	233,794	216,583	349,518
1968	1,192,863	262,384	400,362	530,117
1970	1,841,846	300,046	(1)	[1]1,541,801
1972	2,660,759	466,029	(1)	[1]2,194,730
1973	3,033,659	482,259	(1)	[1]2,551,400

[1] State funds are included with local funds in column 5.

NOTE.—Because of rounding, details may not add to totals.

SOURCES: (1) U.S. Department of Health, Education, and Welfare, Office of Education, annual reports on *Vocational and Technical Education.* (2) Unpublished data.

IX. OE FUNDING BY STATES

In FY '74 the Office of Education obligated nearly $5.4 billion to the 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. By broad groups, program obligations were as follows:

Elementary and Secondary Education	$2,161,189,000
Programs for the Handicapped	144,818,000
Impact Aid (SAFA)	605,300,000
Emergency School Aid	255,805,000
Indian Education	39,826,000
Vocational Education	692,325,000
Library Support	61,098,000
Postsecondary Education	1,397,158,000
Postsecondary Education Facilities Loans	10,188,000
Total	$5,367,707,000

A breakdown of obligations by State according to these broad categories appears on the following page. A more detailed breakdown appears as appendix C.

Descriptions of the programs that these funds support appear in Chapters III, IV, and V.

OFFICE OF EDUCATION

STATE ALLOCATIONS
ACTUAL OBLIGATIONS - FY 1974
(in thousands of dollars)

States	Elementary and Secondary Education	Education for the Handicapped	School Assistance in Federally Affected Areas	Emergency School Assistance	Indian Education	Occupational Vocational and Adult Education	Library Resources	Higher Education	Higher Education Facilities Loan Fund	TOTAL
Alabama	$ 46,167	$ 4,190	$ 9,901	$11,639	$ 32	$14,271	$1,096	$ 30,953	$ 174	$118,423
Alaska	7,901	437	33,566	546	4,151	2,073	378	2,342	---	51,394
Arizona	18,246	1,170	20,914	2,645	4,916	7,854	735	14,130	---	70,610
Arkansas	29,231	782	3,156	4,862	---	7,616	646	14,332	---	60,625
California	192,606	12,244	81,241	29,623	2,643	58,977	4,570	131,085	1,232	514,221
Colorado	21,907	4,277	15,314	3,509	441	9,240	920	18,098	---	73,706
Connecticut	23,556	2,081	3,509	3,143	---	8,442	909	15,038	---	56,678
Delaware	6,082	337	2,489	934	---	2,132	365	3,846	---	16,185
District of Columbia	16,485	3,961	3,801	3,284	195	6,049	523	10,586	---	44,884
Florida	55,012	2,987	17,397	13,730	169	21,587	1,812	35,066	---	147,760
Georgia	53,902	2,641	14,832	11,808	2	16,971	1,275	35,671	4,940	142,042
Hawaii	6,771	582	11,512	464	---	2,908	444	6,531	---	29,212
Idaho	6,412	499	3,921	231	83	3,856	385	4,723	---	20,110
Illinois	108,465	5,565	10,469	8,485	221	27,150	2,798	61,851	---	225,004
Indiana	32,001	4,052	5,213	3,193	---	15,971	1,322	26,201	---	87,953
Iowa	21,997	2,191	1,835	476	160	9,349	907	21,200	---	58,115
Kansas	16,252	2,833	10,443	1,573	99	8,715	788	17,095	---	57,798
Kentucky	40,933	3,038	10,011	2,333	---	13,414	1,086	22,878	---	93,893
Louisiana	46,325	1,424	3,662	9,668	376	14,893	946	28,322	---	105,616
Maine	9,904	598	2,943	249	127	4,834	497	10,929	---	30,081
Maryland	33,858	2,091	30,101	4,059	72	12,052	1,079	23,390	---	106,702
Massachusetts	44,470	5,361	10,845	3,501	190	16,807	1,639	45,786	---	128,599
Michigan	90,929	6,713	5,840	7,179	1,161	25,723	2,149	51,154	---	190,848
Minnesota	33,765	2,654	2,986	2,078	1,878	12,300	1,352	29,481	---	86,494
Mississippi	44,846	1,351	4,165	5,815	141	10,087	884	26,732	402	94,423
Missouri	37,134	2,286	8,202	3,946	---	15,047	1,256	28,797	---	96,668
Montana	8,004	473	6,872	625	2,205	3,575	407	6,234	---	28,395
Nebraska	11,438	978	8,904	229	232	5,033	582	10,341	---	37,737
Nevada	3,093	437	3,729	401	517	2,179	340	2,383	---	13,079
New Hampshire	5,006	453	2,696	20	---	3,043	462	6,157	---	17,837
New Jersey	78,492	2,906	15,222	5,773	---	19,208	1,717	32,031	---	155,349
New Mexico	14,873	1,511	19,464	3,769	3,277	5,740	572	10,374	---	59,580
New York	287,165	14,228	18,273	22,007	1,107	47,518	4,480	104,702	5	499,485
North Carolina	68,181	4,354	17,203	11,459	1,422	19,862	1,660	51,888	435	176,464
North Dakota	7,530	596	5,074	234	1,108	3,491	397	8,470	---	26,900
Ohio	72,620	5,002	12,490	3,639	38	33,622	2,422	52,438	---	182,271
Oklahoma	24,520	1,163	12,051	4,010	5,384	10,177	864	21,815	---	79,984
Oregon	17,932	2,212	3,919	497	701	7,525	760	17,779	---	51,325
Pennsylvania	101,609	5,640	8,228	5,788	---	34,346	2,873	62,054	---	220,538
Rhode Island	9,717	484	3,395	984	---	3,721	453	6,429	---	25,183
South Carolina	39,972	1,073	10,058	7,887	5	10,952	1,023	23,097	3,000	97,067
South Dakota	9,142	721	5,651	664	1,705	4,061	417	7,301	---	29,662
Tennessee	42,515	2,402	7,064	5,496	---	15,363	1,253	30,074	---	104,167
Texas	125,539	7,887	36,626	26,174	189	42,162	3,050	80,619	---	322,246
Utah	8,887	1,547	8,328	802	448	5,246	456	9,290	---	35,004
Vermont	5,281	660	273	---	---	2,444	420	5,327	---	14,405
Virginia	43,997	3,465	41,140	8,620	8	16,761	1,284	30,508	---	145,783
Washington	28,712	3,393	15,149	2,747	2,642	11,871	1,171	24,542	---	90,227
West Virginia	19,616	874	1,022	488	3	6,722	622	15,091	---	44,438
Wisconsin	32,303	3,509	2,062	1,153	1,492	14,686	1,281	31,854	---	88,340
Wyoming	4,641	527	2,944	155	286	2,156	345	2,790	---	13,844
American Samoa	1,055	120	---	---	---	221	58	50	---	1,504
Guam	1,715	172	2,855	664	---	785	68	765	---	7,024
Puerto Rico	39,128	1,116	6,340	1,500	---	10,717	771	25,808	---	85,380
Trust Territory	1,826	205	---	271	---	522	65	54	---	2,943
Virgin Islands	1,523	165	---	776	---	298	64	676	---	3,502
TOTALS	$2,161,189	$144,818	$605,300	$255,805	$39,826	$692,325	$61,098	$1,397,158	$10,188	$5,367,707

APPENDIX B

Advisory Committee Functions, Membership as of December 31, 1974, and Meeting Dates

ADVISORY COUNCILS AND COMMITTEES
(Calendar Year 1974)

The following statutory advisory councils and committees were authorized or in existence for all or part of calendar year 1974:

Accreditation and Institutional Eligibility, Advisory Committee on
Adult Education, National Advisory Council on
Bilingual Children, Advisory Committee on the Education of
Bilingual Education, National Advisory Council on 1/
Career Education, National Advisory Council for 1/
Community Education Advisory Council 1/
Developing Institutions, Advisory Council on
Disadvantaged Children, National Advisory Council on the Education of
Education Professions Development, National Advisory Council on
Environmental Education, Advisory Council on 2/
Equality of Educational Opportunity, National Advisory Council on
Ethnic Heritage Studies, National Advisory Council on
Extension and Continuing Education, National Advisory Council on
Financial Aid to Students, Advisory Council on
Handicapped, National Advisory Committee on the
Indian Education, National Advisory Council on
Quality in Education, National Council on
Supplementary Centers and Services, National Advisory Council on
Vocational Education, National Advisory Council on
Women's Educational Programs, Advisory Council on 1/

1/ Established August 21, 1974.
2/ Re-established May 10, 1974.

Advisory Committee on Accreditation and Institutional Eligibility

FUNCTIONS

The Committee reviews all current and future policies relating to the responsibility of the Commissioner for the recognition and designation of accrediting agencies and associations as nationally recognized accrediting bodies and recommends desirable changes in recognition criteria and procedures. It also develops and recommends to the Commissioner criteria and procedures for the recognition and designation of accrediting agencies and associations in accordance with legislative provisions, executive orders, or interagency agreements; reviews and recommends to the Commissioner for designation as nationally recognized accrediting agencies and associations of reliable authority all applicants that meet the established criteria; and develops, under the authority of the Vocational Education Act of 1963 and subject to approval of the Commissioner, standards and criteria for specific categories of vocational training institutions which have no alternative route to establish eligibility for Federal aid.

Meetings in 1974: March 14-15
May 22-24
August 15-17
September 25-27

Members as of December 31, 1974:

George L. Grassmuck (Chairman)
Professor of Political Science
University of Michigan
Ann Arbor, Mich. 48104

John E. Barrows
Director of Institutional Studies
University of Kentucky
Lexington, Ky. 40506

Thomas C. Bolton
President, Mills River Tomato Corporation
P.O. Box 67
Horse Shoe, N.C. 28742

Roma Brown
Chairman, Department of Medical Technology, School of Allied Medical Professions
University of Pennsylvania
3901 Pine Street H2
Philadelphia, Pa. 19174

Hon. Lillian W. Burke
Judge, Cleveland Municipal Court
City Hall
Cleveland, Ohio 44114

Leadie M. Clark
Assistant Superintendent of Instruction
Los Rios Community College District
2011 Arden Way
Sacramento, Calif. 95825

John Irving
Dean, Seton Hall University
School of Law
1095 Raymond Boulevard
Newark, N.J. 07102

Emiko I. Kudo
Administrator, Vocational-
Technical Education
Department of Education
Honolulu, Hawaii 96804

Abner McCall
President, Baylor University
Waco, Tex. 76703

Yolanda Lee McClain
Student
7254 15th Place NW.
Washington, D.C. 20012

Wendell H. Pierce
Executive Director, Education
Commission of the States
300 Lincoln Tower Building
1860 Lincoln Street
Denver, Colo. 80203

George L. Ramey
Director, Mayor State Vocational-
Technical School
Third Street
Paintsville, Ky. 41240

James Steele
Vice President, American College
of Radiology
Box 650
Yankton, S. Dak. 57078

Walter Talbot
State Superintendent of Public
Instruction
Utah State Board of Education
Salt Lake City, Utah 84111

Philip H. Wye
Principal, Tantasqua Regional
Junior High School
Tantasqua Union 61 School District
Main Street
Sturbridge, Mass. 01566

National Advisory Council on Adult Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of State plans under section 306 of this act and policies to eliminate duplication and to effectuate the coordination of programs under the Adult Education Act and other programs offering adult education activities and services. The Council reviews the administration and effectiveness of programs under this act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations (including recommendations for changes in this act and other Federal laws relating to adult education activities and services). The Secretary of Health, Education, and Welfare coordinates the work of the Council with that of other related advisory councils.

