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Federal Funds for EDUCATION

1954-55 and 1955-56

LOCAL STUDIES REFERENCE
NON-CIRCULATING

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

**FEDERAL ALLOTMENTS FOR EDUCATIONAL PROGRAMS
FOR THE 1954-55 SCHOOL YEAR**

<i>Government Agency</i>	<i>Amount of Federal Funds</i>
Total	\$1,616,652,345
DEPARTMENT OF AGRICULTURE	246,081,928
DEPARTMENT OF COMMERCE	2,836,734
DEPARTMENT OF DEFENSE	47,796,116
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE	442,475,407
DEPARTMENT OF THE INTERIOR	76,899,988
DEPARTMENT OF JUSTICE	461,070
DEPARTMENT OF LABOR	3,159,700
DEPARTMENT OF STATE	42,285,935
DEPARTMENT OF THE TREASURY	3,050,510
ATOMIC ENERGY COMMISSION	22,730,652
CANAL ZONE	3,015,280
DISTRICT OF COLUMBIA	5,185,468
NATIONAL SCIENCE FOUNDATION	9,981,852
VETERANS ADMINISTRATION	710,083,657
WHITE HOUSE CONFERENCE ON EDUCATION	608,048

Bulletin 1956 • No. 5

Federal Funds for EDUCATION

1954-55 AND 1955-56

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

Marion B. Folsom, Secretary

Office of Education Samuel Miller Brownell, Commissioner

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Foreword

THIS BULLETIN is the thirteenth in the Office of Education series on *Federal Funds for Education* issued biennially since 1933-34. In the present report, figures are given for the two most recent years if they are available. In some instances, expenditure figures for the 1955-56 school year will not be reported until later, and the Federal office did not wish to report allotment or budget figures. For these, the most recent data are for the 1954-55 school year.

Bulletins in this series of publications are issued in response to a continuing interest in Federal funds appropriated or allotted for educational services. In publishing the reports, it is the purpose of the Office of Education to provide a central and authoritative source of information on the educational activities of the Government which require the expenditure of Federal funds.

For this new bulletin, the Office of Education has been able to report a total of 99 Federal programs in education which are several more than were reported in the preceding issue. In securing these presentations, the Office has had the cooperation of numerous officials in the Departments and Agencies of the Government. Their assistance in providing basic information and in reading for approval the tables and discussions, prepared on the basis of such materials, is appreciated.

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Chapter I

FEDERAL PARTICIPATION IN EDUCATION

THERE ARE MANY WAYS in which the Federal Government has continued to show an interest in education through the years. Congress is enacting laws making numerous references to education and it is providing Federal financial assistance for many phases of the program of education. Presentations in this bulletin indicate the variety and scope of this Federal concern.

PURPOSE OF THIS BULLETIN

As a measure of the extent to which the Federal Government participates in education, this publication reports on Federal expenditures for educational services and programs. Specifically, it presents summaries indicating amounts of Federal expenditures for education and training in recent years, and descriptions of the educational services financed in whole or in part by the Federal Government.

In gathering data, reports are invited and included for all Federal educational services. Decisions as to what programs and expenditures are to be included are made by reference to a general guiding statement as follows:

GUIDE FOR DETERMINING CONTENTS OF FEDERAL FUNDS FOR EDUCATION

Programs and distributions to be reported in *Federal Funds for Education* are those which provide Federal assistance in the form of commodities, funds, or services for activities in educational institutions or under Federal, State, local, or private educational agencies.

Federally assisted research and training programs conducted in educational institutions and the training of non-Federal research workers and technicians in Federal institutions and under Federal assistance are to be reported.

Programs in which a pupil-teacher relationship exists and for which a Federal department, agency, or office provides instruction, lectures, tuition, contracts for educational services, school housing, or expenses required by students engaged in educational activities under Federal sponsorship are to be included.

Programs of in-service training for Federal employees while on duty provided outside of educational institutions and open only to Federal employees are to be excluded.

Reports are included in this publication for 99 programs qualifying according to the above guide. Other reports have implied

that there may be a total of approximately 300 such programs. Apparently, a third of the operating programs are reported here but information is not available to support any conclusions with reference to the proportion that the total of \$1,616,654,000 of Federal funds for education given in table 2 is of the total amount expended by the Federal Government for educational services.

For most of the programs, figures are provided indicating the amounts of the Federal expenditures. However, in some instances the figures are not reported since the Federal offices could not easily separate them from expenditures for administration or for other services. For these, only the descriptions of the programs are included.

Some of the data were assembled from official reports of the Federal departments and agencies. Others were obtained through correspondence with officials responsible for the administration of the various Federal appropriations for education. Presentations in this bulletin are grouped or arranged according to the Federal agencies that administer the programs. The arrangement of the programs is evident in the table of contents.

NATIONAL SUMMARIES OF FEDERAL ACTIVITIES IN EDUCATION

Interest in Federal aids for education continues at a high level throughout the Nation. Inquiries concerning such aids come from students, leaders, educators, legislators, research workers, citizen committees, and also from ministers of education in other nations. The present series of bulletins has been a systematic attempt to provide continuing information about Federal expenditures for educational programs.

Two studies directed toward a complete review of educational activities of the Federal Government have provided unusual opportunities to learn about many other programs not previously described. One of these was the study conducted by the Hoover Commission included in the Task Force report on public welfare.¹ This report indicated that approximately \$3.7 billion of Federal funds had been obligated for educational programs for the 1948-49 school year.

A second opportunity to learn more about Federal funds for education was the report of a comprehensive survey of Federal activities in education completed by the Legislative Reference

¹The Brookings Institution. *Functions and Activities of the National Government in the Field of Welfare*. A report with recommendations prepared for the Commission on Organization of the Executive Branch of the Government. Washington, U. S. Government Printing Office, 1949. 500 p.

Service of the Library of Congress. For this study and publication, data were obtained by means of brief questionnaires which the Bureau of the Budget sent to all Federal offices. Responses indicated that 298 separate and distinct programs in education were operating in the various departments and agencies. Federal funds, specifically obligated for the 1949-50 school year for 255 of these programs, totaled more than \$3.6 billion.

A review of the Quattlebaum report reveals the numbers of educational programs in the various Federal offices shown in table 1. Nine Departments of the Federal Government were reported to have a total of 218 distinct programs of education. The remaining numbers of educational programs for which Federal funds are expended were administered by the offices frequently designated as independent agencies.

Table 1.—NUMBER OF FEDERAL PROGRAMS IN EDUCATION FOR THE 1949-50 SCHOOL YEAR DESCRIBED IN THE QUATTLEBAUM REPORT¹

Federal department or agency	Number of programs	Federal department or agency	Number of programs
1	2	1	3
Total.....	298	Economic Cooperation Administration.....	3
		Federal Civil Defense Administration.....	1
		Federal Communications Commission.....	1
		Federal Deposit Insurance Corporation.....	1
Department of Agriculture.....	23	Federal Mediation and Conciliation.....	1
Department of Commerce.....	29	Federal Reserve Board.....	2
Department of Defense.....	61	General Services Administration.....	2
Department of Health, Education, and Welfare.....	47	Housing and Home Finance Agency.....	7
Department of the Interior.....	24	Interstate Commerce Commission.....	2
		Library of Congress.....	5
Department of Justice.....	7	National Advisory Committee for Aeronautics.....	4
Department of Labor.....	8	National Security Resources Board.....	1
Department of State.....	8	Railroad Retirement Board.....	1
Department of Treasury.....	6		
Atomic Energy Commission.....	6	Reconstruction Finance Corporation.....	2
Bureau of the Budget.....	3	Smithsonian Institution.....	7
Canal Zone.....	1	Tennessee Valley Authority.....	9
Central Intelligence Agency.....	1	United States Botanic Garden.....	1
Civil Aeronautics Board.....	1	United States Government Printing Office.....	2
Civil Service Commission.....	1	Veterans Administration.....	3
Displaced Persons Commission.....	1		
District of Columbia.....	11		

¹ Quattlebaum, Charles A. *Federal Educational Activities and Educational Issues Before Congress*. Washington, U. S. Government Printing Office, 1951. (House Document No. 423). 667 p.

Benefits that citizens of the United States receive under these federally supported programs may be associated with various agencies and services, including the public schools, private schools, universities, vocational education, vocational rehabilitation, farming, business, government, military service, office management,

health, currency, thrift, research, civil defense, law enforcement, handicaps, veterans' education, citizenship, penal institutions, surveys, social security, occupied areas, school lunches, conservation, national parks, libraries, apprenticeship, and numerous other facets of education in the national life.

Programs in education as outlined in table 1 are based upon information for the 1949-50 school year. Since that year, some of the activities which were reported have been eliminated, some have been combined with other activities or perhaps transferred to other offices, while certain new activities have been introduced. However, many of the activities appear year after year inasmuch as they represent continuing or on-going programs.

FEDERAL INTEREST IN EDUCATION

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

NATIONAL PURPOSES ITEMIZED

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

7. To promote the general welfare of the Nation through research in the physical, biological, and social sciences that will develop new areas of learning and prepare more specialists with competencies in these fields.

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

Recognition should be given to the fact that the national interest in education changes along with other phases of national progress. For this reason, both the purpose and the scope of the Federal participation in education should be reappraised frequently. In a special message to Congress on January 7, 1954, the President recommended "a State conference on education . . . in each State, culminating in a national conference." All of the States cooperated in this program and arranged State conferences in 1955 and 1956.

After many of the conferences on education which the President proposed in 1954 had been held and the findings became available, further references were made to the Federal interest in public education in the President's State of the Union Message to Congress and the Nation given on January 5, 1956. In that message he said:

To fulfill the individual's aspirations in the American way of life, good education is fundamental. Good education is the outgrowth of good homes, good communities, good churches, and good schools. Today our schools face pressing problems—problems which will not yield to swift and easy solutions, or to any single action. They will yield only to a continuing, active, informed effort by the people toward achieving better schools.

This kind of effort has been spurred by the thousands of conferences held in recent months by half a million citizens and educators in all parts of the country, culminating in the White House Conference on Education. In that Conference, some 2,000 delegates, broadly representative of the Nation, studied together the problems of the Nation's schools.

They concluded that the people of the United States must make a greater effort through their local, State, and Federal Governments to improve the education of our youth. This expression from the people must now be translated into action at all levels of government.

So far as the Federal share of responsibility is concerned, I urge that the Congress move promptly to enact an effective program of Federal assistance to help erase the existing deficit of school classrooms. Such a program, which should be limited to a 5-year period, must operate to increase rather than decrease local and State support of schools and to give the greatest help to the States and localities with the least financial resources. Federal

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aid should in no way jeopardize the freedom of local school systems. There will be presented to the Congress a recommended program of Federal assistance for school construction.

Such a program should be accompanied by action to increase services to the Nation's schools by the Office of Education and by legislation to provide continuation of payments to school districts where Federal activities have impaired the ability of those districts to provide adequate schools.

These expressions of the President serve to clarify the interests of the Federal Government as they are related to educational services.

A few days later, the President addressed a further message to Congress entitled "Our Educational System." In that message delivered on January 12, 1956, he stated:

For several years now our educational system has been the object of intensified appraisal.

Signs of heartening progress have come to light. Among these are classroom construction at a higher rate than ever before; teachers' salaries increased in many communities; the number of small, uneconomical school districts reduced; substantially more young people preparing for the teaching profession; private gifts to higher education at new heights; support of education at all levels greater than ever before.

Encouraging as these advances are, they are not enough to meet our expanding educational needs. Action on a broader scale and at a more rapid rate is clearly imperative.

We still do not have enough good classrooms for our children. There is insufficient emphasis on both short-range and long-term research into the core of educational problems. We need examination and study, from a broad viewpoint of the increasing needs of higher education. These lacks are magnified by an ever-increasing stream of student enrollment and the increasing complexity of modern society.

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

METHODS OF DISTRIBUTING FEDERAL FUNDS FOR EDUCATION

The 99 programs of Federal aid for education described in this bulletin illustrate the various methods used in distributing funds for education. Methods have been adapted to the kinds of aids and to the purposes for which Congress provided the funds. These methods vary as outlined in the specific sections of the Federal acts that provide for the authorization, appropriation, and expenditure of funds. However, some classification is possible since there are similarities in the procedures used.

Various Federal fund enactments have provided for money to be: (1) Allotted on the basis of *land areas*, (2) distributed in

proportion to *population* figures, (3) awarded to the States as *flat grants*, (4) given on condition that *matching funds* are provided from State and local revenues, (5) provided as the *cost of an educational program* or of operating a school, (6) apportioned to meet a Federal obligation such as *payments in lieu of taxes* on federally owned property, (7) allocated as *equalization aid* to provide greater assistance to the financially weaker areas, (8) paid, to cover the *cost of tuition* and of other educational expenses of individuals, and (9) granted in accordance with *contracts for services* on research programs in various colleges, universities and industries. The use of these methods of distributing Federal funds for education is explained further in the following sections.

LAND AREA

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

POPULATION

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

More accurate measures for specific purposes employ limited portions of the population, such as children from 5 to 17, pupil enrollment figures, and numbers of pupils in average daily attendance. These are sometimes used in calculating the State-by-State allocation of Federal funds for education. For example, the number of children of school age are used in the distribution of school lunch funds and they were also used in the allotment of funds for the school facilities survey. Similarly, average daily attendance data are used in determining allocations of Federal funds for assistance to the school districts which have been burdened by Federal activity.

FLAT GRANTS

Allocations of the same amount to all, regardless of other factors such as size, interest, or financial condition, are usually classified as flat grants. This method has been used in allocating Federal appropriations to the land-grant colleges in the States, to agricultural experiment stations, and to the agricultural extension service. Frequently, this method of distribution is used in conjunction with some other base so that aid is determined somewhat in proportion to the size of the educational project but all States receive no less than a stated amount. These minimum amounts may be regarded as the flat-grant portions. A part of the former may also be classified as flat grants if the appropriated funds are allotted equally to all States plus the allocation of additional funds that are calculated in recognition of some measures of obligation, size of program, or need.

MATCHING FUNDS

In some appropriations for Federal aid, the legislation indicates that Congress may have feared that State and local funds for the same purpose might be reduced as Federal funds were received and so matching requirements to induce them to continue or increase their support were written into the law. Typical of this matching method is the Federal aid for vocational education which specifies that the State and local funds must be at least equivalent to the Federal grant. On the average, however, the State and local funds for vocational education in recent years have been 4 to 5 times as much as the Federal funds.

COST OF EDUCATIONAL PROGRAMS

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

PAYMENTS IN LIEU OF TAXES

Payments to local governments and boards of education, which are provided as obligations of the Federal Government arising from the nontaxable status of federally owned property, are designated as payments in lieu of taxes. Such property was probably

taxed locally prior to the Federal acquisition. The consequent loss of tax revenues from the property under Federal ownership reduces the local funds available for schools. In some instances the Federal ownership is accompanied by increased activity which also increases the educational load. Federal aid to the federally affected school districts is an example of this method of distributing Federal money, a part of which may be regarded as payments in lieu of taxes.

EQUALIZATION AID

This method of distributing Federal funds provides for the allocation of proportionately greater amounts to the less wealthy areas. It tends to raise the level of support in the financially less able areas more than it raises the expenditure levels in the districts having greater wealth. This reduces the differences in the school programs and makes them more equitable. The equalization method is used to a certain extent in the distribution of Federal funds for school food services. The National School Lunch Act, described on page 78, provides for lower State and local matching rates in States having lower per capita income payments to individuals. This provision secures proportionately larger shares for the less wealthy States and effects some equalization.

It appears that some equalization is also achieved under other plans of distribution. For instance, in 1954-55, 8 of the 10 States receiving the largest amounts for Cooperative Agricultural Extension Service were Southern States. This seems to be due to the plan of allocating the funds in proportion to the rural population. Southern States have not been so completely industrialized and have relatively larger rural populations.

COST OF TUITION

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

10. FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56

respondence courses to prepare themselves for more important services to the Nation.

CONTRACTS FOR SERVICES

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

COMBINATIONS OF METHODS

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

GENERAL AND SPECIAL AIDS FOR EDUCATION

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

Grants made to the States beginning in 1802 were for the es-

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

Grade levels of the educational programs which have been assisted by Federal funds are also interesting. The earliest grants of lands were for the establishment of common schools. Later grants were made for the establishment of colleges. Beginning in 1917 funds have been provided for vocational education in the secondary grades and for some years after 1933, emergency funds were provided for various levels of education including nursery, kindergarten, elementary, secondary, higher, and adult education. Also, since 1935, substantial amounts have been allocated for school lunches in the elementary and secondary schools.

TRENDS IN FEDERAL FUNDS FOR EDUCATION

A summary of the expenditures for educational programs administered by the various Federal departments, agencies, and offices, over the past 10 years and reported in this issue of *Federal Funds for Education*, is presented in table 2. These figures, shown at 2-year intervals, indicate the trends in expenditures for various programs.

Federal expenditures reported in table 2 represent information accumulated for this and former issues in this series of Office of Education publications. Amounts are shown for most of the programs and for most of the selected years. In some instances, leaders are inserted to indicate the absence of adequate information about the expenditure. For these, there may be several different explanations: (1) an expenditure may have been made but the Federal office was unable to report it separately from other office expenditures; (2) the Office of Education may not have received a report of the amount expended; (3) the educational program may not have been operating for that particular year; or (4) the program may have been transferred to another agency where expenditures are reported for other years.

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Table 2.—TRENDS IN THE FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION: 1946-47 TO 1954-55

Classification and identification of programs by Department or other agency	Amount of Federal support, by year (thousands of dollars)				
	1946-47	1948-49	1950-51	1952-53	1954-55
1	2	3	4	5	6
Total.....	\$2,936,965	\$3,500,817	\$2,550,952	\$1,437,389	\$1,616,654
Programs for Elementary and Secondary Schools	129,136	166,912	221,494	451,930	536,966
DEPARTMENT OF AGRICULTURE					
1. Revenue from national forests					
a. Distributed for roads and schools.....	3,424	5,983	8,363	17,359	16,894
b. Distributed for schools only (Ariz. and N. M.).....	89	57	72	132	103
2. Revenue from submarginal lands.....					375
3. School Lunch					
a. Distribution of commodities.....	8,048	36,025	49,926	66,469	63,136
b. National School Lunch Act.....	69,549	58,767	68,166	67,185	69,142
c. Special school milk program.....					17,224
DEPARTMENT OF COMMERCE					
4. Aviation education.....				145	0
DEPARTMENT OF DEFENSE					
5. Education of dependent children overseas					
a. Air Force.....			802	3,259	5,441
b. Army.....				4,816	9,564
c. Navy.....				836	1,416
DEPARTMENT OF THE INTERIOR					
6. Education of Indians in the United States.....	13,051	18,195	24,690	27,277	34,609
7. Education of Natives in Alaska.....	1,459	1,475	2,428	2,840	2,936
8. Education in the Virgin Islands.....	14	11	12	13	6
9. Education in the Pribilof Islands.....			26	34	35
10. Education of children of National Park Employees					
a. Crater Lake.....				3	4
b. Mammoth Cave.....					1
c. Yellowstone.....		13	14	16	21
11. Revenue from public domain grazing lands.....	517	185	238	346	348
12. Revenue from public domain mineral lands.....	5,984	11,331	13,909	17,256	23,605
13. Revenue from revested and reconveyed lands.....			3,248	6,461	14,223
14. Revenue from sale of public lands.....		19	60	67	134
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE					
15. American Printing House for the Blind.....	125	125	125	185	215
16. Assistance to federally affected areas					
a. Public-school construction	5,847	5,494	2,956	117,804	122,767
b. Public-school maintenance and operation.....			13,772	65,995	85,251
c. School construction on Federal bases.....				16,285	8,330
17. Survey of school plant facilities.....			278	504	0
18. Vocational education					
a. Agriculture.....	7,125	9,948	9,948	9,958	11,463
b. Trade, Industry, and Home Economics.....	11,220	14,271	14,271	14,249	16,949
c. Distributive Occupations.....	1,254	1,794	1,794	450	825
DEPARTMENT OF JUSTICE					
19. National citizenship education.....					
DEPARTMENT OF THE TREASURY					
20. Education of dependents of Coast Guard personnel.....					13
ATOMIC ENERGY COMMISSION					
21. Operation of public schools on AEC sites.....			3,632	6,780	3,651

¹ Administered under Lanham Act through Bureau of Community Facilities, Federal Works Agency.
² Data are for 1953-54.

Table 2.—TRENDS IN THE FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION: 1946-47 TO 1954-55—Continued

Classification and identification of programs by Department or other agency	Amount of Federal support, by year (thousands of dollars)				
	1946-47	1948-49	1950-51	1952-53	1954-55
1	2	3	4	5	6
CANAL ZONE					
22. Operation of public-school system.....				2,684	3,015
DISTRICT OF COLUMBIA					
23. Operation of public-school system (estimated).....	1,980	3,219	2,664	2,522	5,185
24. Education in public-welfare programs.....					
WHITE HOUSE CONFERENCE ON EDUCATION					
25. Funds for State and National education conferences.....					608
Programs for Colleges and Universities	\$381,043	\$208,668	\$66,804	\$74,642	\$153,056
DEPARTMENT OF COMMERCE					
1. National Bureau of Standards Graduate School.....					
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE					
2. Gallaudet College.....	248	321	368	413	655
3. Howard University.....	3,035	3,302	4,262	4,047	7,654
4. Land-grant colleges.....	5,030	5,030	5,030	5,030	5,052
5. Surplus property					
a. Surplus personal property ¹	148,628	85,598	50,861	63,117	132,174
b. Surplus real property.....	232,102	114,417	6,783	2,085	7,521
HOUSING AND HOME FINANCE AGENCY					
6. College housing loan program.....					
Programs for Research, Fellowships, & Education Services	\$35,940	\$42,135	\$60,745	\$69,829	\$94,259
DEPARTMENT OF AGRICULTURE					
1. Agricultural experiment stations.....	7,208	9,687	11,016	11,041	19,109
2. Agricultural extension service.....	27,323	30,438	32,141	32,117	40,600
DEPARTMENT OF COMMERCE					
3. Cooperative meteorological research.....					
DEPARTMENT OF DEFENSE					
4. Research for defense.....					
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE					
5. Office of Education—administration.....	1,481	2,010	2,363	2,992	2,925
6. Public Health research fellowships.....				2,017	2,562
ATOMIC ENERGY COMMISSION					
7. Contract research.....			13,487	17,352	18,418
8. Fellowships and other training programs.....			1,738	1,089	1,662
NATIONAL SCIENCE FOUNDATION					
9. Education in the sciences.....				41	316
10. Graduate fellowships in the sciences.....				1,366	1,809
11. Grants for basic research in biological and medical, mathematical, physical, and engineering sciences.....				1,814	7,857
12. Science libraries.....					
Programs for Training Personnel for Defense Activities	24,611	25,463	27,465	29,634	27,135
DEPARTMENT OF COMMERCE					
1. Federal Merchant Marine schools.....	4,164	3,618	2,746	2,129	1,995
2. State Maritime academies.....	1,144	1,117	1,019	621	597

¹ Data are for 1953-54.² Allocated to health and educational institutions.

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Table 2.—TRENDS IN THE FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION: 1946-47 TO 1954-55—Continued

Classification and identification of programs by Department or other agency	Amount of Federal support, by year (thousands of dollars)				
	1946-47	1948-49	1950-51	1952-53	1954-55
1	2	3	4	5	6
3. Training of unlicensed Merchant Marine personnel.....	1,223	1,117	87	89	0
4. Upgrading of licensed and unlicensed Merchant Marine personnel.....	3,582	1,903	1,491	1,235	0
DEPARTMENT OF DEFENSE					
5. Academic training of military personnel at civilian institutions.....	2,412	2,453	2,949	3,165	2,547
6. College and graduate training of Naval Reserve personnel.....	3,490	2,943	3,776	3,924	3,151
7. U. S. Air Force Academy.....	4,567	4,875	7,223	8,474	8,717
8. U. S. Military Academy.....	4,480	5,559	6,424	7,432	7,634
9. U. S. Naval Academy.....					
DEPARTMENT OF THE TREASURY					
10. Coast Guard Academy.....	1,531	1,952	1,763	2,513	2,435
11. Tuition, for Coast Guard personnel.....	18	31	32	52	53
Programs of Training for Other Persons	\$2,354,986	\$3,057,302	\$2,151,319	\$773,206	\$762,639
DEPARTMENT OF DEFENSE					
1. Off-duty education extension program for servicemen					
a. Air Force.....			926	1,562	1,683
b. Army.....			2,050	3,953	4,515
c. Marine Corps.....			10	22	56
d. Navy.....			49	43	23
e. U. S. Armed Forces Institute.....			2,092	3,064	3,043
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE					
2. Clinical training of student nurses at Freedman's Hospital.....				370	396
3. Communicable Disease Center.....					
4. Education at Carville lepro- sarium.....					
5. Grants to States for education of Public Health personnel.....				1,157	633
6. Medical record library science training.....					
7. Public Health traineeships and training grants.....				7,433	11,051
8. Robert A. Taft Sanitary Engineering Center.....				127	149
9. Training of dental assistants and technicians for Indians.....					
10. Training of practical nurses for Indian reservations.....					
11. Training of sanitation aids and sanitarians for Indians.....					
12. Vocational rehabilitation.....	14,189	18,216	21,001	22,943	24,790
13. Vocational teacher training.....	1,115	1,115	1,115	1,114	1,114
DEPARTMENT OF THE INTERIOR					
14. Bureau of Mines safety training program.....			780	850	931
DEPARTMENT OF JUSTICE					
15. FBI National Academy.....					
16. Police training schools.....					
17. Training of border patrol and local police officers in border States.....					
18. Vocational education at Federal penal institutions.....			339	432	461
DEPARTMENT OF LABOR					
19. Apprenticeship training.....		2,533	3,133	3,324	3,160
DEPARTMENT OF THE TREASURY					
20. Internal Revenue Service advanced training center.....					537
21. Off-duty extension education for Coast Guard service personnel.....			3	30	3

FEDERAL PARTICIPATION IN EDUCATION

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Table 2.—TRENDS IN THE FINANCIAL SUPPORT OF FEDERAL PROGRAMS FOR EDUCATION: 1946-47 TO 1954-55—Concluded

Classification and identification of programs by Department or other agency	Amount of Federal support, by year (thousands of dollars)				
	1946-47	1948-49	1950-51	1952-53	1954-55
1	2	3	4	5	6
VETERANS ADMINISTRATION					
22. Veterans education and training.....	2,118,735	2,700,184	1,943,341	669,018	669,814
23. Veterans vocational rehabilitation.....	220,947	335,199	176,875	57,769	40,770
Programs for International Education	\$129	\$332	\$22,525	\$38,145	\$42,530
DEPARTMENT OF COMMERCE					
1. Aviation education of foreign nationals.....	129	332	100	345	244
DEPARTMENT OF STATE					
2. Educational exchange programs in occupied areas.....			6,887	6,363	3,050
3. International educational exchange activities (Fulbright and Smith-Mundt).....			12,021	15,165	16,200
4. Other educational exchange programs.....			3,517	2,233	509
5. Programs of the International Cooperation Administration					
a. Country missions.....				14,042	22,518
b. Inter-university contracts.....					

STATE-BY-STATE DISTRIBUTIONS

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

Interest in the extent and adequacy of the Federal assistance for educational programs has grown in recent years. Educators, legislators, and citizen committees make inquiries concerning the amount "our" State received for school lunches, for land-grant colleges, for the school facilities survey, for aid to federally affected areas, for vocational education, for vocational rehabilitation, for the education of veterans, and for numerous other educational services. It is the purpose of this bulletin to give some of the answers to these questions. The answers are summarized in tables 4, 5, 6, and 7 of this chapter and discussed in greater detail in other chapters of the bulletin where descriptions of specific programs are also presented.

Expenditures for programs which are national in scope and which cannot be reported State by State are listed in table 3. Totals for the groups in this table are also listed in summary table 7 opposite "National and Other" to indicate that no attempt has been made to report them by States.

Table 4 presents a summary of the Federal funds for education administered by the Department of Health, Education, and Welfare. These funds total approximately \$403 million for the 1954-55 school year, or about 26 percent of the total reported in column 2 of summary table 7. Programs in the Department of Agriculture are reported in table 5, and the expenditures by the Veterans Administration are in table 6. Other Federal programs reported in this bulletin are summarized and given in column 6 of table 7 and in the row identified as "National and other" for all the col-

umns of this table. The total for table 7 is \$1,561,573,914 which amount is approximately \$181 million more than the corresponding amount listed in the preceding bulletin for the 1952-53 school year.

A slightly larger grand total of Federal funds for education than that noted in column 2 of table 7 is to be noted in column 6 of table 2. The difference in these two sums is due to the inclusion of several programs in table 2 that have been excluded from table 7. These programs are: (1) revenue from national forests distributed for roads and schools; (2) revenue from public domain grazing lands; (3) revenue from public domain mineral lands; (4) revenue from sale of public lands; and (5) revenue from re-vested and reconveyed lands. Though each of these provides funds for education, funds obtained may also be used for other purposes. The proportion of such revenue which is used for education is not reported to the offices which administer the programs and, therefore, is not included in table 7 as funds for education.

18 FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56

Table 3.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATES OR TERRITORIES: 1954-55

National programs of education listed by offices responsible for their administration	Table number	Page number	Amount
1	2	3	4
Total.....			\$309,739,158
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE			
Office of Education—Administration.....	8	23	2,924,800
Aid to federally affected areas—Transferred to Federal agencies.....			
Maintenance and operation—Public schools.....	13	34	3,391,163
Construction—Schools on Federal bases.....	14	35	8,330,845
Construction—Public schools.....	22	36	1,814,297
Gallaudet College.....	23	47	655,400
Howard University.....	23	48	7,654,000
Robert A. Taft Sanitary Engineering Center.....	25	52	148,800
Communicable Disease Center.....	27	53	396,026
Public Health Research Fellowships.....	28	55	2,562,000
Public Health Traineeships and Training Grants.....	28	55	11,051,000
Vocational Rehabilitation Traineeships.....	34	65	790,230
DEPARTMENT OF AGRICULTURE			
Cooperative Regional Research for Agricultural Experiment Stations.....		70	2,875,000
Agricultural Marketing Act—Agricultural Experiment Stations.....		71	500,000
Cooperative Regional Contracts for Cooperative Extension Centers.....		73	125,000
Agricultural Marketing Act—Agricultural Extension Service.....		73	925,000
DEPARTMENT OF DEFENSE			
United States Military Academy.....	47	84	8,717,074
United States Naval Academy.....	47	84	7,634,091
Academic training of military personnel at civilian institutions.....	47	84	2,547,373
College and graduate training of Naval Reserve personnel.....	47	84	3,151,430
Education overseas of children of Army personnel.....	48	86	9,563,920
Education overseas of children of Navy personnel.....	49	87	1,416,100
Education overseas of children of Air Force personnel.....	50	89	8,441,263
United States Armed Forces Institute.....	52	95	3,043,000
Off-duty education program for service personnel in the Army.....	52	95	4,514,795
Off-duty education program for service personnel in the Navy.....	52	95	23,390
Off-duty education program for service personnel in the Air Force.....	52	95	1,633,120
Off-duty education program for service personnel in the Marine Corps.....	52	95	55,550
DEPARTMENT OF THE INTERIOR			
Bureau of Mines safety training program.....	53	96	951,000
Education of Indians in the United States.....	54	99	34,605,624
Education of children of employees of Crater Lake National Park.....	58	103	3,945
Education of children of employees of Mammoth Cave National Park.....	58	103	1,314
Education of children of employees of Yellowstone National Park.....	58	103	21,339
DEPARTMENT OF STATE			
Educational exchange programs.....	67	110	19,763,235
Cooperative educational activities in other countries—Country missions.....	72	117	23,517,700
VETERANS ADMINISTRATION			
Paid to educational institutions for preparing reports on veterans in training.....		127	4,800,000
Education of veterans choosing to attend colleges in other countries.....		127	2,524,670
ATOMIC ENERGY COMMISSION			
Fellowships, other training, and research (1953-54).....	78	132	19,030,119
Operation of schools at Atomic Energy Commission installations (1953-54).....	78	132	3,650,533
DEPARTMENT OF COMMERCE			
Aviation Education of foreign nationals.....	80	135	243,933
Federal Merchant Marine Schools.....	82	137	1,994,094
State Maritime Academies.....	82	137	595,707
DEPARTMENT OF JUSTICE			
Expenditures for vocational education in Federal penal institutions.....	84	141	461,070

FEDERAL PARTICIPATION IN EDUCATION

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Table 3.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATES OR TERRITORIES: 1954-55—Concluded

National programs of education listed by offices responsible for their administration	Table number	Page number	Amount
1	2	3	4
DEPARTMENT OF LABOR			
Apprenticeship training.....	85	145	8,159,700
DEPARTMENT OF THE TREASURY			
Off-duty education program for service personnel in the Coast Guard..	52	95	7,719
Coast Guard Academy.....	86	146	2,435,000
Tuition for Coast Guard personnel.....	86	146	58,000
Education of dependents of Coast Guard personnel.....	86	146	13,270
Internal Revenue Service advanced training centers.....	87	147	534,521
NATIONAL SCIENCE FOUNDATION			
Education in the sciences.....	91	156	815,790
Research grants.....		156	12,900

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Table 4.—SUMMARY OF FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES, ADMINISTERED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1954-55

State or Territory	Total	Support of land-grant colleges	Aid to federally affected areas		Vocational education below college grade
			Maintenance and operation	School house construction	
1	2	3	4	5	6
Total.....	\$402,757,551	\$5,051,500	\$31,853,521	\$120,953,125	\$39,250,000
Alabama.....	8,816,763	100,541	294,787	2,590,998	819,070
Arizona.....	4,088,947	77,477	714,257	2,175,868	178,617
Arkansas.....	4,776,809	89,048	675,706	1,182,542	604,708
California.....	60,063,103	175,599	15,819,147	25,666,322	1,462,830
Colorado.....	6,890,714	83,218	-1,907,634	2,239,866	264,508
Connecticut.....	6,499,566	90,023	1,646,990	1,493,759	296,851
Delaware.....	754,169	73,173	24,263	105,090	165,000
Florida.....	10,283,286	97,644	1,627,442	2,989,822	471,508
Georgia.....	13,691,836	104,860	1,800,083	5,157,584	877,478
Idaho.....	1,786,106	75,872	433,757	757,710	177,287
Illinois.....	10,797,654	156,905	2,173,080	1,863,173	1,819,265
Indiana.....	6,104,671	109,245	954,023	1,148,720	790,723
Iowa.....	3,628,492	96,146	295,263	112,585	677,808
Kansas.....	8,634,550	89,006	3,402,608	2,333,609	447,256
Kentucky.....	5,863,519	99,375	766,926	706,720	831,963
Louisiana.....	5,528,890	96,769	552,306	833,863	597,083
Maine.....	2,686,169	79,115	608,163	919,078	174,877
Maryland.....	12,141,453	98,372	2,858,014	5,871,720	865,109
Massachusetts.....	7,605,428	116,789	834,864	865,219	678,702
Michigan.....	11,094,134	133,600	1,229,311	4,818,472	1,068,432
Minnesota.....	3,927,294	99,751	124,553	856,624	695,523
Mississippi.....	4,209,727	91,735	483,642	437,213	756,941
Missouri.....	9,169,091	109,448	1,323,335	1,678,472	842,619
Montana.....	2,060,220	75,896	346,637	667,346	180,040
Nebraska.....	3,530,666	83,222	1,068,164	271,083	360,854
Nevada.....	2,343,556	71,597	599,557	961,865	141,440
New Hampshire.....	1,154,014	75,319	425,486	27,064	160,083
New Jersey.....	5,816,198	118,233	1,325,337	1,464,102	580,067
New Mexico.....	7,054,084	76,794	1,351,689	3,678,202	180,598
New York.....	15,629,156	217,984	1,840,544	8,838,417	1,866,018
North Carolina.....	8,816,804	110,518	569,175	672,253	1,169,633
North Dakota.....	797,786	76,181	213,878	28,174	241,998
Ohio.....	12,825,324	149,269	3,127,595	4,598,671	1,335,914
Oklahoma.....	11,971,064	92,278	2,965,027	4,188,054	534,841
Oregon.....	4,439,810	85,176	530,425	628,522	320,287
Pennsylvania.....	9,526,520	174,720	1,327,436	561,659	1,634,241
Rhode Island.....	3,235,362	77,899	704,966	1,014,185	122,184
South Carolina.....	5,897,753	91,118	1,087,512	1,169,239	602,801
South Dakota.....	1,877,768	76,511	579,957	450,242	228,432
Tennessee.....	7,233,444	102,835	840,077	1,392,117	572,729
Texas.....	26,055,336	146,921	5,373,185	8,146,833	1,512,499
Utah.....	5,444,551	76,872	809,604	1,767,221	172,229
Vermont.....	788,523	73,763	61,153	44,570	164,827
Virginia.....	22,611,173	103,104	7,156,982	9,985,982	780,681
Washington.....	17,024,624	93,731	4,244,013	7,516,491	426,655
West Virginia.....	2,779,630	90,006	50,692	0	504,398
Wisconsin.....	3,931,728	104,260	450,767	131,905	745,322
Wyoming.....	959,047	72,898	226,471	205,685	169,443
District of Columbia.....	1,478,815	0	0	0	102,697
Alaska.....	3,391,940	71,233	2,601,334	643,464	19,589
Hawaii.....	4,067,714	74,986	1,841,433	1,309,478	165,000
Puerto Rico.....	2,310,389	50,000	—274	10,319	553,057
Virgin Islands.....	42,776	0	0	0	40,000

¹ Does not include funds paid to other Federal agencies.

