Annual Report of the Commissioner of Education Fiscal Year 1975

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

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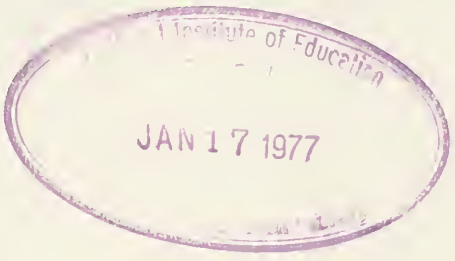

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

This Annual Report of the Commissioner of Education for Fiscal Year 1975 has been prepared in accordance with Section 422(a) of the General Education Provisions Act (GEPA), Public Law 91-230. Chapter I is the Commissioner's assessment of the condition of education in the Nation, a mandated report. Other chapters fulfill further requirements of Section 422(a) for reports on developments in the administration, utilization, and impact of applicable programs, a report on results of investigations and activities by the Office of Education, and a statement of facts and recommendations.

The reporting period covered in the discussions of program activities, including fiscal and statistical data, is Fiscal Year 1975, or the concurrent 1974-75 "school year," unless otherwise specified. For the "nonprogram activities" discussed in chapter VII the reporting period is the year from March 31, 1975, to April 1, 1976. The summary of advisory council and committee activities in chapter VIII covers the calendar year 1975.

CONTENTS

FIGURES

TABLES

I. THE CONDITION OF EDUCATION IN THE NATION

Three situations, in three of the 13 original States, gave us cause for sober reflection on the condition of education in the midst of our celebration of our Nation's 200th year.

In New York the Nation's oldest and largest free university, the City University of New York, was forced to close its doors, if only temporarily, for lack of funds. In New Jersey the State supreme court ordered all the State's public schools to be closed if the legislature failed to appropriate enough to fund all school districts equitably. In Massachusetts, the very cradle of free, universal education, Boston students and teachers who wanted to carry on the precious process of teaching and learning were forced to do so under police protection when public violence threatened the orderly implementation of a desegregation plan ordered by a Federal court.

For those who see the Bicentennial as an opportunity for more than national self-congratulation, each of these events is a living illustration of the ever-changing and never-ending challenges created when a few bold and inspired men declared this to be an independent Nation and its people to be free and equal under the law. In the dawn of our third century we are struggling, perhaps as never before, to create the equality of opportunity implicit in the system of free universal elementary and secondary education which has become accepted as fundamental to our democratic society.

In my last report to the Congress as U.S. Commissioner of Education, I will make some personal observations on the present state of education in the Nation, examine some trends I see for the future, and express some views on Federal responsibilities. Some things I say will be at variance with the positions of some individual members of Congress and even with the will of the Congress as a whole as expressed in law. I trust it will be understood that I consider it the obligation of this Office, as a part of the Executive Branch, to deal forthrightly with the Congress both in matters of agreement and in matters of dispute. I claim no greater wisdom or any greater dedication to education than I have encountered in the Congress. I claim only the right, indeed the obligation, of an officer of the Executive Branch to defend that branch's prerogatives and its freedom to carry out its responsibilities.

No events of the past year have changed Federal goals in education. The major responsibility of the Federal Government in the field of education remains, essentially, to assure that the vast opportunities created by our system of public and private education are equally open to all citizens. However, that responsibility is becoming increasingly more complex and more difficult to fulfill.

It can now be stated without argument that every public school system in the United States must be prepared to offer every student resident in its

jurisdiction 12 years of effective schooling. The key words are every and effective. All children must not only be allowed to go to school; they must also receive the kind of help they need to make progress.

In this decade, the rights of handicapped children to the kind of help they need have now been adjudicated in the courts and established through legislation. So have the rights of children whose home language is other than English.

The rights of these two classes of children are not the last that will receive judicial or legislative attention, but the trend seems clear: If the schools are failing to serve a class of students, they will be required to serve it.

We have not yet addressed the question of what shall be considered the adequate result of 12 years of schooling, yet this question too, long the exclusive province of the States, will become a factor in the growing Federal responsibility for protection of the rights of minorities in education.