Meetings in 1974: January 11-12, 24-26
February 6-7
March 8-9, 28-30
May 10-11, 24
June 4-5, 6-8, 29-30
July 12-13, 26-27
September 19-21
October 18-19, 25
November 1-3, 25
December 20

Members as of December 31, 1974:

Hon. Charles P. Puksta
(Chairman)
Mayor, City of Claremont
Six Elm Street
Claremont, N.H. 03743

Archie Buffkins
Chancellor, University of
Maryland-Eastern Shore
Princess Anne, Md. 21853

Gertrude Beckwith Calden
(Retired)
745 Calle de los Amigos
Santa Barbara, Calif. 93105

Roberta Church
Consultant, Social and
Rehabilitation Services
Department of Health, Education,
and Welfare, South Building
330 C Street SW.
Washington, D.C. 20201

Mary A. Grefe
President, Iowa Advisory Council
on Adult Education
3000 Grand Avenue
Des Moines, Iowa 50312

Brent H. Gubler
Coordinator, General Adult
Education
Utah State Board of Education
1200 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Reuben T. Guenthner
Assistant State Director
State Board for Vocational
Education
900 East Boulevard
Bismarck, N. Dak. 58501

Norbert J. Hruby
President, Aquinas College
1607 Robinson Road SW.
Grand Rapids, Mich. 49506

William R. Langner
Director, Langner Learning Center
102 North Adams Street
Richmond, Va. 23220

T. Kong Lee
President, Lincoln University
858 Clay Street
San Francisco, Calif. 94108

Lois E. Marshall
Dean of Community Services
Bergen Community College
400 Paramus Road
Paramus, N.J. 07652

Alfredo N. Saenz
Assistant Superintendent
Harlandale Independent School
District
102 Genevieve Street
San Antonio, Tex. 78285

Harold Spears
Education Administration
Consultant
430 South Dunn Street
Bloomington, Ind. 47401

Arthur L. Terrazas, Jr.
Adult Basic Education Instructor
Aims Community College
Greeley, Colo. 80631

Judith Nixon Turnbull
Executive Vice President/
Associate Publisher
Tuesday Publications, Inc.
625 North Michigan Avenue
Chicago, Ill. 60611

Advisory Committee on the Education of Bilingual Children

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) concerning the preparation of general regulations for and (2) with respect to policy matters arising in the administration of the Bilingual Education Act, including the development of criteria for approval of applications thereunder.

Meetings in 1974: January 10-11, 30-31
March 18-19
May 13-15
June 25-27
September 26-27
October 23-24
November 13-15

Members as of December 31, 1974:

Calvin Dupree (Chairman)
Program Assistant to the Director
Washington State Board for
Community College Education
319 Seventh Avenue
Olympia, Wash. 98504

Estela Aguilar
Early Childhood Specialist
504 Rosita Street
Brownsville, Tex. 78520

Fernando Alvarez
Attorney at Law
750 Eighth Avenue
Suite 504
New York, N.Y. 10036

Gudelia Betancourt
Director, Consultation &
Education
Lincoln Community Mental
Health Center
781 East 142d Street
Bronx, N.Y. 10454

Dorothy Cordova
Fillipino Community Worker
2621 East Interlaken Boulevard
Seattle, Wash. 98112

Rosita Cota
Tucson Public Schools
5602 North Genematos
Tucson, Ariz. 87504

Robert Fournier
Title VII, ESEA Coordinator
State Department of Education
Division of Instruction
64 North Main Street
Concord, N.H. 03301

Randolph Hearst
Chairman, Hearst Corporation
214 Hearst Building
San Francisco, Calif. 94103

Rosa G. Inclan
Supervisor of Bilingual Education
Dade County Public Schools
1410 Northeast 2d Avenue
Miami, Fla. 33132

Bok-Lim Kim
Assistant Professor
Jane Addams School of Social Work
University of Illinois
1207 West Oregon Street
Urbana, Ill. 61801

Evelyn Lytle
Assistant Professor
Department of Foreign Languages
University of New Orleans
New Orleans, La. 70122

Carmelo Rodriguez
Director, ASPIRA
767 North Milwaukee Avenue
Chicago, Ill. 60621

Tomas Roybal
Instructor, California Polytechnical State University
San Luis Obispo, Calif. 93401

Jose Silva
Principal, Fall River Middle School
124 Melrose Street
Fall River, Mass. 02723

Teresa Sun
Assistant Professor
Department of Foreign Languages and Literature
California State University at Los Angeles
Los Angeles, Calif. 90024

National Advisory Council on Bilingual Education
(Established August 21, 1974)

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in the preparation of general regulations and with respect to policy matters arising in the administration and operation of the Bilingual Education Act, including the development of criteria for approval of applications, and plans under the Act, and the administration and operation of other programs for persons of limited English-speaking ability. The Council also prepares and, not later than November 1 of each year, submits a report to the Congress and the President on the condition of bilingual education in the Nation and on the administration and operation of the Act, and the administration and operation of other programs for persons of limited English-speaking ability.

Meetings in 1974: None

Members as of December 31, 1974:

Calvin Dupree (Chairman)
Program Assistant to the Director
Washington State Board for
Community College Education
319 Seventh Avenue
Olympia, Wash. 98504

Estela Aguilar
Early Childhood Specialist
504 Rosita Street
Brownsville, Tex. 78520

Fernando Alvarez
Attorney at Law
750 Eighth Avenue
Suite 504
New York, N.Y. 10036

Gudelia Betancourt
Director, Consultation &
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Lincoln Community Mental
Health Center
781 East 142d Street
Bronx, N.Y. 10454

Dorothy Cordova
Fillipino Community Worker
2621 East Interlaken Boulevard
Seattle, Wash. 98112

Rosita Cota
Tucson Public Schools
5602 North Genematos
Tucson, Ariz. 87504

Robert Fournier
Title VII, ESEA Coordinator
State Department of Education
Division of Instruction
64 North Main Street
Concord, N.H. 03301

Rosa G. Inclan
Supervisor of Bilingual Education
Dade County Public Schools
1410 Northeast 2d Avenue
Miami, Fla. 33132

Bok-Lim Kim
Assistant Professor
Jane Addams School of Social Work
University of Illinois
1207 West Oregon Street
Urbana, Ill. 61801

Evelyn Lytle
Assistant Professor
Department of Foreign Languages
University of New Orleans
New Orleans, La. 70122

Carmelo Rodriguez
Director, ASPIRA
767 North Milwaukee Avenue
Chicago, Ill. 60621

Tomas Roybal
Instructor, California
Polytechnical State University
San Luis Obispo, Calif. 93401

Jose Silva
Principal, Fall River Middle School
124 Melrose Street
Fall River, Mass. 02723

Teresa Sun
Assistant Professor
Department of Foreign Languages
and Literature
California State University
at Los Angeles
Los Angeles, Calif. 90024

National Advisory Council for Career Education
(Established August 21, 1974)

FUNCTIONS

The Council advises the Commissioner of Education on the implementation of section 406 of the Education Amendments of 1974 and carries out such advisory functions as it deems appropriate, including reviewing the operation of this section and all other programs of the Division of Education pertaining to the development and implementation of career education, evaluating their effectiveness in meeting the needs of career education throughout the United States, and in determining the need for further legislative remedy in order that all citizens may benefit from the purposes of career education as described in section 406. The Council with the assistance of the Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curriculums and materials in the United States and submit to Congress, not later than November 1, 1975, a report on such survey. The report should include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b) of section 406.

Meetings in 1974: None

Members as of December 31, 1974: None--Selection pending

Community Education Advisory Council
(Established August 21, 1974)

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Council shall:

1. Advise the Commissioner on policy matters relating to the interests of community schools;

2. Be responsible, in the fiscal year ending June 30, 1975, for advising the Commissioner regarding the establishment of policy guidelines and regulations for the operation and administration of this program;

3. Create a system for evaluation of the program;

4. Present to the Congress a complete and thorough evaluation of the operation of this program, for each fiscal year ending after June 30, 1975.

Meetings in 1974: None

Members as of December 31, 1974:

Hon. Martin W. Essex (Chairman
Superintendent of Public Instruction
State Office Building
65 South Front Street
Columbus, Ohio 43215

Ted M. Dixon
Superintendent of Schools
6401 Linda Vista Road
San Diego, Calif. 92110

James R. Dorland
Executive Director, National
Association for Public Continuing
and Adult Education
1201 16th Street NW.
Washington, D.C. 20036

David S. Liederman
Director, Office of Children
State of Massachusetts
129 Boylston Street
Boston, Mass. 02167

Charles Stewart Harding Mott
Charles Stewart Mott Foundation
510 Mott Foundation Building
Flint, Mich. 48502

Richard V. Moyle
Director, Amphitheater Community
Schools, Incorporated
125 East Prince Road
Tucson, Ariz. 85705

Roy J. Flores
State Board for Community
College Education
WEA Building
319 Seventh Avenue
Olympia, Wash. 98504

Joan Kenney
Nevada State Board of
Education
Carson City, Nev. 89701

Clara Sue Kidwell
Associate Professor
Native American Studies Program
University of California
3415 Dwinelle Hall
Berkeley, Calif. 94720

Theodore James Pinnock
Associate Professor and Director
Human Resources Development
Center
Tuskegee Institute
Tuskegee, Ala. 36088

Robbin S. Schreiner
Student
Williamsport Area Community College
Williamsport, Pa. 17701

Advisory Council on Developing Institutions

FUNCTIONS

With respect to the program authorized by title III of the Higher Education Act of 1965, as amended, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, assists the Commissioner of Education (1) in identifying developing institutions through which the purposes of that title may be achieved and (2) in establishing the priorities and criteria to be used in making grants under section 304(a) of that title.

Meetings in 1974: January 28-29
March 5
June 13-14
October 31
November 1

Members as of December 31, 1974:

Samuel M. Nabrit (Chairman)
Executive Director
Southern Fellowship Foundation
795 Peachtree Street, S.W.
Suite 484
Atlanta, Ga. 30308

Sidney W. Brossman
Chancellor, California
Community Colleges
825 Fifteenth Street
Sacramento, Calif. 95814

Vivien Davenport
Graduate Student
Atlanta University
1500 Mims Street SW.
Atlanta, Ga. 30314

Norman Francis
President, Xavier University
of Louisiana
7325 Palmetto Street
New Orleans, La. 70125

Calvin B.T. Lee
Chancellor, University of
Maryland-Baltimore County
5401 Wilkens Avenue
Baltimore, Md. 21228

Dwight Lomayesva
Director, Special Services
Program for Indians
Riverside City College
Riverside, Calif. 92503

Robert R. Martin
President, Eastern Kentucky University
Richmond, Ky. 40475

Virginia Ortiz y Pino
Director of Cooperative Education
New Mexico Highlands University
Las Vegas, N. Mex. 87701

National Advisory Council on the Education of Disadvantaged Children

FUNCTIONS

The Council (1) reviews and evaluates the administration and operation of title I of the Elementary and Secondary Education Act, including its effectiveness in improving the educational attainment of educationally deprived children and the effectiveness of programs to meet their occupational and career needs, and (2) makes recommendations for the improvement of this title and its administration and operation. Recommendations take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

The Council makes such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and makes an annual report to the President and the Congress.

Meetings in 1974: March 6-9
April 4-5
May 10-11
June 14-15
July 12-13
August 9-10
September 13-14
October 10-11
November 14-15
December 13-14

Members as of December 31, 1974:

Owen F. Peagler (Chairman)
Dean, Pace University
Pace Plaza
New York, N.Y. 10038

Alma A. Barba
Instructor, University of Texas
1731 South Alamo Street
Las Cruces, N. Mex. 88001

Irene Cardenas Cardwell
Retired Teacher
502 Plaza
Del Rio, Tex. 78840

Alonzo A. Crim
Superintendent, Atlanta
Public Schools
224 Central Avenue SW.
Atlanta, Ga. 30303

Camille V. Dabney
Director, Community Education
1830 Central Avenue
East St. Louis, Ill. 62207

Frederick D. Felder
Consultant
9310 Pennsylvania Avenue
South Bloomington, Minn. 55438

Elaine Jenkins
Director of One America
1330 Massachusetts Avenue NW.
Suite 205
Washington, D.C. 20005

Wilbur H. Lewis
Associate Superintendent
Parma Public Schools
Parma, Ohio 44129

Rosella E. Lipson
President, Pre-school Mobile
Foundation Inc.
Beverly Hills, Calif. 90210

Mary A. McCabe
Teacher, Montezuma Creek
Elementary School
Montezuma Creek, Utah 84534

Ben Reifel
Retired U.S. Congressman
1701 Pennsylvania Avenue
Washington, D.C. 20006

Rosalie G. Silberman
Housewife
Six Kittery Court
Bethesda, Md. 20034

Kenneth M. Smith
Director of Project 70,001 and
Director of Special Projects of
Distributive Education Clubs of
America
Box 897
Dover, Del. 19901

Carol L. Schwartz
Member of D.C. School Board
3600 Cumberland Street NW.
Washington, D.C. 20008

George Willeford, M.D.
Physician, Pediatrics
1404 Gaston Street
Austin, Tex. 78703

National Advisory Council on Education Professions Development

FUNCTIONS

The Council (1) reviews the operation of title V of the Higher Education Act and of all other Federal programs for the training and development of educational personnel and (2) evaluates their effectiveness in meeting needs for additional educational personnel and in achieving improved quality in training programs as evidenced in the competency of persons receiving such training when entering positions in the field of education. The Council also advises the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to policy matters arising in the administration of this title and any other matters relating to the purposes of this title on which their advice may be requested.