FEDERAL PARTICIPATION IN EDUCATION

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Table 4.—SUMMARY OF FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES, ADMINISTERED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1954-55—Continued

State or Territory	American Printing House for the Blind	Education of Public Health personnel	Acquisition value of Federal surplus property transferred		Vocational Rehabilitation
			Personal property ¹	Real property	
1	7	8	9	10	11
Total.....	\$215,000	\$632,819	\$132,174,348	\$7,529,768	\$23,999,944
Alabama.....	5,496	4,728	3,650,947	106,371	643,825
Arizona.....	1,405	0	768,479	88,881	186,963
Arkansas.....	4,214	7,914	1,804,850	47,705	410,124
California.....	13,533	56,892	14,887,815	1,835,608	1,745,057
Colorado.....	2,229	0	2,019,651	90,047	163,771
Connecticut.....	2,931	0	2,621,896	40,347	804,769
Delaware.....	236	0	226,383	0	159,924
Florida.....	5,180	27,382	4,160,828	124,731	778,799
Georgia.....	5,649	21,843	3,170,987	43,635	1,510,262
Idaho.....	1,099	6,166	206,482	10,000	67,718
Illinois.....	11,665	30,555	4,480,268	24,882	1,237,881
Indiana.....	8,664	17,784	2,694,653	5,000	385,749
Iowa.....	8,542	2,703	2,118,997	15,821	813,682
Kansas.....	2,260	11,744	2,297,984	0	250,083
Kentucky.....	8,512	3,499	3,282,136	10,000	169,418
Louisiana.....	4,214	22,491	2,875,724	0	546,435
Maine.....	0	0	800,760	0	104,178
Maryland.....	4,183	5,425	2,183,424	455,205	305,001
Massachusetts.....	7,725	16,844	5,230,978	17,500	286,809
Michigan.....	10,229	40,906	2,667,118	78,951	1,047,165
Minnesota.....	4,855	7,924	1,811,600	0	326,464
Mississippi.....	3,939	0	2,087,545	0	398,692
Missouri.....	4,580	10,185	2,677,898	2,124,704	508,350
Montana.....	672	3,513	570,719	70,759	144,683
Nebraska.....	1,813	2,242	1,530,661	8,732	214,390
Nevada.....	0	0	543,751	0	25,346
New Hampshire.....	0	3,865	403,970	0	58,227
New Jersey.....	6,962	14,663	1,826,074	0	480,255
New Mexico.....	2,229	1,472	1,867,964	289,306	111,436
New York.....	17,650	80,690	6,180,073	4,966	1,637,964
North Carolina.....	10,626	32,191	4,796,551	72,266	883,591
North Dakota.....	1,008	1,024	119,381	16,675	99,972
Ohio.....	9,985	30,348	2,976,301	62,591	534,650
Oklahoma.....	2,657	9,712	3,036,220	647,608	514,667
Oregon.....	2,534	15,539	2,538,608	100,122	318,597
Pennsylvania.....	14,199	33,333	3,994,571	64,294	1,722,062
Rhode Island.....	0	0	1,201,266	0	114,872
South Carolina.....	2,962	0	1,945,666	585,088	463,367
South Dakota.....	1,221	3,180	438,966	0	89,269
Tennessee.....	4,611	23,219	3,847,179	25,678	674,999
Texas.....	8,423	20,689	9,239,667	544,843	1,062,271
Utah.....	1,191	0	2,506,698	0	121,736
Vermont.....	0	3,646	844,634	6,000	99,920
Virginia.....	5,557	869	3,815,836	215,198	546,519
Washington.....	2,290	18,663	4,067,460	135,547	509,744
West Virginia.....	3,023	0	1,591,470	0	540,041
Wisconsin.....	5,466	4,043	1,914,741	39,341	535,273
Wyoming.....	0	0	209,739	0	84,811
Dist. of Columbia.....	1,130	0	1,122,360	31,347	221,871
Alaska.....	0	599	4,816	0	45,355
Hawaii.....	397	496	982,900	33,937	159,067
Puerto Rico.....	2,199	84,393	1,333,223	0	277,461
Virgin Islands.....	0	0	2,776	0	0

¹ Approximately 80 percent of the personal property was transferred to educational institutions and 20 percent to health institutions.

22 FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56

Table 5.—SUMMARY OF FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR PROGRAMS OF FEDERAL ASSISTANCE TO EDUCATION ADMINISTERED BY THE DEPARTMENT OF AGRICULTURE: 1954-55

State or Territory	Total	Agricultural Experiment Stations	Cooperative Agricultural Extension Service	School Lunch		
				National School Lunch Act		Special School Milk Program
				Cash distribution	Commodity distribution	
1	2	3	4	5	6	7
Total	\$224,785,798	\$18,733,708	\$38,888,888	\$88,142,000	\$83,138,000	\$17,224,000
Alabama	7,511,881	433,402	1,487,083	2,431,703	2,963,988	230,000
Arizona	1,577,181	179,318	213,961	437,858	630,044	138,000
Arkansas	5,987,775	367,970	1,199,918	1,529,116	2,458,774	413,000
California	10,783,043	423,804	929,848	2,188,392	5,641,198	601,000
Colorado	2,208,217	211,381	416,634	563,687	982,555	156,000
Connecticut	1,861,181	190,071	210,091	584,301	734,118	98,000
Delaware	521,092	181,085	117,932	84,121	147,984	30,000
Florida	4,469,841	283,438	458,394	1,450,895	2,006,817	280,000
Georgia	7,889,013	433,498	1,507,989	2,347,873	2,879,654	381,000
Idaho	1,308,424	190,397	320,164	311,157	236,708	158,000
Illinois	7,623,517	433,460	1,193,688	2,616,300	2,479,180	901,000
Indiana	5,180,080	380,537	991,828	1,668,151	1,775,784	484,000
Iowa	4,094,475	379,103	1,115,557	1,099,734	918,033	682,000
Kansas	3,032,060	291,368	783,579	739,998	1,033,107	198,000
Kentucky	6,498,222	447,415	1,406,990	1,947,138	2,456,679	341,000
Louisiana	7,192,361	330,551	978,768	1,607,143	3,926,899	289,000
Maine	1,367,795	197,179	273,503	441,488	389,635	67,000
Maryland	2,380,686	233,168	390,046	654,199	744,273	189,000
Massachusetts	4,402,780	223,237	299,298	1,864,357	1,913,888	403,000
Michigan	6,280,444	414,781	1,135,023	2,361,387	1,780,273	589,000
Minnesota	5,110,748	366,930	1,039,669	1,333,178	1,628,073	844,000
Mississippi	6,042,952	433,561	1,495,417	2,184,293	1,633,681	394,000
Missouri	5,442,326	401,530	1,351,688	1,533,897	1,607,811	648,000
Montana	1,108,201	187,558	334,787	243,388	256,588	84,000
Nebraska	1,978,548	282,048	644,889	646,349	433,363	102,000
Nevada	412,693	143,876	123,707	68,371	87,739	39,000
New Hampshire	892,673	165,040	183,681	215,379	326,673	33,000
New Jersey	3,317,777	217,136	289,097	1,446,039	1,193,886	173,000
New Mexico	1,619,431	186,437	313,354	443,926	548,534	128,000
New York	11,303,396	430,038	1,019,807	4,063,157	4,143,394	1,647,000
North Carolina	10,018,867	583,099	1,885,229	3,118,370	3,573,199	889,000
North Dakota	1,544,309	217,221	484,712	370,803	386,471	86,000
Ohio	6,172,889	486,971	1,342,880	2,608,613	2,831,708	813,000
Oklahoma	6,874,680	335,286	1,080,161	1,228,129	3,941,104	300,000
Oregon	2,099,882	236,157	438,787	582,670	789,268	83,000
Pennsylvania	9,332,647	543,557	1,282,078	3,808,351	3,856,761	842,000
Rhode Island	790,002	149,808	85,547	277,608	349,081	27,000
South Carolina	5,115,634	390,807	1,027,103	1,668,810	1,827,914	341,000
South Dakota	1,401,710	215,964	474,567	380,486	253,693	97,000
Tennessee	7,916,021	480,604	1,422,342	2,134,548	3,177,737	731,000
Texas	12,194,873	598,536	2,344,334	3,854,455	4,609,558	718,000
Utah	1,615,649	171,435	341,484	298,238	589,502	218,000
Vermont	893,057	170,849	197,308	190,087	271,813	63,000
Virginia	6,047,349	407,631	1,182,896	1,813,808	2,419,318	344,000
Washington	3,243,930	200,139	508,143	843,271	1,399,387	333,000
West Virginia	3,752,023	321,518	696,103	1,253,968	1,294,433	188,000
Wisconsin	4,790,387	375,243	1,044,080	1,875,046	1,028,008	908,000
Wyoming	668,500	157,537	306,830	129,813	134,330	41,000
District of Columbia	331,745	0	0	181,763	88,983	61,000
Alaska	297,551	145,101	65,747	33,386	64,517	0
Hawaii	1,404,178	167,403	210,643	227,438	798,695	0
Puerto Rico	6,774,970	402,043	1,010,961	2,713,356	2,648,610	0
Virgin Islands	80,637	0	0	27,849	52,788	0
Unallotted	280,320	0	280,320	0	0	0

¹ Does not include \$125,000 shown in table 3.

FEDERAL PARTICIPATION IN EDUCATION

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Table 6.—SUMMARY OF FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR THE EDUCATION OF VETERANS: 1954-55

State or Territory	Total	Vocational rehabilitation (Public Laws 16 and 894)		Education and training (Public Law 346)		Education and training allowance (Public Law 550)
		Amount for tuition, equipment, and supplies	Amount for subsistence allowances	Amount for tuition, equipment, and supplies	Amount for subsistence allowances	
1	2	3	4	5	6	7
Total	\$795,283,657	\$9,799,542	\$39,979,260	\$41,848,850	\$59,243,641	\$563,421,364
Alabama	25,272,750	345,164	1,065,847	1,049,102	2,478,878	20,334,744
Arizona	8,852,868	81,499	263,806	210,823	270,541	8,008,199
Arkansas	10,992,422	94,626	831,482	902,492	2,261,395	6,902,427
California	59,442,509	609,194	1,930,144	3,573,683	3,855,320	49,974,168
Colorado	8,993,772	277,682	626,944	696,113	938,769	6,454,284
Connecticut	6,792,718	102,868	289,923	332,326	264,193	5,803,408
Delaware	761,664	0	82,545	31,457	18,790	678,872
Florida	20,058,371	305,078	773,873	1,464,555	2,959,012	14,550,853
Georgia	23,635,124	133,353	547,851	1,001,240	4,093,430	17,859,250
Idaho	2,865,179	65,451	244,446	125,153	249,211	2,180,918
Illinois	30,812,564	310,681	795,217	1,887,854	1,451,749	26,867,063
Indiana	14,508,910	239,832	594,558	1,550,382	1,458,200	10,666,138
Iowa	12,416,907	185,175	621,105	778,232	1,726,985	9,104,410
Kansas	6,394,400	68,938	269,500	371,458	804,758	4,879,748
Kentucky	11,447,628	159,851	745,693	437,043	1,008,996	9,096,045
Louisiana	17,609,661	117,107	890,524	796,350	1,771,661	14,634,019
Maine	2,070,171	34,244	129,107	43,385	88,375	1,775,060
Maryland	4,680,804	83,827	150,946	322,872	276,651	3,896,008
Massachusetts	18,098,068	513,023	1,009,376	1,329,426	887,279	14,858,964
Michigan	19,622,824	285,587	969,597	1,178,014	1,087,331	16,102,045
Minnesota	15,092,852	258,664	871,074	759,377	1,482,414	11,721,323
Mississippi	14,580,859	187,575	742,792	802,841	2,059,437	10,788,214
Missouri	20,085,714	858,341	1,039,612	1,329,107	1,998,638	15,860,016
Montana	2,717,912	27,571	122,554	176,887	393,569	1,997,331
Nebraska	8,108,208	96,301	404,770	273,241	961,037	6,372,869
Nevada	897,525	8,256	23,966	14,114	24,233	331,956
New Hampshire	1,857,992	30,441	166,832	52,820	122,196	1,455,708
New Jersey	10,149,506	154,297	412,307	856,863	313,888	8,412,151
New Mexico	4,178,820	88,427	159,619	156,234	223,885	3,605,655
New York	48,416,193	1,065,010	2,176,676	5,861,185	2,471,542	37,341,780
North Carolina	19,658,910	233,030	835,558	709,176	1,959,466	15,921,680
North Dakota	5,001,860	40,248	205,721	896,761	1,035,832	3,322,798
Ohio	22,794,732	398,726	1,229,535	1,530,150	1,194,507	18,441,814
Oklahoma	15,863,618	820,267	897,615	668,247	1,288,038	12,689,346
Oregon	5,947,573	95,304	267,736	400,849	597,269	4,586,915
Pennsylvania	40,695,039	357,012	1,929,844	3,044,299	2,375,776	32,988,108
Rhode Island	3,503,224	66,065	206,411	94,139	119,538	3,017,071
South Carolina	11,308,579	52,689	249,458	464,479	1,391,794	9,150,159
South Dakota	4,158,768	34,728	142,912	98,862	182,348	3,699,918
Tennessee	18,000,183	266,296	813,518	506,423	1,457,528	14,956,428
Texas	45,502,353	829,449	2,885,143	2,171,843	3,933,368	36,182,550
Utah	6,668,230	38,992	147,422	267,276	464,076	5,750,464
Vermont	1,181,007	31,010	88,636	70,106	131,834	859,421
Virginia	10,298,976	147,887	526,695	554,781	884,728	8,180,885
Washington	10,740,487	181,714	482,045	575,224	778,855	8,772,599
West Virginia	6,444,173	140,647	523,507	140,070	296,567	5,343,882
Wisconsin	13,461,480	222,484	873,675	639,802	1,303,246	10,422,223
Wyoming	1,297,171	22,992	77,457	131,913	234,663	830,146
District of Columbia	9,959,010	90,329	270,921	1,048,005	698,161	7,856,594
Foreign countries	2,524,670	2,106	22,612	309,193	1,003,451	1,187,308
U.S. possessions	24,371,419	61,056	381,053	168,123	410,738	23,860,449

24 FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56

Table 7.—SUMMARY OF FEDERAL FUNDS FOR EDUCATION: 1954-55

State or Territory	Grand total	Funds administered by the DHEW	Funds administered by the USDA	Funds for the education of veterans	Other Federal funds for education
1	2	3	4	5	6
Total.....	\$1,561,573,914	\$442,475,497	\$229,210,798	\$710,063,657	\$179,894,052
Alabama.....	41,636,848	8,816,763	7,511,883	25,272,750	35,452
Arizona.....	9,689,635	4,088,947	1,577,181	3,852,868	170,639
Arkansas.....	21,780,799	4,776,309	5,967,775	10,992,422	44,298
California.....	131,625,326	60,068,103	10,788,042	59,442,509	1,836,672
Colorado.....	18,262,497	6,890,714	2,298,217	8,993,772	79,794
Connecticut.....	15,483,881	6,499,566	1,861,181	6,792,713	330,421
Delaware.....	2,070,918	754,169	521,692	761,664	33,398
Florida.....	84,968,859	10,283,286	4,469,541	20,053,371	162,661
Georgia.....	43,962,965	12,691,886	7,569,012	23,635,124	66,998
Idaho.....	5,918,638	1,736,106	1,306,424	2,865,179	10,979
Illinois.....	50,129,857	10,797,654	7,623,517	20,812,564	896,122
Indiana.....	26,268,526	6,104,571	5,180,080	14,508,910	474,965
Iowa.....	20,246,806	3,628,492	4,094,475	12,415,907	107,932
Kansas.....	18,387,606	8,834,550	3,032,050	6,394,400	126,606
Kentucky.....	23,868,599	5,863,519	6,498,222	11,447,628	59,230
Louisiana.....	30,401,253	5,528,890	7,192,361	17,609,661	70,341
Maine.....	6,169,293	2,686,169	1,867,795	2,070,171	45,168
Maryland.....	19,476,186	12,141,453	2,880,686	4,680,304	273,743
Massachusetts.....	30,999,447	7,505,423	4,402,780	18,098,068	998,171
Michigan.....	37,274,934	11,094,134	6,280,444	19,622,324	278,082
Minnesota.....	24,325,312	3,927,294	5,110,748	15,092,852	194,418
Mississippi.....	24,868,373	4,209,727	6,042,952	14,590,859	84,335
Missouri.....	34,888,197	9,169,091	5,442,326	20,085,714	191,066
Montana.....	5,895,633	2,060,220	1,105,201	2,717,912	12,800
Nebraska.....	13,666,907	3,530,666	1,973,543	8,108,208	49,435
Nevada.....	3,153,774	2,343,556	412,693	397,525	5,000
New Hampshire.....	3,947,716	1,154,014	892,673	1,857,992	43,037
New Jersey.....	19,479,515	5,816,198	3,817,777	10,449,506	196,034
New Mexico.....	12,881,407	7,054,084	1,619,431	4,178,820	29,072
New York.....	76,388,067	15,629,156	11,303,396	48,416,193	1,089,322
North Carolina.....	38,207,350	8,316,804	10,018,867	19,658,910	212,769
North Dakota.....	7,370,089	797,786	1,544,206	5,001,260	26,737
Ohio.....	44,048,751	12,825,324	8,172,869	22,794,732	265,626
Oklahoma.....	34,814,682	11,991,064	6,874,680	15,868,513	85,425
Oregon.....	12,631,357	4,489,810	2,089,682	5,947,573	144,082
Pennsylvania.....	60,457,271	9,526,520	9,332,647	40,695,039	908,045
Rhode Island.....	7,641,804	3,235,362	790,002	3,508,224	113,216
South Carolina.....	22,349,954	5,897,753	5,115,634	11,808,579	27,988
South Dakota.....	7,456,004	1,877,768	1,401,710	4,158,763	17,768
Tennessee.....	33,290,514	7,233,444	7,916,021	18,000,193	90,366
Texas.....	83,927,780	26,055,336	12,194,873	45,502,353	175,213
Utah.....	13,860,753	5,444,551	1,615,649	6,668,230	132,323
Vermont.....	2,900,145	788,523	893,057	1,181,007	87,553
Virginia.....	39,070,230	22,611,178	6,047,849	10,293,976	117,727
Washington.....	31,167,673	17,024,624	3,243,930	10,740,487	158,682
West Virginia.....	13,012,015	2,779,630	3,752,022	6,444,173	36,190
Wisconsin.....	22,437,929	3,931,728	4,790,337	13,461,430	254,334
Wyoming.....	2,945,685	959,047	668,509	1,297,171	20,963
District of Columbia.....	17,079,131	1,478,815	331,745	9,959,010	5,309,561
Alaska.....	6,630,340	3,391,940	297,551	0	2,940,849
Canal Zone.....	3,015,230	0	0	0	3,015,230
Hawaii.....	5,489,650	4,067,714	1,404,173	0	17,753
Puerto Rico.....	9,095,359	2,310,389	6,774,970	0	10,000
Virgin Islands.....	134,553	42,776	80,637	0	11,140
U. S. possessions.....	24,406,313	0	0	24,371,419	34,894
National and other.....	209,730,155	39,717,355	4,425,005	17,324,670	158,268,632
Unallotted.....	230,320	0	230,320	0	0

* Includes \$4,800,000 paid to educational institutions for preparing reports and \$2,524,670 paid to veterans choosing to attend colleges in other countries.

Chapter II

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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

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

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

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

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

Congress responded to this proposal through the approval of Public Law 13 by which it also approved House Joint Resolution 223 which stipulated that Reorganization Plan No. 1 of March 12, 1953 "shall take effect 10 days after the date of the enactment of this joint resolution, and its approval by the President."

Many of the educational programs of the Federal Government are administered by the Department of Health, Education, and Welfare, as shown in table 1. Several programs are described in this chapter. Summaries of expenditures for these programs for the 1954-55 school year are included in tables 2, 3, 4, and 7.

THE OFFICE OF EDUCATION

Advancement of the cause of education was one of the purposes expressed by Congress in providing for the establishment and operation of the Office by its enactment in 1867. The Office of Education has fulfilled this purpose through the years by (1) publishing educational information and discussion, (2) establishing cooperative relationships with State, county, local, and private educational systems and agencies, (3) engaging in educational research, and (4) providing leadership, consultative, and clearing-house services related to education in general, and performed through State and national conferences, educational planning, publications, and public addresses.

Various acts of Congress and several Executive orders authorized by Congress have broadened the functions of the Office of Education through the years. From time to time, operating programs have been added to the earlier informative and consultative functions. A substantial proportion of the Office personnel is employed in these operating programs.

OPERATING PROGRAMS

Activities of the Office were extended to include a greater emphasis on higher education when public laws were enacted providing for the allocation of funds to the colleges of agriculture and mechanic arts. Functions of the Federal Board of Vocational Education created in 1917 were assigned to the Commissioner of Education in 1933. These, together with subsequent acts of Congress authorizing the Office of Education to allocate Federal funds to the States and Territories for vocational education, have widened the performance area of the Office through its relationships with colleges, trade, and other vocational schools. These programs are discussed in detail in this chapter. Also, during the 1930's, Congress approved a considerable amount of legislation related to educational programs and to welfare of the people for the depression period. These laws introduced additional functions into the Office of Education related to relief programs including Civilian Conservation Corps; Public Forum Project; Projects for Research in Universities; Emergency Educational Radio Pro-

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

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

As background for understanding the present status of the Office of Education, it might be stated that the act of 1867 established the Office and designated its primary functions. Subsequent congressional acts and Executive orders have created service functions and strengthened the informative and consultative functions contemplated by the original legislation.

OFFICE ADMINISTRATION

Funds appropriated to the Office of Education are expended for many educational purposes, some of which are: collecting educational statistics, conducting research, printing reports, administration, consultation, addressing meetings of professional educators, distributing educational funds, and other activities which help with the improvement of education.

Appropriations made to the Office of Education for administering its various programs for the past 10 years are listed in table 8. The rise in appropriations from 1950 to 1952 were due primarily to the programs of assistance to education in federally affected areas. As for all Federal operating expenditures, a portion of the increase over the past 10 years is due to 4 increases in the Federal salary schedule approved by Congress.

Funds reported in table 8 do not include amounts for administration transferred from other departments of the Government for special programs, and they do not include amounts distributed to the States as aid to education. Appropriations were used for purposes approved by Congress, including research, service, and the administration of grants for educational purposes.

28 FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56

Table 8.—FEDERAL FUNDS APPROPRIATED FOR THE ADMINISTRATION OF THE OFFICE OF EDUCATION: 1946-47 TO 1955-56

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 yrs.)	\$24,461,499	1948-49	\$2,010,000	1952-53	\$2,992,000
1946-47	1,430,759	1949-50	2,067,200	1953-54	2,911,402
1947-48	1,798,943	1950-51	2,362,500	1954-55	2,924,800
		1951-52	2,918,890	1955-56	3,050,000

LAND-GRANT COLLEGES

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

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

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

The Federal Government again came to the assistance of the land-grant colleges and universities in 1907 through the Nelson Amendment to the act making appropriations for the Department of Agriculture for the 1907-08. school year. This amendment authorized an appropriation of \$5,000 in addition to the \$25,000 for each State and Territory, with an increase of \$5,000 each year over the preceding year for a period of 4 years, after which the annual amount under the amendment would continue to be \$25,000.

Thus, the total amount under both the 1890 and the 1907 acts for each State was \$50,000.

Table 9.—FEDERAL FUNDS APPROPRIATED FOR INSTRUCTION AT LAND-GRANT COLLEGES: 1955-56

State or Territory	Total	Morrill-Nelson funds	Bankhead-Jones funds		
			Total	Uniform grants	Variable grants
1	2	3	4	5	6
Total.....	\$2,551,500	\$2,550,000	\$2,551,500	\$1,000,000	\$1,551,500
Alabama ¹	100,541	50,000	50,541	20,000	30,541
Arizona.....	77,477	50,000	27,477	20,000	7,477
Arkansas.....	89,048	50,000	39,048	20,000	19,048
California ¹	175,599	50,000	125,599	20,000	105,599
Colorado.....	83,218	50,000	33,218	20,000	13,218
Connecticut.....	90,023	50,000	40,023	20,000	20,023
Delaware ¹	73,173	50,000	23,173	20,000	3,173
Florida ¹	97,644	50,000	47,644	20,000	27,644
Georgia ¹	104,860	50,000	54,860	20,000	34,860
Idaho.....	75,872	50,000	25,872	20,000	5,872
Illinois.....	156,905	50,000	106,905	20,000	86,905
Indiana.....	109,245	50,000	59,245	20,000	39,245
Iowa.....	96,146	50,000	46,146	20,000	26,146
Kansas.....	89,006	50,000	39,006	20,000	19,006
Kentucky ¹	99,875	50,000	49,875	20,000	29,875
Louisiana ¹	96,769	50,000	46,769	20,000	26,769
Maine.....	79,115	50,000	29,115	20,000	9,115
Maryland ¹	93,872	50,000	43,872	20,000	23,872
Massachusetts.....	116,789	50,000	66,789	20,000	46,789
Michigan.....	133,560	50,000	83,560	20,000	63,560
Minnesota.....	99,751	50,000	49,751	20,000	29,751
Mississippi ¹	91,735	50,000	41,735	20,000	21,735
Missouri ¹	109,448	50,000	59,448	20,000	39,448
Montana.....	75,896	50,000	25,896	20,000	5,896
Nebraska.....	83,222	50,000	33,222	20,000	13,222
Nevada.....	71,597	50,000	21,597	20,000	1,597
New Hampshire.....	75,319	50,000	25,319	20,000	5,319
New Jersey.....	118,233	50,000	68,233	20,000	48,233
New Mexico.....	76,795	50,000	26,795	20,000	6,795
New York.....	217,934	50,000	167,934	20,000	147,934
North Carolina ¹	110,513	50,000	60,513	20,000	40,513
North Dakota.....	76,181	50,000	26,181	20,000	6,181
Ohio.....	149,269	50,000	99,269	20,000	79,269
Oklahoma ¹	92,278	50,000	42,278	20,000	22,278
Oregon.....	85,176	50,000	35,176	20,000	15,176
Pennsylvania.....	174,720	50,000	124,720	20,000	104,720
Rhode Island.....	77,899	50,000	27,899	20,000	7,899
South Carolina ¹	91,113	50,000	41,113	20,000	21,113
South Dakota.....	76,511	50,000	26,511	20,000	6,511
Tennessee ¹	102,835	50,000	52,835	20,000	32,835
Texas ¹	146,921	50,000	96,921	20,000	76,921
Utah.....	76,871	50,000	26,871	20,000	6,871
Vermont.....	73,768	50,000	23,768	20,000	3,768
Virginia ¹	103,104	50,000	53,104	20,000	33,104
Washington.....	83,731	50,000	33,731	20,000	13,731
West Virginia ¹	80,006	50,000	30,006	20,000	10,006
Wisconsin.....	104,260	50,000	54,260	20,000	34,260
Wyoming.....	72,898	50,000	22,898	20,000	2,898
Alaska.....	71,233	50,000	21,233	20,000	1,233
Puerto Rico.....	74,986	50,000	24,986	20,000	4,986
Virgin Islands.....	50,000	50,000	0	0	0

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

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

Amounts granted under all acts are presented in column 3 of table 4 for the 1954-55 school year and in table 9 for the 1955-56 school year. These include the following annual grants to all States, Alaska, and Hawaii. Puerto Rico, however, participates only in the Second Morrill Act (1890) and the Nelson Amendment (1907) as listed below:

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

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

This Federal assistance for the development of agriculture and mechanic arts in *higher education* was started in 1862, but it was not until 55 years later that similar aid for vocational education was approved for *secondary schools*. The latter program of Federal assistance is described on page 41.

SCHOOL SUPPORT IN FEDERALLY AFFECTED AREAS

School districts burdened by reductions in taxable valuations due to Federal ownership of property and by increased enrollments arising from Federal activities have continued to receive Federal funds for school construction and operation. In recognition of the school finance problems facing these federally affected school districts, Federal funds have been allocated under the following enactments:

# Congress	Funds for federally affected districts for—	
	Construction	Operation
81st	Public Law 815	Public Law 874
83d	Public Law 248	Public Law 248
83d	Public Law 731	Public Law 732
84th	Public Law 382	Public Law 382

Public Law 382 (84th Cong.) amended and extended the two basic laws as follows:

1. Public Law 874 was extended through the fiscal year 1957.
2. The "three percent absorption" requirement was suspended for the fiscal year 1956.
3. Eligibility requirements were modified for certain types of payments under Public Law 874.
4. Title IV of Public Law 815 was extended through the fiscal year 1956.
5. Public Law 815 was amended to provide retroactive authorization for approval of some projects ruled ineligible under the original statute.

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

Maintenance and operation.—Public Law 874 approved September 30, 1950, authorizes the Commissioner of Education to make contributions toward current school-operating expenses under certain conditions specified in the law. Section 2 provides for payments in lieu of taxes for real property acquired in a local school district by the Federal Government since 1938 if the acquisition amounts to 10 percent or more of the assessed valuation of all properties in the district, and if the Federal ownership constitutes a continuing financial burden on the local board of education.

The law provides for payments to school districts which suffer a financial burden due to sudden and substantial increases in enrollments because of Federal activities. Specific formulas for use in determining the amounts school districts are entitled to receive are included in the Federal legislation. These formulas are based on the number of children in the three categories and the rate per child to be paid from Federal funds. "A" children justify Federal allocations to the extent of the full rate per child and "B" children are included at half this rate. Extra payments are authorized for new "A" and "B" children enrolled in the cur-

rent year to make up for the lag in the receipt of State aid for such pupils where State aids are based on pupil data for a preceding year. Payments for "C" children are limited to the actual deficit in local operating revenues but may not exceed the pupil rate for each federally connected pupil. Eligibility is limited to school districts which have the required percents of federally connected pupils in attendance.

Federal operation of schools is also authorized in this law for Federal bases in the United States, Alaska, and Puerto Rico where local boards of education are either not able or lack jurisdiction to provide the required educational services.

The local contribution rate is calculated on the basis of current school expenditures in similar communities in the State. A minimum rate for Federal payment is provided in the law. This minimum is half the State average current expenditure per pupil in average daily attendance.

Average local contribution rates for participating school districts are presented in table 10 along with comparable national average expenditures from local revenues. It will be noted that the local contribution rate was below the national average until 1953-54 when the minimum rate was introduced into the Public Law 874 payments. Since then it has about equaled the national average. Financial assistance for maintenance and operation in the federally affected school districts, since the enactment of Public Law 874, is summarized in table 11.

Table 10.—PER PUPIL AMOUNTS FOR CURRENT OPERATING EXPENSES CONTRIBUTED FROM LOCAL TAXES FOR SCHOOLS: 1950-51 TO 1954-55

School year	Average amounts per pupil contributed from local taxes	
	In federally affected areas	In the Nation
1	2	3
1950-51.....	\$106	\$117
1951-52.....	113	120
1952-53.....	120	123
1953-54.....	143	141
1954-55.....	147	143

Since the total amount of assistance due federally affected school districts is recalculated on the basis of a final report submitted after the close of the year and the final Federal payment is adjusted to this recalculation, a part of the entitlement for any year is actually paid in the following school year. Hence, the

Table 11.—FEDERAL ASSISTANCE FOR THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS: 1950-51 TO DECEMBER 30, 1955

School year	Eligible applicant school districts	Amount appropriated	Net entitlements	Amounts disbursed during the year for all entitlements
1	2	3	4	5
Total (6 years).....		\$378,599,788	\$372,184,216	\$271,082,481
1950-51.....	1,171	29,080,788	29,661,125	13,771,739
1951-52.....	1,762	51,570,000	47,815,910	35,941,811
1952-53.....	2,212	60,500,000 ^a	57,695,050	65,994,689
1953-54.....	2,524	72,350,000	71,547,512	70,124,073
1954-55.....	2,683	75,000,000	75,164,619	85,250,689
1955-56.....	2,800	90,000,000	90,000,000	1

^a Estimated.

^b Not available on date of publication.

Table 12.—FEDERAL FUNDS DISBURSED TO THE STATES AND TERRITORIES FOR ASSISTANCE IN THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS: 1953-54

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$70,124,073	Louisiana.....	\$ 444,608	Oregon.....	\$ 259,316
Alabama.....	1,005,150	Maine.....	429,276	Pennsylvania.....	1,019,858
Arizona.....	591,125	Maryland.....	1,681,613	Rhode Island.....	563,420
Arkansas.....	684,066	Massachusetts.....	663,963	South Carolina.....	996,388
California.....	13,135,753	Michigan.....	1,567,051	South Dakota.....	531,664
Colorado.....	1,619,466	Minnesota.....	132,322	Tennessee.....	545,874
Connecticut.....	1,208,353	Mississippi.....	523,365	Texas.....	4,729,809
Delaware.....	11,855	Missouri.....	939,659	Utah.....	710,404
Florida.....	1,896,413	Montana.....	202,717	Vermont.....	54,460
Georgia.....	2,258,321	Nebraska.....	806,203	Virginia.....	5,095,785
Idaho.....	475,809	Nevada.....	695,376	Washington.....	3,240,308
Illinois.....	1,470,339	New Hampshire.....	839,474	West Virginia.....	33,958
Indiana.....	978,235	New Jersey.....	950,023	Wisconsin.....	810,682
Iowa.....	293,368	New Mexico.....	1,061,886	Wyoming.....	124,362
Kansas.....	2,671,243	New York.....	1,852,087	Alaska.....	1,817,752
Kentucky.....	970,469	North Carolina.....	489,390	Hawaii.....	960,789
		North Dakota.....	148,200	Puerto Rico.....	—15,626
		Ohio.....	2,714,192	Federal.....	12,672,399
		Oklahoma.....	2,684,120		

^a Includes the following paid to other Federal agencies for educating children on Federal properties: Air Force, \$192,707; Army, \$1,792,468; Navy, \$669,120; Veterans, \$5,974; and Interior, \$12,135.

cash disbursements for 1950-51, 1951-52, and 1953-54 are less than the entitlements for these years, while the disbursements for 1952-53 and 1954-55 are greater than the entitlements for these years. Details on the entitlements, State by State, and for individual districts may be obtained from tables included in the fifth annual report of the Commissioner on the "Administration of Public Laws 874 and 815" dated June 30, 1955.

Amounts disbursed to the various States and Territories for the 6 years summarized in table 11 are reported in detail in table 12 for the 1953-54 school year. Detailed figures for the 1954-55 school year are listed in column 4 of table 4 except for \$3,391,168 paid to other Federal agencies for educating children on Federal properties.

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

The same general pattern of requirements for eligibility and criteria for determining Federal allocations as is contained in Public Law 874 has been followed in the administration of Public Law 815. Eligibility under title III of the amended act is based upon the increase in membership of federally connected children during the period from June 1954 to June 1956 and the rate per pupil is computed in terms of the average per pupil cost of constructing the minimum school facilities. Amounts authorized are computed in accordance with a formula based upon varying percentage payments for "A", "B", and "C" children. Funds approved for projects cannot exceed the amount needed to provide minimum school facilities for pupils who otherwise would have no school housing.

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

A new title IV contained in Public Law 246 of the Eighty-third Congress, approved by the President on August 8, 1953, authorizes the construction of school facilities in needy school districts which have been unable to qualify for funds under Public Law 815 because school enrollments have not increased since 1939, but

which have large numbers of school children who reside on Federal property. Such districts are chiefly those that educate children residing on tax-exempt Indian lands in the Western States.

A total of 940 federally affected school districts qualified for approximately \$392,500,000 of Federal funds as authorized by the original legislation in Public Law 815. Congress appropriated sufficient funds prior to July 1952 to allocate \$293,804,178 to 740 districts having the higher priorities. In May 1954 Congress appropriated an additional \$55,000,000 to apply on unpaid entitlements. Due to the lack of sufficient appropriations, a priority system was required and the projects approved were limited to funds required to provide minimum facilities for 90 percent of the unhoused children, although the law authorized complete school facilities. All eligible districts which had unhoused pupils according to the formula received Federal funds.

Under the new title III of Public Law 815, applications have been received pursuant to 2 authorizations, Public Law 246 and Public Law 731, both Eighty-third Congress. A total of 778 school districts made application under the Public Law 246 authorization which expired June 30, 1954, and 529 were eligible for Federal funds. As of January 1, 1956, a total of 759 school districts had made application under the Public Law 731 authorization which expires June 30, 1956, and 456 have been found eligible.

A 5-year summary of disbursements for the construction of school facilities under these authorizations is presented in table 18. Table 14 gives the number of projects in the States and Territories for which Federal funds were reserved by August 31,

Table 13.—FEDERAL ASSISTANCE FOR THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED SCHOOL DISTRICTS AND ON FEDERAL PROPERTIES AND TEMPORARY BUILDINGS IN CERTAIN SCHOOL DISTRICTS: 1950-51 TO 1954-55

School year	Amounts disbursed during the school year		
	Total	In federally affected public school districts	On Federal properties and in certain school districts
1	2	3	4
Total (5 years).....	\$436,491,918	\$392,452,239	\$44,039,674
1950-51.....	2,955,566	2,955,566	0
1951-52.....	55,494,898	48,952,690	11,542,208
1952-53.....	124,089,151	117,808,889	16,280,262
1953-54.....	112,854,536	104,972,732	7,881,804
1954-55.....	121,097,767	122,767,422	8,830,345

Table 14.—FEDERAL FUNDS RESERVED FOR THE STATES AND TERRITORIES AS OF AUGUST 31, 1955, FOR THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED SCHOOL DISTRICTS, AND FUNDS DISBURSED: 1950-51 TO 1954-55

State or Territory	Number of projects for which funds were reserved as of Aug. 31, 1955	Amount of Federal funds reserved as of Aug. 31, 1955	Funds disbursed			
			Total from 1950-51 through 1954-55	1950-51 through 1952-53	1953-54	1954-55
1	2	3	4	5	6	7
Total	2,723	\$530,508,219	\$382,452,229	\$164,712,085	\$164,972,722	\$152,767,422
Alabama	90	18,335,177	11,149,157	9,998,598	4,564,594	2,530,998
Arizona	72	14,728,029	11,725,096	5,337,520	4,222,208	2,175,868
Arkansas	62	10,832,581	8,455,682	5,021,437	2,299,708	1,132,542
California	342	80,855,768	57,358,523	16,255,424	16,536,777	25,544,929
Colorado	50	10,423,417	7,218,993	2,127,498	2,762,129	2,329,949
Connecticut	27	6,306,967	4,201,907	2,346,271	381,877	1,498,759
Delaware	2	205,220	123,122	0	18,042	106,080
Florida	62	11,511,358	8,898,423	3,192,313	2,711,238	2,989,822
Georgia	132	24,364,610	20,811,198	10,218,223	8,435,295	6,157,584
Idaho	16	3,821,417	3,489,622	1,730,523	1,001,249	757,710
Illinois	50	9,683,542	8,436,899	5,627,153	1,446,573	1,363,173
Indiana	40	5,277,980	4,452,967	2,060,019	1,249,328	1,143,720
Iowa	27	1,741,709	1,577,630	817,277	647,818	112,535
Kansas	90	9,123,318	7,182,888	2,489,712	2,359,566	2,333,609
Kentucky	32	4,580,777	4,178,360	2,073,450	1,398,190	706,720
Louisiana	31	4,408,147	4,161,065	2,371,768	935,456	853,843
Maine	16	1,810,954	1,373,451	60,906	299,489	319,078
Maryland	53	23,629,373	18,705,603	6,230,967	6,532,916	5,941,730
Massachusetts	8	904,063	422,463	8,400	55,864	365,219
Michigan	154	27,064,925	17,804,602	9,532,690	2,908,440	4,318,472
Minnesota	17	2,825,178	1,550,122	372,598	420,916	356,624
Mississippi	31	4,203,446	4,072,935	2,335,920	1,239,802	437,213
Missouri	86	3,790,874	6,970,562	3,769,594	1,627,494	1,573,472
Montana	23	3,486,819	2,076,529	772,579	636,604	667,346
Nebraska	16	2,490,007	1,676,643	715,736	689,774	271,083
Nevada	27	2,696,421	3,776,803	2,049,961	764,977	961,865
New Hampshire	3	270,637	27,064	0	0	27,064
New Jersey	26	5,062,885	3,645,024	1,307,411	873,511	1,464,102
New Mexico	75	16,346,713	10,917,710	3,546,703	3,097,805	3,673,202
New York	45	10,491,086	7,907,170	1,560,798	2,462,955	2,883,417
North Carolina	22	6,070,387	5,147,041	2,533,569	1,936,199	672,258
North Dakota	6	270,953	227,563	114,996	54,698	23,174
Ohio	103	17,791,152	13,486,964	5,570,474	3,317,819	4,598,671
Oklahoma	117	16,218,608	11,568,780	5,305,130	2,075,598	4,183,054
Oregon	26	2,805,858	2,176,836	1,378,817	269,547	528,522
Pennsylvania	24	4,002,305	3,644,462	2,090,650	992,153	561,659
Rhode Island	11	2,167,521	1,469,193	239,896	165,112	1,014,185
South Carolina	40	3,051,322	7,577,489	4,745,160	1,663,080	1,169,239
South Dakota	19	1,631,594	801,075	177,495	173,323	450,242
Tennessee	69	7,423,254	6,068,737	3,177,214	1,434,406	1,522,117
Texas	237	23,512,664	27,231,279	13,729,957	5,404,489	8,146,823
Utah	30	6,543,966	4,898,321	1,341,065	1,800,535	1,757,221
Vermont	2	185,110	185,111	95,342	45,199	44,570
Virginia	97	41,902,483	23,943,245	9,833,235	9,078,073	9,998,922
Washington	154	31,013,297	26,107,911	13,765,294	4,826,123	7,516,491
West Virginia	4	145,008	0	0	0	0
Wisconsin	6	453,752	230,692	23,935	104,852	131,965
Wyoming	6	933,032	205,635	0	0	205,635
Alaska	11	4,075,892	3,100,954	1,551,344	901,146	648,464
Hawaii	12	6,996,665	3,374,072	706,963	1,357,626	1,309,473
Puerto Rico	2	103,189	10,319	0	0	10,319
Federal agencies	0	0	1,314,297	0	0	1,314,297

1955, for the construction of school facilities in federally affected school districts. Also given, are the amounts disbursed during the first 3 years of operation, as well as the amounts disbursed during the 1953-54 and 1954-55 school years. The table indicates that 2,723 school construction projects have been included in this program and that these projects for federally affected school districts are located in all the 48 States and 3 of the outlying parts of the United States. State-by-State disbursements for the 1954-55 school year are listed in column 5 of the summary table 4.