The U.S. Office of Education, under authority provided it by the Congress, has been instrumental in developing understanding of the needs of minorities in education and the methods and mechanisms by which our school systems can meet these needs. In general the mode of Federal involvement has been to support research, to support and evaluate projects exploring and demonstrating education methods, to make the education community aware of the needs of special groups and the possibilities for meeting these needs, and then to support all or part of the additional costs incurred by school systems implementing approved programs up to the limit of funds available. It is a cooperative process based on the mutual desire of State, local, and Federal authorities to improve education. The evolution of programs for education of the handicapped is the outstanding example of this type of development. Bilingual education is another.

Sometimes the process is reversed, as in the case of title I of the Elementary and Secondary Education Act. In that instance, substantial funds for education of the disadvantaged became available before their special needs had been defined and educational programs developed. The result was that several thousand school districts almost simultaneously showed a new and active interest in the children of the poor -- perhaps the most efficacious development in education in our time. The proven methods of compensatory education are just now becoming generally recognized and accepted. Once again the process was cooperative.

In the education era we appear to be entering, the luxury of choice of which inequities to address and which to defer is rapidly disappearing. School systems' priorities are being set by the courts and by the political process. We will not be free, either, to limit our compensatory and special

programs only to those students we think we can afford to help. When we develop the education and administrative methods to lessen the inequity suffered by a class of students, we create the obligation to serve all members of that class. If we lack the resources to meet the obligation we have created, we must create the resources too.

An immediate example of the dilemmas inherent in the present situation is the Education for All Handicapped Children Act of 1975. The goal of opening up the educational and social benefits of our schools to all handicapped children is surely one of the happiest and most challenging missions ever undertaken by the Nation's educators. However, when Congress sought to assure the success of this mission and set a timetable for it in the Education for All Handicapped Children Act, I believe it fell into a three-way error.

First, it may have established requirements many States will be unable to meet and set a priority which may conflict with other pressing needs in education.

Second, the act fixes Federal support of certain education practices in law. This is a serious intrusion of the Federal Government into the sovereignty of the States in education. There is a difference between assuming the rights of all handicapped children to appropriate education and prescribing the means as well as the ends.

Third, the administrative means provided the Office of Education to insure compliance with the law is the awkward and damaging one of withholding Federal aid. The Commissioner must withhold aid if certain objectives are not reached by certain dates.

I assure the Congress that the Office of Education is preparing for the full and immediate implementation of all that the law requires, but I foresee for my successor and the Office of Education a harsh revision in their role *vis a vis* the States. If this law withstands the challenges I believe will be raised against it, it must, perforce, become the model for future legislation protecting the interests of other special groups in the schools, and in our attempt to realize universality we will have created competing hegemonies. The Federal role of support and cooperation with State and local education agencies will necessarily be changed to direction and control.

Meanwhile the Congress is considering a proposal which recognizes the ultimate responsibility of the States for the conduct of education and provides them with the means, the incentives, and the flexibility to provide educational benefits equitably to all classes of students. I refer to H.R. 12196, the Financial Assistance for Elementary and Secondary Education Act, the Administration's third proposal for consolidating education assistance programs.

H.R. 12196 has benefited from the debate and discussion of previous proposals, negotiations with many groups concerned with education, and the brief experience we have had with the limited consolidation authorized by the 1974 amendments to the Elementary and Secondary Education Act. I have testified to the operational advantages of this proposal. I would also urge that it be considered in the light of our historical obligation to preserve and protect the delicately balanced authorities within our Federal Union. I feel certain that Federal support of States' capabilities to assess education needs, to plan for meeting those needs, and to design, carry out, and monitor education programs creates the conditions essential to the goal of universal education, whereas Federal assumption of any of these responsibilities would interrupt the process.

Although I have expressed misgivings at the direction we appear to be taking in our efforts to assure the right of every American to an education, I emphasize that the real question I am raising is how best to do the job.