The Council makes an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year.

Meetings in 1974: March 6-8, 1974
April 19, 1974
June 5-7, 1974
September 11-13, 1974
December 4-6, 1974

Members as of December 31, 1974:

Lyle E. Anderson, Jr. (Chairman)
Dean of Student Affairs
and Continuing Education
Ft. Lauderdale College of
Business and Finance
1401 East Broward Boulevard
Ft. Lauderdale, Fla. 33301

Waldo R. Banks
President, American Educational
Economic Assistance Foundation
P.O. Box 4608
Carson, Calif. 90746

Creighton R. Buck
Professor of Mathematics
and Acting Director
Mathematics Research Center,
University of Wisconsin
610 Walnut
Madison, Wis. 53706

Judy Ann Buffmire
Director, Rocky Mountain Regional
Resource Center
Department of Special Education,
University of Utah
2363 Foothill Drive, Suite G
Salt Lake City, Utah 84109

Mildred M. Curtis
Registered Nurse
6613 31st Place NW.
Washington, D.C. 20015

Helen G. Edmonds
Dean, Graduate School
North Carolina Central University
Box 3847
Durham, N.C. 27707

Janet C. Erickson
Community Services Volunteer
915 Orlando Place
San Marino, Calif. 91108

Thomas R. Hills
Chairman, Junior College Division
Black Hills State College
Spearfish, S. Dak. 57783

Julia M. Jacobsen
Coordinator of Government
Relations and Sponsored Programs
4416 Edmunds Street NW.
Washington, D.C. 20007

Henry Lucas
Franklin Hospital Medical
Building
San Francisco, Calif. 94114

Edward A. Medina
Assistant Professor
Department of Education
Eastern New Mexico University
Portales, N. Mex. 88130

Arnulfo L. Oliveira
President, Texas Southmost College
44 Taylor Avenue, Fort Brown
Brownsville, Tex. 78520

Hugo A. Sabato
Vice President
G.R. Hammerlein Agency, Inc.
707 Race Street
Cincinnati, Ohio 45202

Martin W. Schoppmeyer
Professor of Education
University of Arkansas
248 Graduate Education Building
Fayetteville, Ark. 72701

Advisory Council on Environmental Education
(Re-established May 10, 1974)

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary of Education, and the Commissioner of Education. Specifically, the Council:

1. Advises the Commissioner and the Office of Education concerning the administration of, preparation of general regulations for, and operation of programs assisted under the Environmental Education Act.

2. Makes recommendations to the Office of Education with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) of the Environmental Education Act and the criteria to be used in approving applications.

3. Develops criteria for the review of applications and their disposition.

4. Evaluates programs and projects assisted under the Environmental Education Act and disseminates the results thereof.

Meetings in 1974: None

Members as of December 31, 1974: None--Selection pending

National Advisory Council on Equality of Educational Opportunity

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare and the Assistant Secretary for Education. More specifically, the Council:

1. Advises the Assistant Secretary for Education with respect to the operation of the Emergency School Aid Act, including the preparation of regulations and the development of criteria for the approval of applications.

2. Reviews the operation of the program with respect to (a) its effectiveness in achieving the purposes of the act and (b) the Assistant Secretary's conduct in the administration of the program.

3. Submits, not later than March 31 of each year, an annual report of its activities, findings, and recommendations to the Congress.

The Council must submit to the Congress a final report on the operation of the program. Prior to the final report, the Council must submit through the Secretary to the Congress at least two interim reports which must include a statement of its activities and of any recommendations it may have with respect to the operation of the program.

Meetings in 1974: January 31
February 1
March 29-30
June 28-29
September 5-6
December 6-7

Members as of December 31, 1974:

Dale Parnell (Chairman)
Chancellor, San Diego Community College District
3375 Camino Del Rio South
San Diego, Calif. 92108

Gwen Awsumb
City Council
125 North Main Street
Memphis, Tenn. 38103

June Cameron
Board of Education
812 White Oak Circle
Pittsburgh, Pa. 15228

Loftus C. Carson
Executive Director
Monroe County Human Relations Commission
Rochester, N.Y. 14614

T. W. Cole, Sr.
Dean, Academic Affairs for Instructional Services
Room 231, Tigert Hall
University of Florida
Gainesville, Fla. 32601

Lawrence F. Davenport
Director of Educational Cultural Complex and Southeast Adult Schools
San Diego Community College District
4365 Ocean View Boulevard
San Diego, Calif. 92113

Joseph Abbot Gerry
Chancellor, St. Anselm's College
Manchester, N.H. 03102

Jacquelyne J. Jackson
Associate Professor of Medical Sociology
Department of Psychiatry
Duke University Medical Center
P.O. Box 3003
Durham, N.C. 27710

Hon. Jackson F. Lee
Mayor
234 Green Street
Fayetteville, N.C. 28301

Edward Meyers, Jr.
Law Student
284 West End Avenue, Apartment 1-B
New York, N.Y. 10023

Haruko Morita
Principal, Garvanza Elementary School
317 North Avenue 62
Los Angeles, Calif. 90042

Frederick Mosteller
Professor, Department of Statistics
Evans Hall
University of California, Berkeley
Berkeley, Calif. 94720

Richard E. Pesqueira
Vice President for Student Affairs
New Mexico State University
Las Cruces, N. Mex. 88001

Lyman F. Pierce
Department Head, Education Department
United Southeastern Tribes
1970 Main Street
Sarasota, Fla. 33577

Carmen A. Rodriguez
Community Superintendent District 7
City School District of N.Y.
501 Courtland Avenue
Bronx, N.Y. 10451

National Advisory Council on Ethnic Heritage Studies

FUNCTIONS

With respect to the Ethnic Heritage Studies Program authorized by title IX of the Elementary and Secondary Education Act of 1965, the Council carries out the functions specified in part D of the General Education Provisions Act. The Council:

1. Advises the Commissioner of Education concerning the administration and operation of the Ethnic Heritage Studies Program.

2. Evaluates, at the request of the Commissioner or his designee, the effectiveness of current ethnic programs in schools and institutions of higher education.

3. Recommends priorities regarding the types of programs and projects which should be funded at the preschool, elementary, secondary, higher education, or community levels to best achieve the purposes of this legislation.

4. Reviews the effectiveness of programs funded under this act and recommends the most expedient means for communicating to educators, community leaders, and the general public the positive role which ethnicity can play.

Meetings in 1974: None

Members as of December 31, 1974: None--Selection pending.

National Advisory Council on Extension and Continuing Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of title I of the Higher Education Act, including policies and procedures governing the approval of State plans under section 105(b) of that act and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering extension or continuing education activities and services.

2. Reviews the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, makes recommendations with respect thereto, and makes annual reports of its findings and recommendations (including recommendations for changes in the provisions of title I of the Higher Education Act and other Federal laws relating to extension and continuing education activities).

3. Reviews and reports, not later than March 31, 1975, on programs and projects carried out with assistance under title I of the Higher Education Act prior to July 1, 1973. This review is to include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title and (2) the greatest return for the resources devoted to them. The review is to be carried out by direct evaluations by the National Advisory Council, by use of other agencies, institutions, and groups, and by the use of independent appraisal units.

Meetings in 1974: January 10-11
March 7-8
August 19-20
September 10
October 24-25
November 21

Members as of December 31, 1974:

Robert F. Ray (Chairman)
Dean, Extension and University Services
University of Iowa
Iowa City, Iowa 52240

Nancy M. Boykin
Director, Continuing Education for Girls
Division of Personnel Services
Detroit Public Schools
10100 Grand River
Detroit, Mich. 48204

Newton O. Cattell
Director, Federal Relations
Pennsylvania State University
University Park, Pa. 16802

Ruth O. Crassweller
Television Producer
3810 Gladstone Street
Duluth, Minn. 55804

Byron F. Fullerton
Associate Dean, University of Texas Law School
2500 Red River
Austin, Tex. 78705

Samuel I. Hayakawa
President Emeritus
San Francisco State University
P.O. Box 100
Mill Valley, Calif. 94941

One representative each from:

U.S. Departments of Agriculture, Defense, Justice, Labor, State, and Housing and Urban Development
Office of Education
Small Business Administration

Armand L. Hunter
Director, The Continuing Education Service
Michigan State University
East Lansing, Mich. 48823

Charles H. Lawshe
Stewart Center
Purdue University
West Lafayette, Ind. 47907

Kenneth T. Lyons
President, National Association of Government Employees
17 Robinwood Road
Norwood, Mass. 02062

Julius J. Mastro
Associate Professor, Political Science
Drew University
20-10A Old Forge West
Morristown, N.J. 07960

Hon. Nicholas A. Panuzio
Mayor of Bridgeport
45 Lyon Terrace
Bridgeport, Conn. 06604

Evelyn Silas
State Mutual Federal Savings & Loan
1072 Lynch Street
Jackson, Miss. 39203

Advisory Council on Financial Aid to Students

FUNCTIONS

With respect to the program authorized by title IV of the Higher Education Act, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, advises the Commissioner of Education on matters of general policy arising in the administration of student financial assistance programs and on evaluation of the effectiveness of these programs. The Council functions as a general body and through two subcommittees. One subcommittee concerns itself with the Guaranteed Student Loan Program, part B of title IV, and the other with the Student Assistance Programs of parts A, C, and E.

As a general body the Council:

1. Reviews the accomplishments and problems of the financial assistance programs and makes recommendations to the Commissioner on changes in statutes, regulations, policies, or procedures.

2. Makes recommendations to the Commissioner on methods of financial support for students in postsecondary education.

The Guaranteed Student Loan Program Subcommittee:

1. Reviews and evaluates lender participation in the program so as to maximize their participation and make loans more readily available to students.

2. Reviews and evaluates on a continuing basis the default and recovery activities of the program, making recommendations to the Commissioner on effective ways to hold default rates within reasonable limits and at levels acceptable to the Congress and the lending community.

3. Makes recommendations to the Commissioner on methods and procedures that can be used to identify the high risk student and reduce his tendency to default on his obligation.

The Student Assistance Subcommittee:

1. Makes recommendations on the development of needs analysis systems.

2. Makes recommendations for the coordination of all student aid programs with special programs for students from disadvantaged backgrounds.

3. Makes recommendations for the coordination of existing Federal and State student aid programs and for the development of programs of incentive grants in States without such programs.

Meetings in 1974: January 24-25
February 28
March 1-2

Members as of December 31, 1974:

Roger A. Freeman (Chairman)
Senior Fellow
Hoover Institution on War, Revolution and Peace
Stanford University
Stanford, Calif. 94305

Nora Begay
Student, Brigham Young University
760 East 820 North
Apartment 201
Provo, Utah 84601

Dana M. Cotton
Chairman, Educational Consultants, Inc.
7816 Samaderline Road
Sarasota, Fla. 33581

John Peter Demarcus
Professor of History & Vice President, Administrative Affairs
Northern Kentucky State College
College Station
Highland Heights, Ky. 41076

Eunice L. Edwards
Director, Student Financial Aid
Fisk University
17th Avenue, North
Nashville, Tenn. 37203

Elizabeth L. Ehart
New Jersey State Scholarship Commission
Department of Higher Education
225 West State Street
Box 1293
Trenton, N.J. 08625

Hugh M. Gloster
President, Morehouse College
Atlanta, Ga. 30314

Charles E. Gordon
Director, Special Projects
Wayne State University
Detroit, Mich. 48221

Richard Xavier Jamrich
President, North Michigan University
Marquette, Mich. 49855

Kalman A. Lifson
Chairman, Lifson, Wilson, Ferguson and Winick, Inc.
7616 LBJ Freeway, Suite 505
Dallas, Tex. 75240

Eugene Acosta Marin
Director, Office of Financial Aids
Arizona State University
Tempe, Ariz. 85281

Mildred Y. McAuley
Student Placement & Financial Aid Officer
Grossmont College
8800 Grossmont Drive
El Cajon, Calif. 92020

William O'Hara
President, Mount St. Marys College
Newburgh, N.Y. 12550

Rafael Pico
Vice Chairman of Board
Banco Popular de Puerto Rico
Box 2708 GPO
San Juan, P.R. 00936

Carol A. Reagan
Manager, Fort Hood Federal
Credit Union
814 Gilmer Street
Kileen, Tex. 76541

Thomas Roby
First Vice President, CUNA
Morris Agency, Incorporated
300 North Broadway
Watertown, S. Dak. 52701

Donald M. Routh
Assistant Dean in Charge
of Financial Aid
106 Converse Hall
Amherst College
Amherst, Mass. 01002

Netwon I. Steers, Jr.
Maryland Insurance Commissioner
and State Senator
Room 405, Senate Office Building
Annapolis, Md. 21404

Martin E. Stenehjem
Vice President, Bank of North Dakota
Bismarck, N. Dak. 58501

Miriam Wagenschein
Dean, College of Arts & Humanities
and Professor of Sociology
Texas A & I University at
Corpus Christi
6300 Ocean Drive
Corpus Christi, Tex. 78411

Carol Wennerdahl
Director, Illinois Guaranteed
Student Loan Program
P.O. Box 33
Deerfield, Ill. 60606

National Advisory Committee on the Handicapped

FUNCTIONS

The Committee reviews the administration and operation of programs authorized by the Education of the Handicapped Act, and other provisions of law administered by the Commissioner with respect to handicapped persons, including their effect in improving the educational attainment of such people. It reviews the administration and operation of special institutions (National Technical Institute for the Deaf, Gallaudet College, Kendall Demonstration Elementary School, Model Secondary School for the Deaf, American Printing House for the Blind, and the National Center on Education Media and Materials for the Handicapped) and makes recommendations for improving their administration and operation, and their assistance to handicapped people.