Some of the funds authorized by Public Laws 815 and 246 are not allocated to school districts but, under sections 204 and 310, are used for the construction of school facilities on Federal bases where no local educational agency can accept responsibility for the education of pupils residing on these bases. Another section of the law provides for the construction of temporary school facilities for children whose attendance in the schools of the district will be of temporary duration. A summary of Federal funds reserved for these construction projects on Federal properties and for temporary facilities in certain school districts from the beginning of the program in 1951 to August 31, 1955, is given in table 15. As indicated in column 2 of the table, funds were reserved for a total of 175 projects of these kinds to be constructed entirely with Federal funds.

Table 15.—FEDERAL FUNDS RESERVED FOR THE STATES AND TERRITORIES BY AUGUST 31, 1955, FOR THE CONSTRUCTION OF SCHOOL FACILITIES ON FEDERAL PROPERTIES AND FOR TEMPORARY BUILDINGS IN CERTAIN SCHOOL DISTRICTS

State or Territory	Reservations approved by August 31, 1955		State or Territory	Reservations approved by August 31, 1955	
	Number of projects	Funds reserved		Number of projects	Funds reserved
1	2	3	1	2	3
Total	175	\$56,512,388	New Jersey	1	\$ 756,500
Alabama.....	2	242,447	New Mexico.....	5	1,639,098
Arizona.....	13	5,291,504	New York.....	2	619,625
California.....	26	9,089,872	North Carolina.....	6	2,386,802
Florida.....	5	1,312,269	Ohio.....	3	806,530
Georgia.....	5	1,585,562	Oklahoma.....	1	520,151
Idaho.....	2	204,378	Oregon.....	2	184,680
Kansas.....	2	458,317	South Carolina.....	9	2,933,629
Kentucky.....	13	3,264,458	South Dakota.....	3	786,641
Maine.....	2	1,435,000	Texas.....	11	3,114,144
Maryland.....	2	302,494	Utah.....	5	699,411
Massachusetts.....	3	1,214,256	Virginia.....	5	1,644,578
Michigan.....	1	596,763	Washington.....	9	3,294,531
Missouri.....	5	744,899	Alaska.....	25	9,371,754
Nevada.....	4	886,007	Puerto Rico.....	3	1,285,000

Tables 13, 14, and 15 provide information concerning funds reserved and funds disbursed. Both kinds of information are essential in view of the length of time required to meet the Federal obligations on the projects. After a construction project is approved and the funds reserved, payments are made as the construction progresses. Reports on progress which permit partial Federal payments are made by the engineering staff of the Housing and Home Finance Agency. This gradual release of Federal funds as the construction progresses will explain why the disbursements are less than the amount reserved.

SCHOOL FACILITIES SURVEY

By 1945, school districts in many States were experiencing emergency conditions in housing their children. The situation was due to a combination of factors, such as deferred school construction during the depression and war periods, short supply of building materials, high construction costs, school district reorganization, inadequate methods of financing construction, population mobility, and especially the unprecedented increase in the school-age population.

In response to this critical situation and the conviction that conditions would become more acute through the 1950's, Public Law 815 (81st Cong.) was approved on September 23, 1950. Title I of this law authorized the appropriation of \$3,000,000 to—

... assist the several States to inventory existing school facilities, to survey the need for the construction of additional facilities in relation to the distribution of school population to develop State plans for school construction programs, and to study the adequacy of State and local resources available to meet school facilities requirements.

Under this legislation, the Office of Education was authorized to use the appropriation "for making payments to the States whose applications for funds for carrying out such purposes have been approved." The act defined a "State" to include the units listed in column 1 of table 16. Allotments to the States were made in proportion to their school-age populations; and, within these allotments, each State was entitled to receive no more than 50 percent of its expenditures in making a school facilities survey pursuant to the act. The survey programs within the States were State surveys, planned and conducted by the State school officials in cooperation with the Office of Education. To facilitate the gathering of information from the States, the survey was divided into two phases: (1) The first or status phase, and (2) the second or long-range planning phase.

Table 16.—FEDERAL FUNDS ALLOTTED AND EXPENDED FOR THE SCHOOL FACILITIES SURVEY: 1950-51 TO 1953-54

State or Territory	Allotments to States	Expenditures for the school facilities survey ¹		
		Total	Federal funds	State funds and services
1	2	3	4	5
Total.....	\$3,000,000	\$3,988,064	\$1,800,262	\$2,187,802
Alabama.....	72,800	154,817	72,800	81,517
Arizona.....	15,960	35,533	15,960	19,873
Arkansas.....	47,600	99,989	47,600	52,389
California.....	171,080	392,691	171,080	221,611
Colorado.....	24,080	55,456	24,080	31,376
Connecticut.....	33,600	81,519	33,600	47,919
Delaware.....	10,000	13,986	6,983	6,983
Florida.....	46,780	143,342	46,780	96,562
Georgia.....	77,000	174,177	77,000	97,177
Idaho.....	12,800	(²)	(²)	(²)
Illinois.....	143,880	32,680	16,340	16,340
Indiana.....	74,480	145,168	72,584	72,584
Iowa.....	47,600	84,363	42,181	42,181
Kansas.....	35,000	24,406	12,135	12,271
Kentucky.....	67,480	110,900	55,450	55,450
Louisiana.....	59,360	123,986	59,360	64,626
Maine.....	13,480	12,212	6,106	6,106
Maryland.....	33,920	36,764	18,382	18,382
Massachusetts.....	79,800	59,808	29,904	29,904
Michigan.....	122,080	159,675	79,837	79,838
Minnesota.....	56,280	72,343	36,424	36,424
Mississippi.....	55,160	71,317	35,653	35,659
Missouri.....	72,520	(²)	(²)	(²)
Montana.....	11,200	23,061	11,200	11,861
Nebraska.....	24,640	(²)	(²)	(²)
Nevada.....	10,000	14,386	7,443	7,443
New Hampshire.....	10,000	19,761	9,881	9,880
New Jersey.....	77,560	99,915	49,958	49,957
New Mexico.....	14,840	50,570	14,840	35,730
New York.....	232,960	(²)	(²)	(²)
North Carolina.....	93,520	123,979	61,989	61,990
North Dakota.....	13,440	7,172	3,440	3,732
Ohio.....	142,520	56,934	23,467	23,467
Oklahoma.....	50,400	129,491	50,400	79,091
Oregon.....	28,000	63,613	28,000	35,613
Pennsylvania.....	195,160	502,054	195,160	306,894
Rhode Island.....	12,600	24,300	12,150	12,150
South Carolina.....	52,080	(²)	(²)	(²)
South Dakota.....	13,160	34,683	13,160	21,523
Tennessee.....	72,800	54,256	27,123	27,123
Texas.....	156,800	223,940	114,470	114,470
Utah.....	15,960	(²)	(²)	(²)
Vermont.....	10,000	20,155	10,000	10,155
Virginia.....	65,520	(²)	(²)	(²)
Washington.....	43,960	114,975	43,960	71,015
West Virginia.....	47,040	62,647	31,009	31,633
Wisconsin.....	63,840	78,155	39,078	39,077
Wyoming.....	10,000	(²)	(²)	(²)
District of Columbia.....	(²)	(²)	(²)	(²)
Alaska.....	3,800	17,074	3,537	3,537
Hawaii.....	35,000	51,537	25,763	25,769
Puerto Rico.....	54,000	124,489	54,000	70,489
Virgin Islands.....	6,000	(²)	(²)	(²)
Unallotted.....	47,200			

¹ Exclusive of State expenditures not reported, and expenditures by local school administrative units.² Did not participate in the survey.³ Participated in the survey without using Federal funds.

The Office of Education coordinated the surveys in the several States and prepared reports concerning the findings for Congress, in addition to preparing news releases and testifying before Congress relative to public-school facilities. The four survey reports issued by the Office of Education are:

First Progress Report, School Facilities Survey. Office of Education, Federal Security Agency. Washington, U. S. Government Printing Office, 1952.

Second Progress Report, School Facilities Survey. Office of Education, Federal Security Agency. Washington, U. S. Government Printing Office, 1952.

Report of the Status Phase of the School Facilities Survey. Office of Education, Department of Health, Education, and Welfare. Washington, U. S. Government Printing Office, 1953.

Report of the Long Range Planning Phase of the School Facilities Survey. Office of Education, Department of Health, Education, and Welfare. Washington, U. S. Government Printing Office, 1955.

Data for 25 States were included in the first progress report, 37 States in the second progress report, 43 States in the status-phase report, and detailed information is presented in the long-range planning phase report for 38 States. The status report presented an inventory and indicated the need for public elementary and secondary school facilities as of September 1952. The long-range report summarized the projected plans of the States for a 5-year school construction program to accommodate the estimated 1959-60 public elementary and secondary school enrollment.

The Eighty-third Congress rescinded that part of the \$3 million appropriation which remained unexpended from the Treasury of the United States on December 31, 1953; however, funds paid to the States by that date were available for use by the States through June 30, 1954. Unexpended balances of Federal funds in possession of the States on June 30, 1954, were returned to the United States Treasury.

Amounts allotted to the States are listed in column 2 of table 16. These allotments total \$3 million. However, the funds were not accepted by all the States. Nebraska and the Virgin Islands participated in the survey, but did not use any Federal funds in the program. Eight States (Idaho, Missouri, New York, South Carolina, Utah, Virginia, Wyoming, and the District of Columbia) did not participate in the nationwide survey.

Title I of Public Law 815 required matching funds to be provided by the States to the extent of the amounts contributed from the Federal appropriation. State expenditures for personnel in State departments of education working on the survey were regarded as partially meeting this matching requirement. The

States participating in the survey reported a total expenditure of \$1,800,262 of Federal funds, and a total expenditure of \$2,187,802 of State funds and services in conducting the surveys. It is understood that additional State funds were expended on these surveys, but for purposes of making an adequate financial report to the Office of Education it was not necessary to give details concerning State expenditures that exceeded the amount of the Federal assistance. Amounts of Federal and State funds expended on these school facilities surveys are listed in columns 4 and 5 of table 16.

VOCATIONAL EDUCATION

The enactment of the Smith-Hughes Act of 1917 authorized the first Federal funds for vocational education of less-than-college grade. Additional funds were appropriated by the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936, and the George-Barden Act of 1946. Public Law 462 (81st Cong.) extended the benefits of the George-Barden Act to the Virgin Islands. For this report, Federal funds distributed under these various authorizations have been grouped and reported under the Smith-Hughes and the George-Barden Acts.

The Smith-Hughes Act.—This act provides for Federal cooperation with the States in the promotion of vocational education in agriculture, trades and industries, home economics, and the preparation of teachers of vocational subjects. Allotments to the States are made in the proportions which the State populations bear to the total population of the United States, not including the outlying possessions. These appropriations include \$3,000,000 for salaries of teachers, supervisors, and directors of agricultural subjects, allotted to the States in the proportion which the rural population of each State bears to the total rural population of the United States; \$3,000,000 for salaries of teachers of trade, home economics and industrial subjects, allotted to the States in the proportion which the urban population of each State bears to the total urban population of the United States; and \$1,000,000 for training teachers of vocational subjects, allotted to the States in the proportion which the total population of each State bears to the total population of the United States. The act also provides a minimum allotment of \$10,000 annually to each State for each of the three purposes and appropriates additional sums of \$27,000, \$50,000, and \$90,000, respectively, or as much thereof as may be needed, to guarantee the minimums. The maximum sum of the appropriations available to the States annually is \$7,167,000.

Hawaii and Puerto Rico also participate in the benefits of the Smith-Hughes Act. The law of 1924 for Hawaii authorized that \$30,000 be appropriated annually, and the law of 1931 authorized that \$105,000 be appropriated annually for Puerto Rico to be used in accordance with the terms of the Smith-Hughes law.

A State or Territory desiring to participate in the benefits of the Smith-Hughes Act is required to accept by an act of its legislature the provisions of the act, to appoint the State Treasurer as custodian of the Federal appropriations, and to designate or create a State board for vocational education. The State board is required to prepare plans for vocational education to be submitted to the Office of Education showing how the Federal, State and local funds for this program will be expended in the State. The State board is also required to prepare and submit an annual report showing how funds were used and what work was accomplished. All States, the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands are now operating programs in vocational education.

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

The George-Barden Act authorizes maximum amounts which may be appropriated and allocated to the States and Territories for each field of vocational education. These include (1) \$10,000,000 for vocational agriculture to be allotted on the basis of farm population, (2) \$8,000,000 for home economics to be allotted on the basis of rural population, (3) \$8,000,000 for trade and industrial education to be allotted on the basis of nonfarm population, and (4) \$2,500,000 for vocational education in distributive occupations to be allotted on the basis of total population. This act also provides that no State or Territory shall receive less than \$40,000 per year for the first three fields of vocational education, nor less than \$15,000 for the fourth one.

The 1946 law does not provide for a special allocation for teacher training. However, the funds may be used for teacher training, as well as for various other items associated with the vocational education program in the act provided they are incorporated in the approved State plan.

Allotments under both acts.—Federal funds expended during the 1954-55 school year and allotted for the 1955-56 school year are presented in table 17. Detailed amounts expended by the States and Territories in 1954-55 are included in column 6 of the summary table 4 and amounts allotted for the 1955-56 school year are listed in table 19. A summary of the amounts allotted to the States and Territories over the past 10 years is shown in table 18. Further details concerning the amounts expended under the several authorizations can be obtained from the Division of Vocational Education of the Office of Education.

Since these programs of vocational education are encouraged and promoted by Federal appropriations, it is interesting to note the total amount expended annually for vocational education. Public laws require dollar-for-dollar matching of Federal funds with State or local funds. This implies that at least \$33,638,330 of State and local funds will be expended in the 1955-56 school year on vocational education programs that receive this amount of Federal assistance. The Division of Vocational Education reports that more than \$134 million of State and local funds were expended in the 1954-55 school year on the vocational education programs which are supported in part through Federal funds. This would make a total expenditure of over \$164 million for these vocational education programs in 1954-55 school year, of which about 18.5 percent was provided from the Federal appropriation. The proportion supplied from State and local sources has been increasing through the years.

Table 17.—FEDERAL FUNDS FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1954-55 AND 1955-56

Vocational education	Expended 1954-55	Allotted 1955-56
1	2	3
Grand total.....	\$30,350,608	\$32,638,330
SMITH-HUGHES	7,264,589	7,273,280
Agriculture.....	8,050,750	8,054,682
Trade, industry, and home economics.....	8,090,168	8,104,435
Teacher training.....	1,113,671	1,114,233
GEORGE-BARDEN ²	23,096,019	26,865,000
Agriculture.....	8,413,312	9,535,234
Trade and industry.....	6,929,193	7,634,174
Home economics.....	6,219,827	7,643,481
Distributive occupations.....	825,282	1,602,111

¹ Allotment figures for 1954-55 are given in table 18.

² Amount of \$40,000 for each year for the Virgin Islands is distributed in columns 2 and 3 among the four George-Barden programs.

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Table 18.—FEDERAL FUNDS ALLOTTED FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1946-47 TO 1955-56

School year	Amount	Percent of 1946-47	School year	Amount	Percent of 1946-47
1	2	3	1	2	3
Total (10 years).....	\$372,636,136	-----	1950-51.....	\$27,127,882	124.6
1946-47.....	21,768,122	100.0	1951-52.....	26,275,882	120.7
1947-48.....	27,127,882	124.6	1952-53.....	25,811,691	118.6
1948-49.....	27,127,882	124.6	1953-54.....	25,811,691	118.6
1949-50.....	27,127,882	124.6	1954-55.....	30,811,691	141.6
			1955-56.....	33,638,830	154.5

Table 19.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE: 1955-56

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$33,638,830	Maine.....	\$ 217,908	Pennsylvania.....	\$1,807,730
Alabama.....	898,487	Maryland.....	417,464	Rhode Island.....	180,756
Arizona.....	180,844	Massachusetts.....	687,684	South Carolina.....	656,029
Arkansas.....	657,940	Michigan.....	1,181,820	South Dakota.....	253,122
California.....	1,620,978	Minnesota.....	762,459	Tennessee.....	958,508
Colorado.....	284,221	Mississippi.....	826,110	Texas.....	1,671,907
Connecticut.....	315,367	Missouri.....	929,047	Utah.....	172,829
Delaware.....	166,000	Montana.....	189,168	Vermont.....	166,234
Florida.....	514,850	Nebraska.....	379,087	Virginia.....	857,026
Georgia.....	964,335	Nevada.....	166,000	Washington.....	474,773
Idaho.....	201,561	New Hampshire.....	167,627	West Virginia.....	546,818
Illinois.....	1,460,900	New Jersey.....	642,742	Wisconsin.....	519,313
Indiana.....	871,875	New Mexico.....	190,171	Wyoming.....	166,000
Iowa.....	741,157	New York.....	2,070,072	Dist. of Col.....	141,108
Kansas.....	484,209	North Carolina.....	1,288,053	Alaska.....	135,000
Kentucky.....	911,771	North Dakota.....	256,940	Hawaii.....	166,202
Louisiana.....	652,621	Ohio.....	1,477,593	Puerto Rico.....	773,192
		Oklahoma.....	582,057	Virgin Islands.....	40,000
		Oregon.....	344,590		

PROGRAMS AT EDUCATIONAL INSTITUTIONS

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

AMERICAN PRINTING HOUSE FOR THE BLIND

The American Printing House for the Blind is a national, non-profit institution located at Louisville, Ky. Its primary purpose is

to supply educational books, materials, and tangible apparatus for the blind for schools and classes operating in all the States and Territories. The sponsorship of the Federal Government for this part of its work was originally established through the act of 1879 "To Promote the Education of the Blind." This first act appropriated \$10,000 per year. In 1919 the appropriation was increased to \$50,000; in 1927 to \$75,000; and in 1937 to \$125,000. In May 1952 the authorizing act was increased to \$260,000, but only \$215,000 of the full authorization was appropriated for the 1954-55 school year and \$234,000 for 1955-56.

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

State and local institutions for the blind use materials to the extent of these allotments and are permitted to purchase additional materials produced by the American Printing House for the Blind. These additional materials are supplied at cost.

Amounts allotted to the States and Territories for the 1954-55 school year are given in column 7 of the summary table 4. Federal appropriations for the American Printing House for the Blind for the past 10 years are listed in table 20, and in table 21 the

Table 20.—FEDERAL FUNDS APPROPRIATED TO THE AMERICAN PRINTING HOUSE FOR THE BLIND: 1944-47 TO 1955-56

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years)	\$1,569,000	1948-49.....	\$125,000	1952-53.....	\$185,000
1946-47.....	125,000	1949-50.....	125,000	1953-54.....	185,000
1947-48.....	125,000	1950-51.....	125,000	1954-55.....	215,000
		1951-52.....	125,000	1955-56.....	234,000

State-by-State allotments for the 1955-56 school year are listed. No allotments are reported in table 21 for Maine, Nevada, New Hampshire, Rhode Island, Vermont, and Wyoming. Quotas for these States are included in allotments to other States since blind children in these States are attending schools or classes in other States and, consequently, are counted in allocations to the neigh-

boring States. In Delaware, the allocations are only for preschool children since the older children in primary and secondary grades attend schools for the blind outside the State of Delaware.

Information for these tables has been provided by the American Printing House for the Blind at Louisville, Ky.

Table 21.—FEDERAL EXPENDITURES FOR MATERIALS AND APPARATUS MADE BY THE AMERICAN PRINTING HOUSE FOR THE BLIND AND ALLOTTED TO INSTITUTIONS FOR THE EDUCATION OF THE BLIND IN THE STATES AND TERRITORIES: 1955-56

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$224,000	Maine.....	\$ 0	Oregon.....	\$2,987
Alabama.....	5,010	Maryland.....	4,761	Pennsylvania.....	14,874
Arizona.....	1,525	Massachusetts.....	9,646	Rhode Island.....	0
Arkansas.....	5,445	Michigan.....	11,140	South Carolina.....	3,143
California.....	15,839	Minnesota.....	5,632	South Dakota.....	1,369
Colorado.....	2,427	Mississippi.....	4,014	Tennessee.....	5,321
Connecticut.....	3,892	Missouri.....	4,636	Texas.....	9,273
Delaware.....	1,089	Montana.....	778	Utah.....	1,462
Florida.....	4,979	Nebraska.....	1,494	Vermont.....	0
Georgia.....	6,597	Nevada.....	0	Virginia.....	5,785
Idaho.....	1,027	New Hampshire.....	0	Washington.....	3,423
Illinois.....	11,140	New Jersey.....	7,873	West Virginia.....	3,267
Indiana.....	4,014	New Mexico.....	2,303	Wisconsin.....	6,062
Iowa.....	4,014	New York.....	18,390	Wyoming.....	0
Kansas.....	2,583	North Carolina.....	11,607	District of Columbia.....	1,089
Kentucky.....	3,796	North Dakota.....	902	Hawaii.....	467
Louisiana.....	4,325	Ohio.....	10,331	Puerto Rico.....	2,240
		Oklahoma.....	2,520		

GALLAUDET COLLEGE

This educational institution, formerly designated as the Columbia Institution for the Deaf, was incorporated under an act of Congress dated February 16, 1857. In 1864, President Lincoln approved an act relating to the institution which authorized it to grant degrees in the liberal arts and sciences. Since that time, Congress has frequently reconsidered and improved the status of the institution. It has also provided annual appropriations for current operating expenses and for the construction of essential buildings. The college now has 25 buildings and is located in the District of Columbia.

The institution, at the present time, is operated primarily for the purpose of affording higher education to deaf persons. In addition, it offers an educational program from the kindergarten through preparation for college entrance for all students from the District of Columbia who are so deaf as to be unable to progress satisfactorily in schools for hearing students. The latter department, known as the *Kendall School*, also serves as a laboratory

school for teachers training in the college, including those in the Graduate Department of Education, which offers a master's degree and a professional diploma in the education of the deaf to students with normal hearing. Gallaudet College, in its undergraduate department, offers the associate's degree after 2 years of study and a bachelor's degree in the liberal arts and sciences. The Preparatory Department provides the senior year of high school for students who are unable to obtain it in the State schools for the deaf.

For the 1955-56 school year, a total of 75 children are in attendance in the Kendall School. Of this number, 62 are from the District of Columbia. Total enrollment in the college is 303 with students from 43 States, the District of Columbia, Hawaii, and 7 foreign countries. In table 22 are listed the amounts of Federal funds appropriated for current operating expenses and for new construction over the past 10 years.

Table 22.—FEDERAL FUNDS APPROPRIATED TO GALLAUDET COLLEGE: 1946-47 TO 1955-56

School year	Total	Current expenditures		Construction
		Amount	Percent of 1946-47	
1	2	3	4	5
Total (10 years).....	\$6,182,200	\$3,717,200	-----	\$2,465,000
1946-47.....	247,800	247,800	100.0	0
1947-48.....	259,500	259,500	104.7	0
1948-49.....	320,500	320,500	129.3	0
1949-50.....	353,800	353,800	142.8	0
1950-51.....	363,200	363,200	148.6	0
1951-52.....	390,000	390,000	157.4	0
1952-53.....	413,000	413,000	166.7	0
1953-54.....	410,000	410,000	165.5	0
1954-55.....	655,400	415,400	167.6	240,000
1955-56.....	2,764,000	539,000	217.5	2,225,000

HOWARD UNIVERSITY

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

During the 1954-55 school year, the University enrolled 4,458 students coming from 42 States, the District of Columbia, 80 foreign countries, 10 island possessions of the British West Indies, and 4 United States possessions. Students of the institution are served by a faculty of 459 teachers of whom 191 are on a part-time basis. More than half of the approximately 18,209 graduates are engaged in the teaching profession.

Federal funds appropriated for Howard University for the past 10 years are given in table 23. These figures represent only the portions that are provided by the Federal Government. Additional income is derived from endowments, gifts and grants, student fees, and other sources as is customary in all universities. The total annual budget for current operations is approximately \$5,600,000.

In recent years, Howard University has been engaged in a program of plant renovation and expansion. Columns 5 and 6 of table 23 present information about Federal funds appropriated for construction. All data in this table were obtained from the University.

Table 23.—FEDERAL FUNDS APPROPRIATED FOR HOWARD UNIVERSITY: 1946-47 TO 1955-56

School year	Total	Current expenditures		Construction	
		Amount	Percent of 1946-47	Amount ¹	Percent of 1946-47
1	2	3	4	5	6
Total (10 years).....	\$44,425,219	\$24,709,494	-----	\$21,725,725	-----
1946-47.....	3,035,414	1,657,494	100.0	1,377,920	100.0
1947-48.....	4,287,480	2,045,400	123.4	2,242,080	162.7
1948-49.....	3,301,700	2,350,000	141.8	951,700	69.1
1949-50.....	5,255,625	2,566,200	154.8	5,719,425	415.1
1950-51.....	4,262,000	2,500,000	150.8	1,762,000	127.9
1951-52.....	4,001,000	2,709,000	163.4	1,292,000	93.8
1952-53.....	4,047,000	2,675,000	161.4	1,372,000	99.6
1953-54.....	2,555,000	2,535,000	152.9	20,000	1.5
1954-55.....	7,654,000	2,796,000	168.7	4,858,000	352.6
1955-56.....	5,006,000	2,875,400	173.5	2,130,600	154.6

¹ Does not include contract authorizations in the amount of \$1,247,400.

PUBLIC HEALTH SERVICE

Physicians, dentists, nurses, laboratory specialists, and public health personnel participate in educational programs sponsored by the United States Public Health Service of the Department of Health, Education, and Welfare. These programs are devoted to the development of additional areas of information, to the

further preparation of health personnel, and to the dissemination of information about conditions that affect the public health.

Among the several educational programs of the Public Health Service, seven are described. These include the grants used by the States for the further education of State and local public health personnel, services of the Robert A. Taft Sanitary Engineering Center at Cincinnati, services of the Communicable Disease Center at Atlanta, public health research fellowships, public health service traineeships and training grants, and training programs of the Division of Indian Health and Division of Hospitals. Expenditures for these programs totaled almost \$15 million in 1954-55 and are estimated at approximately \$19 million for 1955-56.

GRANTS TO STATES USED FOR THE EDUCATION OF PUBLIC HEALTH PERSONNEL

The programs of education sponsored by the State health agencies and using Federal grant-in-aid funds are not new. They began with the enactment of title VI of the Federal Social Security Act in 1936. Part of the funds appropriated each year for the extension of public health services has been used for personnel training in order to improve the quality of State and local health services to the general public. The training programs afford the trainees opportunities to extend their technical and scientific knowledge so they can be more effective in the positions to which they are assigned. Through orientation and on-the-job training programs, public health personnel keep in step with changes and progressive developments in the practice of public health.

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

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

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

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

In table 24 are listed the amounts used by the States and Territories for these training activities for 1953-54 and 1954-55, and the amounts budgeted for 1955-56. Details for the 1954-55 school year are included in column 8 of the summary table 4. These figures are given as reported to the Public Health Service by State health departments, and other State agencies participating in grants administered by the Public Health Service. They include the portions of the grants used for educational purposes. Amounts do not represent the total expenditures for education since it is known that funds spent for training are sometimes reported as regular charges to the specialized program rather than identified separately as amounts for educational projects.

ROBERT A. TAFT SANITARY ENGINEERING CENTER

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

Training activities covering the fields of community air pollution, milk and food sanitation, radiological health, water supply and water pollution, and public health aspects of civil defense are conducted in the center. These training programs offer short courses in the above areas designed to increase the proficiency of

Table 24.—PUBLIC HEALTH SERVICE GRANTS USED BY STATES AND TERRITORIES FOR EDUCATIONAL ACTIVITIES: 1953-54 TO 1955-56

State or Territory	1953-54	1954-55	Amounts budgeted 1955-56	State or Territory	1953-54	1954-55	Amounts budgeted 1955-56
1	2	3	4	1	2	3	4
Total	\$929,782	\$632,819	\$699,695	New Hampshire.....	0	\$ 2,865	0
Alabama.....	9,163	4,723	8,455	New Jersey.....	11,676	14,663	17,300
Arizona.....	1,510	0	0	New Mexico.....	8,332	1,472	1,700
Arkansas.....	8,715	7,914	22,575	New York.....	57,195	80,590	91,272
California.....	118,532	56,892	69,245	North Carolina.....	23,780	32,191	35,270
Colorado.....	14,614	0	1,000	North Dakota.....	3,000	1,024	1,800
Connecticut.....	2,023	0	23,553	Ohio.....	49,373	30,843	39,600
Delaware.....	0	0	0	Oklahoma.....	10,317	9,712	12,000
Florida.....	44,686	27,382	44,880	Oregon.....	11,536	15,539	14,781
Georgia.....	29,737	21,843	55,750	Pennsylvania.....	60,944	23,333	29,700
Idaho.....	14,391	6,186	3,400	Rhode Island.....	0	0	0
Illinois.....	40,062	30,555	25,200	South Carolina.....	0	0	0
Indiana.....	3,563	17,784	20,022	South Dakota.....	1,301	3,180	4,450
Iowa.....	4,122	2,708	5,000	Tennessee.....	52,019	23,219	14,200
Kansas.....	15,694	11,744	10,778	Texas.....	14,906	20,639	23,360
Kentucky.....	2,302	3,499	13,795	Utah.....	0	0	0
Louisiana.....	20,716	22,491	6,350	Vermont.....	15,631	3,645	333
Maine.....	0	0	0	Virginia.....	1,127	869	0
Maryland.....	23,457	5,425	0	Washington.....	9,556	18,663	20,638
Massachusetts.....	26,630	16,844	16,449	West Virginia.....	0	0	0
Michigan.....	56,845	40,906	62,469	Wisconsin.....	9,192	4,043	7,316
Minnesota.....	6,034	7,924	3,313	Wyoming.....	4,200	0	3,789
Mississippi.....	307	0	0	District of Columbia	0	0	0
Missouri.....	9,553	10,185	6,900	Alaska.....	2,311	599	6,160
Montana.....	973	3,513	1,500	Hawaii.....	0	496	0
Nebraska.....	467	2,242	1,800	Puerto Rico.....	27,401	34,893	35,000
Nevada.....	0	0	0	Virgin Islands.....	1,545	0	3,296

practicing professional personnel. Courses are conducted both in the center and in the various States. Also, more specialized courses are offered on such topics as the Membrane Filter Technique in Sanitary Bacteriology, Fluoride Analysis, Food Sanitation, Air Pollution Atmospheric Sampling and Analysis, Environmental Radiation Sanitation, Problems of Radioactivity in Waterworks, and Sanitary Engineering Practices in Civil Defense Disaster.

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

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

A new series of courses was instituted in 1956 for the training of sanitary engineer reserve officers of all the military services and those of the Public Health Service.

Table 25 gives the number of formal courses and the number of individuals trained from 1951-52 through 1955-56. The number of individuals trained in formal courses is divided into State and local health personnel, foreign personnel, and others. Principal groups included in the latter category are institutional personnel, individuals from the staffs of scientific foundations, a number from the Defense Department, from other Federal departments, and from industry. The participation of Federal and industrial personnel is usually incidental to programs organized for State and local personnel making application for a particular course.

Table 26 reports the Federal funds allotted to this center's training programs for the past 5 years. An increase in funds for civil defense training is largely responsible for the increase noted in 1955-56. The estimates given in tables 25 and 26, based on activity so far this year and the plans for the remainder of the year, were provided by the Public Health Service of the Department of Health, Education, and Welfare.

Table 25.—NUMBER OF FORMAL COURSES OFFERED BY THE ROBERT A. TAFT SANITARY ENGINEERING CENTER AND THE NUMBER OF INDIVIDUALS TAKING THESE COURSES: 1951-52 TO 1955-56

School year	Formal courses			Individuals trained			
	Total	Cincinnati headquarters	Field	Total	State and local health personnel	Foreign personnel	Other
1	2	3	4	5	6	7	8
Total (5 years)	273	110	163	7,256	5,347	24	1,885
1951-52	35	23	12	748	422	5	321
1952-53	47	23	24	1,495	1,125	14	356
1953-54	51	21	30	1,226	920	4	302
1954-55	64	19	45	1,706	1,320	0	386
1955-56	76	24	52	2,081	1,560	1	520

* Estimated.

Table 26.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL PROGRAMS OF THE ROBERT A. TAFT SANITARY ENGINEERING CENTER: 1951-52 TO 1955-56

School year	Amount	Percent of 1951-52	School year	Amount	Percent of 1951-52
1	2	3	1	2	3
Total (5 years)	\$698,738		1953-54	\$116,100	84.9
1951-52	136,698	100.0	1954-55	148,600	108.7
1952-53	126,540	92.6	1955-56	280,800	205.4

* Estimated.

COMMUNICABLE DISEASE CENTER

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

Laboratory training.—These courses are offered to all grades of employed laboratory personnel of State and local health departments to develop accuracy and dependability in the diagnostic ability of professional laboratory workers; to acquaint them with the best methods and apparatus available for each procedure; to familiarize them with the basic principles underlying each step; and to allow for interchange of ideas and discussion of problems with other students in group seminars. These courses are designed to improve the quality of diagnostic work by intensive refresher training in laboratory specialties with emphasis on newer developments, and on the practical aspects of diagnostic laboratory procedures.

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

The number of courses offered, number of trainees and Federal funds expended for the two training programs for the past 4 years are given in table 27.

Table 27.—NUMBER OF COURSES OFFERED, NUMBER OF TRAINEES AND FEDERAL FUNDS EXPENDED FOR EDUCATIONAL PROGRAMS OF THE COMMUNICABLE DISEASE CENTER: 1951-52 TO 1954-55

School year	Number of courses offered	Number of trainees			Funds expended		
		Total	State and local	Foreign nationals	Total	State and local	Foreign nationals
1	2	3	4	5	6	7	8
Total (4 years)	708	18,646	42,753	169	\$1,507,030	\$1,440,730	\$66,300
1951-52	149	2,411	2,242	169	394,704	378,604	16,100
1952-53	159	3,055	2,870	185	370,100	356,100	14,000
1953-54	192	4,239	3,994	245	346,200	329,100	17,100
1954-55	208	3,941	3,647	294	396,026	376,926	19,100

PUBLIC HEALTH SERVICE RESEARCH FELLOWSHIPS

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

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

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

Federal funds expended for research fellowships through the programs of the National Institutes of Health for the past 5 years are given in column 4 of table 28.

PUBLIC HEALTH SERVICE TRAINEESHIPS
AND TRAINING GRANTS

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

Both types of traineeships are currently awarded by the National Cancer Institute, the National Heart Institute, the National Institute of Arthritis and Metabolic Disease, and the National Institute of Neurological Diseases and Blindness, while only the second or indirect type is awarded by the National Institute of

Mental Health. Federal funds expended for traineeships and training grants through the programs of the National Institutes of Health for the past 5 years are given in column 5 of table 28.

Table 28.—FEDERAL FUNDS ALLOTTED FOR TRAINING AND FOR RESEARCH FELLOWSHIPS OF THE PUBLIC HEALTH SERVICE: 1951-52 TO 1955-56

School year	Total		Research fellowships	Traineeships and training grants
	Amount	Percent of 1951-52		
1	2	3	4	5
Total (5 years)	\$62,477,000	-----	\$11,259,000	\$51,218,000
1951-52	9,161,000	100.0	1,747,000	7,414,000
1952-53	9,455,000	103.2	2,017,000	7,438,000
1953-54	12,946,000	141.3	2,139,000	10,813,000
1954-55	13,613,000	148.6	2,562,000	11,051,000
1955-56	17,302,000	188.9	2,800,000	14,502,000

DIVISION OF INDIAN HEALTH

A formal training program for practical nurses is conducted by the Division of Indian Health at training schools located at Albuquerque, New Mexico, and Mt. Edgecumbe, Alaska. Table 29 gives the number of students in attendance, the number of staff members, and the expenditures for 1955-56 in the two training schools.

Once each year, the training school at Phoenix, Ariz., also conducts a 6-week orientation and training course for sanitation aids and sanitarians who are employed at field locations of the Division of Indian Health. Twenty-seven students attended the course in October 1955.

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

Table 29.—PERSONNEL AND FEDERAL EXPENDITURES FOR TRAINING OF PRACTICAL NURSES FOR INDIAN RESERVATIONS: 1955-56

Training school	Number of —		Expenditures
	Students	Staff members	
1	2	3	4
Total	75	20	\$202,000
Albuquerque, N. Mex.	40	11	95,000
Mt. Edgecumbe, Alaska	35	9	107,000

DIVISION OF HOSPITALS

At the Public Health Service Hospital, Baltimore, Md., training in medical record library science is offered qualified college students. The course consists of 50 weeks of instruction and practice in medical record theory, procedures, and management. Formal lectures, individual conferences, laboratory work, and other related activities are included in this training. At the present time, there are 7 students and 38 staff members participating in this training program. Quarters and subsistence are made available to these students.

Educational opportunities are made available to patients at the Carville, La., Leprosarium. Three teachers are employed at a total annual salary of \$14,520 per annum. At present, about 50 patients attend classes and receive elementary through high-school instruction, depending upon their needs. Adult education is included in this program.

The Division of Hospitals also provides clinical training at Freedmen's Hospital for approximately 108 student nurses enrolled at Howard University. There are 27 staff members at the hospital employed exclusively for the training program.