The education community, with the support of the Federal Government, has directed its resources and creative energies to finding out why some groups of children benefit very little or not at all from their experience in school and what special assistance will help these children enjoy the rewards our schools are supposed to provide. Schools throughout the Nation have developed varied and effective ways of meeting the needs of these special groups. Yet we still have not succeeded in helping all the students whom educators now know how to help. Both knowledge and resources must spread throughout the education community to reach all students with special needs.

Right now about a tenth of the children in our elementary and secondary schools are receiving extra assistance under title I of the Elementary and Secondary Education Act. A strong case can be made that twice that many need similar help because of poverty at home but are not receiving it.

The number of students from non-English speaking homes who should be receiving special assistance to keep up in school is currently being retallied in school districts throughout the country. The total will be in millions.

Millions of handicapped children who are receiving inadequate educational assistance will be rapidly identified through surveys called for by the new Education for All Handicapped Children Act.

The inequity of isolation of racial minorities in our schools continues to give ground slowly as, case by case, the courts examine the conditions which created segregated schools in our northern urban areas and prescribe corrective measures. The ability of the Office of Education to help large city school systems make the transition to desegregated education and maintain quality education for all students has been greatly enhanced by a supplementary appropriation of $30 million under the Emergency School Aid

Act for use in districts with special needs. Even so, under the ESAA formula a single large city district undertaking desegregation often needs more ESAA funds than are allocated to its State. I hope, as I have testified, that the funding formula of the Emergency School Aid Act will be modified so that our assistance to desegregating school districts can conform more closely to the needs as they are developing today in northern cities.

The great inequality in education resulting from disparities in funding among local school districts within a State is beyond the power of the Federal Government to correct or ameliorate directly. However, we can assist the States by being certain that Federal legislation and regulations in no way impede their efforts to reduce such disparities. This consideration may present puzzling technical problems to the drafters and administrators of Federal education assistance law, depending on the variety and complexity of the equalization plans the several States adopt. New Jersey is only the first of many States in which this issue will become paramount in the near future.

If equality of opportunity is the first major concern of the Office of Education, the quality of education in the Nation is certainly the second. Though there is little defined Federal authority in this area, considerations for the quality of education are nevertheless an important factor in all USOE decisions, and the primary purpose in such activities as the identification and dissemination of successful education practices, the support of promising innovations, the retraining of teachers, and the determination of which competing proposals are to receive Federal funds.

There seems to be a national consensus that the quality of education in our public schools is dropping. This consensus has been most recently fueled by widespread discussion (but no explanation) of a nationwide decline in Scholastic Aptitude Test scores. I submit that education is an integral and inseparable part of American life and that the gains and declines indicated in statistics must be weighed against the trends and conditions of the whole society.

The schools today are facing formidable competition, chiefly from television. The criticism one can heap on TV producers and stations for the content of low quality programs can, today, be offset with praise for many fine, informative presentations of drama, history, and current events. Nevertheless, the estimated TV watching time of the average child in the U.S. -- more time than he or she spends in school -- suggests that content may be a secondary concern.

We may be facing primary questions. What sort of person spends a significant amount of time just sitting and watching? Does the passive reception of information and impressions inspire thought? Does a child discriminate between the real and the unreal in the cascade of situations he or she

views on the screen? What living and growing experiences are being missed during TV watching time?

The U.S. Office of Education has supported many programs demonstrating the great potential of TV as an educational medium and supports the production of several excellent programs. But neither educators nor government can control or direct television and, as yet, schools are unsure how to react to it.

Television is not the only cause for puzzlement and concern among educators. Another example is the growing tendency of young people to use alcohol and drugs. Is this because the schools have grown weaker in preparing students to grasp and savor reality or because the reality of being young in America has become less attractive?

The low interest of many younger citizens in the exercise of their rights is another worry. Barely 20 percent of the newly franchised 18 to 20-year-old voters claimed to have voted in the 1974 elections, against 44 percent of the whole voting-age population. Are the schools to be considered derelict in preparing students for citizenship, or did our political leaders fail to interest them?