Meetings in 1974: January 16-18
May 29-31
October 21-23

Members as of December 31, 1974:

Daniel Ringelheim (Chairman)
Deputy Assistant Commissioner
New Jersey State Department of Education
Branch of Special Education and Pupil Personnel Services
Trenton, N.J. 08625

Leonard M. Baca
Assistant Professor of Special Education
Department of Special Education
University of Colorado
Hellens Annex 210
Boulder, Colo. 80302

Elizabeth J. Carrow
Speech Pathologist
9039 Katy Freeway
Suite 312
Houston, Tex. 70024

Victor H. Galloway
Director of Professional Services
Model Secondary School for the Deaf
Gallaudet College
Seventh and Florida Avenue NE.
Washington, D.C. 20002

Jean S. Garvin
Director, Special Education and Pupil Personnel Services
State Department of Education
Montpelier, Vt. 05602

Phyllis M. Harper
Teacher/Counselor of the Deaf
420 North 16th Street
Keokuk, Iowa 52632

Barbara K. Keogh
Director of Special Education Research Program
University of California at Los Angeles
Los Angeles, Calif. 90024

Winifred N. Northcott
Consultant, Early Childhood Education for the Handicapped
Minnesota State Department of Education
550 Cedar Street
St. Paul, Minn. 55101

Louise M. Okie
Housewife
2 Valley Forge Road
Darien, Conn. 06820

Max C. Rheinberger
Quadriplegic Businessman
220 West First Street
Duluth, Minn. 55802

Barbara B. Sachs
Clinical Psychologist
Mental Health Programs
for the Deaf
National Institute of
Mental Health
St. Elizabeths Hospital
Washington, D.C. 20032

Robert E. Switzer
Psychiatrist and
Senior Consultant
Menninger Foundation
Box 829
Topeka, Kans. 66601

John Vanlandingham
Attorney at Law
Suite 206
5800 North 19th Avenue
Phoenix, Ariz. 85015

Terri R. Velarde
Teacher of Exceptional Children
Coronado High School
7000 Cloudview
El Paso, Tex. 79912

Charles F. Wrobel
Manager, Special Needs
Special Intermediate School
District #916
330 Century Avenue North
White Bear Lake, Minn. 55110

National Advisory Council on Indian Education

FUNCTIONS

The Council advises the Commissioner of Education and the Secretary of Health, Education, and Welfare with regard to programs benefiting Indian children and adults. More specifically, the Council:

1. Submits to the Commissioner a list of nominees for the position of Deputy Commissioner of Indian Education.

2. Advises the Commissioner with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate, or from which they can benefit, including title III of the act of September 30, 1950 (Public Law 81-874), and section 810 of the Elementary and Secondary Education Act of 1965 (both as added by title IV of Public Law 92-318) and with respect to adequate funding thereof.

3. Reviews applications for assistance under title III of the act of September 30, 1950 (Public Law 81-874), section 810 of title VIII of the Elementary and Secondary Education Act and section 314 of the Adult Education Act (all as added by title IV of Public Law 92-318), and makes recommendations to the Commissioner with respect to their approval.

4. Evaluates programs and projects carried out under any program of the U.S. Department of Health, Education, and Welfare in which Indian children or adults can participate, or from which they can benefit, and disseminates the results of such evaluations.

5. Provides technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.

6. Assists the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under section 303(b) of the act of September 30, 1950 (Public Law 81-874), as added by title IV of Public Law 92-318.

7. Submits to the Congress not later than March 31 of each year a report on its activities, which includes any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit. The report also includes a statement of the National Council's recommendations to the Commissioner with respect to the funding of any such programs.

Meetings in 1974: February 20-27
March 22-24, 30-31
May 11-12
June 17-18
July 19-21
August 23-24, 25-26
September 6-7, 17
October 18-20
December 6-7, 12-15

Members as of December 31, 1974:

Will Antell (Chairman)
Deputy Commissioner of Education
State of Minnesota
1605 West Pine Street
Stillwater, Minn. 55082

Ellen Allen
Indian Education Specialist, Teacher Corps
425 East 10th Street
Horton, Kans. 66439

Theodore George
Native American Program Specialist
Route 1, Box 729
Poulsbo, Wash. 98370

Ann Coleman Glenn
Attorney for Governor of Oklahoma
912 Sequoyah Trail
Norman, Okla. 73069

Genevieve Hooper
Director, Yakima Tribe Education Division
Route 3, Box 3223
Wapato, Wash. 98951

Sue Lallmang
Consultant for Indian Health Service & National Tribal Chairman's Association
1011 North Pelham Street
Alexandria, Va. 22304

Patricia McGee
Tribal Chairwoman of Yavapai Tribe
Box 1401
Prescott, Ariz. 86301

Daniel Peaches
State Representative for Arizona Navajo Tribe
Box 784
Window Rock, Ariz. 86515

David Risling
Director of Indian Studies at University of California, Davis
2403 Catalina Drive
Davis, Calif. 95616

Geraldine Simplicio
Director of Zuni Education
Education Office, Box 338
Pueblo of Zuni
Zuni, N. Mex. 87327

Clarence Skye
Executive Director of
United Sioux Tribes
United Sioux Tribes
of South Dakota
Box 1193
Pierre, S. Dak. 57501

Fred Smith
Tribal President of
Seminole Tribe
6073 Stirling Road
Hollywood, Fla. 33024

Boyce Timmons
Professor at University of Oklahoma
2725 Walnut Road
Norman, Okla. 73069

Karma Torklep
Supervisor of Lumbee
Preservation Project
R.R. #2, Box 241
Lumberton, N.C. 28358

Joe Upicksoun
President, Northern Slope
Corporation
Box 566
Barrow, Alaska 99723

National Council on Quality in Education

FUNCTIONS

The Council:

1. Reviews the administration of general regulations for and operation of the programs assisted under the Elementary and Secondary Education Act at the Federal, State, and local levels, and under other Federal education programs.

2. Advises the Commissioner of Education and, when appropriate, the Secretary of Health, Education, and Welfare and other Federal officials with respect to the educational needs and goals of the Nation and assesses the progress of educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals.

3. Conducts objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended.

4. Reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to part D, section 541, clause (E) of paragraph (3) of subsection (b) of the Elementary and Secondary Education Act.

5. Makes recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs, including the programs authorized by title V of the Elementary and Secondary Education Act.

6. Consults with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including:

    a. Needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved.

    b. Priorities among needs and national goals.

c. Specific means of improving the quality and effectiveness of teaching, curriculums, and educational media, and of raising standards of scholarship and levels of achievement.

7. Conducts national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education.

8. Conducts, and reports on, comparative studies and evaluations of education systems in foreign countries.

9. Makes an annual report, and such other reports as it deems appropriate, on Council findings, recommendations, and activities to the Congress and the President. (The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and Council activities.)

10. Consults with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the Council. (All Federal agencies are directed to cooperate with the Council in assisting it in carrying out its functions.)

Meetings in 1974: None

Members as of December 31, 1974: None--Selection pending.

National Advisory Council on Supplementary Centers and Services

FUNCTIONS

The Council reviews the administration of, the general regulations for, and the operation of title III of the Elementary and Secondary Education Act, including its effectiveness in meeting the purposes set forth in section 303 of title III; reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to section 305(a)(2)(E) of title III; evaluates programs and projects carried out under this title and disseminates the results thereof; and makes recommendations for the improvement of this title and its administration and operation.

Meetings in 1974: January 24-25
April 4-5
June 13-14
October 3-4
December 12-13

Members as of December 31, 1974:

Inez C. Eddings (Chairman)
Retired Educator
832 Kipling Drive
Columbia, S.C. 29208

Martha Ayers
Retired Educator
842 Locust Street
Greenville, Ill. 62246

Arthur Ballantine
Editor, Durango Herald
P.O. Box 61
Durango, Colo. 81301

Teresita Deupi
Interior Space and
Design Planner
Partner, Deupi & Associates
1101 17th Street NW.
Washington, D.C. 20036

William R. Harvey
Vice President
Tuskegee Institute
Tuskegee, Ala. 36088

Bill L. Johnson
Assistant Professor of Counseling
& Guidance New Mexico Highlands
University
P.O. Box 97
Montezuma, N. Mex. 87731

Herlinda Chew Leong
Principal, Los Nietos Junior
High School
6177 South Southwind Drive
Whittier, Calif. 90601

Elise R. Lestin
Director of Instruction, Elementary
and Middle Penfield Central Schools
776 Hillside Avenue
Rochester, N.Y. 14618

Arnold Norskov
Owner-Operator, Grain and
Purebred Livestock Farm
P.O. Box 197
Albion, Nebr. 68260

Michael O'Neil
Superintendent of Education
Catholic Diocese of Spokane
P.O. Box 1453
Spokane, Wash. 99210

Frank J. Troy
Director, Department of
Human Relations
905 Secor Road
Toledo, Ohio 43607

Joel D. Ziev
Instructor, Special Education
Department, Hartford
Hartford Public Schools
104 Oakwood Avenue
West Hartford, Conn. 06119

National Advisory Council on Vocational Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education concerning the administration of, and the preparation of general regulations for and operation of vocational and occupational education programs supported with assistance under title I of the Vocational Education Act of 1963, as amended, and under part B of title X of the Higher Education Act of 1965.

2. Reviews the administration and operation of vocational and occupational education programs under these titles, including the effectiveness of such programs in meeting the purposes for which they are established and operated; makes recommendations with respect thereto; and makes annual reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of these titles) to the Secretary for transmittal to Congress.

3. Conducts independent evaluations of programs carried out under these titles and publishes and distributes the results thereof.

4. Reviews the possible duplication of vocational and occupational education programs at the postsecondary and adult levels within geographic areas and makes annual reports of the extent to which duplication exists, together with its findings and recommendations, to the Secretary.