SURPLUS PROPERTY UTILIZATION

As World War II was drawing to a close, Congress enacted the Surplus Property Act of 1944 for the purpose of setting up an orderly procedure to dispose of the huge stockpiles of property no longer necessary for defense. In the enactment of this legislation, Congress recognized that quantities of Government-owned property, no longer needed for defense purposes, could be effectively utilized by schools and other public institutions. Accordingly, statutory provision was made in the act to provide for transfer of surplus property by donation or public benefit discount to tax-supported and tax-exempt nonprofit educational institutions. This legislation expanded the provisions of existing law whereby the Secretary of War and the Secretary of the Navy were permitted to donate specific categories of property to schools, and colleges. It also resulted in the establishment of the Surplus Property Utilization Program in the United States Office of Education.

In order to coordinate the orderly transfer of surplus property, State agencies for surplus property were created. Later, in appreciation of the value of the donation program and the desire on the part of the States to expand the benefits accruing to educational institutions through the utilization of Federal surplus property, Public Law 889, Eightieth Congress, was enacted. The func-

tions under this law were incorporated in the Federal Property and Administrative Services Act of 1949. Public Law 839 authorized the Departments of War and Navy to donate their surplus property to educational institutions for unrestricted educational use.

While the surplus property programs were initially established to deal with war surpluses, it was recognized by educational institutions and by Congress that there would always be a large quantity of surplus property generating in normal Federal housekeeping processes. For this reason, the Federal Property and Administrative Services Act of 1949 carried sections providing for this program to be continued on a permanent basis. This law, under special sections, provided that property of any executive agency could be donated or transferred to tax-supported and private non-profit tax-exempt educational institutions.

Public Law 754, approved September 1950, broadened the scope of the surplus property program to provide for the donation of surplus personal property to tax-supported and tax-exempt medical institutions, hospitals, clinics, and health centers in addition to schools, school systems, colleges, and universities. In accordance with these new provisions, the States reorganized their war surplus property agencies so as to provide a permanent organization to cooperate with the Federal office in achieving the equitable distribution of Federal surplus property.

Soon after the outbreak of the Korean War, the Department of Defense and the General Services Administration issued instructions stating that all declarations of excess personal property then in process would be reviewed so as to assure that no property vitally needed for defense purposes would be released. A critical review of requirements by military agencies and a concerted effort in the prosecution of the War, reduced the amount of donable property to approximately \$42,000,000 during the 1951-52 school year. The impact of the Korean War on the surplus property program was most severely felt during the month of November 1951, when only slightly more than \$1,000,000 of personal property was donated. In succeeding months a gradual increase in the amount of property available for donation was noted, and with the conclusion of the Korean War and a renewed emphasis on disposals, a tremendous increase in the amount of property available for transfer or donation to public health and educational institutions has been apparent.

SURPLUS PERSONAL PROPERTY

Federal personal property is made available for allocation and

donation to tax-supported and nonprofit tax-exempt school systems, colleges and universities, hospitals, clinics, medical institutions, and health centers before it can be offered for sale to the general public. This program is administered by the Secretary of Health, Education, and Welfare under authority of the Federal Property and Administration Services Act of 1949, as amended.

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

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

Such property as is determined by the Department of Health, Education, and Welfare to be useful and necessary for educational or public health purposes is allocated to the various State agencies for surplus property for distribution by donation to eligible institutions within the respective States. At present, there is a duly recognized State agency for surplus property in each State, Territory, and possession of the United States with the exception of Idaho.

Tremendous quantities of surpluses were transferred by donation to schools during the years immediately following World War II. The outbreak of the Korean hostilities, however, caused the Government to re-evaluate properties normally determined to be surplus and to utilize Federal property to a maximum. Therefore, the impact of the Korean situation caused both the quantity and the quality of surplus property suitable for donation to be reduced markedly. Concentrated efforts were made by the military departments, in cooperation with the Department of Health, Education, and Welfare, and the State agencies for surplus property, to recapture or recover for use in the defense effort useable items of previously donated property. Special programs of repossession were organized. Funds to finance the recapture of property were

made available to the Department of Health, Education, and Welfare by the Department of Defense. As a result of these programs, approximately \$6 million worth of machine tools, \$2 million worth of electronics, and \$2 million worth of miscellaneous items of personal property were recovered from educational institutions and State agency warehouses for utilization in the Korean defensive effort.

Following the termination of hostilities in Korea, the Government renewed its efforts to close out or terminate its emergency defense establishments and reduce inventories to realistic peacetime levels. Consequently, there has been a substantial increase in the quantity of surplus property available for donation.

Substantially increased amounts of donable property were transferred during the 1953-54 and 1954-55 school years. However, because of the Stock Fund regulation issued by the Department of Defense early in 1954, property was transferred into special Stock Fund accounts which in accordance with basic legislation as interpreted by the Department of Defense must be sold. The amount of property available for donation, therefore, was not as large as first expected. However, the Eighty-fourth Congress enacted Public Law 61 which specifically included Stock Fund and Working Capital Fund property as donable property. As a result, the quantity of donable property increased 58.2 percent during the first half of 1956 over the last half of 1955. It is anticipated that an average of \$200 million worth of Federal surplus personal property per year will be available for donation to public health and educational institutions during the next several years.

Table 30 shows the acquisition value of surplus personal property donated to health and educational institutions for each school year from 1946-47 to 1955-56. Columns 4 and 5 indicate the estimated percents of proportions allotted to health institutions and to educational institutions. Table 31 gives the detailed figures showing the acquisition value of surplus donable property allocated by States for the 1953-54 and 1954-55 school years. Detailed figures on the amounts granted during the 1954-55 school year are shown in column 9 of the summary table 4.

SURPLUS REAL PROPERTY

Congressional enactments have authorized the sale or lease of real property to educational institutions if an important need exists. Such property may vary from large installations that are complete with buildings and all utilities to single buildings or small areas of land with or without improvements. In addition

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to buildings, sewage disposal plants, electrical or water distribution systems, fencing, bleachers, heating plants, and other improvements may be purchased for removal from the site and for educational use.

Table 30.—ACQUISITION VALUE OF DONABLE PERSONAL PROPERTY ALLOCATED TO HEALTH AND EDUCATIONAL INSTITUTIONS: 1946-47 TO 1955-56

School year	Acquisition value	Average amount per month	Estimated percent allotted to —	
			Health institutions	Educational institutions
1	2	3	4	5
Total (9½ years).....	\$979,391,213	\$8,591,150		
1946-47.....	143,628,219	11,969,018	0	100
1947-48.....	145,261,269	12,105,105	0	100
1948-49.....	85,598,480	7,133,207	0	100
1949-50.....	110,306,652	9,192,220	0	100
1950-51.....	50,361,189	4,196,766	5	95
1951-52.....	42,110,501	3,509,208	8	92
1952-53.....	63,117,195	5,259,766	10	90
1953-54.....	107,042,941	8,920,245	20	80
1954-55.....	132,174,248	11,014,520	20	80
1955-56 (½ year)¹.....	99,790,519	16,631,753	20	80

¹ July 1 through December 31, 1955.

Table 31.—ACQUISITION VALUES OF DONABLE PERSONAL PROPERTY ALLOCATED TO HEALTH AND EDUCATIONAL INSTITUTIONS IN THE STATES AND TERRITORIES: 1953-54 AND 1954-55

State or Territory	1953-54	1954-55	State or Territory	1953-54	1954-55
1	2	3	4	5	6
Total.....	\$107,042,941	\$132,174,248	New Hampshire.....	\$ 143,991	\$408,970
Alabama.....	2,897,572	3,650,947	New Jersey.....	1,606,912	1,826,074
Arizona.....	311,011	768,479	New Mexico.....	628,154	1,367,364
Arkansas.....	1,546,165	1,804,350	New York.....	5,269,803	6,180,078
California.....	11,181,871	14,387,815	North Carolina.....	3,913,987	4,796,501
Colorado.....	780,757	2,019,851	North Dakota.....	206,522	119,384
Connecticut.....	1,042,299	2,621,896	Ohio.....	3,804,652	2,976,301
Delaware.....	106,948	226,383	Oklahoma.....	2,338,327	3,036,220
Florida.....	2,695,160	4,160,823	Oregon.....	1,632,172	2,538,608
Georgia.....	3,236,183	3,170,937	Pennsylvania.....	2,615,302	3,994,571
Idaho.....	131,103	206,482	Rhode Island.....	728,520	1,201,256
Illinois.....	5,445,784	4,480,268	South Carolina.....	2,110,323	1,945,606
Indiana.....	3,309,700	2,694,653	South Dakota.....	291,830	438,956
Iowa.....	2,114,041	2,113,997	Tennessee.....	3,350,989	3,347,179
Kansas.....	4,442,088	2,297,984	Texas.....	6,048,304	9,239,667
Kentucky.....	2,901,418	3,232,136	Utah.....	1,615,425	2,505,693
Louisiana.....	2,610,088	2,875,724	Vermont.....	116,816	344,634
Maine.....	281,193	800,760	Virginia.....	2,984,482	3,815,886
Maryland.....	1,637,727	2,183,424	Washington.....	2,065,202	4,067,460
Massachusetts.....	2,575,515	5,230,976	West Virginia.....	1,830,733	1,591,470
Michigan.....	1,677,549	2,687,118	Wisconsin.....	1,795,158	1,914,741
Minnesota.....	1,049,224	1,811,600	Wyoming.....	100,437	209,739
Mississippi.....	2,154,610	2,037,565	District of Columbia.....	1,017,134	1,122,360
Missouri.....	3,398,791	2,677,393	Alaska.....	3,578	4,816
Montana.....	432,357	570,719	Hawaii.....	829,368	982,900
Nebraska.....	2,080,184	1,530,661	Puerto Rico.....	79,117	1,383,229
Nevada.....	401,872	843,751	Virgin Islands.....	4,084	2,776

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

The Surplus Real Property Utilization Division is responsible not only for disposing of surplus real property for school, classroom, or other educational purposes, but also for the periodic approval of the program of utilization of transferred property, for the retransfer of property to other educational claimants, for authorizing other disposals by a transferee, and for changing the terms, conditions, and limitations in a transfer instrument when conditions warrant.

In cooperation with the Department of Defense, the Office of Surplus Property Utilization repossessed real property having an original acquisition cost in excess of \$140,000,000 during the Korean conflict. This was in accordance with agreements arranged with the educational institutions at the time of transfer. Repossessed real property is for emergency use by the Department of Defense and possession is to be returned to the educational institutions when the emergency is passed unless circumstances require that title also be taken by the Federal Government.

Table 32.—FEDERAL SURPLUS REAL PROPERTY TRANSFERRED TO ALL EDUCATIONAL INSTITUTIONS: 1946-47 to DECEMBER 31, 1955

School year	Number of acres transferred	Number of buildings transferred	Acquisition cost of transfers	Fair value of transfers
1	2	3	4	5
Total (9½ years).....	117,136	29,269	\$561,244,876	\$119,543,299
1946-47.....	50,939	7,201	232,102,130	37,092,575
1947-48.....	19,501	10,182	137,724,157	21,336,643
1948-49.....	81,233	6,528	114,417,084	39,402,958
1949-50.....	9,118	2,116	36,678,504	6,678,041
1950-51.....	518	968	6,782,619	1,463,470
1951-52.....	1,680	419	9,522,202	1,515,375
1952-53.....	830	226	2,035,103	722,710
1953-54.....	2,139	695	9,063,150	5,209,351
1954-55.....	1,218	522	7,520,786	4,270,953
1955-56 (½ year)¹.....	310	412	6,899,141	1,851,224

¹ July 1 to December 31, 1955.

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Table 33.—ACQUISITION COST AND FAIR VALUE OF FEDERAL SURPLUS REAL PROPERTY ALLOTTED TO EDUCATION AND HEALTH INSTITUTIONS IN THE STATES AND TERRITORIES: 1953-54 AND 1954-55

State or Territory	Number of acres transferred		Number of buildings transferred		Acquisition cost of transfers		Fair value of transfers	
	1953-54	1954-55	1953-54	1954-55	1953-54	1954-55	1953-54	1954-55
1	2	3	4	5	6	7	8	9
GRAND TOTAL.....	2,161	1,821	733	670	\$10,769,644	\$16,210,388	\$7,335,915	\$9,983,964
TRANSFERRED TO EDUCATIONAL INSTITUTIONS								
Total.....	2,139	1,218	685	522	8,063,150	7,520,788	5,209,351	4,270,953
Alabama.....	10	27	0	5	3,200	106,371	18,375	15,330
Arizona.....	760	19	37	1	774,871	38,381	280,319	19,511
Arkansas.....	2	1	28	13	214,141	47,705	67,318	9,371
California.....	642	90	180	85	5,014,270	1,335,608	3,390,593	1,393,116
Colorado.....	9	185	109	19	473,386	90,047	264,985	124,916
Connecticut.....	0	2	0	1	0	40,347	0	28,043
Florida.....	0	39	1	0	120,513	124,731	102,021	41,100
Georgia.....	0	12	0	3	0	43,638	0	14,450
Idaho.....	0	1	0	3	0	10,000	0	3,500
Illinois.....	0	20	0	1	0	24,882	0	20,801
Indiana.....	0	0	0	1	0	5,000	0	925
Iowa.....	0	1	0	1	0	12,821	0	22,600
Kentucky.....	0	0	6	1	16,483	10,000	5,892	500
Maryland.....	48	51	0	2	3,403	455,205	24,185	381,572
Massachusetts.....	0	1	0	8	0	17,500	0	3,400
Michigan.....	54	42	2	0	36,200	78,951	26,976	25,000
Missouri.....	0	72	16	101	55,813	3,124,704	8,535	1,055,149
Montana.....	0	0	10	11	76,095	70,759	3,800	10,800
Nebraska.....	0	9	94	9	446,884	8,732	43,924	7,100
Nevada.....	0	0	1	0	11,678	0	5,000	0
New Mexico.....	0	0	129	58	807,114	289,306	293,137	138,215
New York.....	0	1	4	3	53,500	4,966	4,000	1,696
North Carolina.....	0	0	0	12	0	72,266	0	23,400
North Dakota.....	511	1	0	2	17,900	16,675	15,300	7,100
Ohio.....	0	193	0	9	0	62,581	0	87,769
Oklahoma.....	0	0	9	31	53,630	647,608	1,330	39,798
Oregon.....	1	5	7	13	55,651	100,122	11,140	114,855
Pennsylvania.....	0	6	0	27	0	64,294	0	64,003
Rhode Island.....	0	0	0	0	0	0	19,000	0
South Carolina.....	28	50	0	44	61,631	585,088	33,500	212,430
South Dakota.....	0	0	1	0	1,538	0	550	0
Tennessee.....	0	19	0	0	0	25,678	0	41,300
Texas.....	42	0	44	48	449,192	544,843	354,539	51,141
Utah.....	0	0	1	0	8,795	0	100	0
Vermont.....	0	0	0	2	0	6,000	0	1,000
Virginia.....	0	0	0	44	0	215,198	0	72,000
Washington.....	31	371	34	8	189,388	135,547	89,702	139,222
Wisconsin.....	1	4	1	1	15,945	39,941	18,050	36,000
Wyoming.....	0	0	10	0	27,249	0	22,580	0
District of Columbia.....	0	3	0	0	0	31,347	0	58,267
Hawaii.....	0	0	1	6	75,000	33,937	4,300	2,275
TRANSFERRED TO HEALTH INSTITUTIONS								
Total.....	22	303	38	148	1,706,494	8,689,670	2,126,564	5,723,001

According to table 32, a total of 117,136 acres and 29,269 buildings were transferred to educational institutions over a period of 9½ years. A total of \$561,244,876 has been expended

by the Federal Government in acquiring properties which were later transferred to educational institutions. At the time of the transfers the fair value for this property was \$119,543,299.

As indicated in table 32, the volume of transfer of real property continued at a relatively low level during the Korean conflict. This corresponds with the decline in donation of personal property and is due to the fact that much less property was declared surplus during the Korean buildup.

Acquisition costs and fair values of surplus real property are listed for the 1953-54 and 1954-55 school years in table 33. Numbers of acres and buildings are also given, State by State, for the educational institutions. Figures for the 1954-55 school year indicate that the real property is being allocated almost equally between education and health institutions.

VOCATIONAL REHABILITATION

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

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

Amendments to the Vocational Rehabilitation Act were enacted in August 1954 through the passage of Public Law 565, Eighty-third Congress. The Amendments provided in this new law are

designed to stimulate and aid in maintaining a great expansion of vocational rehabilitation services throughout the Nation. The act establishes a stronger and more flexible financial structure and improved administration of the combined State-Federal program. It contains many new and far-reaching provisions designed to provide more and better services to a greater number of our handicapped citizens.

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

Allotments under section 2 of the act are used for support of basic vocational rehabilitation services. Federal funds for the support program are allotted to the States on the basis of population weighted by per capita income, with provision for a "floor" to insure that no State's allotment is less than the 1954 level of operation. In order to earn the "floor," State funds must equal 1954 State funds. The rest of the support allotment is earned at rates related to the fiscal capacity of the State. After 1959, the matching requirements for the "floor" are adjusted 25 percent a year so that by 1963, the entire support allotment will be earned at rates related to the fiscal capacity of the State.

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

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

Federal funds are available under section 4(a)(2) of the act to States and nonprofit organizations for projects which will expand

State vocational rehabilitation programs. There are, likewise, no allotments to States under this subsection and grants are made on an individual project basis. Authority for making grants under this subsection expires June 30, 1956.

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

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

States actually operate the programs for vocational rehabilitation. The State agency responsible for administering the program is either the State Board for Vocational Education or a State rehabilitation agency, which is primarily concerned with vocational rehabilitation, except where there is a separate agency for the rehabilitation of the blind. In 36 States, the program for the rehabilitation of the blind is administered by the State blind commission or the State agency, usually located in the State welfare department, which provides assistance or services to the adult blind.

Table 34.—NUMBER OF PERSONS REHABILITATED AND FEDERAL FUNDS EXPENDED FOR VOCATIONAL REHABILITATION: 1946-47 TO 1955-56

School year	Number rehabilitated	Expenditures		School year	Number rehabilitated	Expenditures	
		Amount	Percent of 1946-47			Amount	Percent of 1946-47
1	2	3	4	1	2	3	4
Total (10 years).....	589,821	\$216,053,129	-----	1950-51.....	66,193	21,001,833	148.0
1946-47.....	48,880	14,188,933	100.0	1951-52.....	63,632	21,822,891	153.8
1947-48.....	53,131	17,706,843	124.8	1952-53.....	61,308	22,947,681	161.7
1948-49.....	58,020	18,215,683	128.4	1953-54.....	55,825	22,964,504	161.8
1949-50.....	59,597	20,340,142	143.4	1954-55.....	57,981	24,790,164	174.7
				1955-56 ¹	70,254	32,075,000	226.1

¹ Estimated.

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Table 35.—FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR SUPPORT OF VOCATIONAL REHABILITATION AND FOR TRAINING GRANTS: 1955-56¹

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$32,075,000	Maryland.....	\$ 333,028	Rhode Island.....	\$ 115,695
Alabama.....	1,083,676	Massachusetts.....	428,942	South Carolina.....	520,662
Arizona.....	224,645	Michigan.....	1,160,040	South Dakota.....	119,693
Arkansas.....	690,314	Minnesota.....	603,240	Tennessee.....	747,332
California.....	1,802,095	Mississippi.....	430,032	Texas.....	1,031,556
Colorado.....	233,652	Missouri.....	721,012	Utah.....	128,996
Connecticut.....	368,114	Montana.....	153,918	Vermont.....	133,744
Delaware.....	179,136	Nebraska.....	237,745	Virginia.....	682,426
Florida.....	1,042,941	Nevada.....	30,584	Washington.....	544,972
Georgia.....	1,750,735	New Hampshire.....	69,454	West Virginia.....	752,847
Idaho.....	75,899	New Jersey.....	792,689	Wisconsin.....	576,764
Illinois.....	1,359,118	New Mexico.....	173,157	Wyoming.....	102,337
Indiana.....	402,908	New York.....	2,033,022	Dist. of Columbia.....	248,209
Iowa.....	488,652	North Carolina.....	1,215,195	Alaska.....	76,340
Kansas.....	314,878	North Dakota.....	168,272	Hawaii.....	186,255
Kentucky.....	268,330	Ohio.....	624,323	Puerto Rico.....	315,927
Louisiana.....	919,752	Oklahoma.....	633,941	Other	
Maine.....	175,851	Oregon.....	381,218	(traineeships).....	2,075,000
		Pennsylvania.....	2,146,237		

¹ Estimated.

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

Number of persons rehabilitated and Federal funds expended during the past 10 years are shown in table 34. Detailed figures listing the amounts by States and Territories for the 1954-55 school year are given in column 11 of table 4. Similar figures estimated for the 1955-56 school year are given in table 35. Along with the figures for these 2 years are shown amounts for training and traineeships. These have reference to grants to universities and other institutions for training and traineeships to increase the staffs needed in the expanded vocational rehabilitation programs authorized under the Vocational Rehabilitation Act.

Chapter III

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF AGRICULTURE

THE DEPARTMENT OF AGRICULTURE administers a number of programs that are planned to help increase agricultural production through projects in land utilization, plant and animal selection, and farming practices. More production from agricultural lands must be obtained without risk to the maintenance and improvement of productive resources for the years to come. In developing this program the Department is dependent upon individual farmers to employ scientific knowledge, technics, and new methods derived from experimentation, testing, and research. Extensive educational and informational services that will reach the farmers are the only means of making new facts function in farm production.

As shown in table 1, chapter I, there were 28 educational programs in the Department of Agriculture in 1949-50. Reference is made to several of them in this bulletin, but detailed descriptions are given for only 4 including: (1) Agricultural Experiment Stations, (2) Agricultural Extension Services, (3) Revenue from National Forests, and (4) School Lunch Services. These educational programs of the Department of Agriculture required almost \$225 million for the 1954-55 school year, as indicated in table 5 of chapter I.

In addition, the Department conducted numerous other activities in education. One of these, the United States Department of Agriculture Graduate School located in Washington, D. C., serves about 6,000 part-time students. This School uses facilities of the Department of Agriculture but otherwise it is almost self-supporting and does not require the appropriation of any significant amount of Federal money.

AGRICULTURAL EXPERIMENT STATIONS

For about 69 years, Federal aid has been available for the operation of agricultural experiment stations. These stations are operated chiefly as units of the land-grant colleges of agriculture

and mechanic arts. Federal funds have been provided by several congressional acts, the earliest of which was approved in 1887 and the most recent one in 1946. The first three enactments provided flat grants to the States and were approved in 1887, 1906, and 1925. Additional Federal aid, in excess of the annual flat grants totaling \$90,000 per State approved prior to 1935, has been allocated for the most part on a matching basis.

FEDERAL GRANTS-IN-AID

The Hatch Act was approved in 1887. It provided for the annual appropriation of \$15,000 to each State or Territory, then established or to be established, to "aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting principles and application of agricultural science." The United States Department of Agriculture is required by law to coordinate the work and to disseminate research findings of the experiment stations. Certain responsibilities are also placed upon the recipients of the grants. For example, each State is required to file annual reports with the Secretary of Agriculture and the Treasurer of the United States and to prepare and publish special reports at regular intervals.

A second law, known as the Adams Act, was passed by Congress in 1906. This act increased the amount of Federal aid for research by agricultural experiment stations. The annual appropriation per State is \$15,000. By its wording, this law provides for continuing appropriations. However, since it is considered as supplementary to the Hatch Act which does not so provide, the Congress makes annual appropriations for the amounts specified by both acts. Duties of the United States Department of Agriculture with respect to the administration of these funds were increased with the passage of this law in 1906.

Almost two decades elapsed after the passage of the Adams Act before additional funds, exceeding the previously approved \$30,000 per State, were provided by a third law, the Purnell Act passed in 1925. It authorized an additional flat grant of \$60,000 to be apportioned annually for agricultural experiment station work in each State. The Secretary of Agriculture is charged with the administration of the law.

The Hawaii Station Act of May 16, 1928, extended to the Territory of Hawaii the benefits of the Hatch (\$15,000), Adams (\$15,000), and Purnell (\$60,000) Acts. Similarly, the benefits of these three acts were extended to Puerto Rico by the Puerto Rico

Station Act of March 4, 1931. The Alaska Station Act of February 23, 1929, made the benefits of the Hatch Act available to Alaska, and the Alaska Station Act of June 20, 1936, as amended by the act of August 29, 1950, authorized full benefits of the Adams and Purnell Acts for Alaska.

Federal funds are provided for State Agricultural Experiment Stations under the Bankhead-Jones Act of 1935, a fourth major law in this field. This act authorized annual increases to 1940 in the amounts to be appropriated. In 1936, the first year the law was in operation, the total amount authorized for distribution to the States and Territories under the act was \$600,000. In 1937, it was \$1,200,000 and it continued to increase by \$600,000 each year for 3 more years when the annual amount became fixed at \$3,000,000. However, appropriations have not equalled the authorizations in any year since 1938. They totaled \$2,863,708 in 1955-56.

Allocations to the States under the Bankhead-Jones Act of 1935 are in addition to the funds appropriated under the earlier laws. The distribution is contingent upon an annual appropriation authorization. Unlike the earlier acts, however, this one provides that most of the funds shall be allotted to each State and Territory in the same proportion that the rural population of each is to the total rural population of the entire 48 States and 3 Territories. Furthermore, it provided that no allotment or payment of funds shall be made to a given State or Territory in excess of the amount the area makes available from its own funds for experiment station work. Because of this apportionment plan, allotments under the Bankhead-Jones Act vary considerably among the States.

In 1946 an amendment to the Bankhead-Jones Act of 1935 was enacted. It is a part of the Research and Marketing Act and authorizes additional appropriations for research by agricultural experiment stations in the States and Territories up to a total of \$20,000,000, or such additional sums as Congress may deem appropriate. The first appropriation under the amendment was made for the 1947-48 school year and totaled \$2,500,000. This act provides that 20 percent of the appropriation in any year shall be expended for marketing research.

An entirely new formula for the allotment of funds to the State agricultural experiment stations was established in the enactment of 1946. It provides that 20 percent of the amount appropriated in any year shall be distributed equally among the 48 States and 3 Territories; 26 percent shall be distributed on

the basis of relative rural population; and 26 percent shall be distributed to each State and Territory in the same proportion that the farm population of each is to the total farm population of the entire 48 States and 3 Territories. All of the above 72 percent of appropriations must be matched in full by the States.

Twenty-five percent of the appropriation in any 1 year may be allotted on the basis of research proposals for regional research projects which must be cooperative between at least two State stations. Allotments under this 25 percent of the appropriation, known as Regional Research Fund, are based upon recommendations of a committee of nine persons representing the State agricultural experiment stations. This fund is not distributed on the basis of any prescribed formula. The Regional Research Fund and the amounts for administration need not be matched. The remaining 3 percent of the appropriation in any year is available to the Office of Experiment Stations, United States Department of Agriculture, for administration.

Under the 1946 amendment to the Bankhead-Jones Act, the total appropriation for the 1955-56 school year was \$16,800,000. Of this amount, \$12,096,000, or 72 percent, was allotted by formula to the 48 States, Hawaii, Alaska, and Puerto Rico. Total amounts allotted to the States for State agricultural experiment stations during the last 10 years, in accordance with provisions of the 5 acts, are presented in table 36.

Detailed amounts allotted to the individual States and Territories are given in column 3 of the summary table 5 in chapter I. Similar figures for the 1955-56 school year are presented in table 37. Texas received a total of \$763,561 which is the largest allotment for any of the States and Territories, and Nevada received the lowest amount, \$167,122. All of these figures have been obtained from the State Experiment Stations Division, Agricultural Research Service, United States Department of Agriculture.

The \$2,875,000 allotted in 1954-55 to the State agricultural experiment stations for cooperative regional research, represents 25 percent of the appropriation under the Bankhead-Jones Act of 1946. For 1955-56, the Regional Research Fund amounted to \$4,200,000.

Appropriations for marketing research and service work were authorized in the Agricultural Marketing Act of 1946. Since State agricultural experiment stations are specifically mentioned among the agencies to obtain funds under this authorization, the funds have been allotted to State stations. Unlike the funds provided by the preceding 5 acts, these funds are made available on the

basis of specific project proposals which must be approved by the Department. Grants under this authority must be matched in full by non-Federal funds on a project basis. In both the 1954-55 and 1955-56 school years, State agricultural experiment stations were allotted \$500,000 for marketing research and service.

Table 36.—FEDERAL FUNDS ALLOTTED FOR AGRICULTURAL EXPERIMENT STATIONS: 1946-47 TO 1955-56

School year	Total for agricultural experiment stations		Hatch Act, 1887	Adams Act, 1906	Purnell Act, 1925	Bankhead-Jones Act, 1935	Bankhead-Jones Act, 1946
	Amount	Percent of 1946-47					
1	2	3	4	5	6	7	8
Total (10 years).....	\$116,993,954	-----	\$7,620,000	\$7,597,500	\$30,232,500	\$28,232,012	\$40,211,942
1946-47.....	7,206,208	100.0	765,000	767,500	3,020,000	2,663,703	0
1947-48.....	8,950,808	124.2	750,000	750,000	3,000,000	2,661,268	1,789,540
1948-49.....	9,687,482	134.4	750,000	750,000	3,000,000	2,861,080	2,326,402
1949-50.....	11,006,208	152.7	765,000	757,500	3,020,000	2,863,708	3,600,000
1950-51.....	11,016,208	152.9	765,000	757,500	3,030,000	2,863,708	3,600,000
1951-52.....	11,028,708	153.0	765,000	765,000	3,035,000	2,863,708	3,600,000
1952-53.....	11,041,208	153.2	765,000	765,000	3,047,500	2,863,708	3,600,000
1953-54.....	11,773,708	163.4	765,000	765,000	3,060,000	2,863,708	4,320,000
1954-55.....	15,733,703	218.3	765,000	765,000	3,060,000	2,863,708	8,280,000
1955-56.....	19,549,708	271.3	765,000	765,000	3,060,000	2,863,708	12,096,000

Table 37.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR AGRICULTURAL EXPERIMENT STATIONS: 1955-56

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$19,549,708	Maine.....	\$ 236,311	Oregon.....	\$ 287,280
Alabama.....	551,100	Maryland.....	282,334	Pennsylvania.....	681,007
Arizona.....	212,767	Massachusetts.....	266,268	Rhode Island.....	174,050
Arkansas.....	465,576	Michigan.....	521,243	South Carolina.....	454,224
California.....	528,845	Minnesota.....	463,260	South Dakota.....	261,799
Colorado.....	255,588	Mississippi.....	555,021	Tennessee.....	574,115
Connecticut.....	225,814	Missouri.....	508,765	Texas.....	763,531
Delaware.....	177,362	Montana.....	224,222	Utah.....	203,190
Florida.....	321,222	Nebraska.....	322,285	Vermont.....	202,172
Georgia.....	574,208	Nevada.....	167,122	Virginia.....	513,179
Idaho.....	228,894	New Hampshire.....	194,387	Washington.....	318,280
Illinois.....	545,903	New Jersey.....	260,716	West Virginia.....	397,895
Indiana.....	477,963	New Mexico.....	223,313	Wisconsin.....	472,939
Iowa.....	478,218	New York.....	587,078	Wyoming.....	185,131
Kansas.....	359,718	North Carolina.....	748,006	Alaska.....	168,313
Kentucky.....	569,102	North Dakota.....	263,561	Hawaii.....	198,258
Louisiana.....	413,387	Ohio.....	615,147	Puerto Rico.....	515,420
		Oklahoma.....	404,296		

AGRICULTURAL EXTENSION SERVICE

The Smith-Lever Act of May 8, 1914, was the first legislation that authorized cooperative agricultural extension work between

the agricultural colleges in the States, and the United States Department of Agriculture. However, it was not until 1915 that funds were appropriated and this act went into actual operation. Subsequently, supplementary acts were passed as shown in table 39 which provided additional appropriations to broaden the benefits of cooperative extension work.

In 1953, Congress passed Public Law 83 which amended the Smith-Lever Act of May 8, 1914, to consolidate it with the 9 other acts relating to extension work. The new act simplified administration, authorized the appropriation of funds the Congress deemed necessary, and established a permanent formula for apportioning Federal funds to the States. The funds under the "Smith-Lever Act, as amended June 26, 1953" amounted to \$44,155,000 for the 1955-56 school year, or 97 percent of the total Federal funds allotted for cooperative agricultural extension work. Column 4 of table 39 indicates the acts that were combined under the 1953 legislation. Increases or decreases in allotments under specific authorizations are evident in table 39.

The Clarke-McNary Act, passed in 1924, and amended in 1949, provided that funds be appropriated annually to aid farmers through advice, education, demonstrations, and other similar means in establishing, renewing, protecting, and managing woodlots, shelter belts, windbreaks, and other valuable forest growth, and in harvesting, utilizing, and marketing the products thereof. Funds totaling \$88,000 were allotted to 45 States and Puerto Rico for this purpose for the 1954-55 school year. The average amount per State was approximately \$1,900. This work for fiscal year 1956 was shifted to and has become a part of that financed by appropriations made under the Smith-Lever Act.

The States and Territories reported that matching funds, plus other funds, allotted for these extension programs amounted to \$60,942,000 and \$64,437,000 for the 1954-55 and 1955-56 school years, respectively. This indicates that non-Federal funds used by the States for this program amount to about 59 percent of the total.

Federal funds allotted for cooperative agricultural extension work during the past 10 years are given in table 38. Appropriations for the latter 5 years are given in table 39 indicating the authorizations for each of the several amounts making up the totals for extension work.

Total amounts granted to the States and Territories for the 1955-56 school year are listed in table 40. Similar figures for the

1954-55 school year are shown in column 4 of the summary table 5 in chapter I. In addition to these amounts, \$125,000 was provided in 1954-55 for regional contracts in cooperative extension work.

Appropriations for educational work in marketing were authorized in the Agricultural Marketing Act of 1946. These funds, except for that portion used for contracts, are allotted to the States on the basis of specific project proposals which must be approved by the Department, and must be matched in full by non-Federal funds on a project basis. Allotments for 1954-55 and 1955-56 were \$925,000 and \$1,320,800, respectively.

Table 38.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE AGRICULTURAL EXTENSION WORK: 1946-47 TO 1955-56

School year	Amount	Percent of 1946-47	School year	Amount	Percent of 1946-47
1	2	3	1	2	3
Total (10 years).....	\$330,860,659	-----	1950-51.....	\$32,141,388	117.6
1946-47.....	27,322,824	100.0	1951-52.....	32,057,930	117.3
1947-48.....	27,465,804	100.5	1952-53.....	32,117,059	117.5
1948-49.....	30,487,885	111.4	1953-54.....	32,129,979	117.6
1949-50.....	32,037,840	117.3	1954-55.....	39,675,000	145.2
			1955-56.....	45,475,000	166.4

Table 39.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, BY PURPOSE: 1951-52 TO 1955-56

Purpose	1951-52	1952-53	1953-54	1954-55	1955-56
1	2	3	4	5	6
Total.....	\$32,057,930	\$32,117,059	\$32,129,979	\$39,675,000	\$45,475,000
Smith-Lever (1914):					
Extension work.....	4,725,150	4,728,500	(1)	(1)	(1)
Clarke-McNary (1924):					
Farm forestry.....	88,180	88,180	88,000	88,000	(1)
Capper-Ketcham (1928):					
Extension work.....	1,531,823	1,533,019	(1)	(1)	(1)
Bankhead-Jones:					
Extension work (1935)	12,428,808	12,428,808	(1)	(1)	(1)
Further development (1945)	12,322,364	12,351,952	(1)	(1)	(1)
Research and marketing (1946)	406,600	431,600	444,700	925,000	1,320,000
Additional cooperative extension (1940)	555,000	555,000	(1)	(1)	(1)
Smith-Lever Act, as amended June 26, 1953.					
Extension work.....	0	0	31,597,279	38,662,000	44,155,000

¹ Under Public Law 83, approved by Congress on June 26, 1953, these acts were consolidated and are to be identified as "Smith-Lever Act, As Amended June 26, 1953."

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Table 40.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR COOPERATIVE EXTENSION WORK: 1955-56

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$45,475,000	Maryland.....	\$ 450,484	Pennsylvania.....	\$1,511,459
Alabama.....	1,636,495	Massachusetts.....	346,798	Rhode Island.....	92,758
Arizona.....	237,752	Michigan.....	1,314,250	South Carolina.....	1,166,406
Arkansas.....	1,322,285	Minnesota.....	1,187,883	South Dakota.....	519,206
California.....	1,115,686	Mississippi.....	1,682,765	Tennessee.....	1,619,939
Colorado.....	467,665	Missouri.....	1,425,625	Texas.....	2,609,864
Connecticut.....	238,647	Montana.....	885,438	Utah.....	282,661
Delaware.....	127,124	Nebraska.....	719,983	Vermont.....	218,405
Florida.....	524,462	Nevada.....	166,232	Virginia.....	1,306,011
Georgia.....	1,719,070	New Hampshire.....	168,038	Washington.....	612,480
Idaho.....	855,558	New Jersey.....	334,687	West Virginia.....	798,016
Illinois.....	1,860,594	New Mexico.....	857,299	Wisconsin.....	1,194,634
Indiana.....	1,154,001	New York.....	1,180,603	Wyoming.....	224,862
Iowa.....	1,262,086	North Carolina.....	2,161,350	Alaska.....	78,306
Kansas.....	885,249	North Dakota.....	531,101	Hawaii.....	233,962
Kentucky.....	1,601,644	Ohio.....	1,567,920	Puerto Rico.....	1,283,281
Louisiana.....	1,095,493	Oklahoma.....	1,187,501	Unallotted.....	360,109
Maine.....	319,785	Oregon.....	501,015	Regional contracts.....	285,000

REVENUE FROM NATIONAL FORESTS

Most of the funds that are allocated to the States for educational purposes are appropriated by Congress from available general revenues. However, revenues from national forests represent at least one instance where an earmarked source is used and the amounts granted are definitely related to the amounts collected. These revenues are small in proportion to other funds used for public education, but in a few States they are significant and they are growing rapidly under the management of the Forest Service. This growth is evident in table 41.

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

The funds collected by the Forest Service in one school year are available for allocation to the States the following school year. Receipts from national forests were collected in 40 States, Alaska, and Puerto Rico, as listed in table 42. Funds listed in this table.

represent 25 percent of total collections. These amounts, collected during the preceding years, are for distribution to the States for the 1954-55 and 1955-56 school years, as indicated in the table. Together, California, Idaho, Oregon, and Washington receive about 71 percent of the total available for all the States from national forests.

The Federal offices do not have information regarding the apportionment of funds between roads and schools made by the various legislatures. Data reported in the tables on the revenues from national forests were supplied by the Forest Service of the United States Department of Agriculture.

Distributions such as are reported in table 41, have not been included in the summary table since definite information on the distribution for roads and schools is known only to the States. However, it is understood that a substantial amount of the \$19,412,708 was made available for school purposes by the respective legislatures, and that the remaining portions were used for the benefit of public roads.