One function of education is to overcome the barbarous and self-indulgent impulses of humankind. This is a struggle which is never won; it results only in a relative gain or loss. As U.S. Commissioner of Education I have seen no decline in the efforts of educators or deterioration in our schools that might account for a decline in the achievements of students, but signs in other areas of American life lead me to believe that influences conflicting with the aims of education are growing. Progress may require not only greater effort by educators, parents, and students to overcome the conflicting influences, but also re-examination of our assumptions about the proper aims and outcomes of education. The schools are a part of the society we live in, and to do their job most effectively the aims of the schools must be in harmony with the aims of society.

Changes are taking place in our society and in education. The U.S. Commissioner of Education is uniquely positioned to sense change as he deals with the education systems of 50 States, our private institutions, and a wide variety of advisory councils, professional organizations, and leaders and innovators in education.

Following are some of the changes I see happening now or imminently to be felt in the world of education. I present them simply as changes or trends which will have effects on education in the Nation. Whether those effects will be beneficial or disruptive depends to a great extent on whether the education community, including Congress and the Office of Education, accommodates and makes use of change or ignores and resists newly developing patterns in the fabric of our society. I foresee that:

1. Local control of education will continue to be eroded by State and Federal requirements.

2. State education agencies will face heavier demands for accountability for student performance.

3. The courts will shape education policy as they adjudicate questions of education finance and individual rights.

4. Collective bargaining will spread to all groups employed in education and will have a tendency to expand beyond the traditional concerns of wages, working conditions, and benefits.

5. The two major teacher organizations, the National Education Association and the American Federation of Teachers, will merge into a single unit representing nearly all teachers in the Nation.

6. Unions will exercise greater influence on the certification of teachers, much as the American Medical Association and the American Bar Association control the certification of doctors and lawyers.

7. Youth will not be denied the opportunity to join the teaching profession, and early retirement arrangements for older teachers will become a major tool in opening up opportunities to recent graduates.

8. Computers and information storage systems will have a profound effect on education as new generations of cheaper, more practical machines emerge along with a new generation of educators and administrators trained and experienced in using them.

9. The current temporary reduction in the school-age population plus the growing recognition of the need for individualized instruction make for a trend toward smaller schools.

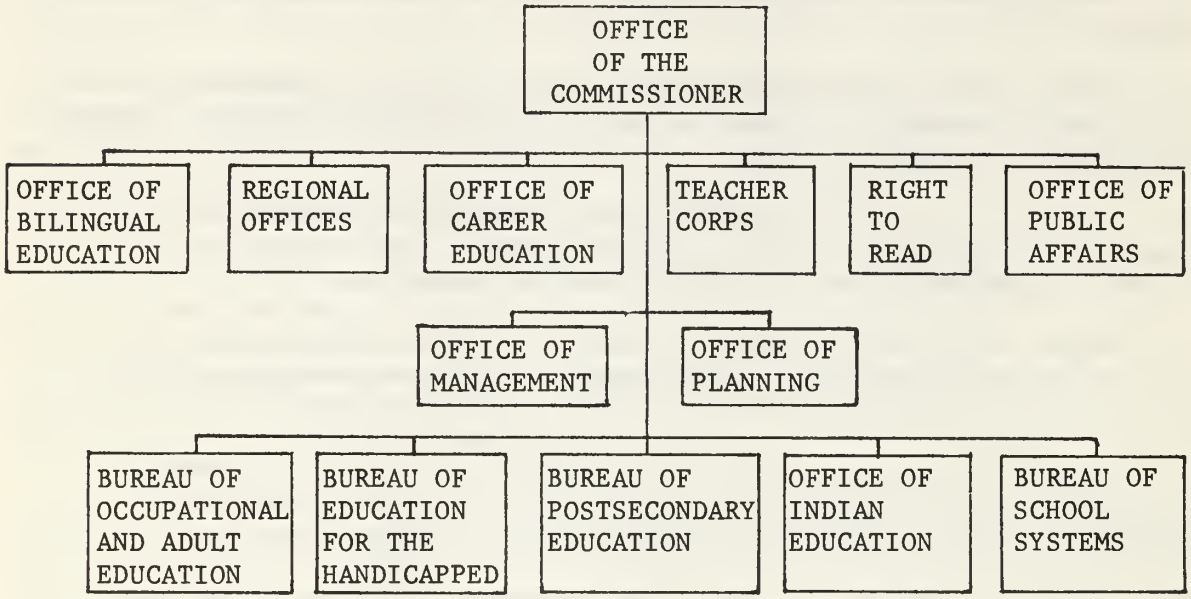
10. Specialized magnet schools are the beginning of a broad movement toward open enrollment for students with a variety of schools to choose from. The voucher system will be further demanded and explored. Private schools will become a more important part of our educational system.