Meetings in 1974: January 16-17
March 15
April 22
May 16-17
June 27-28
August 15-16
October 2-4
November 13-15
December 9

Members as of December 31, 1974:

James Allen Rhodes (Chairman)
Attorney at Law
Rhodes and Associates
50 West Broad Street
Columbus, Ohio 43215

Martha Bachman
Housewife
R.D. 1, Box 50
Hockessin, Del. 19707

W. Hughes Brockbank
President, Forest Products Company
857 South Main Street
Salt Lake City, Utah 84111

John H. Bustamante
Attorney at Law
Bustamante, Celebrezze & Cramer Co.
Illuminating Building
550 Public Square
Cleveland, Ohio 44113

Frank Cannizzaro
Business Agent, Local 210
International Brotherhood of Teamsters
345 West 44th Street
New York, N.Y. 10036

Preston C. Caruthers
President, Preston Construction Corporation
333 South Glebe Road
Arlington, Va. 22204

George B. Cook
Chairman, Bankers Life Insurance Company of Nebraska
Cotner at O Street
P.O. Box 81880
Lincoln, Nebr. 68501

JoAnn Cullen
Student
336 West Circle & Porter Avenue
Bristol, Pa. 19007

Marvin F. Feldman
President, Fashion Institute of Technology
227 West 27th Street
New York, N.Y. 10001

Salvatore B. Hoffmann
International President
Upholsterers International Union of North America
25 North Fourth Street
Philadelphia, Pa. 19106

Caroline Hughes
Housewife
100 South Howerton
Cushing, Okla. 74023

Louis L. Levine
Industrial Commissioner
New York State Department of Labor
State Campus, Building 12
Albany, N.Y. 12201

Duane R. Lund
Superintendent of Schools
Staples, Minn. 56479

Donald N. McDowell
Executive Director
National FFA Foundation Sponsoring Committee
3814 Meyer Avenue
Madison, Wis. 53711

Warren W. Means
Executive Director
United Tribes of North Dakota Development Corporation
3315 South Airport Road
Bismarck, N. Dak. 58501

Luis M. Morton, Jr.
President, Central Texas College
U.S. Highway 190 West
Killeen, Tex. 76541

Thomas Pauken
Attorney at Law
5114 Willis Avenue
Dallas, Tex. 75206

Hon. Roman Pucinski
Alderman, City Council of Chicago
City Hall
Chicago, Ill. 60646

John W. Thiele
Director of Industrial and
Community Relations
Whirlpool Corporation
Fort Smith, Ark. 72901

Margo L. Thornley
Housewife
15314 Beach Drive NE.
Seattle, Wash. 98155

David Van Alstyne, Jr.
Chairman of the Board
Van Alstyne, Noel and Company
Four Albany Street
New York, N.Y. 10006

Advisory Council on Women's Educational Programs

FUNCTIONS

The Advisory Council on Women's Educational Programs advises the President, the Secretary of the Department of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Council:

1. Advises the Commissioner with respect to general policy matters relating to the administration of the Women's Educational Equity Act of 1974;

2. Advises and makes recommendations to the Assistant Secretary concerning the improvement of educational equity for women;

3. Makes recommendations to the Commissioner with respect to the allocation of funds appropriated for the purposes of the act, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation:

4. Develops criteria for the establishment of program priorities:

5. Reviews the report of the Commissioner on sex discrimination in education and makes such recommendations, including recommendations for addieional legislation, as it deems advisable;

6. Evaluates such programs and projects, following receipt of the Commissioner's fiscal year report on the programs and activities assisted under the act, and includes such evaluation in its annual report.

Meetings in 1974: None

Members as of December 31, 1974: None--Selection pending

APPENDIX C

Obligations under Office of Education Programs by State

Fiscal Year 1974

ACTUAL OBLIGATIONS - FY 1974
(in thousands of dollars)

ELEMENTARY AND SECONDARY EDUCATION

	TITLE I						
	Local Educational Agencies	Handicapped Children	Neglected & Dependent Children	Children of Migrant Workers	State Administration	Incentive Grants	Grants for Urban/Rural Schools
Alabama	$ 34,549	$ 634	$ 238	$ 694	$ 377	$ ---	$ 1,592
Alaska	2,898	1,465	87	---	150	493	65
Arizona	8,222	530	311	2,053	150	---	116
Arkansas	20,964	1,202	239	733	241	---	902
California	121,348	2,026	1,626	9,832	1,387	161	3,650
Colorado	10,934	1,539	157	1,487	150	44	234
Connecticut	14,098	1,517	155	709	168	313	294
Delaware	2,324	676	158	308	150	44	54
District of Columbia	11,125	948	345	---	150	---	544
Florida	25,293	2,058	1,204	10,917	406	---	867
Georgia	40,574	781	678	525	443	---	1,686
Hawaii	4,107	251	44	---	150	---	199
Idaho	2,719	196	85	887	150	---	---
Illinois	77,365	5,479	689	686	869	---	2,648
Indiana	18,773	2,145	654	712	226	126	320
Iowa	14,602	756	214	90	158	725	101
Kansas	9,632	1,103	225	631	150	---	183
Kentucky	32,213	713	62	87	344	---	1,278
Louisiana	31,322	2,131	460	442	357	1,000	1,259
Maine	5,641	535	153	87	150	448	91
Maryland	22,682	1,261	753	849	265	326	807
Massachusetts	28,106	3,299	277	286	326	---	713
Michigan	58,716	4,873	784	4,225	703	2,678	1,563
Minnesota	20,897	678	510	535	231	2,346	547
Mississippi	35,923	495	293	1,015	394	---	1,619
Missouri	23,367	1,870	418	454	269	---	776
Montana	2,866	325	138	851	150	257	20
Nebraska	7,188	335	105	282	150	---	162
Nevada	1,109	130	120	38	150	---	---
New Hampshire	2,274	348	64	---	150	---	---
New Jersey	52,904	4,240	794	2,224	620	1,278	1,738
New Mexico	7,393	382	137	992	150	299	242
New York	218,024	9,997	2,549	2,861	2,425	2,678	8,958
North Carolina	51,557	2,139	1,149	1,508	584	---	2,032
North Dakota	4,101	295	82	744	150	---	125
Ohio	45,280	5,155	1,072	1,480	544	---	1,344
Oklahoma	16,649	659	611	755	193	---	619
Oregon	8,710	1,316	318	1,899	150	652	113
Pennsylvania	69,645	5,776	1,213	616	795	630	2,245
Rhode Island	5,032	511	68	3	150	---	127
South Carolina	29,853	1,214	768	629	338	---	1,311
South Dakota	5,471	333	56	34	150	101	33
Tennessee	31,273	878	764	314	345	---	1,297
Texas	67,676	5,535	1,490	18,964	965	---	2,408
Utah	4,462	400	115	258	150	199	45
Vermont	2,094	734	68	16	150	366	29
Virginia	31,523	1,056	948	760	353	---	1,019
Washington	15,135	1,369	466	2,045	193	947	268
West Virginia	14,320	471	294	204	189	66	648
Wisconsin	18,709	2,156	550	517	223	1,514	348
Wyoming	1,186	222	50	193	150	164	---
American Samoa	360	---	---	---	25	---	---
Guam	953	71	---	---	25	---	---
Puerto Rico	30,297	571	654	---	315	---	---
Trust Territory	1,153	---	---	---	25	---	---
Virgin Islands	609	---	16	---	25	---	---
TOTALS	$1,426,200	$65,779	$25,498	$76,431	$18,496	$17,855	$47,239

ELEMENTARY AND SECONDARY EDUCATION (continued)

	Title II			Loans to		TITLE III	TITLE V	
	School Library Resources	Equipment and Minor Remodeling	Grants for Special Projects	Nonprofit Private Schools	Bilingual Education	Supplementary Services	Grants to States	Comprehensive Planning & Evaluation
Alabama	$1,418	$ 634	$ 149	---	---	$ 2,449	$ 592	$ 84
Alaska	147	59	---	---	783	539	289	41
Arizona	834	302	---	---	2,107	1,426	448	62
Arkansas	804	335	---	---	---	1,484	447	63
California	8,537	2,199	218	28	13,829	12,659	2,187	311
Colorado	1,026	330	354	---	1,390	1,671	490	67
Connecticut	1,335	300	---	---	1,097	2,119	534	78
Delaware	260	81	---	---	152	681	310	44
District of Columbia	280	67	---	---	130	760	313	47
Florida	2,705	859	50	---	1,275	4,337	875	132
Georgia	1,911	762	49	---	---	3,168	713	100
Hawaii	361	114	---	---	---	809	330	47
Idaho	328	137	---	---	260	788	331	46
Illinois	4,876	1,272	---	---	2,250	7,241	1,253	188
Indiana	2,307	748	---	---	378	3,558	771	108
Iowa	1,256	410	48	---	---	2,029	528	75
Kansas	931	304	---	---	137	1,664	457	67
Kentucky	1,357	540	---	---	---	2,268	556	81
Louisiana	1,670	703	55	31	1,422	2,644	611	87
Maine	463	165	---	11	371	938	357	50
Maryland	1,788	515	---	2	---	2,729	641	91
Massachusetts	2,429	621	---	---	1,303	3,741	754	115
Michigan	4,183	1,260	---	---	1,120	6,012	1,179	158
Minnesota	1,778	592	131	---	---	2,708	637	89
Mississippi	936	436	---	---	289	1,727	476	67
Missouri	2,021	636	---	---	250	3,146	683	100
Montana	327	129	---	---	476	778	328	46
Nebraska	644	214	---	---	45	1,226	393	57
Nevada	230	67	---	---	---	638	308	43
New Hampshire	336	112	68	---	180	783	322	47
New Jersey	3,086	769	53	---	2,443	4,688	883	135
New Mexico	516	217	---	---	1,778	1,002	373	51
New York	7,423	1,641	110	15	10,990	11,317	1,733	285
North Carolina	2,038	634	---	---	---	3,446	748	106
North Dakota	271	122	---	---	---	732	314	45
Ohio	4,776	1,478	110	---	553	7,044	1,278	182
Oklahoma	1,087	374	---	---	486	1,834	516	72
Oregon	872	285	62	---	362	1,575	454	65
Pennsylvania	5,001	1,457	---	---	1,251	7,534	1,250	198
Rhode Island	402	112	---	---	725	885	333	49
South Carolina	1,142	493	---	---	---	1,934	526	72
South Dakota	304	126	---	---	156	759	323	46
Tennessee	1,588	637	---	---	---	2,686	630	91
Texas	4,979	1,798	---	---	8,644	7,440	1,435	191
Utah	528	212	---	---	400	1,018	382	51
Vermont	206	78	51	---	91	615	297	43
Virginia	1,928	688	---	---	---	3,156	705	100
Washington	1,461	438	---	---	635	2,373	592	83
West Virginia	710	282	56	---	---	1,368	423	60
Wisconsin	2,087	676	170	---	200	3,088	674	97
Wyoming	153	64	---	---	116	552	290	41
American Samoa	30	29	---	---	---	188	73	8
Guam	75	29	---	---	201	262	80	9
Puerto Rico	1,828	417	---	---	406	3,145	345	60
Trust Territory	87	29	---	---	151	283	83	9
Virgin Islands	56	29	---	---	204	210	77	9
TOTALS	$90,112	$28,217	$1,734	$87	$59,036	$145,854	$32,930	$4,749

ELEMENTARY AND SECONDARY EDUCATION (continued)

	Follow Through	Right To Read	Educational Broadcasting Facilities	Dropout Prevention	Drug Abuse Education	Environmental Education	Nutrition & Health	TOTAL
Alabama	$ 999	$ 318	$ 454	$ 352	$ 19	$ 38	$ 577	$ 46,167
Alaska	90	85	633	---	18	59	---	7,901
Arizona	835	169	56	---	38	234	353	18,246
Arkansas	795	92	481	46	50	---	353	29,231
California	8,795	1,790	571	650	721	81	---	192,606
Colorado	421	436	205	757	53	162	---	21,907
Connecticut	236	92	---	373	46	92	---	23,556
Delaware	690	129	---	---	21	---	---	6,082
District of Columbia	1,233	173	---	---	161	209	---	16,485
Florida	1,707	339	1,341	130	476	41	---	55,012
Georgia	1,570	393	491	---	58	---	---	53,902
Hawaii	291	---	---	---	58	10	---	6,771
Idaho	232	59	153	---	33	8	---	6,412
Illinois	1,735	707	563	---	560	84	---	108,465
Indiana	491	491	105	---	67	21	---	32,001
Iowa	574	109	192	---	119	11	---	21,997
Kansas	563	109	57	---	24	15	---	16,252
Kentucky	1,056	281	---	66	31	---	---	40,933
Louisiana	975	323	475	---	75	---	283	46,325
Maine	191	131	48	---	32	42	---	9,904
Maryland	549	145	300	95	16	44	---	33,858
Massachusetts	1,291	368	328	46	247	220	---	44,470
Michigan	1.564	577	556	513	166	99	---	90,929
Minnesota	467	200	150	573	135	134	427	33,765
Mississippi	983	78	48	---	48	19	---	44,846
Missouri	1,568	225	927	87	168	26	143	37,134
Montana	495	17	578	---	44	12	167	8,004
Nebraska	524	20	---	---	35	58	---	11,438
Nevada	193	57	---	---	10	---	---	3,093
New Hampshire	168	47	---	---	---	87	---	5,006
New Jersey	1,718	398	---	448	73	---	---	76,492
New Mexico	694	137	475	---	35	---	---	14,873
New York	3,251	871	657	65	675	255	385	287,165
North Carolina	1,099	194	668	---	43	16	---	68,181
North Dakota	490	---	50	---	9	---	---	7,530
Ohio	1,040	455	611	60	95	63	---	72,620
Oklahoma	438	149	---	---	50	28	---	24,520
Oregon	572	161	127	---	72	167	---	17,932
Pennsylvania	2,335	735	---	701	81	146	---	101,609
Rhode Island	434	559	308	---	11	8	---	9,717
South Carolina	1,027	113	474	---	38	40	---	39,972
South Dakota	959	79	27	50	18	---	117	9,142
Tennessee	959	335	686	---	32	---	---	42,515
Texas	2,141	911	307	---	605	50	---	125,539
Utah	326	18	266	---	57	---	---	8,887
Vermont	301	94	---	---	15	33	---	5,281
Virginia	998	140	569	---	31	23	---	43,997
Washington	1,682	268	580	96	56	25	---	28,712
West Virginia	327	161	28	---	9	---	---	19,616
Wisconsin	440	280	485	---	36	53	---	32,303
Wyoming	184	45	---	1,200	27	4	---	4,641
American Samoa	332	---	---	---	10	---	---	1,055
Guam	---	---	---	---	10	---	---	1,715
Puerto Rico	622	35	395	---	38	---	---	39,128
Trust Territory	---	---	---	---	6	---	---	1,826
Virgin Islands	---	29	233	---	26	---	---	1,523
TOTALS	$53,650	$14,127	$15,678	$6,308	$5,687	$2,717	$2,805	$2,161,189