Table 41.—FEDERAL FUNDS FOR ROADS AND SCHOOLS COLLECTED DURING THE PRECEDING SCHOOL YEARS FROM NATIONAL FOREST RENTALS AND DISTRIBUTED FROM 1946-47 TO 1955-56

School year	Total from national forests		Revenue from national forests	Income on school lands located in national forests in Arizona and New Mexico
	Amount	Percent of 1946-47		
1	2	3	4	5
Total (10 years).....	\$116,792,496		\$115,935,626	\$856,870
1946-47.....	3,468,765	100.0	8,424,480	89,885
1947-48.....	4,624,570	133.5	4,575,353	49,217
1948-49.....	6,040,550	174.4	5,983,454	57,096
1949-50.....	7,814,075	225.6	7,753,300	60,775
1950-51.....	8,434,827	243.5	8,362,897	71,980
1951-52.....	14,081,821	406.5	13,974,027	103,294
1952-53.....	17,490,091	504.9	17,358,503	131,588
1953-54.....	18,820,126	543.8	18,697,371	122,755
1954-55.....	16,496,162	476.2	16,398,583	102,579
1955-56.....	19,527,009	563.8	19,412,708	114,801

SCHOOL LANDS IN NATIONAL FORESTS

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

Table 42.—FEDERAL FUNDS FOR ROADS AND SCHOOLS COLLECTED DURING THE PRECEDING SCHOOL YEARS FROM NATIONAL FOREST RENTALS AND DISTRIBUTED DURING 1954-55 AND 1955-56

State or Territory	Total		Income from national forests		Income on school lands located in national forests	
	1954-55	1955-56	1954-55	1955-56	1954-55	1955-56
1	2	3	4	5	6	7
Total	\$16,496,162	\$19,527,009	\$16,393,583	\$19,412,708	\$102,579	\$114,301
Alabama	152,136	225,501	152,136	225,501	0	0
Arizona	516,408	570,694	414,664	457,464	101,744	118,230
Arkansas	608,469	590,481	608,469	590,481	0	0
California	2,537,324	3,013,285	2,537,324	3,013,285	0	0
Colorado	282,985	296,073	282,985	296,073	0	0
Florida	133,541	124,021	133,541	124,021	0	0
Georgia	123,567	149,927	123,567	149,927	0	0
Idaho	974,433	1,062,205	974,433	1,062,205	0	0
Illinois	17,205	18,440	17,205	18,440	0	0
Indiana	2,966	2,658	2,966	2,658	0	0
Iowa	586	410	586	410	0	0
Kentucky	42,025	48,517	42,025	48,517	0	0
Louisiana	153,771	199,950	153,771	199,950	0	0
Maine	2,057	4,351	2,057	4,351	0	0
Michigan	184,270	171,275	184,270	171,275	0	0
Minnesota	141,296	135,103	141,296	135,103	0	0
Mississippi	380,322	439,675	380,322	439,675	0	0
Missouri	41,285	45,209	41,285	45,209	0	0
Montana	504,773	630,481	504,773	630,481	0	0
Nebraska	11,800	11,413	11,800	11,413	0	0
Nevada	39,269	41,149	39,269	41,149	0	0
New Hampshire	23,874	25,922	23,874	25,922	0	0
New Mexico	194,550	249,455	193,715	248,384	835	1,071
North Carolina	128,648	146,699	128,648	146,699	0	0
North Dakota	97	81	97	81	0	0
Ohio	6,438	8,196	6,438	8,196	0	0
Oklahoma	60,508	62,377	60,508	62,377	0	0
Oregon	4,988,207	6,104,818	4,988,207	6,104,818	0	0
Pennsylvania	45,768	52,217	45,768	52,217	0	0
South Carolina	204,859	221,649	204,859	221,649	0	0
South Dakota	65,868	78,778	65,868	78,778	0	0
Tennessee	94,429	80,358	94,429	80,358	0	0
Texas	402,503	635,376	402,503	635,376	0	0
Utah	150,488	160,992	150,488	160,992	0	0
Vermont	42,246	36,272	42,246	36,272	0	0
Virginia	62,010	74,729	62,010	74,729	0	0
Washington	2,836,437	3,503,344	2,836,437	3,503,344	0	0
West Virginia	47,863	52,268	47,863	52,268	0	0
Wisconsin	129,559	94,333	129,559	94,333	0	0
Wyoming	151,197	149,725	151,197	149,725	0	0
Alaska	7,318	5,761	7,318	5,761	0	0
Puerto Rico	3,307	2,941	3,307	2,941	0	0

act then provides for the transfer of such receipts to these two States by the following provision:

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

The Federal funds for schools which have been paid to Arizona and New Mexico from 1946-47 to 1955-56 from the income on school lands located in national forests in these 2 States are listed

in column 5 of table 41. This table indicates that the amounts distributed increased steadily from \$39,335 in 1946-47 to a peak of \$131,588 in 1952-53. The \$114,301 for 1955-56 was almost 3 times the amount for the 1946-47 school year. Collections for 1 year are available for distribution to Arizona and New Mexico during the following year.

REVENUES FROM SUBMARGINAL LANDS

The Bankhead-Jones Farm Tenant Act of July 22, 1937, authorizes and directs the Secretary of Agriculture in title III to develop a program of land conservation and land utilization. The act states that as soon as practicable after the end of each calendar year, the Secretary shall pay to the counties in which any such land is held by the Secretary, 25 percent of the net revenues received by the Secretary from the use of the land during such year. In instances where the land is situated in more than one county, the amount to be paid shall be divided equitably among the respective counties. Payments are made to counties on the condition that they are used for road or school purposes, or both. The figures shown in table 43 are not included in the summary tables on Federal funds for education since there is no report indicating the proportion of these revenues that were used for school purposes.

Table 43.—FEDERAL PAYMENTS TO COUNTIES IN THE VARIOUS STATES FROM COLLECTIONS RECEIVED THE PRECEDING CALENDAR YEAR FOR RENTAL OF SUBMARGINAL LANDS, AND DISTRIBUTED FOR ROADS AND SCHOOLS: 1955

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total	\$374,968	Maine	\$ 7	Oklahoma	\$19,563
Alabama	255	Maryland	427	Oregon	1,863
Arkansas	11,742	Michigan	1,269	Pennsylvania	16
California	1,070	Mississippi	12,634	South Dakota	36,984
Colorado	18,808	Missouri	553	Texas	17,068
Florida	10,226	Montana	72,451	Utah	457
Georgia	4,638	Nebraska	8,001	Virginia	15
Idaho	979	New Mexico	16,079	West Virginia	12
Indiana	187	New York	492	Wisconsin	78
Kansas	13,775	North Carolina	1,723	Wyoming	19,281
Louisiana	31,830	North Dakota	70,124		
		Ohio	2,521	Puerto Rico	290

THE SCHOOL LUNCH PROGRAM

Federal assistance for school lunches was initiated under Public Law 320 approved in 1935 by the Seventy-fourth Congress as one method of providing an expanding market for agricultural com-

modities during the depression. School lunches were not mentioned specifically, but section 32 of this act did provide for an annual appropriation to the Secretary of Agriculture, equal to 30 percent of the gross receipts from duties collected under custom laws, to be used for several purposes, one of which was "to encourage the domestic consumption of such commodities or products by diverting them by the payment of benefits or indemnities or by other means, from the normal channels of trade or commerce or by increasing their utilization through benefits, indemnities, donations, or by other means, among persons in low-income groups. . . ." The purchase of surplus food commodities and their donation to States for distribution to nonprofit school lunch programs, charitable institutions, and families receiving welfare assistance was one of the activities financed by section 32. The School Milk Program, established in 1940, and the Indemnity Plan, enacted in 1943, were also financed by funds made available to the Department of Agriculture under the same section. Descriptions of these programs will be found in *Federal Funds for Education, 1952-53 and 1953-54*, Bulletin 1954, No. 14, U. S. Government Printing Office.

NATIONAL SCHOOL LUNCH ACT

The National School Lunch Act, known as Public Law 396, was approved by the Seventy-ninth Congress in June 1946. The purpose of the act was "to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs."

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

Federal funds to the extent of \$584,915,064 have been allotted in accordance with the provisions of the National School Lunch

Act for 9 school years from 1946-47 to 1954-55, inclusive. Annual amounts are listed in column 4 of table 44.

Table 44.—FEDERAL FUNDS ALLOTTED AND ESTIMATED VALUE OF COMMODITIES DISTRIBUTED FOR THE SCHOOL LUNCH PROGRAM: 1946-47 TO 1954-55

School year	Total Federal assistance		National School Lunch Act		Estimated expenditures of the Special School Milk Program enacted in 1954
	Value of funds and commodities	Percent of 1946-47	Federal funds allotted	Value of surplus and National School Lunch Act commodities	
1	2	3	4	5	6
Total (9 years).....	\$1,074,926,588	.....	\$584,915,064	\$472,787,522	\$17,224,000
1946-47.....	77,597,027	100.0	69,549,279	8,047,748	0
1947-48.....	86,761,970	111.8	53,928,080	32,778,890	0
1948-49.....	94,791,575	122.2	58,716,781	36,024,794	0
1949-50.....	119,725,950	154.3	64,536,990	55,188,960	0
1950-51.....	118,091,599	152.2	68,165,934	49,925,665	0
1951-52.....	98,492,759	126.9	66,820,000	32,172,759	0
1952-53.....	133,653,547	172.2	67,185,000	66,468,547	0
1953-54.....	176,310,069	227.2	67,266,000	109,044,069	0
1954-55.....	169,502,090	218.4	69,142,000	83,136,090	17,224,000

The National School Lunch Act authorizes the purchase and distribution of foods to schools, as well as the distribution of funds. This distribution of foods includes surplus foods acquired under price support and surplus removal operations as well as foods purchased specifically for the school lunch program under the authority of section 6 of the act. Under this combined authorization, the total value of all commodities distributed to the schools for the school years from 1946-47 to 1954-55, inclusive, is \$472,787,522. Details regarding Federal assistance to school lunches, in addition to those given in tables 5, 44, 45, and 46, can be obtained from the United States Department of Agriculture.

SPECIAL SCHOOL MILK PROGRAM

This program for providing assistance in the form of reimbursement payments to elementary and secondary schools was authorized by the Agricultural Act of 1954. The legislation provides that "Beginning September 1, 1954, and ending June 30, 1956, not to exceed \$50,000,000 annually of funds of the Commodity Credit Corporation shall be used to increase consumption of fluid milk by children in nonprofit schools of high-school grade and under."

The Department of Agriculture has established the maximum amounts that may be paid to any participating school. Schools serving Type A or B meals under the National School Lunch

Table 45.—FEDERAL ASSISTANCE TO THE STATES AND TERRITORIES FOR THE SCHOOL LUNCH PROGRAM: 1953-54

State or Territory	Total assistance	Cash distribution	Commodity distribution
1	2	3	4
Total.....	\$176,310,069	\$67,286,000	\$109,044,069
Alabama.....	5,679,198	2,428,787	3,250,461
Arizona.....	1,365,071	392,926	972,145
Arkansas.....	4,211,516	1,554,508	2,657,018
California.....	9,574,615	3,061,467	6,513,148
Colorado.....	1,684,809	538,202	1,146,107
Connecticut.....	1,508,333	548,222	960,111
Delaware.....	322,785	81,618	241,172
Florida.....	4,115,477	1,339,927	2,775,550
Georgia.....	5,726,833	2,301,290	3,425,543
Idaho.....	817,917	314,503	503,414
Illinois.....	6,705,095	2,454,588	4,250,507
Indiana.....	3,636,620	1,471,057	2,165,563
Iowa.....	2,581,810	1,060,166	1,521,644
Kansas.....	2,272,892	791,185	1,481,707
Kentucky.....	4,911,467	1,967,177	2,944,290
Louisiana.....	7,278,293	1,719,708	5,558,585
Maine.....	912,380	439,637	472,743
Maryland.....	1,841,654	792,827	1,048,827
Massachusetts.....	5,009,646	1,468,888	3,540,758
Michigan.....	4,616,932	2,238,010	2,378,922
Minnesota.....	3,978,690	1,277,991	2,700,699
Mississippi.....	4,652,315	2,343,487	2,308,828
Missouri.....	4,176,982	1,535,390	2,641,592
Montana.....	526,863	220,962	305,901
Nebraska.....	1,066,407	536,954	529,453
Nevada.....	193,143	46,708	146,435
New Hampshire.....	558,685	215,373	343,312
New Jersey.....	4,040,373	1,396,098	2,644,275
New Mexico.....	1,301,275	421,173	880,102
New York.....	9,442,228	3,905,650	5,536,578
North Carolina.....	7,705,025	2,942,160	4,762,865
North Dakota.....	857,466	314,317	543,149
Ohio.....	7,585,479	2,576,955	4,958,524
Oklahoma.....	3,411,697	1,313,060	2,098,637
Oregon.....	1,724,764	562,970	1,161,794
Pennsylvania.....	7,705,243	3,602,179	4,103,064
Rhode Island.....	534,643	250,469	284,174
South Carolina.....	4,266,544	1,717,472	2,549,072
South Dakota.....	689,267	285,638	403,629
Tennessee.....	6,449,811	2,198,881	4,250,930
Texas.....	9,307,309	3,658,281	5,649,028
Utah.....	1,248,038	372,300	875,736
Vermont.....	556,643	183,716	372,927
Virginia.....	4,661,407	1,731,126	2,930,281
Washington.....	2,428,674	804,590	1,624,084
West Virginia.....	2,352,073	1,278,961	1,073,112
Wisconsin.....	2,973,332	1,313,368	1,659,964
Wyoming.....	311,484	110,078	201,406
District of Columbia.....	365,582	164,002	201,580
Alaska.....	72,029	27,764	44,265
Hawaii.....	980,050	235,159	744,891
Puerto Rico.....	4,962,389	2,823,553	2,138,836
Virgin Islands.....	101,313	44,582	56,731

Program may receive up to 4 cents reimbursement for each half pint served in excess of the first half pint in a Type A or B lunch. All other schools may receive up to 3 cents reimbursement for the half pints of milk they serve to children under the program. Children participating in this Special School Milk Program usually pay no more than 3 cents per half pint.

State educational agencies review the applications of the schools in order to determine how much reimbursement assistance is needed. These amounts are generally determined by such factors as the cost of the milk to the school, the price at which the school proposes to offer milk to children, and the costs of handling the milk within the school. Laws in a number of States prevent the State educational agencies from administering any programs in the private schools. In such States, the Agricultural Marketing Service deals directly with nonprofit private schools wishing to participate.

Some modifications were made in the program effective with the opening of the 1955-56 school year. These changes will elim-

Table 46—ESTIMATED EXPENDITURES OF FEDERAL FUNDS AND NUMBER OF CHILDREN PARTICIPATING IN THE PROGRAM TO INCREASE CONSUMPTION OF FLUID MILK: 1954-55

State or Territory	Number of children participating	Estimated expenditures	State or Territory	Number of children participating	Estimated expenditures
1	2	3	1	2	3
Total	8,674,325	\$17,224,000	Nebraska.....	49,557	\$ 102,000
Alabama.....	210,612	230,000	Nevada.....	11,554	39,000
Arizona.....	73,391	126,000	New Hampshire.....	24,237	32,000
Arkansas.....	181,809	412,000	New Jersey.....	126,317	172,000
California.....	497,438	601,000	New Mexico.....	48,798	128,000
Colorado.....	67,446	155,000	New York.....	877,493	1,647,000
Connecticut.....	54,980	92,000	North Carolina.....	438,635	859,000
Delaware.....	18,010	20,000	North Dakota.....	30,489	85,000
Florida.....	207,237	290,000	Ohio.....	371,396	813,000
Georgia.....	235,885	381,000	Oklahoma.....	115,856	300,000
Idaho.....	54,635	158,000	Oregon.....	58,963	83,000
Illinois.....	451,048	901,000	Pennsylvania.....	359,686	842,000
Indiana.....	208,519	464,000	Rhode Island.....	31,008	27,000
Iowa.....	177,705	582,000	South Carolina.....	185,641	241,000
Kansas.....	83,421	195,000	South Dakota.....	27,142	97,000
Kentucky.....	189,382	241,000	Tennessee.....	329,584	731,000
Louisiana.....	119,119	259,000	Texas.....	305,323	718,000
Maine.....	45,851	67,000	Utah.....	80,701	215,000
Maryland.....	132,596	159,000	Vermont.....	27,477	63,000
Massachusetts.....	393,748	403,000	Virginia.....	175,160	244,000
Michigan.....	342,730	539,000	Washington.....	177,349	333,000
Minnesota.....	277,448	344,000	West Virginia.....	90,745	186,000
Mississippi.....	146,640	296,000	Wisconsin.....	274,264	968,000
Missouri.....	207,243	648,000	Wyoming.....	12,609	41,000
Montana.....	29,232	84,000	District of Columbia.....	40,219	61,000

inate some of the problems that limited the development of the program's full potential during the 1954-55 school year which was the first year of its operation.

According to table 46, there were 8,674,328 children included in the program for the 1954-55 school year. The 451,216,000 additional half pints of milk consumed by these children required an expenditure of approximately \$17,224,000 of Federal funds for the 1954-55 school year.

Schools participating in this Federal school lunch program have been able to provide better lunches for children than would have been possible with funds contributed locally by schools and parents. Except for the program of aid to federally affected school districts, this school lunch assistance constitutes the largest amount of Federal aid being allocated to any program of education in the elementary and secondary schools.

Chapter IV

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF DEFENSE

AN EXTENSIVE program of training, education, and research is essential to the defense of the Nation. Personnel in the military Services need basic and specialized training to prepare them for efficient service to the military branches. Programs in research are needed for the further education of scientists and to secure new facts basic to the defense program. These programs of training and research proceed at a good pace, especially in peacetime when individuals and groups can be developed into effective forces and when new methods and materials may be discovered, developed, and tested.

In addition to these activities directly related to defense, the Department of Defense has found it advisable to provide elementary and secondary school services for dependents of military and civilian employees when their families join them for overseas assignments. Further opportunities are provided by the Department for the extended education of personnel while off duty. This enables the men and women to secure additional schooling that may be extremely useful in vocations selected after they have regained civilian status. Only a few of these educational activities of the Department of Defense are described here. Information about other programs can be obtained directly from the Department.

EDUCATION OF MILITARY PERSONNEL

The preparation of men and women for possible participation in war activities is a major function of the Department of Defense. Much of this preparation requires funds which may properly be classified as Federal expenditures for education.

The Federal funds made available for basic and specialized training for all recruits are not reported here; however, portions for academic training of military personnel at civilian schools, colleges, and universities, the United States Military Academy located at West Point, and the United States Naval Academy

located at Annapolis, are given in table 47. These funds are provided to maintain and improve the reservoir of trained leaders for national defense.

In the spring of 1954, Public Law 325 (83d Cong.) was enacted. It granted authority to the Secretary of the Air Force to establish the United States Air Force Academy. Temporarily, the Lowry Air Force Base at Denver, Colo., was designated as the home of the Air Force Academy while the permanent home is being constructed at the site selected near Colorado Springs, about 70 miles south of Denver.

The first class of about 300 cadets was admitted to the Air Force Academy on July 11, 1955. The second class of approximately 400 cadets will be admitted to the Academy at its temporary location on July 9, 1956. Construction of the Air Force Academy facilities is progressing, but it is not anticipated that operations will be transferred to the permanent location for a year or two. In view of the fact that the school is in process of establishment, the Federal funds allotted or expended on the program are not reported in table 47. It is anticipated that complete figures can be included in the next issue of this bulletin.

RESEARCH FOR DEFENSE

In addition to these educational programs in the civilian schools and military academies, the Department of Defense expends large amounts for research to develop new methods and materials. Some of this research is conducted in the military branches and some

Table 47.—FEDERAL FUNDS ALLOTTED FOR ACADEMIC TRAINING OF MILITARY PERSONNEL AT CIVILIAN SCHOOLS AND SERVICE ACADEMIES: 1946-47 TO 1955-56

School year	U. S. Military Academy	U. S. Naval Academy	Academic training of military personnel at civilian institutions	College and graduate training of Naval Reserve personnel
1	2	3	4	5
Total (10 years).....	\$68,906,407	\$64,563,092	\$30,390,146	\$35,225,511
1946-47.....	4,547,200	4,480,000	2,412,091	3,489,750
1947-48.....	4,233,467	4,500,000	2,827,270	3,636,600
1948-49.....	4,875,800	5,559,192	2,453,355	2,942,747
1949-50.....	5,041,808	5,492,200	2,216,533	3,409,064
1950-51.....	7,223,299	6,424,840	2,948,991	3,775,500
1951-52.....	9,340,385	7,090,600	3,543,821	3,634,000
1952-53.....	8,473,874	7,481,969	3,164,576	3,924,060
1953-54.....	7,926,000	7,507,000	3,004,403	3,924,030
1954-55.....	8,717,074	7,634,091	2,547,378	3,151,430
1955-56 ¹	8,502,000	8,393,700	5,271,728	3,838,600

¹ Does not include military pay and allowances and the fees paid to universities under research and development contracts.

² Estimated.

of it is arranged through contracts with universities and research divisions of industrial establishments. Expenditures for research are not listed here since the figures cannot be separated easily from remaining portions of the military budget.

EDUCATION OF DEPENDENT CHILDREN OVERSEAS

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

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

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

DEPARTMENT OF THE ARMY PERSONNEL

The objective of the Army's program for the education of dependents is to provide adequate American-type public-school edu-

cational opportunities, grades 1 through 12, for eligible dependent children of United States military and civilian personnel on duty overseas where free public schooling is not otherwise available. Educational facilities for eligible dependent children are provided through the medium of Army-operated schools, other service-operated schools, locally available English-speaking schools, or through the use of recognized home-study courses.

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

Table 48 gives information concerning the number of schools in operation, number of pupils in these schools, the funds obligated by the Army from 1951-52 through the 1954-55 school years, and estimated obligations for the 1955-56 school year. The 147 schools listed in column 2 of table 48 are located in 5 different countries where substantial numbers of Americans are on duty. There are no schools operated in Alaska, Hawaii, Puerto Rico, Wake Island, or the Virgin Islands under this program. Support of schools in these areas is provided under the provisions of Public Law 874, Eighty-first Congress, as amended, which is administered by the Office of Education.

Table 48.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF ARMY PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE ARMY IN OVERSEAS AREAS: 1951-52 TO 1955-56

School year	Education through Army-operated schools			Education through Service-operated schools, contract schools, or home-study courses		Average amount per pupil
	Number of schools	Funds obligated	Number of pupils	Funds obligated	Number of pupils	
1	2	3	4	5	6	7
Total (5 years).....		\$32,727,043	131,492	\$5,559,474	22,068	\$249.00
1951-52.....	133	4,113,150	15,000	641,854	2,341	274.21
1952-53.....	145	4,138,936	19,226	676,788	3,323	213.67
1953-54.....	155	6,795,533	28,837	1,030,336	4,506	234.36
1954-55.....	161	8,213,280	31,553	1,350,640	5,285	259.62
1955-56 ¹	147	9,466,144	37,026	1,359,856	6,613	259.54

¹ Estimated.

Federal funds reported in table 48 are limited to those specifically budgeted as current operating expenses required by these schools. Expenditures for school housing are not included. Also, some additional administrative expense as well as other expenditures for services provided in connection with the educational programs are not reported here because of difficulties of separating such items from other portions of the Army's budget.

DEPARTMENT OF THE NAVY PERSONNEL

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

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

In overseas areas educational assistance is provided to Navy dependents through the following: (1) Navy-maintained schools; (2) schools operated by the Army or Air Force; (3) those maintained by local groups, including Government, private, and church schools; and (4) correspondence or home-study courses. Assistance generally is given only for dependents of school age for

Table 49.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF NAVY PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE NAVY IN OVERSEAS AREAS: 1952-53 to 1955-56

School year	Education through Navy-operated schools			Education through other Service-operated schools, contract schools, or home-study courses		Average expenditure per pupil
	Number of schools	Total expenditures	Number of pupils	Total expenditures	Number of pupils	
1	2	3	4	5	6	7
Total (4 years).....		\$2,801,683	12,915	\$2,287,602	10,939	\$213.35
1952-53.....	10	384,170	2,085	452,139	2,363	190.16
1953-54.....	12	527,223	2,820	504,903	2,471	195.07
1954-55.....	14	714,990	3,515	701,110	3,396	204.91
1955-56.....	17	1,175,800	4,545	629,450	2,709	248.79

¹ Estimated.

schooling normally provided without tuition charges in tax-supported schools in continental United States.

Table 49 gives information concerning the number of Navy-operated schools, expenditure and pupil figures for these schools, and for schooling provided for Navy dependents in other Service-operated schools, contract schools, and home-study courses. Average expenditures per pupil also are given.

The 17 schools listed for 1955-56 in column 2 of table 49 are located as follows:

Place	Number of schools	Place	Number of schools
1	2	1	2
Newfoundland.....	1	Midway.....	1
Cuba.....	1	Kwajalein.....	1
British West Indies.....	1	Salpan.....	1
Turkey.....	1	Philippines.....	2
Italy.....	1	Taiwan (Formosa).....	3
French Morocco.....	1	Japan.....	3

DEPARTMENT OF THE AIR FORCE PERSONNEL

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

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

1. *Air Force-operated schools.*—These schools are established and operated directly by the Air Force where there are sufficient numbers of pupils to justify their operation and where no other adequate educational facilities are available.
2. *Army- or Navy-operated schools.*—These are similar to the Air Force-operated schools. Pupils attend on a tuition basis and the Air Force reimburses or advances funds to the operating service for the cost of educating Air Force dependents attending such schools.
3. *Contract schools.*—These are non-service-operated schools which are considered adequate to provide for the education of dependent children. They include local English-speaking public, private or church schools. Tuition payments are made from Air Force funds.

4. *Correspondence schools.*—Commanders are authorized to expend appropriated funds for the education of dependent children through approved home-study courses. This plan is used only when other types of schools are either unavailable or are considered inadequate.

Table 50 gives information concerning the number of Air Force-operated schools, numbers of pupils and the total expenditures for (1) schools operated by the Air Force, and (2) other education obtained at Army- or Navy-operated schools, at local contract schools, or through home-study courses. The average expenditure per pupil from appropriated funds is given in column 7 of table 50.

Table 50.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF AIR FORCE PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE AIR FORCE IN OVERSEAS AREAS: 1950-51 to 1955-56

School year	Education through Air Force-operated schools			Education through Service-operated schools, contract schools, or home-study courses		Average expenditure per pupil
	Number of schools	Total expenditures	Number of pupils	Total expenditures	Number of pupils	
1	2	3	4	5	6	7
Total (6 years)		\$17,344,229	61,522	\$6,346,260	39,919	\$233.54
1950-51		604,526	2,744	197,899	1,452	191.24
1951-52	20	654,318	2,910	481,973	3,039	191.01
1952-53	49	2,776,553	6,053	482,321	7,405	242.15
1953-54	61	2,296,778	8,517	2,055,797	11,865	213.55
1954-55	90	4,131,692	16,145	1,809,671	7,773	227.50
1955-56	100	6,880,862	25,153	1,818,699	8,385	253.88

¹ Estimated.

OFF-DUTY EDUCATION OF MILITARY PERSONNEL

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

DEPARTMENT OF DEFENSE

The United States Armed Forces Institute, more commonly known as USAFI, is the backbone of the Armed Forces voluntary

education program. USAFI, chartered by the Secretary of Defense, is a field activity of the Office of Armed Forces Information and Education. Although USAFI is used exclusively by the Armed Forces, it is essentially a civilian-type educational organization. All courses offered and the educational procedures of USAFI are determined by the Armed Forces Education Program Committee, a committee of 14 distinguished civilian educators and 7 representatives of the military services. USAFI, Madison, together with the five oversea USAFIs in Europe, Japan, Alaska, Hawaii, and the Caribbean serve all personnel of the Armed Forces in the continental United States and overseas. Oversea USAFIs are operated under the same policies and procedures as USAFI, Madison, although they are under the administrative control of the theater commanders.

There are two types of courses offered by USAFI—correspondence and self-teaching. In the correspondence courses the individual must submit the number of lessons specified for that course and pass the end-of-course test. For self-teaching courses the individual does not have to submit lessons, but he must pass the end-of-course test. Both types of courses range from the elementary level through the first 2 years of college. An individual enrollment fee of \$2 is charged for the first enrollment in a course and as long as the individual completes each course in which he enrolls no additional fee is required.

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

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

Training Tests are used by the Services to determine grade-level placement of their personnel.

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

GENERAL TYPES OF EDUCATION PROGRAMS

The voluntary off-duty education programs of the various Services for which Federal appropriated funds are used, can be generally classified under either the (1) Resident Center Program or (2) Group Study Class Program. Two kinds of course offerings are available under the Resident Center Programs. The first consists of those courses offered on the post, base, or station by qualified instructors from nearby colleges and universities. The second consists of those courses taught in the classroom of neighboring schools by members of the institution's regular teaching staff. Completion of either of these two kinds of courses will meet, at least partially, the residence requirements for graduation from those institutions. Included in this program is the overseas college program for Service personnel. Several universities have made classroom instruction, using members of their staff as teachers, available to Service personnel stationed almost anywhere in the world.

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

The voluntary off-duty education programs of the Army, Navy, Air Force, Marine Corps, and Coast Guard are described in the sections which follow. Average number of enrollments by military personnel and the amounts of Federal funds expended for the education of these military personnel while off duty for the years 1950-51 to 1954-55 are presented in tables 51 and 52, respectively. Funds expended by the separate military Services as reported

in table 52 are in addition to the expenditures made to these Services through USAFI.

DEPARTMENT OF THE ARMY TROOP EDUCATION PROGRAM

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

The following materials and services are available to all Army personnel:

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

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

DEPARTMENT OF THE NAVY OFF-DUTY EDUCATION PROGRAM

The objectives of the Navy's voluntary off-duty education pro-

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

The data concerning amount of expenditures for Navy off-duty education during 1953-54 and 1954-55 school years given in the table are applicable only to those programs under the jurisdiction of Naval personnel through the education phase of the Information and Education Program. Other Navy bureaus and offices expend funds for off-duty education programs, but information on the extent of these programs and the amount expended is not available. Programs administered under the Information and Education Program do, however, represent the bulk of such expenditures by the Navy.

DEPARTMENT OF THE AIR FORCE EDUCATIONAL SERVICES PROGRAM

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

Individuals may enroll in any, or a combination of any, of the following programs of study: (1) Classroom courses which are

offered at night by accredited civilian high schools or colleges on or near Air Force bases; (2) Group study classes conducted at night on Air Force installations by qualified civilian or military instructors hired by the Air Force, using texts, materials, and tests supplied by USAFI; (3) Correspondence and self-teaching courses offered by USAFI; and (4) Correspondence courses offered by civilian colleges and universities through USAFI.

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

MARINE CORPS OFF-DUTY EDUCATION PROGRAM

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

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

COAST GUARD OFF-DUTY EDUCATION PROGRAM

Coast Guard officers and enlisted personnel may apply to pursue studies in off-duty time at Coast Guard expense either in attendance at or by correspondence from civilian institutions. This includes courses at colleges, universities, and other educational institutions which offer either correspondence or night-school courses. Application for these courses is made by individual request through appropriate Service channels to Coast Guard Headquarters. Approval of requests for enrollment in these courses at Coast Guard expense is generally based on the need for the course in the applicants' performance of duties or the need to fulfill a requirement for advancement in rating.

DEPARTMENT OF DEFENSE PROGRAMS

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Table 51.—AVERAGE NUMBER OF ENROLLMENTS BY MILITARY PERSONNEL PARTICIPATING IN EDUCATIONAL PROGRAMS WHILE OFF DUTY: 1950-51 TO 1954-55

School year	Total	Army	Navy	Air Force	Marine Corps	Coast Guard
1	2	3	4	5	6	7
Total (5 years).....	2,190,895	853,784	301,816	1,006,382	16,958	11,955
1950-51.....	298,989	117,810	36,448	139,786	1,637	1,759
1951-52.....	440,946	180,413	65,023	191,810	1,580	2,120
1952-53.....	453,623	162,042	71,060	214,513	3,200	2,808
1953-54.....	508,877	209,693	79,392	219,862	3,072	2,858
1954-55.....	491,510	184,326	65,893	240,411	8,469	2,411

¹ Enrollment statistics for Marine Corps Tuition Assistance Program unavailable.

Table 52.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MILITARY PERSONNEL WHILE OFF DUTY: 1950-51 TO 1954-55

School year	Total	U. S. Armed Forces Institute ¹	Army	Navy	Air Force	Marine Corps	Coast Guard
1	2	3	4	5	6	7	8
Total (5 years).....	\$39,734,542	\$14,161,600	\$18,002,382	\$260,567	\$7,100,112	\$149,936	\$59,985
1950-51.....	5,134,513	2,091,700	2,050,126	48,712	926,099	10,076	7,800
1951-52.....	7,991,245	2,490,600	3,750,080	121,260	1,562,185	49,120	18,000
1952-53.....	8,668,205	3,063,700	3,957,960	42,850	1,562,046	21,649	20,000
1953-54.....	8,608,035	3,472,600	3,729,420	24,355	1,361,662	13,532	6,466
1954-55.....	9,332,584	3,043,000	4,514,796	23,390	1,688,120	55,559	7,719

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

Chapter V

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF THE INTERIOR

SEVERAL PROGRAMS of education are administered by the Department of the Interior. One of these which has been in operation for 46 years is the Bureau of Mines Safety Training Program. Through its educational programs in first aid, accident prevention, rescue work, and the maintenance of good health, it has a long record of important services to the people.

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

In addition to educational services for Indian and native populations, the Department provides for the education of a few children who are dependents of employees at the national parks. Such services are usually provided through arrangements with local school authorities.

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

DEPARTMENT OF INTERIOR PROGRAMS
BUREAU OF MINES SAFETY TRAINING PROGRAM

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The purpose of the Bureau of Mines safety-training program is to promote safe practices and prevent occupational injury of persons employed in the mineral industries. This program began with the establishment of the Bureau by an act of Congress on July 1, 1910. In the early days, the educational activities were confined to training persons in rescue operations and recovery procedures following mine disasters and teaching first-aid-to-the-injured. Although these activities are necessary and persons taking the training improve their "safety mindedness," such training was not truly accident-prevention but rather in knowing what to do after a disaster or injury occurred. Subsequently, accident-prevention activities were started from time to time.

At present, the Bureau's main safety-educational activities are in the following principal categories:

1. First-aid and mine-rescue training for workmen and supervisors.
2. Accident-prevention training for workmen and supervisors in the various phases of the mineral industries.
3. Holmes Safety Association—a Bureau-sponsored safety organization providing, through its councils and chapters, an open forum for the discussion of accidents and how to prevent recurrences. The Association also provides educational meetings to promote the general welfare of its membership.

The Bureau's safety-educational work was very limited until 1941, when additional funds and personnel became available through the passage of Public Law 49, Seventy-seventh Congress—the original Federal coal-mine inspection act. The Bureau's safety-educational work is carried on in all States having mineral industries within their borders. The educational activities mentioned in the preceding paragraph are carried on by Federal coal-mine inspectors, mining engineers, and mine-safety representatives.

Accident-prevention training ranges from short talks to 40 hours of formal classroom training for supervisors. The duration of accident-prevention training courses for workmen is 20 hours of classroom instruction. Single lectures and demonstrations are given to selected groups. The Bureau's first-aid training course is of 15 hours' duration and the basic mine-rescue course requires 20 hours. Latest available statistics on formal safety-training courses follow:

<i>Kind of course</i>	<i>Total number trained from 1941 to 1955</i>
First-aid-to-the-injured	1,857,199
Mine Rescue	106,479
Accident-prevention courses (coal mine, metal mine, petroleum, and natural gas)	148,641

The Bureau of Mines does not receive a separate appropriation for its safety-educational work. The safety-training program is integrated with other safety activities, including coal-mine inspections and investigations, investigation of accidents and rescue work, health research and testing of respiratory protective equipment, electrical-mechanical testing of underground mining equipment, and demonstrations at the Bureau's Experimental Coal Mine. Estimated amounts spent for the Bureau of Mines safety-training program for the past 6 years are listed in table 53.

Table 53.—APPROXIMATE AMOUNTS OF FEDERAL FUNDS EXPENDED FOR THE BUREAU OF MINES SAFETY TRAINING PROGRAM: 1950-51 TO 1955-56

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (6 years)	\$5,237,000	1951-52.....	\$816,000	1953-54.....	\$ 910,000
1950-51.....	760,000	1952-53.....	850,000	1954-55.....	981,000
				1955-56.....	1,000,000

With respect to the training of Bureau personnel engaged in health and safety activities, each new employee is sent to the Pittsburgh Station where he is given approximately 4 weeks of instruction in the health and safety program and Bureau policy. After completing this training, the new employee is assigned to one or more experienced persons in the particular field in which the new employee will be engaged. He then works under the immediate supervision and guidance of experienced personnel who inform the proper authorities when the new employee is deemed capable to work independently. Bureau personnel engaged in safety-educational activities are given additional training from time to time on teaching methods and are furnished material and guidance for maintaining interest in the courses of instruction.

EDUCATION OF INDIANS IN THE UNITED STATES

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

The school census report of the Bureau of Indian Affairs reveals significant progress since 1953 when there were 19,435 Indian

children, or 17.1 percent of those of school age, who were not enrolled in any school. By 1955, this number not in school was reduced to 9,003, or only 7.5 percent. Additional school facilities are needed throughout all States having Indian population to accommodate the increasing school-age population of the Indians.

Reductions in the number of Indians not enrolled were greatest for the Navajo Reservation where only 15.7 percent were not in school in 1955, compared with 46.1 percent in 1953. However, it is estimated that approximately one-half, 48.5 percent, of the 9,003 Indian children not enrolled in any school in 1955 were Navajos. Additional school facilities are needed for the Navajos to relieve present overcrowding and to provide space for the remaining out-of-school children.

Educational services were provided in 23 States for 104,649 Indian children, ages 6 to 18, for the 1954-55 school year. Of this number, 59,631 were enrolled in public schools; 35,101 in Federal boarding and day schools; and 9,917 in mission and other schools. An additional 3,358 students who were outside the 6 to 18 age-group were enrolled in 1955.

In addition to the number reported above, there are many Indian children attending the public schools operated by local school districts. Where these children live on tax-exempt Indian-owned lands in areas with limited resources to support education, the Federal Government assists these school districts financially by means of contracts with State departments of education and with local school districts. Contracts were negotiated with 15 States

Table 54.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF INDIANS IN THE UNITED STATES: 1945-46 TO 1954-55

School year	Total Amount	For current expenditures		For construction
		Amount	Percent of 1945-46	
1	2	3	4	5
Total (10 years).....	\$214,296,757	\$189,186,646	-----	\$24,110,111
1945-46.....	10,008,718	10,008,718	100.0	0
1946-47.....	13,050,577	11,751,000	117.5	1,299,577
1947-48.....	11,785,700	11,423,700	114.2	362,000
1948-49.....	18,195,241	18,277,241	132.7	4,918,000
1949-50.....	19,362,756	16,314,961	163.1	3,047,775
1950-51.....	24,690,051	19,578,292	195.7	5,116,759
1951-52.....	25,414,022	21,665,022	216.6	3,749,000
1952-53.....	27,376,660	22,964,660	229.6	4,412,000
1953-54.....	29,912,408	23,247,408	232.4	6,665,000
1954-55.....	34,605,624	29,965,624	299.5	4,640,000

and the Territory of Alaska, and with 30 districts in 6 States and the Territory of Alaska in 1955. Approximately 35,000 Indian

children were enabled to attend public schools in 1955 under contract agreement:

Table 54 provides a 10-year summary on Federal funds expended for the education of Indians in the United States. From this table, it is evident that an effort has been made to improve this educational program. Expenditures for the 1954-55 school year were approximately 3 times the amount expended 10 years earlier. The amount expended for new school housing for this program is given in column 5. These figures were obtained from the Department of the Interior.