11. Large scale governmental support of day care is coming. The combination of demand for women's rights and the growing appreciation of the value of early childhood education seem to assure that legislation similar to bills already introduced will one day soon make it all the way. The struggle between the school systems and other social agencies for control of this big new activity is already shaping up.

On the whole it is gratifying to see so much potential for change on the education scene at the beginning of the third century of the life of the United States. We are finding new ways to keep promises made 200 years ago.

II. OE MANAGEMENT, FUNCTIONS, AND PRIORITIES

As of Janury 1, 1976, the Office of Education was organized in this way:



One unit on this chart of organization was not on OE's chart last year. The Office of Bilingual Education was then a component of the Bureau of School Systems.

During the year, some restructuring occurred within various OE Bureaus in response to the Educational Amendments of 1974. Of primary importance was the establishment of an Office of Bilingual Education in the Office of the Commissioner, transferring that function from the Bureau of School Systems. Also an Office of Libraries and Learning Resources was established in the Bureau of School Systems as was an Office of Environmental Education.

Another major development was the establishment of programs mandated by the Special Projects Act. An Office of Consumers' Education was established in the Bureau of Occupational and Adult Education. That Bureau was also assigned responsibility for the Community Schools and Metric Education programs. The Division of Manpower Development and Training was abolished with the elimination of the manpower program as an Office of Education function. Two subelements were added to the Bureau of Indian

Education, a Division of Local Educational Agency Assistance and a Division of Special Projects and Programs.

The permanent staff paid out of OE's direct appropriations totaled 2,964 in FY '75 and 3,128 in FY '76. Positions were distributed as follows:

	FY '75	FY '76
Office of the Commissioner	258	268
Regional Offices	827	865
Office of Management /1	673	695
Office of Planning	118	118
Bureau of Postsecondary Education	378	378
Bureau of Occupational & Adult Education	128	151
Bureau of School Systems	401	416
Bureau of Education for the Handicapped	127	183
Office of Indian Education /2	54	54

/1 Includes 43 positions in 1975 and 38 positions in 1976 associated with Presidential Advisory Committees.

/2 Includes 4 positions in 1975 and 1976 associated with Presidential Advisory Committees.

NOTE: FY '75 figures reflect comparable transfers between Bureaus.

An additional 40 persons were employed in permanent positions in FY '75 and 35 in FY '76, in OE-administered programs for which appropriations were not made to OE but were transferred to OE. An example of such a program in FY '75 was the Teacher Exchange and Development Program for which funds were appropriated to the Department of State.

Current expansions are principally to improve the Guaranteed Student Loan Program and to implement the innovative and experimental programs mandated by the Education Amendments of 1974. Additional staff will be required to effectively implement recently passed legislation for education of the handicapped.

OE Functions and Authority

The Office of Education operates under the authority established by the General Education Provisions Act, which identifies OE as "the primary agency of the Federal Government responsible for the administration of programs of financial assistance to educational agencies, institutions, and organizations."

Its mission, as stated in the Federal Register, is to provide

"professional and financial assistance to strengthen education in accordance with Federal laws and regulations."

The Commissioner of Education is appointed by the President by and with the advice and consent of the Senate. The Commissioner is subject to the direction and supervision of the Secretary of Health, Education, and Welfare.

Consistent with such organization as provided by law, the Office is divided into divisions as the Commissioner determines appropriate.

Regional Offices are established in such places as the Commissioner, after consultation with the Assistant Secretary for Education, shall determine. Present locations are:

Region I--Boston: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

Region II--New York: New York, New Jersey, Puerto Rico, Virgin Islands.