EDUCATION FOR THE HANDICAPPED

	Grants to States	Deaf-Blind Centers	Early Childhood Projects	Specific Learning Disabilities	Research Demonstrations	Media & Captioned Films	Regional Resource Centers	Recruitment & Information	Special Ed. & Manpower Development	TOTAL
Alabama	$ 803	$ 1,122	$ 130	$ 60	---	$ 475	$ 879	---	$ 721	$4,190
Alaska	200	---	60	---	---	---	---	---	177	437
Arizona	377	---	106	99	---	---	---	---	588	1,170
Arkansas	425	---	86	72	---	---	---	---	199	782
California	4,361	2,005	744	250	568	1,145	448	---	2,723	12,244
Colorado	517	2,019	275	---	425	313	---	---	728	4,277
Connecticut	655	---	90	68	211	404	---	---	653	2,081
Delaware	200	---	---	65	---	---	---	---	72	337
District of Columbia	200	---	60	---	64	1,452	610	285	1,290	3,961
Florida	1,380	---	122	65	68	23	---	---	1,329	2,987
Georgia	1,072	---	527	---	---	---	---	---	1,042	2,641
Hawaii	200	---	182	69	---	---	---	---	131	582
Idaho	200	---	90	72	---	---	---	---	137	499
Illinois	2,449	---	548	80	228	612	218	215	1,315	5,565
Indiana	1,194	---	217	94	1,261	578	---	---	708	4,052
Iowa	635	---	429	---	---	---	479	---	648	2,191
Kansas	500	---	68	---	502	315	140	---	1,308	2,833
Kentucky	737	---	100	68	311	662	703	---	657	3,238
Louisiana	897	---	70	60	---	---	---	---	397	1,424
Maine	224	---	128	65	---	---	---	---	181	598
Maryland	890	---	195	---	261	8	---	---	737	2,091
Massachusetts	1,234	1,094	324	124	458	852	---	---	1,275	5,361
Michigan	2,085	1,586	323	---	252	291	300	---	1,876	6,713
Minnesota	893	---	136	---	785	---	---	---	840	2,654
Mississippi	546	---	259	77	---	---	---	---	469	1,351
Missouri	1,017	---	91	70	---	145	---	---	963	2,286
Montana	200	---	111	---	---	---	---	---	162	473
Nebraska	320	---	55	61	4	310	---	---	228	978
Nevada	200	---	---	74	---	---	---	---	163	437
New Hampshire	200	---	121	---	---	---	---	---	132	453
New Jersey	1,520	---	267	---	196	---	487	---	416	2,906
New Mexico	250	---	235	145	11	315	235	---	320	1,511
New York	3,780	2,050	1,014	70	1,714	2,200	327	---	2,991	14,228
North Carolina	1,181	1,225	975	110	---	---	---	---	863	4,354
North Dakota	200	---	100	90	---	---	---	---	206	596
Ohio	2,416	---	211	71	10	783	230	---	1,281	5,002
Oklahoma	555	---	110	90	---	---	---	---	408	1,163
Oregon	458	---	---	63	2	314	469	---	906	2,212
Pennsylvania	2,507	---	536	80	215	39	225	---	2,038	5,640
Rhode Island	204	---	---	---	---	24	68	---	188	484
South Carolina	637	---	77	60	---	---	---	---	299	1,073
South Dakota	200	---	107	98	---	---	---	---	316	721
Tennessee	825	---	129	112	230	312	---	---	794	2,402
Texas	2,604	1,798	657	125	302	435	248	---	1,718	7,887
Utah	272	---	178	---	61	287	278	---	471	1,547
Vermont	200	---	85	78	---	---	---	---	297	660
Virginia	1,059	---	307	201	181	400	---	---	1,317	3,465
Washington	767	1,156	190	29	208	---	139	---	904	3,393
West Virginia	383	---	115	75	---	---	---	---	301	874
Wisconsin	1,031	---	260	---	107	314	769	---	1,028	3,509
Wyoming	200	---	66	64	---	---	---	---	197	527
American Samoa	70	---	---	---	---	---	---	---	50	120
Guam	115	---	---	---	---	---	---	---	57	172
Puerto Rico	728	---	60	70	---	---	---	---	258	1,116
Trust Territory	115	---	---	---	---	---	---	---	90	205
Virgin Islands	115	---	---	---	---	---	---	---	50	165
TOTALS	$47,203	$14,055	$11,346	$3,224	$8,635	$12,990	$7,252	$500	$39,613	$144,818

	SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS			EMERGENCY SCHOOL ASSISTANCE			
	(P.L. 374) Maintenance & Operation	(P.L. 815) Construction	TOTAL	Emergency School Aid	Civil Rights Adv. Serv.	Emergency School Aid	TOTAL
Alabama	$ 9,698	$ 203	$9,901	$10,065	$ 847	$ 727	$ 11,639
Alaska	30,730	2,836	33,566	178	368	---	546
Arizona	15,716	5,198	20,914	1,999	267	379	2,645
Arkansas	3,156	---	3,156	4,081	416	365	4,862
California	77,522	3,719	81,241	22,366	1,574	5,683	29,623
Colorado	12,682	2,632	15,314	2,480	765	264	3,509
Connecticut	3,509	---	3,509	2,676	217	250	3,143
Delaware	2,489	---	2,489	547	122	265	934
District of Columbia	3,801	---	3,801	3,284	---	---	3,284
Florida	17,159	238	17,397	11,436	749	1,545	13,730
Georgia	14,832	---	14,832	11,232	420	156	11,808
Hawaii	11,512	---	11,512	255	209	---	464
Idaho	3,584	337	3,921	189	42	---	231
Illinois	10,356	113	10,469	5,419	1,194	1,872	8,485
Indiana	5,213	---	5,213	2,206	887	100	3,193
Iowa	1,835	---	1,835	308	168	---	476
Kansas	8,985	1,458	10,443	797	467	309	1,573
Kentucky	10,011	---	10,011	1,816	291	226	2,333
Louisiana	3,662	---	3,662	8,415	629	624	9,668
Maine	2,943	---	2,943	---	---	249	249
Maryland	30,101	---	30,101	3,264	195	600	4,059
Massachusetts	10,845	---	10,845	1,213	64	2,224	3,501
Michigan	5,840	---	5,840	6,148	955	76	7,179
Minnesota	2,986	---	2,986	1,515	563	---	2,078
Mississippi	4,165	---	4,165	5,105	496	214	5,815
Missouri	8,202	---	8,202	2,798	1,068	80	3,946
Montana	6,107	765	6,872	419	206	---	625
Nebraska	5,792	3,112	8,904	58	171	---	229
Nevada	3,729	---	3,729	334	67	---	401
New Hampshire	2,696	---	2,696	---	20	---	20
New Jersey	14,506	716	15,222	4,998	446	329	5,773
New Mexico	15,488	3,976	19,464	2,647	476	646	3,769
New York	18,273	---	18,273	17,732	735	3,540	22,007
North Carolina	16,985	218	17,203	10,660	556	243	11,459
North Dakota	5,074	---	5,074	175	34	25	234
Ohio	12,490	---	12,490	2,511	840	288	3,639
Oklahoma	12,051	---	12,051	3,439	364	207	4,010
Oregon	3,919	---	3,919	429	68	---	497
Pennsylvania	8,228	---	8,228	5,255	533	---	5,788
Rhode Island	3,395	---	3,395	762	222	---	984
South Carolina	10,058	---	10,058	7,307	438	142	7,887
South Dakota	5,651	---	5,651	486	178	---	664
Tennessee	7,064	---	7,064	4,661	442	393	5,496
Texas	31,690	4,936	36,626	19,989	1,122	5,063	26,174
Utah	8,328	---	8,328	437	236	129	802
Vermont	273	---	273	---	---	---	---
Virginia	41,140	---	41,140	7,389	629	602	8,620
Washington	14,756	393	15,149	1,350	639	758	2,747
West Virginia	986	36	1,022	380	108	---	488
Wisconsin	2,062	---	2,062	923	230	---	1,153
Wyoming	2,944	---	2,944	155	---	---	155
American Samoa	---	---	---	---	---	---	---
Guam	2,855	---	2,855	---	664	---	664
Puerto Rico	6,340	---	6,340	---	---	1,500	1,500
Trust Territory	---	---	---	---	---	271	271
Virgin Islands	---	---	---	---	---	776	776
TOTALS	$574,414	$30,886	$605,300	$202,288	$22,397	$31,120	$255,805

	INDIAN EDUCATION				OCCUPATIONAL, VOCATIONAL AND ADULT EDUCATION			
	Payments to LEA's	Special Projects	Adult Education	TOTAL	Basic Voc. Ed. Programs	Programs for Students with Spec. Needs	Consumer & Homemaking Education	Work-Study
Alabama	$ 32	$ ---	$ ---	$ 32	$ 8,462	$ 410	$ 636	$ 137
Alaska	3,707	253	191	4,151	553	27	42	13
Arizona	2,488	1,811	617	4,916	4,016	195	302	72
Arkansas	---	---	---	---	4,499	218	338	72
California	1,224	1,318	101	2,643	34,930	1,693	2,624	749
Colorado	114	327	---	441	4,865	236	366	91
Connecticut	---	---	---	---	4,617	224	347	107
Delaware	---	---	---	---	970	47	73	21
District of Columbia		95	100	195	1,198	58	90	27
Florida	58	111	---	169	13,568	658	1,019	238
Georgia	2	---	---	2	10,857	526	816	181
Hawaii	---	---	---	---	1,435	70	108	32
Idaho	83	---	---	83	1,783	86	134	30
Illinois	161	60	---	221	18,227	883	1,369	405
Indiana	---	---	---	---	10,665	517	801	201
Iowa	60	100	---	160	5,859	284	440	108
Kansas	99	---	---	99	4,576	222	344	88
Kentucky	---	---	---	---	7,927	384	596	128
Louisiana	309	---	67	376	9,158	444	688	151
Maine	52	75	---	127	2,313	112	174	38
Maryland	72	---	---	72	7,206	349	541	148
Massachusetts	5	185	---	190	10,032	486	754	209
Michigan	840	191	130	1,161	16,892	819	1,269	352
Minnesota	1,230	563	85	1,878	7,892	382	593	150
Mississippi	90	51	---	141	5,563	270	418	93
Missouri	---	---	---	---	9,587	465	720	173
Montana	1,073	952	180	2,205	1,627	79	122	28
Nebraska	167	65	---	232	3,072	149	231	58
Nevada	315	182	20	517	799	39	60	17
New Hampshire	---	---	---	---	1,558	76	117	27
New Jersey	---	---	---	---	11,314	548	850	250
New Mexico	2,021	897	359	3,277	2,620	127	197	43
New York	662	445	---	1,107	27,187	1,317	2,042	626
North Carolina	1,145	277	---	1,422	12,792	620	961	209
North Dakota	392	671	45	1,108	1,556	75	117	26
Ohio	38	---	---	38	20,921	1,014	1,572	406
Oklahoma	4,317	964	103	5,384	5,926	287	445	97
Oregon	268	342	91	701	4,486	217	337	81
Pennsylvania	---	---	---	---	22,763	1,103	1,710	429
Rhode Island	---	---	---	---	1,914	93	144	36
South Carolina	5	---	---	5	6,858	332	515	113
South Dakota	1,138	503	64	1,705	1,652	80	124	28
Tennessee	---	---	---	---	9,541	462	717	151
Texas	75	114	---	189	25,473	1,234	1,914	446
Utah	263	---	185	448	2,840	138	213	48
Vermont	---	---	---	---	1,023	50	77	18
Virginia	8	---	---	8	10,439	506	784	184
Washington	1,589	734	319	2,642	6,827	331	513	133
West Virginia	3	---	---	3	4,186	203	314	67
Wisconsin	776	586	130	1,492	9,385	455	705	173
Wyoming	120	53	113	286	735	36	55	13
American Samoa	---	---	---	---	67	10	10	1
Guam	---	---	---	---	213	10	16	3
Puerto Rico	---	---	---	---	6,724	326	505	114
Trust Territory	---	---	---	---	219	11	16	4
Virgin Islands	---	---	---	---	141	10	11	2
TOTALS	$25,001	$11,925	$2,900	$39,826	$412,508	$20,003	$30,996	$7,845