EDUCATION OF NATIVE CHILDREN IN ALASKA

In Alaska, the expression "Native children" has reference to Indian, Eskimo, and Aleut children. School census reports for the 1954-55 school year indicate that of the 12,111 native children 6 to 18 years old enumerated in Alaska, 5,458 were enrolled in public schools, 4,761 in Federal day and boarding schools, and 763 in mission and other schools. The remaining 1,129, or 9.3 percent of those enumerated, were not enrolled in any school.

In addition to the number not enrolled in school, there were approximately 1,200 native children who resided in isolated areas which were without school facilities of any kind for the 1954-55 school year. It is estimated that 24 schools, assisted by Johnson-O'Malley contract funds, have enrolled approximately 850 of these children for the 1955-56 school year.

Federal funds expended during the past 10 years for the education of native children in Alaska are reported in table 55. From these figures it is apparent that the amounts expended in recent years are approximately double the amount 10 years ago. Figures on expenditures are supplied by the Department of the Interior.

Table 55.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF NATIVES IN ALASKA: 1945-46 TO 1954-55

School year	Amount	Percent of 1945-46	School year	Amount	Percent of 1945-46
1	2	3	1	2	3
Total (10 years)....	\$21,549,510	-----	1949-50.....	\$1,929,940	126.7
1945-46.....	1,411,807	100.0	1950-51.....	2,427,537	172.0
1946-47.....	1,459,485	103.4	1951-52.....	2,782,048	195.0
1947-48.....	1,438,482	101.6	1952-53.....	2,840,844	201.3
1948-49.....	1,474,738	104.5	1953-54.....	2,884,785	204.4
			1954-55.....	2,935,849	208.0

EDUCATION IN THE VIRGIN ISLANDS

Prior to the enactment in 1954 of the Revised Organic Act of the Virgin Islands, the salaries of two superintendents of education were paid directly from Federal appropriations. Only one superintendent of education is now employed and his salary is paid from the Federal appropriation. All other expenditures for education are paid from local revenues and a Federal grant.

Amounts allotted directly from Federal funds during the 10-year period, 1945-46 to 1954-55, are listed in table 56. Under the provisions of the Revised Organic Act, funds for these expenditures for succeeding years, other than funds received from Federal grant-in-aid programs, will be appropriated from the Government of the Virgin Islands revenues.

Table 56.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE VIRGIN ISLANDS:
1945-46 TO 1954-55

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years).....	\$114,991	1947-48.....	\$11,967	1951-52.....	\$12,406
1945-46.....	11,025	1948-49.....	10,598	1952-53.....	13,368
1946-47.....	14,271	1949-50.....	11,826	1953-54.....	11,140
		1950-51.....	12,250	1954-55.....	6,140

¹ One Superintendent of Education.

EDUCATION IN THE PRIBILOF ISLANDS

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

St. Paul Island and St. George Island are the only islands in the Pribilof group that are inhabited. The Fish and Wildlife Service, with the technical advice of the Territorial Department of Education for Alaska, administers the educational program for these two small communities. The school program for the Pribilof Islands has been closely integrated with the program for the Territory of Alaska.

All Aleut residents on the Pribilof Islands reservation between the ages of 6 and 16 are required to attend the elementary schools maintained on each of the two inhabited islands. Four teachers and a teacher-principal are employed by the Service in the St.

Paul Island school with approximately 96 Aleut children enrolled. Two teachers are employed in the St. George Island school with approximately 46 enrolled. Children of Federal civilian personnel stationed on the islands are also permitted to attend the schools.

Federal funds allotted for education in the Pribilof Islands from 1950-51 to 1954-55 are shown in table 57. In May of 1954, a contract was awarded for the construction of a new school at St. George. Data for these schools were obtained from the Department of the Interior.

Table 57.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE PRIBILOF ISLANDS: 1950-51 TO 1954-55

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
Total (5 years).....	\$157,846	.....	1951-52.....	\$26,400	100.0
1950-51.....	26,400	100.0	1952-53.....	84,134	129.8
			1953-54.....	85,618	134.5
			1954-55.....	84,694	132.2

EDUCATION FOR CHILDREN OF NATIONAL PARK EMPLOYEES

Administrative officials at national parks having large numbers of people employed are authorized to arrange for the education of the children of these employees. Three programs of this kind are described here.

CRATER LAKE NATIONAL PARK

The Secretary of the Interior has been delegated authority, pursuant to section 8 of the act of September 30, 1950 (P.L. 874, 81st Cong.), to make arrangements for free public education for children of employees of Crater Lake National Park, Oreg. Pursuant to this authority, such facilities have been provided beginning with the 1951-52 school year. Schoolroom space is provided without additional expense by utilizing a room of the administration building at the Park headquarters. Expenses for the salary of a teacher, textbooks, teaching supplies, heat, and janitor services are financed through working funds advanced to the National Park Service. The advances are based upon per pupil costs depending upon average attendance records. Table 58 lists actual and estimated expenditures for a 5-year period. Information for this educational program was furnished by the Department of the Interior.

MAMMOTH CAVE NATIONAL PARK

The Secretary of the Interior has been delegated authority pursuant to section 6 of the act of September 30, 1950 (P.L. 874, 81st Cong.), to make arrangements for free public education for children of employees of Mammoth Cave National Park. These services, provided since 1954-55, are financed through working funds advanced to the National Park Service. From these funds the park headquarters makes reimbursements to the local school boards in the surrounding communities of Hart, Edmonson, and Barran Counties, in the State of Kentucky, based on the number of school children attending the individual schools. Estimated expenditures for the 2-year period are shown in table 58.

YELLOWSTONE NATIONAL PARK

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

Table 58.—FEDERAL FUNDS EXPENDED FOR EDUCATION OF CHILDREN OF EMPLOYEES OF CRATER LAKE, MAMMOTH CAVE AND YELLOWSTONE NATIONAL PARKS: 1948-49 TO 1955-56

School year	Crater Lake National Park	Mammoth Cave National Park	Yellowstone National Park			
			Total	Current expenditures		Construction
				Amount	Percent of 1948-49	
1	2	3	4	5	6	7
Total (8 years).....	\$16,469	\$2,754	\$199,715	\$147,742	-----	\$51,973
1948-49.....	0	0	13,251	13,251	100.0	0
1949-50.....	0	0	15,926	15,926	120.2	0
1950-51.....	0	0	13,759	13,759	103.8	0
1951-52.....	1,350	0	70,105	18,132	136.8	51,973
1952-53.....	3,316	0	16,200	16,200	122.3	0
1953-54.....	3,725	0	22,572	22,572	170.3	0
1954-55.....	3,948	1,314	21,339	21,339	161.0	0
1955-56 ¹	4,120	1,440	26,563	26,563	200.5	0

¹ Estimated.

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

An 8-year summary of Federal funds allotted for the education of children of employees of national parks is given in table 58. Information for this table was furnished by the Department of the Interior.

REVENUE FROM PUBLIC DOMAIN GRAZING LANDS

States in which Federal grazing lands are located receive, under the terms of a 1934 law, as amended, $12\frac{1}{2}$ percent of the grazing receipts from each of the national grazing districts and 50 percent of grazing receipts from lands outside of grazing districts. This money may be used as the State legislatures prescribe for the benefit of the subdivisions having such grazing lands within their areas.

An additional $33\frac{1}{3}$ percent of the grazing receipts from each grazing district located on Indian land ceded to the United States for disposition under the public-land laws is paid to the State in which such land is located. These payments are for the benefit of schools and roads of the respective counties.

The Bureau of Land Management, United States Department of the Interior, supplied revenue figures for tables 59 and 60. Table 59 presents a 10-year summary of Federal payments to the States from the receipts from grazing use. In table 60 are given the total amounts paid to individual States during the 1953-54 and 1954-55 school years. The Bureau of Land Management is unable to supply information on the amounts of these monies used by the States and counties for the public schools. No reports of these apportionments made by the legislatures are sent to the Bureau of Land Management. Figures in tables 59 and 60 have not been included in table 7 since some portions may have been used for purposes other than schools as designated by State legislatures.

Table 59.—FEDERAL FUNDS PAID FROM RECEIPTS FOR LEASING GRAZING LANDS:
1945-46 TO 1954-55¹

School year	Amount	Percent of 1945-46	School year	Amount	Percent of 1945-46
1	2	3	1	2	3
Total (10 years).....	\$3,402,187		1949-50.....	\$297,986	62.1
1945-46.....	480,079	100.0	1950-51.....	288,385	60.1
1946-47.....	517,114	107.7	1951-52.....	331,984	69.2
1947-48.....	256,964	53.5	1952-53.....	346,165	72.1
1948-49.....	185,211	38.6	1953-54.....	850,461	78.0
			1954-55.....	347,833	72.5

¹ Funds may be used for schools and roads as apportioned by the State legislatures.Table 60.—FEDERAL FUNDS PAID TO THE STATES FROM RECEIPTS FOR LEASING
GRAZING LANDS: 1953-54 AND 1954-55¹

State or Territory	1953-54	1954-55	State or Territory	1953-54	1954-55
1	2	3	1	2	3
Total.....	\$350,460	\$347,533	Nebraska.....	\$ 120	\$ 208
Arizona.....	24,849	24,370	Nevada.....	35,848	40,408
Arkansas.....	31	25	New Mexico.....	26,746	26,210
California.....	34,613	35,167	North Dakota.....	1,806	935
Colorado.....	19,712	18,754	Oklahoma.....	270	190
Idaho.....	24,264	24,011	Oregon.....	23,772	22,007
Kansas.....	18	17	South Dakota.....	6,362	8,263
Louisiana.....	4	0	Utah.....	27,918	27,927
Minnesota.....	4	0	Washington.....	4,367	4,126
Montana.....	29,953	35,925	Wyoming.....	89,803	79,295

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

REVENUE FROM PUBLIC DOMAIN MINERAL LANDS

Congress enacted laws in 1920, 1926, 1927, and 1928 providing that 37½ percent of the receipts from rentals, royalties and bonuses from mineral lands in the public domain be paid to the States. The provision affects only those States in which leased federally owned mineral lands are located. Funds paid to the States under this law may be used for the construction and maintenance of roads or for the support of public schools or other public educational institutions as the legislatures of the respective States may direct. Funds are also paid to the States under The Acquired Lands Act of 1947 with the allocations determined by the governing laws under which the lands were acquired. Payments to the States and Territories, under this kind of legislation, have amounted to more than \$133 million during the past 10 years. Amounts paid to the States for this 10-year period are given in table 61.

106 FEDERAL FUNDS FOR EDUCATION, 1954-55 AND 1955-56

Table 62 shows the amounts paid to each of the 23 States and Alaska for the 1953-54 and 1954-55 school years. Five States, including California, Colorado, New Mexico, Utah, and Wyoming receive more than 90 percent of these collections from leasing the mineral lands. Information regarding the portions of funds allocated to roads and schools by the several legislatures is not available from the Bureau of Land Management. Table 7 does not include figures for 1954-55 inasmuch as the funds are not used exclusively for education.

Table 61.—FEDERAL FUNDS PAID FROM RECEIPTS FOR LEASING MINERAL LANDS:
— 1945-46 TO 1954-55¹

School year	Amount	Percent of 1945-46	School year	Amount	Percent of 1945-46
1	2	3	1	2	3
Total (10 years).....	\$133,306,786	-----	1949-50.....	\$10,569,004	261.2
1945-46.....	4,046,281	100.0	1950-51.....	13,908,542	343.7
1946-47.....	5,984,135	147.9	1951-52.....	16,391,932	405.1
1947-48.....	9,639,518	235.8	1952-53.....	17,255,527	426.5
1948-49.....	11,830,647	290.0	1953-54.....	20,675,791	511.0
			1954-55.....	23,605,409	583.4

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

Table 62.—FEDERAL FUNDS PAID TO THE STATES AND TERRITORIES FROM RECEIPTS FOR LEASING MINERAL LANDS: 1953-54 AND 1954-55¹

State or Territory	1953-54	1954-55	State or Territory	1953-54	1954-55
1	2	3	1	2	3
Total.....	\$20,675,791	\$23,605,409	Mississippi.....	\$ 1,946	\$ 2,297
Alabama.....	3,697	590	Montana.....	825,191	921,251
Arizona.....	49,964	36,814	Nebraska.....	2,119	5,101
Arkansas.....	5,804	7,286	Nevada.....	343,605	657,652
California.....	3,698,045	3,895,769	New Mexico.....	3,823,088	4,371,801
Colorado.....	3,008,054	3,336,954	North Dakota.....	32,003	84,212
Florida.....	15	125	Oklahoma.....	32,256	33,184
Idaho.....	67,611	51,767	Oregon.....	30,471	31,480
Illinois.....	8	24	South Dakota.....	33,402	64,812
Kansas.....	22,197	53,681	Utah.....	1,251,327	1,402,699
Louisiana.....	36,008	76,478	Washington.....	3,086	564
Michigan.....	1,022	2,201	Wyoming.....	7,302,940	8,436,171
			Alaska.....	51,932	32,508

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

REVENUE FROM SALES OF PUBLIC LANDS

Each State with public land administered by the Federal Government receives 5 percent of the net proceeds from the sales of public land and materials within its boundaries. This money is to be used for education, roads, and public improvements as

apportioned by the State legislatures. A summary of the total amounts paid to the States during the past 7 years is given in table 63. Detailed figures indicating the amounts for 27 States for the 1953-54 and 1954-55 school years are listed in table 64. For 1954-55, three States, including California, Idaho, and Oregon, received more than 53 percent of these funds made available from the sale of public lands and other materials.

The Bureau of Land Management has no data on the proportions of these payments which are used by the States for the support of public schools and for that reason the figures are not included in table 7.

Table 63.—SUMMARY OF FEDERAL FUNDS PAID TO THE STATES OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS, 1948-49 TO 1954-55¹

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (7 years)	\$476,929			1952-53.....	\$ 66,655
1948-49.....	18,600	1950-51.....	\$59,890	1953-54.....	86,896
1949-50.....	41,884	1951-52.....	68,598	1954-55.....	134,002

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

Table 64.—FEDERAL FUNDS PAID TO THE STATES OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS: 1953-54 AND 1954-55¹

State	1953-54	1954-55	State	1953-54	1954-55
1	2	3	1	2	3
Total.....	\$86,396	\$134,002	Mississippi.....	98	843
Alabama.....	758	2,848	Missouri.....	6	0
Arizona.....	3,109	3,569	Montana.....	7,316	8,149
Arkansas.....	1,131	3,589	Nebraska.....	1,080	495
California.....	12,148	26,513	Nevada.....	1,428	7,847
Colorado.....	5,544	6,648	New Mexico.....	3,668	4,040
Florida.....	2,028	5,230	North Dakota.....	322	221
Idaho.....	10,186	10,154	Oklahoma.....	5	85
Illinois.....	2	0	Oregon.....	23,460	84,667
Indiana.....	0	8	South Dakota.....	822	587
Kansas.....	80	165	Utah.....	2,619	4,549
Louisiana.....	52	80	Washington.....	6,700	8,975
Michigan.....	91	53	Wisconsin.....	141	133
Minnesota.....	601	118	Wyoming.....	3,076	5,086

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

REVENUE FROM REVESTED AND RECONVEYED LANDS

In the original Oregon and California Revested Lands Act of June 9, 1916, specific provisions were made for State and county

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Table 65.—FEDERAL FUNDS PAID TO CERTAIN COUNTIES IN OREGON AND WASHINGTON OUT OF REVESTED OREGON AND CALIFORNIA AND RECONVEYED COOS BAY LAND-GRANT FUNDS: JUNE 9, 1916, TO JUNE 30, 1955¹

School year	Amount	School year	Amount
1	2	1	2
Total (39 years).....	\$62,294,755	1951-52.....	\$6,090,654
1916-50.....	25,549,971	1952-53.....	6,460,804
1950-51.....	3,248,217	1953-54.....	6,632,478
		1954-55.....	14,222,631

¹ Funds must be used for public purposes including schools.

school purposes but no payments were made to the counties until the passage of the act of July 13, 1926. This provided for payments of \$7,135,283.36 to the counties as back taxes with a requirement that the counties use the funds for public purposes including schools as though they had been paid by taxpayers.

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

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

Table 65 indicates the payments from 1916 to 1955 to certain counties in Oregon and Washington from receipts from revested lands in the Oregon and California R.R. reconveyed Coos Bay Wagon Road land-grant funds. This information was obtained from the Bureau of Land Management but the figures are not included in table 7 since no summary of the amounts of this money used for school purposes is available.

Chapter VI

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF STATE

IN ITS PROGRAMS of maintaining and improving friendly relationships with people of other nations, the United States Government provides funds for many cultural and educational services. These programs are administered by the Department of State. The two more extensive services requiring international planning include the educational exchange program and educational assistance to economically underdeveloped areas arranged by the International Cooperation Administration.

EDUCATIONAL EXCHANGE PROGRAMS

The Department of State conducts a program of International Educational Exchange involving almost 7,000 exchanges per year and 70 countries. The purpose of this program, in the words of the authorizing congressional legislation, is "to promote a better understanding between the people of the United States and the people of other countries." Opportunities are provided for Americans to pursue educational activities abroad and for foreign nationals to undertake similar projects in the United States. Participants include students, educators, newsmen, industrialists, specialists, and others who are influential in moulding public opinion at home and overseas. In accordance with the purpose of this program, the object of these visits is to create a greater understanding of and confidence in the United States, and to develop the realization among other peoples that our objectives and policies are in harmony with, and will advance their own legitimate aspirations for peace, progress, and freedom.

Approximately two-thirds of those exchanged are foreign nationals who come here to observe at first hand the American way of life, to increase their knowledge in fields of specialization, and to establish and broaden their contacts with Americans of similar interests. The remaining one-third are Americans who go to other countries to obtain an understanding of their ways of life, to impart information about American life and institutions, to ac-

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quire further knowledge in the field of specialization, and to demonstrate and share this country's achievements.

Educational exchanges are conducted under several congressional authorizations which include (1) those originally authorized under the act for cooperation with the other American Republics; (2) those provided by the foreign currency program under the Fulbright Act; and (3) the worldwide program authorized by the Smith-Mundt Act which establishes a general framework for all the educational exchange activities. The Department of State also conducts special programs with Finland and India with principal and interest debt payments set aside for this purpose. Total costs of these programs under various authorizations, including grants and administrative expenses, are summarized in table 66 for the 5 years from 1951-52 to 1955-56. Additional details for the funds allotted in 1954-55 and 1955-56 are presented in table 67.

Table 66.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGE PROGRAMS: 1951-52 TO 1955-56

School year	Total for exchange activities		Appropriations for International Educational Exchange activities	
	Amount	Percent of 1951-52	Fulbright and Smith-Mundt	Additional funds
1	2	3	4	5
Total (5 years).....	\$111,829,864		\$103,314,319	\$8,515,545
1951-52.....	25,229,116	100.0	22,315,500	2,913,616
1952-53.....	23,359,860	92.6	21,403,755	1,956,105
1953-54.....	23,245,844	92.2	22,285,637	1,010,207
1954-55.....	19,768,235	78.4	19,259,133	509,102
1955-56.....	20,283,809	80.4	18,600,234	1,683,575

Table 67.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGE PROGRAMS: 1954-55 AND 1955-56

Program	1954-55	1955-56
1	2	3
Total.....	\$19,768,235	\$20,283,809
Fulbright (Public Law 584, 79th Cong.) and Smith-Mundt (Public Law 402, 80th Cong.) ¹	19,259,133	18,600,234
Chinese and Korean (Public Laws 327 and 535, 81st Cong.).....	282,117	118,963
Finnish (Public Law 265, 81st Cong.).....	213,234	290,329
Indian (Public Law 48, 82d Cong.).....	8,190	79,223
Iranian (Public Law 361, 81st Cong.).....	5,561	
Southeast Asia and the Western Pacific, Executive (Transfer to State) 1955.....	0	1,200,000

¹ Includes Public Laws 207 and 663, Eighty-third Congress for Austria (\$173,735 in 1954-55; \$192,865 in 1955-56) and Germany (\$2,876,752 in 1954-55; \$2,103,003 in 1955-56.)

Number of participants engaged in the educational exchange programs from 1951-52 to 1955-56 are summarized in table 68. Tables 69 and 70 present more extensive information about the participants for the 1954-55 and 1955-56 school years.

COORDINATION OF EDUCATIONAL EXCHANGE PROGRAMS

The Department of State coordinates the programs authorized by Congress. It also coordinates them with similar activities conducted by other agencies of the Government and cooperates extensively with independent nongovernmental exchanges in the United States. Often, the services of the Department and those arranged by private organizations complement each other, with

Table 68.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS: 1951-52 TO 1955-56

School year	Participants in programs for —				
	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
All participants					
Total (5 years).....	32,774	1,421	24,325	3,636	3,392
1951-52.....	6,796	289	5,501	702	304
1952-53.....	7,104	262	5,295	805	746
1953-54.....	7,095	198	5,206	917	774
1954-55.....	8,820	229	4,804	644	643
1955-56.....	5,955	443	4,019	563	925
Participants from the United States					
Total (5 years).....	8,702	278	6,977	901	546
1951-52.....	1,631	50	1,248	180	53
1952-53.....	1,551	42	1,214	207	88
1953-54.....	1,782	35	1,468	175	104
1954-55.....	1,938	64	1,546	182	146
1955-56.....	1,900	87	1,501	157	155
Participants from other countries					
Total (5 years).....	24,072	1,143	17,348	2,735	2,846
1951-52.....	5,265	239	4,253	522	251
1952-53.....	5,557	220	4,091	598	658
1953-54.....	5,313	163	3,738	742	670
1954-55.....	3,882	165	2,758	462	497
1955-56.....	4,055	356	2,518	411	770

the international travel provided by foreign currency funds of the Government and tuition, maintenance, and other assistance supplied by private groups. It is estimated that these groups, which include schools, colleges, universities, foundations, hospitals, and private businesses, provided approximately \$9 million primarily

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to assist foreign grantees under the 1955 programs. The program conducted by the International Educational Exchange Service of the Department is coordinated with the technical exchanges of the International Cooperation Administration which is now in the Department of State, and with the programs of other Federal agencies such as the Department of Defense. This coordination is effected at both planning and administrative levels in Washington and overseas.

Table 69.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS: 1954-55

Participants	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
Total.....	5,720	229	4,394	644	643
From the United States.....	1,938	64	1,546	182	146
Students.....	1,058	80	951	88	39
Teachers.....	303	0	236	40	27
Lecturers, Research Scholars.....	465	17	303	82	63
Specialists, Leaders.....	112	17	66	22	17
From other countries.....	3,882	165	2,768	462	497
Students.....	1,947	73	1,836	267	271
Teachers.....	489	43	340	49	57
Lecturers, Research Scholars.....	483	4	375	44	65
Specialists, Leaders.....	968	45	707	102	104

Table 70.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS: 1955-56

Participants	Total	Other American Republics	Europe	Near East and Africa	Far East
1	2	3	4	5	6
Total.....	5,955	443	4,919	563	925
From the United States.....	1,900	87	1,501	157	155
Students.....	1,018	28	943	23	24
Teachers.....	293	0	224	34	35
Lecturers, Research Scholars.....	457	24	302	69	62
Specialists, Leaders.....	132	35	82	31	34
From other countries.....	4,055	356	2,518	411	770
Students.....	1,883	143	1,523	190	327
Teachers.....	448	49	274	46	79
Lecturers, Research Scholars.....	521	7	395	38	81
Specialists, Leaders.....	1,203	157	626	137	283

The Department has contractual arrangements with a number of public and private agencies for assistance in certain services necessary to the administration of the program. These services include screening and recommending candidates, arranging pro-

grams for, orienting and supervising grantees, and evaluating program effectiveness. The Office of Education, for example, cooperates closely with the Department of State under a working-fund agreement in conducting both American and foreign teacher exchanges. It administers the teacher interchange program under which American and foreign teachers trade positions in their respective school systems for a year; recommends qualified American teachers for teaching assignments abroad; and arranges special programs for foreign teachers to study and observe American school systems.

Assistance to private groups here and abroad on exchange projects contributing to the Department's objectives is a significant part of the International Educational Exchange Program. During 1955, for example, 411 groups were assisted in relation to 655 projects involving 6,687 persons. These programs did not require United States Government funds, although many were as valuable in reaching objectives as the regular programs of the Department. Assistance ranged from detailed guidance for American and foreign groups on how to operate various kinds of educational exchange programs to arranging with Foreign Service posts to distribute applications, and to assist in nominating and selecting candidates under private programs.

In accordance with provisions of section 201 of the Smith-Mundt Act, the Department stimulates public and private exchange efforts through the designation of exchange-visitor visa programs. This permits entry into the United States of foreign nationals desiring to come in for bona fide educational purposes.

INTERNATIONAL COOPERATION ADMINISTRATION

The International Cooperation Administration was created on July 1, 1955, and is a semiautonomous unit within the Department of State. It is a successor to a series of agencies of the United States Government engaged in technical assistance, economic aid, and, in some instances, military assistance. Part of its work was started in 1942 by the Institute of Inter-American Affairs. Under the Marshall Plan, assistance was given in Europe beginning in 1947 by the Economic Cooperation Administration which was later designated as the Mutual Security Agency. Interest in the Near East, Africa, and South Asia under the "Point Four" program was administered by the Technical Cooperation Administration. In 1953, all these agencies were combined into the Foreign Operations Administration, and in 1955 the FOA was brought into the Department of State under the new title of International Cooperation Administration.

Appropriations for these cooperative programs are made each year by Congress in order that the United States may participate and other funds are appropriated by the cooperating governments. Contributions of other governments for programs of technical cooperation are, on the average, about double the United States' contributions. Programs are not undertaken except upon the specific request of the participating governments.

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

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

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

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

INTER-UNIVERSITY CONTRACTS

A greater emphasis at the higher education levels has also been arranged in many countries which desire greater economic development. For this program, Federal funds are used to secure the services of American colleges and universities for assistance to foreign universities in improving teaching, curriculum, research, and extension work. Through training in the United States' institutions, and in their own institutions, under faculty members provided from American institutions, the foreign professors are prepared to carry new methods into practice on a permanent basis. For this purpose, universities in the United States, under Federal sponsorship, have contracted with colleges and universities of other lands. This program is planned to broaden international horizons and to make important contributions to education, health, agriculture, and other programs of social and economic advancement.

Under the 77 inter-university contracts, American professors from 48 universities are loaned to host universities in about 36 countries. After a year or two of work in partnership with a professor in the other country, the counter-part professor comes to the contracting university in the United States to study for a year. Later, the American professors return to their regular work in the United States with greatly broadened understandings of the world in which they live, and of the responsibilities of America.

In December 1955, approximately 500 American professors were at work in host universities, and about 250 professors from host countries were at universities in the United States. Countries which have requested this kind of cooperation and have arranged inter-university contracts are listed in column 1 of table 71. The table also indicates the universities in the United States having contracts, and the Federal funds that are allotted to operate these programs.

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Table 71.—INTERNATIONAL COOPERATION ADMINISTRATION INTER-UNIVERSITY CONTRACTS IN OPERATION ON SEPTEMBER 30, 1955

Inter-university contracts by countries	United States universities having contracts	United States allotment
1	2	3
Total		\$59,079,559
AFRICA		7,175,580
Ethiopia.....	Oklahoma A. and M. College.....	5,455,000
Kenya.....	Rutgers University (New Jersey).....	19,180
Liberia.....	Cornell University (New York).....	81,000
Libya.....	Texas A. and M. College.....	1,654,400
	Syracuse University (New York).....	16,000
EUROPE		25,000
Italy.....	University of California.....	25,000
FAR EAST		11,948,878
Burma.....	Armour Research Foundation of Illinois.....	
Indonesia.....	Institute of Technology.....	195,000
Korea.....	Tuskegee Institute (Alabama).....	800,000
Philippines.....	University of California.....	722,000
	University of Minnesota.....	2,950,000
	Cornell University (New York).....	850,500
	Stanford University (California).....	1,000,000
	University of Connecticut.....	175,000
	University of Michigan.....	440,000
Taiwan.....	Pennsylvania State University.....	225,000
	Purdue University (Indiana).....	815,000
Thailand.....	University of California.....	425,250
	Indiana University.....	1,510,000
Vietnam.....	Oregon State College.....	290,000
	University of Texas.....	230,000
	Michigan State University.....	1,820,628
LATIN AMERICA		7,649,126
Bolivia.....	University of Tennessee.....	421,000
Brazil.....	Michigan State University.....	198,916
British Guiana, Surinam, and Jamaica.....	Purdue University (Indiana).....	218,660
Chile.....	University of Maryland.....	925,000
Colombia.....	University of California.....	150,000
	Michigan State University.....	749,813
Costa Rica.....	University of Illinois.....	225,000
Cuba.....	University of Florida.....	160,000
Ecuador.....	University of Tampa (Florida).....	800,000
Mexico.....	University of Idaho.....	420,000
	Armour Research Foundation of Illinois.....	
	Institute of Technology.....	90,000
	Columbia University (New York).....	514,000
	Texas A. and M. College.....	751,500
	University of Michigan.....	102,800
	University of Pennsylvania.....	18,000
Nicaragua.....	University of Florida.....	197,900
Panama.....	University of Arkansas.....	975,960
	University of Tennessee.....	225,000
Peru.....	University of North Carolina.....	1,010,577
NEAR EAST		\$11,432,462
Iran.....	Brigham Young University (Utah).....	729,335
	Syracuse University (New York).....	1,239,559
	University of Southern California.....	818,000
Iraq.....	Utah State Agricultural College.....	1,800,000
	Bradley University (Illinois).....	1,050,000
	University of Arizona.....	530,000
Israel.....	Syracuse University (New York).....	28,761
Jordan.....	State University of New York.....	1,815,700
Lebanon.....	Montana State College.....	335,000
	Isaac Delgado Central Trades School (Louisiana).....	390,000
Turkey.....	Georgetown University (Washington, D.C.).....	208,500
	New York University.....	878,607
	Spring Garden Institute (Pennsylvania).....	306,000
	University of Nebraska.....	1,395,000
	University of Pennsylvania.....	8,000

Table 71.—INTERNATIONAL COOPERATION ADMINISTRATION INTER-UNIVERSITY CONTRACTS IN OPERATION ON SEPTEMBER 30, 1955—Continued

Inter-university contracts by countries	United States universities having contracts	United States allotment
1	2	3
SOUTH ASIA		11,512,990
Afghanistan	Columbia University (New York)	210,000
India	University of Wyoming	1,915,000
	Ohio State University	504,110
	University of Illinois	714,000
	University of Tennessee	533,000
Nepal	University of Wisconsin	1,016,000
Pakistan	University of Oregon	220,000
	Colorado A. and M. College	1,600,000
	Indiana University	50,880
	New Mexico College of Agriculture & Mechanic Arts	750,000
	State College of Washington	1,600,000
	Texas A. and M. College	1,700,000
	University of Pennsylvania	500,000
REGIONAL		802,014
Near East, Africa, and South Asia	Syracuse University (New York)	182,014
Latin America	University of Wisconsin	45,000
	Harvard University (Massachusetts)	75,000
Non-REGIONAL	Columbia University (New York)	25,000

COUNTRY MISSIONS

The Education Division of the International Cooperation Administration performs much of its work through educators sent to foreign countries. These groups of educators have been designated as Country Missions. In arranging for the effective operation of these Country Missions, the Education Division of ICA in Washington, D. C., with the cooperation of the Division of International Education, Office of Education, has major responsibilities which include the following:

1. Planning, reviewing, and evaluating educational projects proposed by other countries.
2. Staffing and orienting the Country Missions.

Table 72.—FEDERAL FUNDS OBLIGATED AND PROGRAMMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES: 1951-52 TO 1955-56

Cooperating countries	Obligated		Programmed		
	1951-52	1952-53	1953-54	1954-55	1955-56
1	2	3	4	5	6
Total	\$12,141,000	\$14,042,000	\$14,783,000	\$22,517,700	\$22,408,400
Africa	926,000	784,000	2,021,000	2,493,000	3,721,000
Far East	4,098,000	5,683,000	3,480,000	4,422,000	7,296,000
Latin America	2,710,000	1,862,000	2,992,000	4,054,700	4,302,400
Near East	3,133,000	3,958,000	3,747,000	3,280,000	4,967,000
South Asia	1,269,000	1,755,000	2,549,000	3,318,000	4,027,000
Regional projects				4,960,000	8,095,000

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Table 73.—NUMBER OF TECHNICIANS AND TRAINEES, AND FEDERAL FUNDS PROGRAMMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES: 1955-56

Cooperating countries	Total funds programmed	United States employed technicians		United States contract technicians	
		Number	Funds programmed	Number	Funds programmed
1	2	3	4	5	6
Total	\$32,498,400	432	\$5,790,800	459	\$10,379,000
AFRICA	3,721,000	50	638,000	68	1,587,000
Egypt.....	976,000	26	336,000	6	150,000
Ethiopia.....	685,000	4	45,000	16	235,000
Liberia.....	558,000	7	83,000	27	400,000
Libya.....	415,000	11	146,000	0	0
Dependent overseas territories.....	1,087,000	2	18,000	19	802,000
FAR EAST	7,296,000	85	997,000	184	2,549,000
Cambodia.....	355,000	9	82,000	8	163,000
China (Formosa).....	900,000	12	131,000	14	0
Indonesia.....	1,065,000	5	44,000	23	963,000
Japan.....	160,000	0	0	4	145,000
Korea.....	1,975,000	0	0	84	702,000
Laos.....	165,000	No data	80,000	No data	0
Philippines.....	815,000	18	245,000	30	230,000
Thailand.....	1,516,000	25	283,000	21	450,000
Vietnam.....	345,000	16	182,000	0	0
LATIN AMERICA	4,302,400	142	1,964,800	15	185,000
Bolivia.....	422,100	12	177,700	0	0
Brazil.....	548,500	17	220,300	0	0
Colombia.....	90,000	2	40,000	1	35,000
Costa Rica.....	32,500	1	17,500	3	0
Cuba.....	224,500	5	77,500	5	100,000
Dominican Republic.....	182,000	8	106,200	0	0
Ecuador.....	272,100	10	134,600	0	0
El Salvador.....	112,400	6	77,100	0	0
Guatemala.....	800,000	8	100,000	0	0
Haiti.....	225,800	6	74,400	0	0
Honduras.....	406,900	14	228,000	0	0
Mexico.....	173,200	2	61,700	3	0
Nicaragua.....	183,200	7	107,000	3	0
Panama.....	348,000	19	238,800	0	0
Paraguay.....	376,600	10	150,500	0	0
Peru.....	333,100	10	124,500	0	0
Dependent overseas territories.....	71,500	3	33,500	0	0
NEAR EAST	4,967,000	57	988,000	75	1,427,000
Iran.....	2,200,000	30	580,000	15	400,000
Iraq.....	472,000	9	127,000	9	175,000
Israel.....	128,000	4	48,000	2	80,000
Jordan.....	425,000	8	144,000	5	108,000
Lebanon.....	598,000	6	89,000	6	130,000
Syria.....	305,000	0	0	3	175,000
Turkey.....	539,000	0	0	30	409,000
SOUTH ASIA	4,027,000	20	186,000	50	2,144,000
Afghanistan.....	700,000	6	70,000	12	340,000
India.....	1,316,000	6	21,000	9	720,000
Nepal.....	261,000	0	0	2	244,000
Pakistan.....	1,250,000	8	45,000	27	340,000
REGIONAL PROJECTS	8,095,000	78	1,017,000	117	2,543,000
Far East.....	7,296,000	76	997,000	117	2,543,000
Near East-Africa.....	799,000	2	20,000	0	0

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Table 73.—NUMBER OF TECHNICIANS AND TRAINEES, AND FEDERAL FUNDS PROGRAMMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES:
1955-56—Continued

Cooperating countries	Foreign trainees		Funds programmed for —		
	Number	Funds programmed	Supplies and equipment	Contribution to cooperative service	Other costs
1	7	8	9	10	11
Total	1,220	\$5,540,500	\$7,307,300	\$3,175,000	\$1,215,800
AFRICA	79	298,000	648,000	375,000	175,000
Egypt.....	18	63,000	332,000	95,000	0
Ethiopia.....	20	100,000	0	230,000	25,000
Libya.....	5	10,000	40,000	0	15,000
Libya.....	20	40,000	94,000	0	135,000
Dependent overseas territories.....	16	85,000	182,000	0	0
FAR EAST	295	1,580,000	2,146,000	0	80,000
Cambodia.....	9	40,000	80,000	0	0
China (Formosa).....	39	195,000	494,000	0	80,000
Indonesia.....	21	138,000	20,000	0	0
Japan.....	3	15,000	0	0	0
Korea.....	58	400,000	373,000	0	0
Laos.....	No data	85,000	50,000	0	0
Philippines.....	52	169,000	171,000	0	0
Thailand.....	88	435,000	348,000	0	0
Vietnam.....	25	58,000	110,000	0	0
LATIN AMERICA	232	708,500	40,300	1,090,000	363,800
Bolivia.....	13	74,300	7,200	150,000	12,900
Brazil.....	43	125,000	0	150,000	52,700
Colombia.....	3	10,000	0	0	5,000
Costa Rica.....	6	15,000	0	0	0
Cuba.....	8	34,000	5,000	0	8,000
Dominican Republic.....	3	12,900	0	50,000	12,900
Ecuador.....	12	45,000	2,000	60,000	30,500
El Salvador.....	5	17,000	0	0	18,300
Guatemala.....	40	95,000	0	80,000	25,000
Haiti.....	3	15,000	0	100,000	34,400
Honduras.....	10	31,800	26,100	100,000	21,000
Mexico.....	88	65,500	0	0	56,000
Nicaragua.....	4	20,000	0	50,000	6,200
Panama.....	8	20,000	0	50,000	39,200
Paraguay.....	15	66,000	0	150,000	10,100
Peru.....	11	36,000	0	150,000	22,600
Dependent overseas territories.....	10	26,000	0	0	7,000
NEAR EAST	130	504,000	845,000	700,000	503,000
Iran.....	10	50,000	250,000	700,000	220,000
Iraq.....	13	50,000	115,000	0	5,000
Israel.....	10	30,000	20,000	0	0
Jordan.....	13	50,000	75,000	0	48,000
Lebanon.....	11	39,000	140,000	0	200,000
Syria.....	5	25,000	105,000	0	0
Turkey.....	68	260,000	146,000	0	80,000
SOUTH ASIA	39	195,000	1,481,000	10,000	11,000
Afghanistan.....	10	50,000	230,000	0	10,000
India.....	25	125,000	900,000	0	0
Nepal.....	1	5,000	1,000	10,000	1,000
Pakistan.....	3	15,000	350,000	0	0
REGIONAL PROJECTS	445	2,305,000	2,147,000	0	88,000
Far East.....	295	1,580,000	2,146,000	0	80,000
Near East-Africa.....	150	775,000	1,000	0	8,000

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3. Liaison with United States sources of professional advice.
4. Establishing contractual relations with educational institutions on an international, inter-university basis.
5. Fostering coordination among the educational missions sent to the various countries.