OCCUPATIONAL, VOCATIONAL AND ADULT EDUCATION (continued)

	Cooperative Education	State Advisory Council	Innovation	Research	Grants to States	Teacher Corps	Leadership Training	Urban/Rural
Alabama	$ 356	$ 74	$ 295	$ 340	$ 1,353	$ 851	---	---
Alaska	214	39	208	22	178	340	---	---
Arizona	281	39	249	585	450	970	---	---
Arkansas	282	39	248	181	786	500	---	---
California	1,037	118	689	1,387	3,415	4,622	---	933
Colorado	301	39	262	195	1,480	937	---	222
Connecticut	322	39	411	185	705	383	---	297
Delaware	224	39	214	39	239	---	---	---
District of Columbia	229	39	218	598	286	420	---	---
Florida	469	118	579	544	1,561	472	792	707
Georgia	403	95	324	567	1,714	297	---	206
Hawaii	235	39	223	57	273	---	---	---
Idaho	235	39	221	72	260	412	---	---
Illinois	658	118	480	731	2,343	---	---	182
Indiana	427	93	339	428	1,154	416	---	272
Iowa	323	51	275	235	647	420	---	---
Kansas	299	39	260	184	528	942	---	140
Kentucky	343	69	287	318	1,149	574	---	549
Louisiana	370	80	304	367	1,599	995	---	---
Maine	243	39	226	93	329	970	---	---
Maryland	367	63	302	289	909	470	---	135
Massachusetts	435	87	338	402	1,147	545	---	---
Michigan	601	118	445	677	1,849	840	---	68
Minneaota	371	69	308	317	794	368	---	---
Missisaippi	305	48	264	230	1,054	836	---	186
Missouri	395	83	319	349	1,139	307	---	455
Montana	232	39	220	65	257	345	---	153
Nebraska	265	39	240	123	393	25	---	---
Nevada	220	39	212	32	212	439	---	---
New Hampshire	230	39	218	63	269	---	---	---
New Jeraey	485	98	386	454	1,588	700	---	358
New Mexico	250	39	230	105	344	492	---	300
New York	907	118	646	1,082	3,852	3,441	---	647
North Carolina	432	112	401	692	1,899	334	---	---
North Dakota	230	39	218	62	258	495	---	---
Ohio	662	118	482	954	2,216	1,354	---	715
Oklahoma	310	52	267	238	666	832	---	---
Oregon	293	39	257	180	503	---	---	281
Pennsylvania	688	118	498	913	2,635	1,236	---	384
Rhode Island	239	39	224	76	348	77	---	253
South Carolina	325	60	276	275	1,191	378	---	---
South Dakota	232	39	220	66	264	866	---	---
Tenneasee	370	83	304	383	1,404	761	---	166
Texas	702	118	506	1,022	3,205	2,549	---	1,058
Utah	255	39	233	114	283	376	---	---
Vermont	220	39	212	41	216	390	---	---
Virginia	404	91	325	416	1,436	1,021	---	140
Washington	349	59	291	274	684	1,170	---	227
West Virginia	276	39	246	168	614	---	---	179
Wisconsin	396	82	320	363	954	1,026	---	201
Wyoming	216	39	209	29	191	474	---	---
American Samoa	6	39	5	1	43	---	---	---
Guam	15	39	13	5	75	358	---	---
Puerto Rico	536	59	497	270	821	394	---	193
Trust Territory	18	39	15	9	85	---	---	---
Virgin Islands	10	39	4	3	43	---	---	---
TOTALS	$19,498	$3,544	$16,463	$17,870	$53,290	$37,420	$792	$9,607

OCCUPATIONAL, VOCATIONAL AND ADULT EDUCATION (continued)

	Career Opportunities	Categorical Programs	Exceptional Children	Vocational Education	New Careers in Education	Higher Education	Curriculum Development	Teacher Education	Special Projects	TOTAL
Alabama	$ 592	---	---	$ 125	---	$ 46	---	---	$ 594	$14,271
Alaska	140	158	---	60	79	---	---	---	---	2,073
Arizona	127	313	---	105	---	---	---	---	150	7,854
Arkansas	251	---	---	63	---	39	---	---	100	7,616
California	1,984	856	500	1,042	---	77	1,548	241	532	58,977
Colorado	266	320	---	328	---	78	---	184	70	9,240
Connecticut	207	---	318	280	---	---	---	---	---	8,442
Delaware	81	---	---	70	---	---	---	---	115	2,132
District of Columbia	279	107	118	170	---	26	1,536	116	534	6,049
Florida	---	463	109	226	---	64	---	---	---	21,587
Georgia	541	133	---	278	---	33	---	---	---	16,971
Hawaii	152	---	111	---	---	46	---	50	77	2,908
Idaho	189	---	300	95	---	---	---	---	---	3,856
Illinois	635	252	---	532	---	117	40	178	---	27,150
Indiana	394	---	---	114	---	---	---	---	150	15,971
Iowa	366	80	---	65	---	46	---	---	150	9,349
Kansas	98	---	453	260	---	65	---	217	---	8,715
Kentucky	594	---	---	182	---	78	40	---	196	13,414
Louisiana	559	---	---	61	---	---	---	---	117	14,893
Maine	165	---	---	93	---	39	---	---	---	4,834
Maryland	315	153	---	141	---	---	176	488	---	12,052
Massachusetts	595	223	420	151	---	78	855	---	50	16,807
Michigan	904	49	268	352	48	78	94	---	---	25,723
Minnesota	254	94	371	337	---	---	---	---	---	12,300
Mississippi	374	125	---	161	---	---	40	---	120	10,087
Missouri	593	---	---	204	---	39	---	219	---	15,047
Montana	250	121	---	37	---	---	---	---	---	3,575
Nebraska	299	---	---	139	---	---	---	---	---	5,033
Nevada	---	---	---	110	---	---	---	---	---	2,179
New Hampshire	9	---	---	59	---	---	---	208	170	3,043
New Jersey	671	244	---	433	---	33	---	424	372	19,208
New Mexico	387	492	---	74	---	40	---	---	---	5,740
New York	2,004	1,042	197	439	63	147	500	113	1,143	47,518
North Carolina	615	212	---	352	---	231	---	---	---	19,862
North Dakota	280	---	---	135	---	---	---	---	---	3,491
Ohio	773	657	---	623	---	39	418	547	151	33,622
Oklahoma	---	713	---	263	41	---	40	---	---	10,177
Oregon	202	---	---	320	---	---	---	183	146	7,525
Pennsylvania	688	308	145	231	50	72	---	---	375	34,346
Rhode Island	106	---	---	57	---	---	---	---	115	3,721
South Carolina	---	478	---	---	151	---	---	---	---	10,952
South Dakota	14	407	---	36	---	33	---	---	---	4,061
Tennessee	542	150	83	207	---	39	---	---	---	15,363
Texas	1,295	125	400	702	---	340	240	267	566	42,162
Utah	100	272	---	96	---	39	---	---	200	5,246
Vermont	112	---	---	46	---	---	---	---	---	2,444
Virginia	400	29	155	185	---	33	---	---	213	16,761
Washington	299	149	---	125	---	45	395	---	---	11,871
West Virginia	301	---	---	129	---	---	---	---	---	6,722
Wisconsin	251	110	---	183	---	26	---	---	56	14,686
Wyoming	88	---	---	32	---	39	---	---	---	2,156
American Samoa	---	---	---	39	---	---	---	---	---	221
Guam	---	---	---	38	---	---	---	---	---	785
Puerto Rico	116	---	---	162	---	---	---	---	---	10,717
Trust Territory	---	39	---	67	---	---	---	---	---	522
Virgin Islands	---	---	---	35	---	---	---	---	---	298
TOTALS	$20,457	$8,874	$3,948	$10,849	$437	$2,105	$5,922	$3,435	$6,462	$692,325

LIBRARY RESOURCES

	Grants for Public Libraries	Interlibrary Cooperation	College Library Resources	Librarian Training	Library Demonstrations	TOTAL
Alabama	$ 760	$ 48	$ 231	$ 57	---	$ 1,096
Alaska	250	41	42	45	---	378
Arizona	499	44	76	116	---	735
Arkansas	513	44	89	---	---	646
California	3,458	86	733	293	---	4,570
Colorado	566	45	123	69	117	920
Connecticut	693	47	169	---	---	909
Delaware	290	41	34	---	---	365
District of Columbia	321	42	72	13	75	523
Florida	1,328	56	267	126	35	1,812
Georgia	949	51	268	7	---	1,275
Hawaii	327	42	55	20	---	444
Idaho	318	42	25	---	---	385
Illinois	1,996	65	427	215	95	2,798
Indiana	1,042	52	190	20	18	1,322
Iowa	659	46	202	---	---	907
Kansas	562	45	174	7	---	788
Kentucky	726	47	145	60	108	1,086
Louisiana	793	48	85	20	---	946
Maine	363	42	92	---	---	497
Maryland	844	49	166	20	---	1,079
Massachusetts	1,125	53	381	53	27	1,639
Michigan	1,645	60	294	150	---	2,149
Minnesota	820	49	212	13	258	1,352
Mississippi	561	45	161	117	---	884
Missouri	958	51	204	18	25	1,256
Montana	314	42	51	---	---	407
Nebraska	442	43	97	---	---	582
Nevada	282	41	17	---	---	340
New Hampshire	322	42	98	---	---	462
New Jersey	1,373	57	196	91	---	1,717
New Mexico	368	42	72	90	---	572
New York	3,147	82	756	346	149	4,480
North Carolina	1,028	52	428	126	26	1,660
North Dakota	301	41	55	---	---	397
Ohio	1,925	64	393	40	---	2,422
Oklahoma	618	46	165	20	15	864
Oregon	544	45	131	40	---	760
Pennsylvania	2,111	67	493	46	156	2,873
Rhode Island	354	42	57	---	---	453
South Carolina	623	46	214	95	45	1,023
South Dakota	308	42	67	---	---	417
Tennessee	841	49	205	158	---	1,253
Texas	2,035	66	464	203	282	3,050
Utah	376	42	38	---	---	456
Vermont	273	41	84	---	22	420
Virginia	958	51	275	---	---	1,284
Washington	753	48	186	120	64	1,171
West Virginia	484	44	94	---	---	622
Wisconsin	918	50	280	33	---	1,281
Wyoming	254	41	34	---	16	345
American Samoa	44	10	4	---	---	58
Guam	54	10	4	---	---	68
Puerto Rico	636	46	89	---	---	771
Trust Territory	55	10	---	---	---	65
Virgin Islands	50	10	4	---	---	64
TOTALS	$44,157	$2,593	$9,968	$2,847	$1,533	$61,098