Active educational programs are in operation this year in 39 countries and territories. There are also regional programs in the Far East, Near East, and African areas. Negotiations are underway for the establishment of new programs in several additional countries, and for additional projects in many of those countries where ICA educational programs are already operating. In these educational programs American competence is shared with people in the underdeveloped areas.

A summary of the Federal funds obligated and programmed for educational activities in cooperating countries for 1951-52 to 1955-56 is included in table 72. Details on the personnel and funds programmed by countries for the 1955-56 school year are presented in table 73. Table 74 gives a summary of the number of technicians and trainees and Federal funds programmed for cooperative educational activities in other countries from 1953-54 to 1955-56.

Table 74.—SUMMARY OF NUMBER OF TECHNICIANS AND TRAINEES, AND FEDERAL FUNDS PROGRAMMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN OTHER COUNTRIES: 1953-54 TO 1955-56

Item	1953-54	1954-55	1955-56
1	2	3	4
Personnel	783	1,527	2,111
United States technicians.....	285	499	891
Foreign trainees.....	448	1,028	1,220
Funds programmed for—	\$14,789,000	\$22,517,700	\$32,408,400
United States technicians.....	4,362,000	11,837,200	16,169,800
Foreign trainees.....	1,586,000	4,024,800	5,540,500
Supplies, equipment, and other costs.....	8,841,000	6,655,700	10,698,100

Chapter VII

EDUCATIONAL PROGRAMS OF THE VETERANS ADMINISTRATION

CONGRESSIONAL ENACTMENTS with reference to the welfare of veterans have shown that the people have great concern for the restoration of the citizen soldier to a satisfactory civilian status. There is a public desire to compensate men and women of the military services for the wartime interference with their educational and vocational programs. For this purpose, many programs of assistance have been provided by the Veterans Administration. Especially important among such programs are those pertaining to the further education and the vocational rehabilitation of the veterans. Other services of the Veterans Administration include programs of compensation, pensions, loan guarantees, life insurance, death benefits, and medical care.

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

BASIC LAWS ON REHABILITATION AND EDUCATION

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

Under other laws, veterans having not-service-incurred disability are also eligible for educational benefits. The Servicemen's Readjustment Act of 1944 provides a program of education and training for veterans who served in World War II and the Veterans' Readjustment Assistance Act of 1952 extended similar benefits to those serving in the Korean conflict. This legislation is provided in Public Laws 346 and 550.

PUBLIC LAWS 16 AND 894

These laws were approved by the Seventy-eighth Congress in 1943 and the Eighty-first Congress in 1950, respectively. Under these laws the Veterans Administration prescribes, provides, and supervises programs of vocational rehabilitation for disabled veterans. The general purpose is to restore employability which has been lost by virtue of a handicap due to a service-incurred disability for which wartime rates of compensation are payable. The program provides for each step in the rehabilitation process from the veterans initial application to providing assistance for his placement in suitable employment.

Laws providing for the rehabilitation of disabled veterans are mentioned first because the legislation was approved prior to those for veterans having no service-connected disability and because the program had much earlier beginnings in the Veterans Administration. If comparisons are made as to size, the program for disabled veterans is relatively small. During the 1947-48 school year, when the largest numbers of veterans were enrolled in both programs, the number of disabled veterans in training was only 9.7 percent of the total number of veterans participating in the training programs, including those enrolled under Public Law 346. Similarly, the number of disabled veterans securing vocational rehabilitation during the 1954-55 school year was only 4.2 percent of the total number of veterans in training, as indicated by the figures in columns 2 and 5 of table 76.

PUBLIC LAWS 346 AND 550

These laws were approved by the Seventy-eighth Congress in 1944 and the Eighty-second Congress in 1952, respectively. They provide financial assistance for a program of education and training in which the veteran can pursue an educational course of his choice in any approved school or job-training establishment which accepts him, provided that those eligible under Public Law 346 began their courses of study by July 25, 1951, or within 4 years of the veteran's first discharge from active World War II military service after July 25, 1947. Veterans eligible under Public Law 550 must initiate their training by August 20, 1954, or within 3 years after discharge or release from active service whichever is the later. Education and training under Public Law 346 will not be afforded beyond 9 years after termination of World War II (July 25, 1947) and education and training under Public Law 550 will not be afforded beyond 8 years after discharge or release from active service or the end of the basic service period, whichever is earlier. The extent of a veteran's entitlement to educa-

tion and training benefits under Public Law 550 is limited to $1\frac{1}{2}$ times the period of active service up to a maximum of 36 months of entitlement.

Differences between the programs authorized by Public Laws 346 and 550 should be noted. Veterans returning from World War II, on the average, had been in military service for a longer period of time. Public Law 346 authorized the Veterans Administration to make payment for registration fees, tuition, and charges for books and supplies. These expenses were paid directly to the training institutions. Only amounts for subsistence and dependents were paid directly to the veterans.

In contrast, Public Law 550 has authorized payments directly to veterans who are free to arrange their training programs just as they might if they had been granted scholarships. Except for a small amount paid to institutions for keeping office records and preparing reports, the funds are paid directly to students with no adjustment for varying tuition charges. The student selects approved courses in the institution of his choice, and plans his own expenditures for tuition, registration fees, books, supplies, and subsistence. Counseling is available on request, but there is no plan for counseling all participants receiving benefits under this program.

EDUCATIONAL FACILITIES AND CONTRACTS

Educational services and vocational rehabilitation for veterans are administered by the Veterans Administration, but the Federal Office does not actually provide any schooling or vocational training. These services are provided by approved educational institutions and on-the-job training establishments which offer courses that have been approved by a State-approving agency. Under Public Law 550, the Office of Education is required to assist with this approving program. According to provisions of that law, the Commissioner of Education ". . . shall publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by an educational institution" This plan, approved by Congress, gives greater assurance that courses taken by veterans will be of higher quality.

Wide interest in this procedure is demonstrated by the large number of educational institutions and training establishments which have participated. During the 1953-54 school year, veterans' training under all laws was conducted in a total of 12,500 educational institutions, including those of college level and below

college level, and in 34,000 on-the-job training establishments. Similarly, under Public Law 550, veterans pursued courses in approximately 9,600 educational institutions and 28,000 on-the-job training establishments. The latter figure for Public Law 550 represents a sharp increase over the previous school year.

Correspondence study is included in the program available to veterans and a considerable number are extending their education through this plan. Under Public Laws 16, 894, and 346, the Veterans Administration has contracts with 104 correspondence schools located in 53 colleges and universities, and 51 other schools offering trade, industrial, and business training. Similarly, arrangements have been made with 35 colleges and universities, and 41 trade, industrial, and business schools, to provide courses of instruction to veterans under Public Law 550.

Educational arrangements had previously taken the form of contracts between the educational agencies and the Veterans Administration to pay tuition fees and other charges. This was particularly true for the two basic programs covered by Public Laws 16 and 346. However, under the more recent legislation intended to provide for veterans of the Korean period, the contractual plan is used only for disabled veterans under Public Law 894. For trainees enrolled under Public Law 550, the Veterans Administration does not arrange contracts with the educational institutions.

Courses of training in which veterans may enroll under Public Laws 346 and 550 require the approval of an approving agency designated by each State. Where the State declines to establish or designate an appropriate agency, the Veterans Administration is empowered to exercise that function. In four States, the Administrator through a VA regional office performs the functions of a State-approving agency wholly or in part.

The Veterans Administration approves courses offered by agencies of the Federal Government, by privately owned industrial establishments which are national in scope, and by foreign institutions. As of the close of the fiscal year, courses of training offered by 16 Federal agencies were approved for training under Public Law 550. Among the institutions approved were 17 schools for Indians which were operated by the Department of the Interior. Under the provisions of Public Law 550 approvals were granted to 43 private industrial corporations which are national in scope. These approvals covered approximately 420 separate courses in apprentice or other job training in the steel, automobile, railroad, chain-store, telephone, electrical equipment, farm

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

COUNSELING AND VOCATIONAL GUIDANCE

The Veterans Administration continued to provide counseling services to veterans with regard to (1) personal adjustment problems, (2) choice of suitable vocational and educational goals, and (3) the development of appropriate occupational plans. These services were provided for disabled veterans applying for education and training under Public Law 16 and Public Law 894. The same services were made available, although on a lower priority basis, to nondisabled veterans who requested the assistance of a counselor in connection with choosing an educational or occupational objective and in planning an education or training program under Public Law 550 or Public Law 346.

Increasing demands for counseling after the passage of Public Law 550 required an increase in the number of guidance centers from 56 in June of 1953 to 61 in June of 1954. Counseling for servicemen who are about to be separated from the Armed Forces because of service-connected disabilities was also initiated in Armed Forces' hospitals.

Veterans counseled under Public Law 16 declined from 28,500 in the 1952-53 school year to 24,000 for 1953-54, while the number counseled under Public Law 894 increased from 15,200 to 24,000. An additional 2,900 disabled veterans applied for education and training under Public Law 550 but, in the process of counseling, they were found in need of vocational rehabilitation and chose training under Public Law 894. The number of counseling interviews with regard to problems of personal adjustment, which became evident in the course of counseling or after the veteran had entered training, totaled 19,900 in 1953-54.

Veterans counseled under Public Law 346 continued to decline decreasing from 11,500 in 1952-53 to 4,500 in 1953-54, but the increasing number of veterans counseled under Public Law 550 offset much of this decline. The number of veterans provided counseling under Public Law 550 during 1953-54 was 46,500.

The total number of veterans provided counseling during 1953-54 was 99,000 as compared with 79,500 in 1952-53. Veterans coun-

seled during 1953-54 represented a 25 percent increase over the number counseled the previous year.

NUMBER IN TRAINING

Enrollment and participation data describing the number of veterans in the educational programs of the Veterans Administration are reported in greater detail in the annual reports of the Administrator of Veterans Affairs. These reports show the extent to which veterans have accepted training opportunities and they also indicate the types of training secured.

By June 30, 1954, a total of 603,967 veterans had entered training under Public Law 16. Of these, only 12,090 were still in training at the end of the 1953-54 school year. Others had completed their vocational preparation or dropped out of training. These figures indicate that this particular program is drawing to a close.

Similarly, the benefits to veterans under Public Law 346 have almost reached a termination date. Since this act was passed more than 11 years ago, applications for educational benefits have been received from 10,252,132 veterans. Of this number, 155,266 were still in training at the close of the 1953-54 school year. Training was considered to be in a terminated status for 7,656,748 veterans. Only 1,035,439 of these had exhausted their entitlement. These figures indicate that more than 76 percent of the veterans who applied for benefits under Public Law 346 entered training, and only 2 percent of those who entered were still in training.

As the veterans' educational programs authorized by Public Laws 16 and 346 are approaching the end of their applicability, Public Laws 894 and 550 which extend similar benefits to the veterans for the period of the Korean conflict, have expanded. Applications received for these 2 laws reached approximately 825,000 or about 28 percent of the eligible 2,897,000 veterans for the Korean period. This implies that large increases in applications for these benefits may be expected over the next few years.

Table 75, in addition to showing the enrollment trends for veterans' training, depicts the veterans' participation in the different types of training. According to the figures the most popular kind of training was that offered in colleges and universities where the peak enrollment was noted for the 1947-48 school year. Other types of training, in the order they were preferred by veterans, were training below college grade, on-the-job training, and on-the-farm training. These programs reached their peak enrollments in the 1949-50, 1946-47, and 1949-50 school years, respectively.

Table 75.—AVERAGE NUMBER OF VETERANS ENROLLED IN VARIOUS EDUCATIONAL PROGRAMS IN THE 5 MONTHS FROM OCTOBER THROUGH MARCH: 1945-46 TO 1954-55

School year	Total	Higher education	Below college grade	On-the-farm training	On-the-job training
1	2	3	4	5	6
1945-46.....	283,775	209,818 ¹	77,126	19,294	84,042
1946-47.....	2,878,177	1,095,975	467,648	102,004	707,550
1947-48.....	2,718,998	1,180,850	685,758	228,077	624,813
1948-49.....	2,499,029	1,024,924	709,316	304,989	459,900
1949-50.....	2,405,197	851,290	895,818	346,860	311,229
1950-51.....	1,765,988	558,523	728,086	312,398	166,981
1951-52.....	1,402,872	389,179	678,196	250,304	104,693
1952-53.....	748,455	257,162	306,008	128,497	51,788
1953-54.....	604,570	267,260	213,490	65,881	57,939
1954-55.....	660,700	318,200	237,500	87,500	67,500

¹ Estimated.

The table does not reveal the extent to which veterans have enrolled in correspondence courses to extend their preparation. According to the Veterans Administration 22 percent of the veterans who have trained under Public Law 346 in schools below college grade were enrolled in correspondence courses.

EXPENDITURES FOR EDUCATIONAL BENEFITS

Expenditures during the 1954-55 school year brought the total Federal payments, since the inception of the education, training, and vocational rehabilitation programs for veterans, to nearly \$17.1 billion. Expenditures for subsistence, tuition, and supplies, under Public Laws 16, 894, and 346, and education and training allowances, under Public Law 550, are shown by States and Territories in table 76. They amount to \$588.1 and \$710.1 millions, in 1953-54 and 1954-55, respectively.

For the 1954-55 school year, payments under Public Laws 16 and 894 amounted to about \$31.0 million for subsistence and almost \$9.8 million for tuition, supplies, and equipment. Corresponding payments under Public Law 346 were \$59.2 million for subsistence and \$41.8 million for tuition, supplies, and equipment. Payments made to veterans for all purposes, including subsistence and education, under Public Law 550 amounted to about \$563.4 million. Under Public Law 550, a small payment is made to educational institutions to defray the cost of reporting on veterans enrolled in and attending the colleges and universities. This fee amounted to \$1.50 per veteran per month and required payment of \$2.7 million for 1953-54, and \$4.8 million for 1954-55.

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Expenditures over the 12-year period are summarized in table 76. The figures indicate that subsistence allowances have accounted for 79 percent of the funds required to provide for vocational rehabilitation under Public Laws 16 and 894 of disabled veterans and that they constitute about 71 percent of the expenditures under Public Law 346. The remaining portions are for tuition, equipment, supplies, and materials, except that payments to veterans under Public Law 550 are for all purposes, including tuition and subsistence. A summary of significant financial data for the 1953-54 school year is given in table 77. Similar information for the 1954-55 school year is given in summary tables 3 and 6. Both of these tables include an item of \$2,524,670 reported as expended for the education of veterans choosing to attend colleges in other countries.

Table 76.—NUMBER OF VETERANS IN TRAINING AND FEDERAL FUNDS EXPENDED FOR VOCATIONAL REHABILITATION AND FOR EDUCATION AND TRAINING: 1943-44 TO 1954-55

School year	Vocational Rehabilitation (Public Laws 16 and 894)			Education and Training (Public Laws 346 and 550)		
	Average number of veterans in training	Amount for tuition, equipment, and supplies	Amount of subsistence allowance	Average number of veterans in training	Amount for tuition equipment and supplies	Amount of subsistence allowance ¹
1	2	3	4	5	6	7
Total (12 years)	-----	\$333,469,493	\$1,291,983,765	-----	\$4,424,644,993	\$11,005,083,353
1943-44....	922	97,480	566,668	0	0	0
1944-45....	9,464	1,302,027	7,046,343	11,954	1,702,821	7,302,880
1945-46....	44,578	7,098,908	37,998,447	878,750	22,113,444	217,905,845
1946-47....	174,465	30,005,602	190,941,044	1,833,551	567,938,944	1,550,796,114
1947-48....	237,382	68,013,236	265,298,234	2,213,382	872,754,131	1,623,907,830
1948-49....	217,740	78,002,526	262,196,010	2,054,616	894,879,091	1,865,804,498
1949-50....	167,809	53,676,346	213,615,520	1,990,413	766,616,410	1,829,111,963
1950-51....	99,872	41,702,280	135,172,874	1,552,040	580,262,020	1,363,078,577
1951-52....	54,253	23,619,180	74,232,884	1,226,862	425,746,390	899,656,953
1952-53....	31,417	14,846,357	42,922,244	669,707	204,134,725	464,832,849
1953-54....	23,867	10,320,011	30,974,222	505,909	97,146,167	449,673,364
1954-55....	24,463	9,790,542	30,979,260	559,865	41,843,850	627,465,005

¹ Education and training allowance paid to Public Law 550 trainees for 1952-53, 1953-54 and 1954-55 school years, includes allowances for tuition, equipment and supplies.

VETERANS ADMINISTRATION PROGRAMS

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Table 77.—FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR THE EDUCATION OF VETERANS: 1953-54

State or Territory	Total	Vocational Rehabilitation (Public Laws 16 and 894)		Education and Training (Public Law 346)		Education and training allowance (Public Law 550)
		Amount for tuition, equipment, and supplies	Amount for subsistence allowances	Amount for tuition, equipment, and supplies	Amount for subsistence allowances	
1	2	3	4	5	6	7
Total.....	\$552,112,774	\$10,226,011	\$30,974,222	\$97,146,167	\$152,225,524	\$296,237,820
Alabama.....	22,026,247	329,201	1,028,106	3,327,735	5,904,680	11,041,445
Arizona.....	3,022,371	84,150	270,574	394,902	602,443	1,670,902
Arkansas.....	11,864,287	237,309	929,800	1,605,489	3,162,959	3,928,280
California.....	45,104,222	762,019	1,990,672	7,658,540	7,640,929	27,112,061
Colorado.....	8,809,437	237,826	649,141	1,423,003	2,397,760	3,601,707
Connecticut.....	5,172,082	69,694	262,927	672,855	712,965	2,458,591
Delaware.....	574,211	7,032	25,300	58,645	66,435	436,679
Florida.....	17,127,304	275,593	667,132	2,686,885	6,183,517	7,315,176
Georgia.....	21,302,198	200,379	724,190	2,409,265	3,559,307	9,609,057
Idaho.....	2,732,929	50,529	299,892	331,100	354,446	1,116,922
Illinois.....	23,863,629	343,123	781,768	4,228,996	4,428,267	14,080,530
Indiana.....	12,974,945	230,692	688,061	2,771,525	4,087,051	5,247,556
Iowa.....	11,830,045	221,071	678,498	2,056,113	4,877,949	3,548,414
Kansas.....	6,143,583	108,195	363,184	1,025,323	2,290,230	2,356,601
Kentucky.....	9,880,406	208,424	650,941	1,126,424	3,122,962	4,672,655
Louisiana.....	12,963,650	157,815	469,107	1,474,411	4,625,298	7,236,016
Maine.....	1,591,996	34,014	102,832	122,069	261,080	1,061,981
Maryland.....	4,056,327	32,102	137,505	787,983	850,543	2,248,195
Massachusetts.....	14,099,581	334,032	828,829	2,723,372	2,806,571	7,862,727
Michigan.....	14,975,865	330,246	1,063,627	2,741,044	2,806,152	7,954,896
Minnesota.....	13,826,739	284,624	867,611	1,958,321	3,937,042	6,809,141
Mississippi.....	14,294,221	205,877	732,042	1,990,222	5,315,061	6,041,009
Missouri.....	18,575,231	440,778	1,307,155	3,211,143	5,775,574	7,840,585
Montana.....	2,810,882	33,644	171,606	534,698	1,101,200	969,724
Nebraska.....	7,953,062	105,716	514,188	825,967	3,192,663	3,314,528
Nevada.....	324,917	3,789	22,106	59,020	70,694	169,306
New Hampshire.....	1,345,623	43,662	137,697	129,979	307,153	762,132
New Jersey.....	7,635,429	132,125	386,982	1,947,379	953,105	4,275,658
New Mexico.....	2,935,389	35,851	124,266	294,683	553,283	1,895,901
New York.....	41,096,225	1,003,451	1,932,345	11,095,923	6,564,543	20,499,953
North Carolina.....	16,329,710	172,339	692,891	1,765,491	6,112,455	9,535,934
North Dakota.....	5,673,466	84,736	332,013	906,240	2,626,341	1,674,136
Ohio.....	18,174,798	374,806	1,379,866	3,371,224	3,272,656	9,718,246
Oklahoma.....	13,508,272	231,380	972,863	1,605,453	3,277,649	7,364,687
Oregon.....	6,425,216	82,583	178,108	1,113,533	1,426,342	2,624,645
Pennsylvania.....	20,304,494	654,108	1,577,794	5,157,600	6,289,973	16,645,021
Rhode Island.....	2,704,562	57,609	205,694	286,378	389,798	1,765,083
South Carolina.....	9,795,311	62,656	258,798	1,193,050	3,392,491	4,838,321
South Dakota.....	3,290,120	26,980	107,707	435,843	1,157,683	1,561,902
Tennessee.....	16,234,861	315,694	947,176	1,858,512	4,105,951	8,029,623
Texas.....	37,237,696	771,238	2,221,934	5,532,227	9,898,212	18,814,030
Utah.....	5,334,474	46,127	119,143	976,843	1,257,723	2,984,323
Vermont.....	1,253,235	32,339	93,419	174,891	374,949	578,137
Virginia.....	9,346,223	142,946	506,719	1,357,972	2,646,156	4,692,440
Washington.....	8,855,206	115,344	445,912	1,362,696	1,890,926	5,070,323
West Virginia.....	4,368,102	103,414	500,375	402,634	832,659	2,478,970
Wisconsin.....	11,733,352	231,740	837,173	2,171,190	3,511,344	6,032,505
Wyoming.....	1,495,107	14,713	79,680	256,696	655,646	454,892
District of Columbia.....	7,575,026	99,088	262,293	1,759,274	1,121,332	4,333,019
Foreign countries.....	3,333,415	1,541	6,559	680,291	2,175,913	469,111
U.S. possessions.....	11,269,425	44,398	245,199	862,820	1,114,669	5,501,741
National.....	2,700,000	0	0	2,700,000	0	0

Chapter VIII

EDUCATIONAL PROGRAMS OF OTHER FEDERAL OFFICES

OTHER FEDERAL DEPARTMENTS and agencies, in addition to those reported in the preceding chapters, also expend Federal funds for educational services. These programs vary from public-school education and in-service training to extensive programs of research, and serve not only students in school for regular and specialized instruction but also adults who are seeking to improve their occupational status. Table 1, of chapter I, provides a summary of the activities for these and the other Federal offices for 1949-50.

Programs of education administered by 4 departments and 6 independent agencies are described in this chapter. Federal funds expended for these programs are reported for some but for other Federal offices figures are not given, since it is difficult to separate their expenditures for education from the total operating budget.

ATOMIC ENERGY COMMISSION

The scientific nature of the work of the Atomic Energy Commission and the exigencies for national defense and preparedness have required a variety of relationships between the Commission and educational programs. These interests and relationships to education are identified as contract research, the support of public schools near atomic energy installations, vocational fellowships, and other scientific training.

CONTRACT RESEARCH

The Atomic Energy Commission expends significant amounts of Federal funds in contracting for research and training in research which are arranged with individual universities, groups of universities and research departments of industrial establishments. The Commission's two Divisions of Research and of Biology and Medicine are responsible for the development and supervision of research in the physical, biological, and medical sciences at the AEC installations as well as outside organizations.

Contracts for unclassified research in the physical sciences in university and college laboratories are currently proceeding at an annual expenditure of about \$14.3 million, and in the biological and medical sciences at an annual expenditure of about \$8 million. Generally, these contracts are for two kinds of research: (1) To solve a specific scientific problem, such as one dealing with the development of an isotope separation process, and (2) to add to the general fund of knowledge applicable to atomic energy development.

Proposals for basic research are submitted to the AEC by the management of universities and colleges which have capable scientists who are willing and interested in expanding and continuing research programs in this field. Members of the Commission's scientific staff consider many factors before the decision is made that a project should be supported by Commission funds. These factors include the following: (1) Importance of proposed project to atomic energy development, (2) general need of the AEC for more persons trained in the particular field of study, (3) scientific achievements already made by the institution concerned, (4) probability of continued research performance, and (5) extent of participation of the institution in the work to be undertaken. Amounts of Federal funds expended for these research programs of the AEC are listed in column 5 of table 78.

FELLOWSHIP PROGRAMS

The program of granting fellowships to encourage the training of young scientists was started by the Commission in 1948. Through the operation of the program, approximately 1,060 fellowships were awarded by the end of the 1951-52 school year at a total cost of about \$4,250,000. However, beginning with the 1952-53 school year the National Science Foundation, described on page 153, has sponsored a broad fellowship program which meets much of the need for the training of new scientists. Consequently, the Atomic Energy Commission now offers only a limited number of vocational fellowship awards in the specialized fields of radiological physics, industrial medicine, and industrial hygiene.

OPERATION OF PUBLIC SCHOOLS

In addition to the research, fellowship, and other educational programs designed to develop more information and ability in the field of atomic energy, the Commission is required to operate or arrange for the operation of programs in public education for children living in the AEC owned and operated communities of Los Alamos, N. Mex.; Oak Ridge, Tenn.; and Richland, Wash.

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Amounts of Federal funds expended for the construction and operation of schools in recent years are listed in column 6 of table 78.

Table 78.—FEDERAL FUNDS EXPENDED FOR EDUCATIONAL PURPOSES BY THE ATOMIC ENERGY COMMISSION: 1949-50 TO 1953-54

School year	Expenditures for the development of scientists and of new information about atomic energy				Construction, maintenance, and operation of elementary and secondary schools at Los Alamos, Oak Ridge, and Richland
	Total	Fellowships	Other training	Research	
1	2	3	4	5	6
Total (5 years).....	\$92,045,053	\$4,449,892	\$2,993,051	\$85,602,205	\$21,595,653
1949-50.....	20,845,000	1,303,000	836,000	18,706,000	3,917,000
1950-51.....	15,225,711	1,054,649	683,636	13,487,426	3,682,497
1951-52.....	19,452,871	1,126,220	688,059	17,638,592	3,565,587
1952-53.....	18,441,857	695,769	393,434	17,352,154	6,780,036
1953-54.....	19,080,119	270,164	391,922	18,418,033	3,650,533

¹ Does not include research conducted at AEC "on-site" installations operated by university contractors.

CANAL ZONE

A program of public education in the Canal Zone provides elementary and secondary schooling from the kindergarten through grade 12, and junior college instruction for grades 13 and 14. In the elementary and secondary schools, it is estimated that the average daily enrollment in 1955-56 will be approximately 11,063 children and that the junior college will enroll approximately 154 students. The junior college also conducts adult evening classes that are financed entirely from tuition fees.

An apprentice school to provide training in the skilled trades was also operated by the Canal Zone Government, but effective July 1, 1953, it was transferred to the Panama Canal Company. However, since the program continues to be conducted, it is included in table 79 which lists accrued costs for the Canal Zone schools.

Congress initially appropriates funds for the entire cost of the Canal Zone Government, including its educational program. The Canal Zone schools provide free education in kindergarten and grades 1 through 12 to residents of the Canal Zone, and to United States citizen personnel of Government agencies resident in the Republic of Panama. Reasonable tuition charges are made for the junior college. Amounts expended by the Canal Zone Government for furnishing education to employees of agencies of the United States and their dependents, other than the Panama Canal

Company and the Canal Zone Government, less tuition payable by such employees and their dependents, are repaid to the Canal Zone Government by such agencies.

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

The payments made by the Panama Canal Company to reimburse the Treasury are derived from tolls and other revenue the Company receives. Consequently, it would be proper to indicate that the funds reported in table 79 do not come directly or entirely from Federal taxation.

Table 79.—FEDERAL FUNDS EXPENDED FOR EDUCATION IN THE CANAL ZONE: 1951-52 TO 1955-56

School year	Total for education		Kindergarten, elementary and secondary schools, and junior college		Apprentice school
	Amount	Percent of 1951-52	Total enrollment	Total cost of program	
1	2	3	4	5	6
Total (5 years).....	\$14,606,043	-----	53,345	\$14,506,995	\$99,043
1951-52.....	2,478,276	100.0	9,829	2,465,493	12,777
1952-53.....	2,683,519	108.3	10,449	2,670,781	12,734
1953-54.....	2,959,042	119.4	11,177	2,938,529	20,513
1954-55.....	3,015,280	121.7	10,673	2,998,856	21,424
1955-56 ¹	3,469,936	140.0	11,217	3,438,336	31,600

¹ Estimated.

DEPARTMENT OF COMMERCE

Federal funds are expended for education services by several branches and divisions of the Department of Commerce. Programs discussed in this section include Aviation Education, Maritime Administration, and the National Bureau of Standards Graduate School.

Although not described in detail in this discussion, the Department of Commerce maintains essential services to the Nation through its program of studying and reporting on the weather. For this program, funds are provided for the in-service training of employees, for sending selected employees to colleges and universities for advanced training in meteorology, and for contracts

with universities to conduct research in meteorology. Also, the Department has assisted with the training of meteorological technicians from other countries.

AVIATION EDUCATION

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

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

Aviation Training of Foreign Nationals.—Basic authority for aviation training of foreign nationals is provided in Public Law 402 (80th Cong.), which authorizes an educational exchange program; Public Law 647 (80th Cong.), which is known as the International Aviation Facilities Act; and Public Law 535 (81st Cong.), which is known as the Foreign Economic Assistance Act.

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

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

aviation mechanics; flight operations; maintenance and installation of air navigation aids equipment; accident investigation; and aeronautical engineering.

Current programs are sponsored by the International Cooperation Administration and by the Department of State. As a participating agency in technical assistance programs of the United States Government under several basic laws, the Civil Aeronautics Administration has provided or arranged aviation training for 1,086 selected foreign nationals since 1946-47.

Table 80 presents a 10-year summary of the number of countries participating, number of trainees, and the Federal funds provided foreign nationals. This table indicates that an estimated 170 foreign nationals representing 31 countries will be participating in these training programs in 1955 with Federal funds for this training estimated at \$360,002.

Table 80.—NUMBER OF TRAINEES FROM VARIOUS COUNTRIES PARTICIPATING IN AVIATION EDUCATION AND FEDERAL FUNDS EXPENDED: 1946-47 TO 1955-56

School year	Number of countries participating	Number of trainees	Federal funds expended
1	2	3	4
Total (10 years).....		1,086	\$2,493,296
1946-47.....	10	76	129,338
1947-48.....	15	123	265,282
1948-49.....	11	108	332,094
1949-50.....	13	86	306,374
1950-51.....	20	94	99,531
1951-52.....	22	94	183,919
1952-53.....	31	121	344,859
1953-54.....	28	110	237,936
1954-55.....	26	104	243,933
1955-56 ¹	31	170	360,002

¹ Estimated.

The Federal funds expended, as given in column 4 of table 80, do not include the expenditures for training International Civil Aviation Organization Fellows. An average of 10 ICAO Fellows have been trained in each of the last 5 years at a cost of approximately \$2,000 per Fellow, exclusive of international travel. ICAO in Montreal, Canada, has paid the travel expenses of the Fellows. Also, Federal funds expended for some of the years relate to years in which funds are obligated since the training of trainees lagged behind the years of obligation by as much as 1 year in some instances.

The cooperating countries, and the number of trainees from each of the countries, are given in table 81 for the 1953-54, 1954-55, and 1955-56 school years.

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In addition to the United States Government technical assistance program, the CAA provides direct consultation and advice to 500 aviation officials of government and industry who visit the Civil Aeronautics Administration offices and facilities in the United States each year. The aviation industry cooperates fully with the CAA in providing appropriate training facilities and opportunities for foreign nationals and visitors who come to the United States for aviation training.

MARITIME ADMINISTRATION

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

Table 81.—NUMBER OF FOREIGN NATIONAL TRAINEES PARTICIPATING IN AVIATION EDUCATION: 1953-54 TO 1955-56

Cooperating countries	1953-54	1954-55	1955-56	Cooperating countries	1953-54	1954-55	1955-56
1	2	3	4	1	2	3	4
Total.....	110	104	170	Indonesia.....	1	7	5
Argentina.....	0	1	1	Israel.....	1	1	2
Bolivia.....	10	8	12	Jamaica.....	0	0	1
Brazil.....	13	23	26	Japan.....	1	2	2
British Guiana.....	0	0	1	Korea.....	0	0	1
Burma.....	0	1	0	Mexico.....	3	1	0
Chile.....	2	3	13	Nepal.....	0	1	1
China (Formosa).....	1	4	6	Nicaragua.....	0	0	2
Colombia.....	4	2	0	Pakistan.....	4	4	4
Costa Rica.....	3	4	5	Panama.....	3	4	5
Cuba.....	3	1	1	Paraguay.....	1	0	0
Ecuador.....	5	5	3	Peru.....	0	1	3
Egypt.....	12	0	3	Philippines.....	4	1	4
Ethiopia.....	0	4	14	Saudi Arabia.....	5	6	0
Finland.....	2	0	0	Spain.....	1	9	23
France.....	0	0	4	Surinam.....	0	0	1
Greece.....	0	0	4	Sweden.....	1	0	0
Guatemala.....	0	0	1	Thailand.....	0	1	5
Honduras.....	4	4	2	Turkey.....	3	1	0
Iceland.....	13	10	0	Uruguay.....	1	0	1
India.....	7	0	4	Venezuela.....	1	0	0
				Viet Nam.....	1	0	0

Federal Merchant Marine School.—At the present time there is one federally operated merchant marine school for the training of officers for the merchant fleet known as the United States Merchant Marine Academy at Kings Point, Long Island, N. Y. Approximately 960 cadet-midshipmen are in training at this academy. Formerly, the Administration operated two other academies which have been discontinued since the war. In agreement with this trend, a decline will be noticed in the Federal expenditures

for Federal Merchant Marine Schools listed in column 4 of table 82.

State marine schools.—The Secretary of the Navy was authorized as early as 1874 to furnish, if requested by a State Governor, a fully equipped vessel for use by colleges. The State Marine School Act of 1911 promoted nautical education by authorizing Federal aid "to be used for the benefit of any nautical school, and any school or college having a nautical branch" in any of 11 seaport cities named in the act. Navy personnel could be furnished for supervision or instruction in the schools and Federal funds were appropriated for these educational services. The act required that the Federal funds be matched by a State or municipality, but the Federal money could not exceed \$25,000 for any one school per year. Later legislation increased this \$25,000 limitation with the provision that the amount allocated to any school could not exceed \$47,600 per school year, conditioned on the admittance for training of cadets from out-of-State.

These schools, which are known as State Maritime Academies, were transferred in 1941 from the Navy to the United States Maritime Commission. The four academies are located in California, Maine, Massachusetts, and New York.

A 10-year summary of expenditures for the education of merchant marine personnel in these programs is given in table 82. Figures present all expenditures for education including training obtained through correspondence courses. The data were provided by the Maritime Administration in the United States Department of Commerce.

Table 82.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MERCHANT MARINE PERSONNEL: 1946-47 TO 1955-56

School year	Total		Federal Merchant Marine Schools	State Maritime Academies	Training of unlicensed merchant marine personnel	Upgrading of licensed and unlicensed merchant marine personnel
	Amount	Percent of 1946-47				
1	2	3	4	5	6	7
Total (10 years)	\$55,829,557	-----	\$27,254,612	\$8,567,971	\$4,422,118	\$14,193,855
1946-47	10,112,081	100.0	4,163,899	1,142,695	1,222,926	3,581,561
1947-48	7,254,418	71.7	3,162,160	978,289	1,159,683	1,954,276
1948-49	7,654,991	75.7	3,517,809	1,117,491	1,117,084	1,902,607
1949-50	6,755,004	66.8	3,238,518	1,053,492	767,257	1,645,737
1950-51	5,292,414	52.3	2,745,847	1,018,542	37,161	1,490,858
1951-52	4,277,123	42.3	2,572,208	646,236	36,858	1,121,731
1952-53	4,023,853	39.8	2,129,278	621,876	38,644	1,234,585
1953-54	4,228,727	41.8	2,142,900	781,127	42,500	1,262,200
1954-55	2,592,801	25.6	1,396,094	596,707	0	0
1955-56*	2,748,100	27.2	2,128,100	610,000	0	0

* Estimated.

NATIONAL BUREAU OF STANDARDS
GRADUATE SCHOOL

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

Classroom and laboratory space, library facilities, and instructional materials are provided by the Bureau. Specialists from the Bureau's staff form the major portion of the teaching staff which is augmented by professors from the cooperating universities in the program. The same administration staff handles the in-hours' education and training programs that are a part of the Bureau's official specialized education and training, as well as out-of-hours' courses. The two programs together constitute the National Bureau of Standards Graduate School program, for which a single catalog and listing is available to the students. All out-of-hours' classes are held outside of regular working hours and all costs for such instructions are covered by fees paid either directly to the cooperating universities or through the graduate school office. Each academic year there is an enrollment of approximately 500 students.

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

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

Even though this graduate school is not a degree-granting institution, credit for course work toward a degree is earned and transferred to the registrar of the university or college in which the employee is enrolled. Doctor of Philosophy degrees have been

obtained by more than 170 students. Students have used either course or dissertation work, completed at the school, as a partial fulfillment of their requirements for degrees.

DEPARTMENT OF JUSTICE

Several educational programs are operated by the Department of Justice. Among these programs that are described under the appropriate headings in this chapter are the programs of the Bureau of Prisons, which provide educational opportunities for those in Federal penal and correctional institutions, and the Federal Bureau of Investigation, which help with the training of law enforcement officers through special schools and classes.

Not included in these discussions, however, is the program of the Department of Justice in citizenship education. For 10 successive years the Department of Justice and the National Education Association have jointly sponsored an annual National Conference on Citizenship. These meetings, which are held in Washington, D. C., are conducted by the Immigration and Naturalization Service. Federal funds are used in the employment of personnel for the operation of the service and to prepare citizenship education materials for use by citizenship classes arranged in the various cities. This same Bureau of Naturalization also expends small amounts of money for the training of border patrol officers, special agents, and State and local police officers in the border States.

BUREAU OF PRISONS

Programs in education are operated by the Bureau of Prisons in each of the 29 Federal penal and correctional institutions. During the year 1954-55 over 14,000, or approximately 80 percent of the total number of prisoners confined, were enrolled in some form of organized educational activity, including general education, vocational training, or correspondence courses.

General education.—This program is organized on the basis of three scholastic levels: literacy courses for those who fall below fifth-grade level on standardized achievement tests, intermediate courses for those between fifth and eighth-grade levels, and advanced courses for those above the eighth-grade level. In addition, many ungraded classes are scheduled for those who are totally illiterate. The average attendance for all general education classes was about 7,500 for the 1954-55 school year. Through arrangements with local school systems, credits toward grade school certificates, and high-school diplomas are awarded. During the

1954-55 school year, 197 elementary students received elementary school certificates, and 176 received high-school diplomas. In addition, 1,349 had received credits in a variety of elementary school subjects, and 1,921 had received credits toward their high-school diplomas. College-level courses were introduced this year in two of the penitentiaries. These courses are conducted by members of the faculty of nearby universities.

Correspondence courses.—These courses are used extensively in practically all institutions to supplement vocational training, to provide instruction in subjects not available in the classroom program, and for those who cannot attend regular class schedules. About 3,450 different correspondence courses were active during the year, and 7,592 enrollees completed courses.