HIGHER EDUCATION

	University Community Services	Aid to Land-Grant Colleges		State Student Incentive Grants	Supplemental Opportunity Grants	Work-Study	Contribution to Loan Fund	Undergraduate Instructional Equipment	Basic Opportunity Grants
		Annual	Permanent						
Alabama	$ 225	$ 173	$ 50	---	$ 3,280	$ 5,802	$ 4,339	$ 369	$ 6,693
Alaska	111	152	50	---	273	328	182	---	211
Arizona	167	162	50	---	1,743	2,502	3,024	292	2,814
Arkansas	170	163	50	110	1,405	3,358	2,279	153	2,625
California	974	286	50	2,981	23,202	24,471	30,974	2,849	28,064
Colorado	182	165	50	280	2,714	3,529	4,164	372	3,404
Connecticut	323	171	50	284	2,460	2,953	3,788	300	2,812
Delaware	120	154	50	57	568	623	797	47	681
District of Columbia	245	155	50	165	1,436	1,879	2,169	160	1,322
Florida	517	197	50	564	5,011	7,377	7,857	709	6,358
Georgia	268	181	50	306	2,961	6,390	4,913	319	6,150
Hawaii	128	155	50	---	731	1,094	1,245	68	604
Idaho	127	155	50	34	807	930	1,216	117	780
Illinois	623	225	50	1,055	10,265	13,721	14,260	1,141	11,966
Indiana	289	185	50	437	4,500	5,403	7,506	500	4,154
Iowa	203	169	50	237	3,514	3,926	5,707	460	4,011
Kansas	181	165	50	234	2,433	2,847	4,621	320	3,872
Kentucky	218	172	50	235	2,460	4,772	4,107	335	4,469
Louisiana	233	175	50	---	3,380	6,076	4,850	356	6,333
Maine	136	157	50	75	4,117	2,726	1,189	107	1,351
Maryland	244	177	50	364	3,443	4,036	4,450	352	4,836
Massachusetts	307	189	50	698	8,288	11,392	10,537	744	8,143
Michigan	509	210	50	882	8,542	9,584	12,718	1,038	9,260
Minnesota	239	176	50	343	6,480	6,295	6,351	420	5,283
Mississippi	181	165	50	164	3,014	4,885	3,287	275	6,924
Missouri	270	182	50	410	3,918	5,426	6,672	547	4,844
Montana	126	155	50	58	657	2,101	1,229	100	855
Nebraska	154	160	50	143	1,479	2,023	2,710	206	2,410
Nevada	118	153	50	35	275	450	443	35	302
New Hampshire	127	155	50	62	1,367	1,514	1,237	99	905
New Jersey	363	199	50	522	4,637	6,230	5,714	520	7,379
New Mexico	138	157	50	99	1,326	1,799	1,569	138	2,092
New York	760	273	50	1,844	16,777	19,263	23,770	1,910	29,878
North Carolina	374	185	50	406	4,888	8,181	6,784	600	8,974
North Dakota	253	154	50	65	1,545	1,315	1,343	108	1,377
Ohio	486	222	50	846	8,879	11,059	13,591	1,051	9,311
Oklahoma	194	167	50	265	2,423	3,522	4,482	366	5,001
Oregon	177	164	50	267	3,523	3,924	3,946	342	3,644
Pennsylvania	528	230	50	880	9,351	12,091	15,890	1,103	14,700
Rhode Island	135	156	50	108	1,099	1,150	1,507	133	1,198
South Carolina	195	168	50	203	2,166	4,483	2,795	258	4,338
South Dakota	124	155	50	63	1,520	1,185	1,324	80	1,566
Tennessee	365	177	50	319	3,627	5,965	5,322	465	5,917
Texas	690	227	50	1,057	9,570	14,207	15,380	1,359	17,383
Utah	139	157	50	168	1,618	1,714	2,666	270	1,189
Vermont	116	153	50	56	1,604	749	903	76	968
Virginia	270	181	50	383	3,372	5,606	4,919	457	5,054
Washington	224	173	50	419	4,601	4,667	5,823	502	4,559
West Virginia	164	162	50	138	1,664	2,934	2,789	216	2,261
Wisconsin	422	180	50	472	7,903	7,240	7,314	620	4,589
Wyoming	112	152	50	36	418	564	577	31	469
American Samoa	26	---	---	2	---	---	---	---	16
Guam	28	153	47	---	37	321	14	---	61
Puerto Rico	123	168	50	163	3,000	3,534	2,192	227	13,372
Trust Territory	---	---	---	---	---	----	---	---	41
Virgin Islands	27	153	47	4	25	84	20	3	21
TOTALS	$14,148	$9,505	$2,694	$18,998	$210,296	$270,200	$289,455	$23,625	$287,794

HIGHER EDUCATION (continued)

	Cooperative Education	Teacher Cancellations	Loans to Institutions	Talent Search	Upward Bound	Spec. Serv. In College	Educational Opportunity Centers	Strengthening Developing Institutions	Centers, Fellowships & Research
Alabama	$ 456	$ 76	$ 20	$ 175	$ 981	$ 772	$ 250	$ 6,465	---
Alaska	75	1	---	47	300	162	---	250	41
Arizona	110	46	1	92	434	222	---	1,780	11
Arkansas	239	77	---	92	723	411	---	2,257	---
California	686	360	248	619	2,647	2,111	282	1,850	1,446
Colorado	130	63	---	123	410	250	250	1,150	125
Connecticut	70	59	---	75	564	130	---	140	378
Delaware	76	4	---	40	132	102	---	267	---
District of Columbia	220	21	5	70	317	398	300	350	133
Florida	660	98	14	102	1,033	834	---	2,421	172
Georgia	332	56	6	120	1,215	689	---	10,906	26
Hawaii	92	7	---	62	112	116	---	1,685	124
Idaho	18	21	7	59	183	46	---	---	---
Illinois	331	234	20	343	1,244	977	---	2,140	1,156
Indiana	265	166	384	64	589	336	---	205	596
Iowa	110	114	18	57	651	221	---	1,300	66
Kansas	217	110	22	50	359	244	---	1,020	61
Kentucky	222	105	---	72	1,104	414	---	3,778	28
Louisiana	145	86	92	124	820	562	---	4,369	85
Maine	121	20	---	50	420	124	---	100	---
Maryland	140	41	58	70	655	461	---	3,433	79
Massachusetts	400	122	155	91	1,518	365	325	575	623
Michigan	333	247	25	107	1,177	767	---	3,327	840
Minnesota	95	128	2	120	496	280	---	1,904	228
Mississippi	225	63	---	138	730	682	---	5,615	---
Missouri	82	141	92	94	665	442	325	3,617	103
Montana	48	20	---	53	200	194	---	250	30
Nebraska	63	53	14	30	304	171	---	165	---
Nevada	45	---	---	51	162	112	---	---	---
New Hampshire	50	22	---	40	91	31	---	200	39
New Jersey	390	84	14	175	1,405	576	250	2,200	379
New Mexico	81	28	---	152	522	432	150	1,295	86
New York	601	392	44	327	2,718	1,702	300	155	1,409
North Carolina	625	127	16	147	1,261	896	---	17,071	186
North Dakota	107	29	8	62	242	89	---	1,530	---
Ohio	209	193	64	150	1,613	768	154	2,350	433
Oklahoma	50	108	44	133	812	519	---	3,080	64
Oregon	90	82	2	87	370	229	---	370	---
Pennsylvania	231	218	43	151	1,598	476	---	2,535	622
Rhode Island	35	25	3	25	65	85	---	300	34
South Carolina	306	45	13	95	687	473	---	6,086	---
South Dakota	40	42	8	33	163	76	---	700	---
Tennessee	360	105	---	---	934	457	---	5,523	21
Texas	417	221	180	420	2,035	1,303	250	13,669	174
Utah	74	26	4	61	388	84	---	200	56
Vermont	45	14	---	45	155	60	---	200	30
Virginia	333	57	9	127	742	644	---	7,509	145
Washington	190	107	59	140	571	170	164	716	553
West Virginia	149	60	---	66	659	307	---	3,302	---
Wisconsin	154	122	57	83	494	353	---	410	676
Wyoming	25	14	---	---	78	50	---	100	---
American Samoa	---	---	---	---	---	---	---	---	---
Guam	---	---	---	---	98	---	---	---	---
Puerto Rico	162	36	---	110	485	625	---	1,255	26
Trust Territory	---	---	---	---	---	---	---	---	---
Virgin Islands	20	---	---	---	---	---	266	---	---
TOTALS	$10,750	$4,696	$1,751	$5,819	$38,331	$23,000	$3,266	$132,075	$11,284

HIGHER EDUCATION (continued)

	Fulbright-Hays Training Grants	Post-Sec. Comm. & State Administration	Veterans Cost of Instruction	College Teacher Fellowships	Fellowships for Disadvantaged	Ellender Fellowships	Ethnic Heritage Studies	TOTAL	HIGHER EDUCATION FACILITIES LOAN FUND
Alabama	$ 26	$ 62	$ 650	$ 59	---	---	$ 30	$ 30,953	$ 174
Alaska	---	6	32	20	---	---	101	2,342	---
Arizona	---	45	576	59	---	---	---	14,130	---
Arkansas	13	57	91	59	---	---	---	14,332	---
California	561	94	5,792	338	---	---	200	131,085	1,232
Colorado	21	35	532	104	---	---	45	18,098	---
Connecticut	52	62	169	98	---	---	100	15,038	---
Delaware	---	49	66	13	---	---	---	3,846	---
District of Columbia	99	57	92	78	750	---	115	10,586	---
Florida	21	68	798	124	---	41	40	35,066	---
Georgia	81	64	443	156	---	39	---	35,671	,940
Hawaii	11	29	150	13	---	---	55	6,531	---
Idaho	---	55	92	26	---	---	---	4,723	---
Illinois	294	66	1,257	294	---	---	189	61,851	---
Indiana	114	64	198	156	---	---	40	26,201	---
Iowa	---	59	224	78	---	---	25	21,200	---
Kansas	5	62	157	65	---	---	---	17,095	---
Kentucky	7	34	244	52	---	---	---	22,878	---
Louisiana	55	48	308	117	---	58	---	28,322	---
Maine	---	56	110	20	---	---	---	10,929	---
Maryland	61	37	331	72	---	---	---	23,390	---
Massachusetts	132	63	565	260	---	49	195	45,786	---
Michigan	365	59	750	130	---	64	170	51,154	---
Minnesota	48	64	308	65	---	21	85	29,481	---
Mississippi	---	60	196	78	---	---	---	26,732	402
Missouri	15	66	542	163	---	81	50	28,797	---
Montana	---	56	13	39	---	---	---	6,234	---
Nebraska	53	58	43	52	---	---	---	10,341	---
Nevada	---	49	77	26	---	---	---	2,383	---
New Hampshire	---	48	68	52	---	---	---	6,157	---
New Jersey	79	66	515	169	---	---	115	32,031	---
New Mexico	---	56	141	52	---	---	11	10,374	---
New York	346	94	1,184	611	---	24	270	104,702	5
North Carolina	70	52	819	176	---	---	---	51,888	435
North Dakota	---	56	85	52	---	---	---	8,470	---
Ohio	55	78	415	247	---	44	170	52,438	---
Oklahoma	13	61	389	72	---	---	---	21,815	---
Oregon	---	61	328	78	---	---	45	17,779	---
Pennsylvania	263	61	599	293	---	16	125	62,054	---
Rhode Island	---	43	130	46	---	52	50	6,429	---
South Carolina	29	61	544	72	---	---	30	23,097	3,000
South Dakota	---	56	19	52	---	---	45	7,301	---
Tennessee	42	38	250	137	---	---	---	30,074	---
Texas	9	82	1,429	332	---	125	50	80,619	---
Utah	103	50	169	104	---	---	---	9,290	---
Vermont	7	45	25	26	---	---	---	5,327	---
Virginia	35	40	388	137	---	---	50	30,508	---
Washington	105	64	613	72	---	---	---	24,542	---
West Virginia	---	59	72	39	---	---	---	15,091	---
Wisconsin	222	48	283	117	---	---	45	31,854	---
Wyoming	---	55	33	26	---	---	---	2,790	---
American Samoa	---	6	---	---	---	---	---	50	---
Guam	---	6	---	---	---	---	---	765	---
Puerto Rico	---	57	210	13	---	---	---	25,808	---
Trust Territory	---	---	13	---	---	---	---	54	---
Virgin Islands	---	6	---	---	---	---	---	676	---
TOTALS	$3,412	$2,933	$23,527	$5,789	$750	$614	$2,446	$1,397,158	$10,188

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