Vocational training.—During the 1954-55 school year, more than 9,970 were enrolled in organized vocational training courses. Of this group 3,270 were receiving on-job training in the institutional maintenance shops, and 1,492 were in the various industries production shops. The others were enrolled in short-unit vocational courses, in prevocational and specific trade training, and in vocational agriculture.

In 15 institutions, the vocational training programs are accredited in whole or in part by State Boards of Vocational Training. During the 1954-55 school year, 730 State-approved certificates, and 804 local certificates were issued to trainees completing accredited courses in various trades and occupations. Other accrediting agencies, such as local Apprenticeship Councils, Civil Aeronautics Board for Airplane Mechanics School located at the Federal Reformatory, Chillicothe, Ohio, and the Licensing Boards for Barbers and Hospital Attendants also cooperate with the institutions in granting certificates and assuring approved standards and practices.

The entire vocational training program is financed out of the earnings from the operations of Federal Prison Industries, Inc. Consequently, the programs reported in tables 83 and 84 should not be regarded as requiring additional appropriations of Federal funds.

Handicrafts and hobby work shops are also an integral part of the educational program and make possible the development of creative interests and skills in the use of metals, plastics, leather, wood, and other materials. These classes are primarily leisure-time activities, in operation evenings, weekends, and some holidays. Instructors for these classes are either full-time qualified industrial arts teachers or supervised by part-time teachers recruited from local school systems.

Table 83.—VOCATIONAL EDUCATION IN FEDERAL PENAL INSTITUTIONS: 1952-53 TO 1955-56

Item	1952-53	1953-54	1954-55	1955-56 ¹
1	2	3	4	5
Number of training courses offered.....	593	517	519	530
Total enrollments for year.....	11,333	11,269	11,870	12,500
Individual enrollments, without duplication.....	9,573	9,606	9,970	10,250
Number completing units of training.....	6,812	5,355	5,330	6,250
Number of certificates issued.....	1,795	1,517	1,534	1,750
Number placed in jobs on release.....	1,329	1,749	1,979	2,000

¹ Estimated.

Table 84.—EXPENDITURES FOR VOCATIONAL TRAINING IN FEDERAL PENAL INSTITUTIONS: 1950-51 TO 1955-56

School year	Total expenditures	Expenditure per student completing training including placement
1	2	3
Total (6 years).....	\$2,643,942	
1950-51.....	339,093	\$57.25
1951-52.....	425,999	62.40
1952-53.....	421,801	61.92
1953-54.....	440,979	63.07
1954-55.....	461,070	63.08
1955-56.....	470,000	68.75

¹ Estimated.

FEDERAL BUREAU OF INVESTIGATION

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

FBI National Academy.—The FBI National Academy was established on July 29, 1935. Since that time, 3,065 law enforcement officers, coming from all States and outlying parts of the United States and from many foreign countries, have been graduated from the 12-week course.

Academy purposes are to train graduates so that they are better prepared for responsibilities as police instructors and administrators. At present, more than one-fourth of the graduates are

the executive heads of the State, county, or local law-enforcement agencies with which they are associated. Many of the graduates have provided courses of instruction in their departments for their co-workers.

Two sessions of the FBI National Academy, averaging approximately 80 men each, are held each year. Instruction is given at the FBI Headquarters in Washington, D. C., and at the FBI Academy on the United States Marine Corps Base at Quantico, Va.

Training offered at the two locations provides 12 weeks of instruction. The first 10 weeks are devoted to a general course of instruction relating to law-enforcement work. Among the topics discussed are: police organization and administration, fingerprint identification, laboratory, public speaking, traffic, teaching techniques, police records, crime scene searches, the handling of evidence, and testifying in court. One week is given to instruction in firearms. Civil rights are stressed and courses are given in constitutional law and ethics in law enforcement. The final 2 weeks are devoted to specialized training in subjects of special interest to the officer. Class lectures, seminar discussions, and actual field work are included in the course.

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

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

Police Training Schools.—The FBI, upon request, conducts Police Training Schools for local law-enforcement officers. Some of these are designed for the relatively inexperienced officer; others provide advanced training. Topics discussed include, among others,

fingerprint identification, defensive tactics, firearms, photography, crime-scene searches, law-enforcement ethics, and supervisory responsibilities. During the 1955 fiscal year, the FBI participated in 2,315 Police Training Schools. In the previous fiscal year, 2,662 schools were held.

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

DEPARTMENT OF LABOR

Federal promotion of apprenticeship training was initiated in 1934 under authority of the National Industrial Recovery Act. Funds to continue the work were provided by the National Youth Administration established in 1935. The basic authorization for the present apprenticeship-training program came into existence on August 16, 1937, with the approval of Public Law 308. (75th Cong.) known then as the Fitzgerald Act. This act is more commonly known today as the "National Apprenticeship Act." Services and functions provided under authority of the act are described in the section which follows.

BUREAU OF APPRENTICESHIP

Under the National Apprenticeship Act, the Secretary of Labor is authorized and directed (1) to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices, (2) to extend the application of such standards by encouraging the inclusion thereof in standards of apprenticeship, (3) to bring together employers and labor for the formulation of programs of apprenticeship, (4) to cooperate with State agencies engaged in the formulation and promotion of standards of apprenticeship, and (5) to publish information relating to apprenticeship standards. The Secretary of Labor also was given authority to appoint a national advisory committee on apprentice training, consisting of representative employers, representatives of labor, representatives of education, and offices of executive departments.

Accordingly, the Secretary appointed the Federal Committee on Apprenticeship and set up the apprentice-training service as a part of the Division of Labor Standards, United States Department of Labor. Membership on the Federal Committee on Apprenticeship has been composed of nationally prominent representatives of labor, management, vocational education, and Government.

In 1942, the administration of the apprenticeship-training program was transferred to the Federal Security Agency and thence to the War Manpower Commission. It was returned to the Department of Labor in 1945. Besides formulating standards of apprenticeship for the training of skilled workers in industry, the service, now functioning as the Bureau of Apprenticeship, acts as a clearinghouse for the national apprenticeship program and performs other functions relating to the promotion of apprenticeship training.

Apprenticeship is a written or implied contract between an employee and his employer by which the employer agrees to teach the employee within a specified period of time a recognized trade in return for the employee's service. While it takes 4 years in most of the trades to complete apprenticeship, the length of time required is not a deterrent to production for apprentices produce as they learn. They start producing during the first period of their apprenticeship and their production capacity accelerates during each period of their training.

The work of the Department of Labor's representative, or field agent, is promotional. Information is offered on the effective organization of apprenticeship programs and other forms of industrial training. In order to accomplish this purpose, the Bureau of Apprenticeship works closely with employers and with labor, State apprenticeship agencies, the United States Office of Education, State boards of education, local vocational schools, chambers of commerce, and other organizations concerned with apprenticeship.

It is impossible for the Department's field staff to contact everyone who wants or needs to know something about training. Therefore, the Department depends upon men who are employed by labor and management and perform additional services on a purely voluntary basis throughout the States in the promotion of apprenticeship. During 1954, there were approximately 50,000 workers providing these additional and voluntary services working in the various States.

Particular emphasis has been placed on training programs, both apprenticeship and skill improvement, in the industries connected with defense. These include the aircraft, shipbuilding, machine tool, automotive and petroleum industries, foundry and steel mills, mining, and railroads. In addition, the Air Force bases, arsenals, and atomic-energy plants have conducted apprentice-training programs. At the end of 1955, there were more than 170,000 registered apprentices in the United States, as compared with 158,700 at the end of 1954.

In table 85 is presented a summary of the expenditures of the Bureau of Apprenticeship for apprenticeship training over the past 9 years. This information was furnished by the Bureau of Apprenticeship of the Department of Labor.

Table 85.—FEDERAL EXPENDITURES OF THE BUREAU OF APPRENTICESHIP: 1947-48 TO 1955-56

School year	Expenditures for apprenticeship training		School year	Expenditures for apprenticeship training	
	Amount	Percent of 1947-48		Amount	Percent of 1947-48
1	2	3	1	2	3
Total (9 years).....	\$27,229,595	.....	1951-52.....	\$3,579,492	129.0
1947-48.....	2,401,869	100.0	1952-53.....	3,323,795	138.4
1948-49.....	2,583,481	107.8	1953-54.....	3,230,000	134.5
1949-50.....	2,718,000	113.0	1954-55.....	3,159,700	131.6
1950-51.....	3,183,258	132.5	1955-56 ¹	3,150,000	131.1

¹ Estimated.

DEPARTMENT OF THE TREASURY

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

U. S. COAST GUARD

Educational services for the Coast Guard are provided through the operation of the Coast Guard Academy, and through the payment of tuition for individuals who are assigned to take academic training at specific institutions of higher learning. Amounts for these two programs are listed in columns 4 and 5 of table 86. In addition to these programs, Congress has authorized the use of funds for the education of dependents of Coast Guard personnel stationed outside the continental limits of the United States. Funds for this program for the 1954-55 and 1955-56 school years are shown in column 6 of the table.

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Coast Guard Service personnel also qualify for off-duty educational benefits as described in chapter IV. Amounts of Federal funds expended for these services are listed in column 8 of table 52.

INTERNAL REVENUE SERVICE

The Internal Revenue Service Advanced Training Center was established in the summer of 1954 by contract with the University of Michigan under authority of Public Law 51, Eighty-fourth Congress, approved June 1, 1954. Specialized training in the tax-enforcement field is made available to selected members of the Internal Revenue Service in this program.

Instruction at the university given by regular faculty members include one elective course and four required courses of three semester hours each. This formal classroom program is supplemented by a series of 1-hour lectures by officials of the Bureau of Internal Revenue, and other outstanding speakers. Funds available for this contractual program arranged with the University of Michigan are shown in table 87. Data for this table were provided by the Department of the Treasury.

Table 86.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF COAST GUARD PERSONNEL AND THEIR DEPENDENTS: 1946-47 TO 1955-56

School year	Total for Coast Guard		Coast Guard Academy	Tuition for Coast Guard personnel	Education of dependents of Coast Guard personnel
	Amount	Percent of 1946-47			
1	2	3	4	5	6
Total (10 years).....	\$22,100,350	-----	\$21,671,452	\$405,528	\$23,270
1946-47.....	1,548,856	100.0	1,580,918	17,938	0
1947-48.....	1,621,520	104.7	1,602,558	18,962	0
1948-49.....	1,983,857	128.1	1,951,929	31,428	0
1949-50.....	2,046,247	132.1	2,014,047	32,200	0
1950-51.....	1,800,000	116.2	1,768,000	32,000	0
1951-52.....	2,266,000	146.3	2,219,000	47,000	0
1952-53.....	2,565,000	165.6	2,513,000	52,000	0
1953-54.....	2,537,000	163.8	2,480,000	57,000	0
1954-55.....	2,506,270	161.8	2,435,000	58,000	13,270
1955-56.....	3,226,000	208.8	3,157,000	59,000	10,000

DISTRICT OF COLUMBIA

In most respects, the Government of the District of Columbia is similar to that of other large cities in the United States. One important difference, however, is in its relationship to Congress. Congress has the final responsibility for financing all governmental operations in the District, determines the amount and kind of local taxes to be levied, authorizes the expenditure of tax

Table 87.—FEDERAL FUNDS FOR THE INTERNAL REVENUE SERVICE ADVANCED TRAINING CENTER: 1954-55 AND 1955-56

School year	Total	Students' salaries, per diem, travel, and other expenses	School operating expenses	Payments to other institutions
1	2	3	4	5
Total (2 years).....	\$1,677,521	\$1,592,783	\$179,050	\$4,688
1954-55.....	536,521	474,883	56,950	4,688
1955-56.....	1,141,000	1,027,900	118,100	0

¹ Estimated.

revenues, and appropriates some Federal funds to help finance the public services provided in the city. This Federal assistance is the justification for reporting public educational programs of the District of Columbia in this bulletin on Federal Funds for Education.

BOARD OF EDUCATION

The District of Columbia, through its board of education, operates a complete program of public education. This program includes educational services from kindergarten through college offered in the elementary, junior high, senior high, and vocational schools, as well as the District of Columbia Teachers College. The teachers college grants the Bachelor of Science in education and the Master's Degree to those who complete prescribed courses for the preparation of teachers.

Other institutions of higher education, Gallaudet College and Howard University, are located in the District of Columbia but are not supervised by the D. C. Board of Education. They are a part of the United States Department of Health, Education, and Welfare. Howard University has a relationship to the District of Columbia that is somewhat similar to that existing between State universities and cities in which they are located. The program of Gallaudet College is described on page 46 and that of Howard University on page 47.

Public schools in the District are supported chiefly through local taxes. However, the Federal Government does provide some funds for their operation. Though funds are not appropriated specifically for the schools, a lump sum amount is provided for all public services in the District including education. It is assumed, in this presentation, that the proportion of total District funds provided for all public services from Federal sources can be applied uniformly to all of the separate governmental services including education.

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Expenditures for the past 10 years for public education in the District of Columbia are given in table 88. Since the D. C. Teachers College is operated as a part of the city school system, under the direct control of the Board of Education, expenditures for the college are not listed separately but are included in the amounts listed in columns 2, 4, and 6 of the table.

From 1945-46 to 1954-55, an average of 10.8 percent of the total budget for the District of Columbia came from Federal funds and 89.2 percent was derived from local taxation. These local revenues come chiefly from the property tax, the general sales tax, and the District income tax. During the 1954-55 school year, it was estimated that the Federal contribution constituted about 14.5 percent of the total amount required by the District Commissioners. From this estimate, it may be determined that Federal funds for current operating expenses for the schools amounted to about \$4,369,527. In addition to this, Congress approved the expenditure of District and Federal funds for public-school capital outlay amounting to \$5,636,412 for the 1954-55 school year. Using the same percent, it may be assumed that approximately \$816,152 of this expenditure for housing was provided from Federal revenues. Information about these figures and those included in table 88 were obtained from the Department of Business Administration for the public schools of the District of Columbia.

Table 88.—EXPENDITURES FOR PUBLIC EDUCATION IN THE DISTRICT OF COLUMBIA: 1945-46 TO 1954-55

School year	Total expense	Percent from Federal appropriations	Current expense		Capital outlay
			Amount	Percent of 1945-46	
1	2	3	4	5	6
Total (10 years).....	\$269,667,508	-----	\$229,199,453	-----	\$40,468,055
1945-46.....	14,538,849	9.27	14,240,697	100.0	298,152
1946-47.....	17,968,856	11.02	16,864,682	118.4	1,104,324
1947-48.....	28,585,224	13.46	19,480,176	136.4	9,155,048
1948-49.....	25,168,992	12.79	21,594,647	151.6	3,574,345
1949-50.....	28,302,401	11.19	22,320,252	156.7	5,982,149
1950-51.....	28,248,468	9.48	23,254,688	163.3	4,993,890
1951-52.....	31,165,953	8.58	26,000,145	182.6	5,165,808
1952-53.....	28,276,898	8.92	26,517,644	186.2	1,758,754
1953-54.....	31,599,664	8.59	28,800,431	202.2	2,799,233
1954-55.....	35,812,703	14.48	30,176,291	211.9	5,636,412

DEPARTMENT OF PUBLIC WELFARE

Institutional care for needy or delinquent children living in the District of Columbia is provided by the Department of Public Welfare. Various services of the types required by children under

these conditions are supplied by several institutions including: The District Training School, Juvenile Training School, Industrial Home School for Colored Children, Junior Village, National Training School for Boys, and the Receiving Home for Children.

Education is an important service in all these institutions. For some of them, teachers are employed who teach classes or individual children. Others make arrangements for the children to attend the public schools. Inasmuch as the expenditures for education are included as parts of the budget of the Department of Public Welfare or the Board of Education, the amounts for education are not reported separately here. However, some figures on the number of children served are included in table 89 to indicate the extent of the 6 programs described.

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

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

Juvenile Training School.—Boys and girls who enter the Juvenile Training School range in age from 8 to 17 years. While in residence, they are provided such desirable and necessary services as medical care, education, moral and religious training, recreation, family contacts, case-work services, and post-institutional follow up. The present facilities provide living and school accommodations for 210 resident children.

Many services, in addition to those provided by means at the disposal of the Juvenile Training School, are also available to the children. These are obtained through the benefaction of various civic, religious, and fraternal organizations.

Industrial Home School for Colored Children.—Boys and girls are committed to this institution by the Department of Public Welfare for a variety of reasons, most of them having been committed by the Juvenile Court for violations of law.

Young people assigned to the Industrial Home School are still in need of educational services. In response to this need, academic courses as well as remedial study in reading and speech are offered. Also, shop-work, carpentry, shoe repairing, metalwork, barbering, laundering, painting, landscaping, cosmetology, and homemaking are presented. Boys and girls alike are accepted in the various classes. Expenditures for this school would include amounts for maintenance and subsistence as well as for instruction.

Table 89.—NUMBER OF NEEDY OR DELINQUENT CHILDREN WHO MAY RECEIVE EDUCATIONAL SERVICES WHILE IN INSTITUTIONS OPERATED BY THE DEPARTMENT OF PUBLIC WELFARE OF THE DISTRICT OF COLUMBIA: 1953-54 AND 1954-55

Name of Institution	1953-54			1954-55		
	Number admitted	Number discharged	Average daily population	Number admitted	Number discharged	Average daily population
1	2	3	4	5	6	7
Total.....	3,939	3,740	1,495	3,893	3,788	1,844
District Training School.....	41	49	699	28	16	713
Juvenile Training School ¹	112	102	112	171	87	163
Industrial Home School for Colored Children.....	429	348	197	508	500	240
Junior Village.....	651	604	192	788	767	225
National Training School for Boys.....	249	195	205	180	194	213
Receiving Home for Children.....	2,457	2,444	90	2,218	2,224	90

¹ Formerly Industrial Home School.

Junior Village.—Six buildings are maintained at Junior Village to provide both living quarters and classroom space. Entrants into this organization range in age from 6 months to 14 years and include all races and both sexes. Junior Village has provided temporary shelter, custody, training, and physical care for dependent and neglected children. It has also provided for 50 young delinquent colored boys.

Children of school age are admitted to the academic school at Junior Village in regular elementary and junior high school classes, and special classes for the delinquent boys. Concurrently, volunteer workers continued to staff the kindergarten-nursery school program, and to support such activities as hobby clubs, music, dancing, storytelling, sightseeing trips, etc.

National Training School for Boys.—This school, located in the District of Columbia, is a correctional institution for boys and is operated by the Department of Justice. The Department of Justice, through a contract with the Department of Public Welfare,

accepts all boys committed by the Juvenile Court of the District of Columbia to the National Training School. Expenditures for this school would include amounts for maintenance and subsistence as well as for instruction and would be included in the budget of the Bureau of Prisons, Department of Justice.

Receiving Home for Children.—This institution serves as a detention home for "children under 18 years of age who are arrested by the police on charge of offenses against any laws in force in the District of Columbia" pending Juvenile Court action. Temporary care is also given to a few older children who need custody while permanent plans are being worked out by the Child Welfare Division. Even though the average daily population was only 90 during the school years 1953-54 and 1954-55, there were more than 2,200 children admitted to the home during each year. Arrangements are made for the education of children who remain at the institution for some time.

HOUSING AND HOME FINANCE AGENCY

This independent agency of the Federal Government provides services related to two programs of Federal assistance to education described in this bulletin. As indicated on page 36, the engineering staff of the agency makes reports to the Office of Education regarding progress on the construction of school facilities authorized by Public Law 815, and its amendments. Federal funds are released for approved construction projects on the basis of reports of progress. Under another program of assistance to education, the Housing and Home Finance Agency makes loans available to colleges for the construction of certain kinds of college plant facilities.

COLLEGE HOUSING PROGRAM

The College Housing Act of 1950 provided \$300 million for long-term, low-interest-rate loans for private and public colleges and universities. This act was passed in response to a critical need for on-campus residential facilities which had been accumulating for about 30 years. During these years, student enrollments had doubled, and private rooming houses were disappearing rapidly with the expansion of college facilities and the growth of business activities near educational institutions.

Administration of the College Housing Program is vested in the Administrator of Housing and Home Finance Agency. Subject to law and to the supervision of the Housing and Home Finance Administrator, the Commissioner of Community Facilities Administration, which is an organizational unit within the Office of

the Administrator, administers the program of loans which are made under title IV of the Housing Act of 1950 (Public Law 475, 81st Cong.).

Assistance of Office of Education.—Under the provisions of the act, the Administrator is authorized to consult with and to secure the advice and recommendations of the Commissioner of the United States Office of Education. Consequently, the Administrator of the Housing and Home Finance Agency requested that the Office of Education provide assistance by making educational determinations with respect to application for loans. The educational determinations made by the Office of Education deal with pertinent background information regarding the respective institutions, eligibility of the institution in question as an educational institution, and the need for housing.

Aside from the review by the Office of Education, there are reviews by the legal, engineering, and fiscal divisions of the Community Facilities Administration. A final determination, in terms of all factors, is made in the Office of the Housing and Home Finance Administrator.

On July 18, 1950, within 3 months of the passage of Public Law 475, and before application forms were made available, operations under title IV with respect to housing for educational institutions were suspended because of the situation arising from the outbreak of hostilities in Korea. Military and defense requirements took priority for needed materials. The College Housing Program, therefore, remained inactive until January 15, 1951. At that time, an executive order made available \$40 million of the \$300 million authorized by Congress with the added stipulation that the funds thus released were to be used for college and university housing which contributed to defense activities.

Higher enrollments in 1953 and 1954 again stimulated Federal concern for college and university service-type facilities. Public Law 345, Eighty-fourth Congress, First Session, approved several amendments to the College Housing Program. These amendments are administered by the Housing and Home Finance Agency, and the Office of Education continues to provide educational advisory services. The amended program has five important features:

1. The program is broadened to include "other educational facilities," which are defined by the act as cafeterias or dining halls, student centers or student unions, infirmaries or other health facilities, and other essential service facilities.
2. Maximum term of the loans was increased from 40 to 50 years.
3. Total loan funds were increased from \$300 million to \$500 million, of which not to exceed \$100 million is provided for service-type facilities.

4. Interest rate was lowered from its previous level of 3.25 to 2.75 percent.

5. Junior colleges are specifically designated as eligible participants in the College Housing Program. Attached to this specific and new provision is a statement which provides that a corporation may be established by an educational institution for the sole purpose of financing housing or other educational facilities for students and faculty, and to participate in the College Housing Program.

As of December 31, 1955, a total of 673 applications for \$567,937,000 in loan funds had been filed since the inception of the program. Table 90 shows that as of the same date, \$160,203,000 in loans had been made to 213 colleges and universities. The loans were made to institutions in 40 States and the District of Columbia. In addition to these loans, funds had been reserved to the extent of \$99,972,000 for facilities in the final phases of planning at 103 institutions.

Table 90.—NUMBER AND AMOUNT OF COLLEGE HOUSING LOANS BY STATES MADE THROUGH DECEMBER 31, 1955

State	Number of loans	Amount loaned	State	Number of loans	Amount loaned
1	2	3	1	2	3
Total	213	\$160,203,000	Nebraska.....	2	\$1,000,000
Alabama.....	3	1,386,000	New Jersey.....	2	657,000
Arizona.....	2	800,000	New York.....	17	19,948,000
Arkansas.....	5	1,578,000	North Carolina.....	4	1,800,000
California.....	8	5,263,000	North Dakota.....	1	550,000
Colorado.....	8	7,512,000	Ohio.....	14	8,910,000
Florida.....	9	9,973,000	Oklahoma.....	2	815,000
Georgia.....	2	1,617,000	Oregon.....	3	1,045,000
Idaho.....	2	1,180,000	Pennsylvania.....	17	9,515,000
Illinois.....	13	11,006,000	Rhode Island.....	3	2,535,000
Indiana.....	9	6,218,000	South Carolina.....	2	1,145,000
Iowa.....	8	3,173,000	South Dakota.....	1	675,000
Kansas.....	4	2,731,000	Tennessee.....	1	325,000
Kentucky.....	4	3,495,000	Texas.....	15	16,267,000
Louisiana.....	2	1,930,000	Utah.....	2	1,250,000
Maryland.....	6	5,388,000	Vermont.....	2	830,000
Massachusetts.....	2	1,685,000	Virginia.....	1	775,000
Michigan.....	3	5,500,000	Washington.....	10	7,998,000
Minnesota.....	4	2,610,000	West Virginia.....	6	1,971,000
Missouri.....	4	3,487,000	Wisconsin.....	3	2,125,000
Montana.....	4	1,810,000	Dist. of Columbia.....	3	2,315,000

NATIONAL SCIENCE FOUNDATION

The National Science Foundation Act of 1950 (Public Law 507, 81st Cong.) established the Foundation "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes." Under this public law, the Foundation is directed to accomplish these broad, general objectives in a number of ways, one of the most important of which is the furtherance of education in the sciences.

Support of basic research is administered by the two research divisions of the Foundation: the Division of Mathematical, Physical, and Engineering Sciences, and the Division of Biological and Medical Sciences. The graduate fellowship program is administered by the Division of Scientific Personnel and Education.

GRANTS FOR BASIC RESEARCH

Although designed primarily to further research, the Foundation's program of research support contributes in an important way to education in the sciences. Grants are made to research investigators through their institutions, usually universities or colleges, to support projects that have been evaluated for scientific merit by NSF panels of outstanding scientists in the respective fields. Proposals for research projects are judged by the competence of the investigator, the value of the project in relation to contemporary research, the facilities in the institution to undertake the study, and the reasonableness of the budget estimates submitted. Portions of such grants are used by the principal investigator to employ research assistants for purposes of the project. Thus the program makes it possible for students and young investigators just entering upon their research careers to have the benefit of association and guidance from experienced research investigators.

GRADUATE FELLOWSHIPS IN THE SCIENCES

Predocctoral and postdoctoral fellowships in the mathematical, physical, medical, biological, and engineering sciences are awarded annually by the National Science Foundation. The awards are open to American citizens and are made for a period of 1 year. Recipients of fellowships may apply for renewal on an equal basis with new applicants.

Predocctoral applicants are required to take examinations for scientific aptitude and achievement. These tests are administered by the Educational Testing Service, Princeton, N. J. Test scores, academic records, and recommendations regarding each candidate's abilities are then considered by panels of scientists in the respective fields of the candidates. Postdoctoral candidates are not required to take the examination. The review of applicants is conducted for the Foundation by the National Research Council. Final selection is made by the Foundation with the approval of the National Science Board. All Fellows are selected on the basis of ability and in cases of substantially equal ability awards are made in such a way as to give wider geographical distribution.

Fellows may attend any accredited nonprofit American or nonprofit foreign institution of higher learning. Stipends for Fellows

are \$1,400 for the first year, \$1,600 for intermediate years, and \$1,800 for the terminal year of graduate study. Postdoctoral fellowships carry a stipend of \$3,400.

For the academic year 1955-56, two new features have been added to the fellowship program: a senior postdoctoral fellowship program, and a faculty fellowship program. In the senior postdoctoral program, awards will be made to persons who have received their doctoral degrees at least 5 years prior to the time of application. The objective of this program is to provide opportunities for scientists who have demonstrated superior accomplishments in a special field to become still more proficient in their respective specialties by studying and doing research in outstanding laboratories. The purpose of the faculty fellowship program is to improve standards of college-level science instruction by providing teachers of science with opportunities for advanced study, and for pursuing courses that will give them a broader understanding and knowledge of their fields. Allowances for dependents, tuition, and other normal expenses are provided. Results of research carried out by a Fellow during his training may be made available to the public without restrictions, except as required in the interest of national security.

Announcements of the fellowships' program are made about October of each year; awards are generally made in April. For the academic year 1954-55, 657 predoctoral fellowships and 79 postdoctoral fellowships were awarded.

EDUCATION IN THE SCIENCES

In addition to providing graduate fellowships and research support, the Foundation is experimenting with several other kinds of activities in the area of education. It has sponsored conferences in which recognized scientists and teachers of science have met to discuss recent scientific advances with a view to determining what place such advances should occupy in science curriculums. The program of summer institutes, initiated in 1953, has been expanded in each succeeding year. These give science teachers the opportunity to learn from leading scientists about recent concepts and methods in their fields and to exchange views on science teaching.

In 1956, the Foundation is supporting, on an experimental basis, two academic-year institutes for high-school teachers, in which cooperating colleges and universities present subject-matter training programs in science and mathematics in an effort to improve the teaching of these subjects in the secondary schools.

A visiting lecturer program, inaugurated in the 1954-55 school year in cooperation with the Mathematical Association of Amer-

ica, has been expanded to include other fields of study. This program, which is carried on with the advice and assistance of professional scientific societies, makes it possible for eminent scientists to make week-long visits to small colleges where they lecture and confer with students and teachers.

SCIENCE LIBRARIES

In 1955-56, the Foundation is supporting a project proposed by the American Association for the Advancement of Science for traveling science libraries to visit schools where library facilities are inadequate. During the past 2 years, grants have been made to Science Service to assist Science Clubs of America.

A summary of Federal funds allotted for research grants and fellowships for the past 5 years is given in table 91. Detailed information about the amounts, State by State, distributed according to the permanent residence of the participant, is given for the 1953-54 school year in table 92. Similar amounts, State by State, along with other Federal expenditures for education, are included in column 6 of summary table 7. In these amounts administered by the National Science Foundation was included \$12,900 for research conducted by foreign nationals.

Table 91.—FEDERAL FUNDS OBLIGATED FOR RESEARCH AND GRADUATE FELLOWSHIPS AWARDED BY THE NATIONAL SCIENCE FOUNDATION: 1951-52 TO 1955-56

Fiscal year	Appropriations for the National Science Foundation	Foundation obligations for basic research, fellowships, and education in the sciences				
		Total obligations	Research in mathematical, physical, and engineering sciences	Research in biological and medical sciences	Graduate fellowships	Education in sciences
1	2	3	4	5	6	7
Total (5 years)	\$44,500,000	\$35,092,527	\$12,425,148	\$12,279,757	\$9,559,999	\$1,824,623
1951-52	8,500,000	2,614,146	811,800	762,675	1,532,971	7,200
1952-53	4,750,000	3,220,439	982,715	830,586	1,366,344	40,844
1953-54	8,000,000	5,886,335	2,032,780	1,965,788	1,726,978	160,789
1954-55	12,250,000	9,954,765	4,243,707	3,611,562	1,783,706	315,790
1955-56	16,000,000	13,416,792	4,857,646	5,109,146	2,150,000	1,000,000

NOTE: Differences between these and detail figures included in tables 7 and 92 are due to expenditures for research facilities.

WHITE HOUSE CONFERENCE ON EDUCATION

In his State-of-the-Union Message, the President, on January 7, 1954, called upon Congress to pass legislation which would implement a program of conferences to discuss educational problems and make recommendations for appropriate action. The specific

Table 92.—FEDERAL RESEARCH GRANTS AND FELLOWSHIPS AWARDED BY THE NATIONAL SCIENCE FOUNDATION: 1953-54

State or Territory ¹	Research grants	Fellowship awards	State or Territory ¹	Research grants	Fellowship awards	State or Territory ¹	Research grants	Fellowship awards
1	2	3	1	2	3	1	2	3
Total	\$3,885,220	\$1,728,878	Maine	\$23,100	\$ 4,230	Pennsylvania	\$379,700	\$124,914
Alabama	36,300	10,618	Maryland	84,000	33,863	Rhode Island	47,600	8,460
Arizona	18,300	8,503	Massachusetts	292,400	101,950	South Carolina	18,100	2,115
Arkansas	0	2,115	Michigan	88,700	50,803	South Dakota	3,500	4,230
California	263,100	214,159	Minnesota	46,100	48,731	Tennessee	83,900	14,806
Colorado	41,700	21,193	Mississippi	9,600	14,806	Texas	60,150	43,343
Connecticut	101,350	48,880	Missouri	138,000	55,076	Utah	61,600	10,575
Delaware	19,000	0	Montana	33,000	8,460	Vermont	0	4,230
Florida	43,900	21,193	Nebraska	34,900	10,078	Virginia	86,100	12,690
Georgia	48,400	6,345	Nevada	0	6,345	Washington	107,200	27,538
Idaho	3,500	0	New Hampshire	11,800	6,345	West Virginia	0	0
Illinois	351,900	116,540	New Jersey	149,250	67,853	Wisconsin	208,730	67,938
Indiana	78,800	50,803	New Mexico	12,350	8,460	Wyoming	0	4,272
Iowa	38,050	38,113	New York	416,900	234,491	District of Columbia	85,900	16,063
Kansas	24,800	23,365	North Carolina	130,500	6,460	Alaska	20,000	0
Kentucky	14,100	6,345	North Dakota	4,400	8,460	Hawaii	22,000	2,115
Louisiana	40,300	6,345	Ohio	172,950	84,815	Puerto Rico	6,800	0
			Oklahoma	29,100	38,113	Virgin Islands	0	0
			Oregon	38,700	19,035			

¹ Based on State of permanent residence.

NOTE: All figures reported on obligation basis.

portion of the Message pertaining to the conferences is quoted here:

... Youth—our greatest resource—is being seriously neglected in a vital respect. The Nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population.

The preparation of teachers as, indeed, the control and direction of public education policy, is a State and local responsibility. However, the Federal Government should stand ready to assist States which demonstrably cannot provide sufficient school buildings. In order to appraise the needs, I hope that this year a conference on education will be held in each State, culminating in a national conference. From these conferences on education, every level of government—from the Federal Government to each local school board—should gain the information with which to attack this serious problem.

In response to the President's request, the 83d Congress approved Public Law 530, authorizing appropriations to assist the States—

... to bring together, prior to the White House Conference on Education, educators and other interested citizens to discuss educational problems in the State and make recommendations for appropriate action. . . .

The law also made provisions for the holding of a White House Conference—

... to consider and report to the President on significant and pressing problems in the field of education.

To accomplish the purposes of the conference, the President appointed a committee of 34 persons to plan the White House Conference and to assist the State and local governmental units in organizing their own conferences when such assistance was requested. Members of the Committee, broadly representative of the American people, were selected for their interest in the problems of education.

Conferences preliminary to the White House Conference on Education were held in all 48 States, the District of Columbia, and the Territories of Alaska, Hawaii, Puerto Rico, and the Virgin Islands. In most of the States, local and regional conferences were conducted in addition to one or more conferences at the State level. Approximately 500,000 citizens have participated in these discussions.

The plans and procedures for these conferences were developed by the States. An outline of the points to be considered at the national conference and a "work-book" for conferees were distributed as guides for those States which desired to use them and as a source of educational discussion materials which would help citizens in all the States to direct their attention to particular areas of common concern. Through this procedure, the local and State groups were able to plan and conduct conferences in a manner which would assist and contribute most effectively to the national conference.

At the White House Conference on Education, held in Washington, D. C., from November 28 to December 1, 1955, more than 1,800 educators and laymen from all of the States and Territories came together to consider the Nation's school problems and exchange experiences in meeting these problems "back home." State and Territorial governors appointed 1,400 of the participants, the number allotted to each State being based upon the population of the State. Other conference participants, invited directly by the Committee for the White House Conference, included chief State school officers, governors, Members of Congress with legislative responsibilities for education, and representatives of national organizations.

Discussions at the White House Conference were organized under six broad topics. These were:

1. What Should Our Schools Accomplish?
2. In What Ways Can We Organize Our School Systems More Effectively and Economically?
3. What Are Our School Building Needs?
4. How Can We Get Enough Good Teachers—and Keep Them?

5. How Can We Finance Our Schools—Build and Operate Them?
6. How Can We Obtain a Continuing Public Interest in Education?

In the operation of the Conference, approximately 11 conferees were designated for each of the 166 round tables. The gist of the discussion at each of these tables was then reported by the respective table chairmen who were assigned to 1 of 16 round tables. Chairmen from these 16 tables, assigned to 1 of 2 round tables, further refined the discussions and selected a chairman for each table to prepare a conference topic report. Through this process, discussions, findings, and recommendations for the six conference topics were brought together to assist the Committee in their preparation of a final report to the President.

Funds appropriated for the White House Conference on Education and for the State and local conferences totaled \$1,320,000 for the 1954-55 and 1955-56 school years. Administrative funds for the Conference amounted to \$200,000 for fiscal 1955, and \$420,000 for fiscal 1956. Allotments to the States amounting to \$700,000, made available until December 31, 1955, were expended over the 2 fiscal years. Five States, including Florida, Indiana, Texas, Utah, and Virginia, as well as Puerto Rico, did not accept their allotments of the Federal appropriations. Apportionments accepted by the States total \$608,048 and are presented in table 93 showing amounts for all States and outlying parts of the United States.

Table 93.—FEDERAL FUNDS ALLOTTED TO THE STATES TO ASSIST IN FINANCING STATE WHITE HOUSE CONFERENCES ON EDUCATION: 1954-55 AND 1955-56

State	Amount	State	Amount	State	Amount
1	2	1	2	1	2
Total	\$608,048	Maryland.....	10,246	Rhode Island.....	5,000
Alabama.....	12,657	Massachusetts.....	19,759	South Carolina.....	8,851
Arizona.....	5,000	Michigan.....	27,680	South Dakota.....	5,000
Arkansas.....	7,698	Minnesota.....	12,811	Tennessee.....	18,424
California.....	49,155	Mississippi.....	8,808	Texas ¹	(33,462)
Colorado.....	5,698	Missouri.....	16,517	Utah ¹	(5,000)
Connecticut.....	8,718	Montana.....	5,000	Vermont.....	5,000
Delaware.....	5,000	Nebraska.....	5,432	Virginia ¹	(14,308)
Florida ¹	(18,621)	Nevada.....	5,000	Washington.....	9,998
Georgia.....	14,456	New Hampshire.....	5,000	West Virginia.....	7,811
Idaho.....	5,000	New Jersey.....	20,781	Wisconsin.....	14,186
Illinois.....	36,804	New Mexico.....	5,000	Wyoming.....	5,000
Indiana ¹	(16,678)	New York.....	61,426		
Iowa.....	10,505	North Carolina.....	18,908	District of Columbia.....	5,000
Kansas.....	8,089	North Dakota.....	5,000		
Kentucky.....	11,956	Ohio.....	83,747	Alaska.....	5,000
Louisiana.....	11,680	Oklahoma.....	9,077	Hawaii.....	5,000
Maine.....	5,000	Oregon.....	6,460	Puerto Rico ¹	(8,988)
		Pennsylvania.....	42,970	Virgin Islands.....	5,000

¹ These States did not accept their apportionments for the conferences and amounts have not been included in the total.

SUMMARY VIEW

Many of the Federal programs and activities in education have been reported in this bulletin. It is incomplete, however, since inquiries for data may not have gone to some offices which had programs to report, some departments and agencies are unable to separate and report the educational activities from other regular operations of the office, and many questions arise regarding the inclusion of some border-line educational activities in a report of this kind. To provide answers on the inclusion or exclusion of programs, this issue of *Federal Funds for Education* has described in chapter I the kinds of programs considered appropriate for this publication.

The present report is not as comprehensive in its coverage of Federal activities in education as the reports of the Hoover Commission and of the Legislative Reference Service cited in chapter I. However, this issue of *Federal Funds for Education* does present several programs that were not reported in the preceding issue. Prominent among these additions are the educational programs of the Bureau of Apprenticeship in the Department of Labor, Special School Milk Program in the Department of Agriculture, Off-Duty Education of Military Personnel, College Housing Loan Program of the Housing and Home Finance Agency, and the White House Conference on Education.

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