Region III--Philadelphia: Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia.

Region IV--Atlanta: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

Region V--Chicago: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.

Region VI--Dallas: Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

Region VII--Kansas City: Iowa, Kansas, Missouri, Nebraska.

Region VIII--Denver: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

Region IX--San Francisco: Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, American Samoa.

Region X--Seattle: Alaska, Idaho, Oregon, Washington.

OE officials signed a collective bargaining agreement with Local 2607 of the American Federation of Government Employees (AFGE) on May 2, 1974. The contract is to be reviewed and renegotiated in 1976.

Administrative Components

OE's organization structure as of January 1, 1976, was as follows:

OFFICE OF THE COMMISSIONER: The Commissioner manages and directs the affairs of the Office of Education with the aid of staff advisors and assistants, internal advisory groups, and special staffs. Subordinate units are:

Office of the Executive Deputy Commissoner -- Administers Right To Read, Arts and Humanities, Women's, Spanish-speaking, Black Concerns, and Equal Employment programs.

Bilingual Education.

Teacher Corps.

Career Education.

Office of Public Affairs -- Has three divisions: Communication Support, Information Services, and Editorial Services.

Office of Planning -- Has two offices: (1) Planning, Budgeting, and Evaluation, consisting of four divisions--Elementary and Secondary Programs, Post-secondary Programs, Occupational, Handicapped and Developmental Programs, and Planning and Budgeting--and (2) Office of Legislation.

Office of Management -- Manages (1) the Office of Guaranteed Student Loans, which has three divisions--Program Development, Operational Support, and Program Systems--and (2) five divisions: Finance, Grant and Procurement Management, Personnel and Training, Management Systems and Analysis, and Administrative Services.

REGIONAL OFFICES: Coordination of activities in the 10 Regional Offices is under the Executive Deputy Commissioner. The Regional Offices administer programs grouped under four organizational units: School Systems, Postsecondary Education, Occupational and Adult Education, and Guaranteed Student Loans.

BUREAU OF SCHOOL SYSTEMS -- Formulates policy for, directs, and coordinates the activities of OE dealing with preschool, elementary, and

secondary education. Has two offices--Environmental Education, and Libraries and Learning Resources which has two Divisions: Library Programs and Educational Technology--and eight divisions: Equal Educational Opportunity Program Operations, Equal Educational Opportunity Program Development, Education for the Disadvantaged, Follow-Through, Supplementary Centers and Services, State Assistance, School Assistance in Federally Affected Areas, and Drug Education/Health and Nutrition Programs.

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION -- Administers programs of grants, contracts, and technical assistance for vocational and technical education, occupational education, adult education, consumer education, and education professions development. Has the Office of Consumers' Education and six divisions: Secondary Occupational Planning, Postsecondary Occupational Planning, Educational Systems Development, Vocational and Technical Education, Adult Education, and Research and Demonstration.

BUREAU OF POSTSECONDARY EDUCATION -- Formulates policy for, directs, and coordinates activities of the elements of OE dealing with programs for assistance to postsecondary education institutions and students and to international education. Has six divisions: Institutional Development, Training and Facilities, Basic and State Student Grants, Student Services and Veterans Programs, International Education, and Student Financial Aid.

BUREAU OF EDUCATION FOR THE HANDICAPPED -- Administers programs and projects relating to the education and training of and services for the handicapped, including teacher training and research. Has four divisions: Innovation and Development, Personnel Preparation, Media Services, and Assistance to States.

OFFICE OF INDIAN EDUCATION -- Administers programs of grants to local education agencies for elementary and secondary school programs designed to meet the special needs of Indian children. Also administers special projects to improve education opportunities for adult Indians. Has two Divisions: Local Educational Agency Assistance and Special Projects and Programs.

Management Priorities

During FY '75 the major priority of the Office of Education remained the implementation of the massive new Education Amendments of 1974 (P.L. 93-380, enacted in August 1974). This law, which affects almost every elementary and secondary education program within OE, required a host of management actions including:

Developing 34 sets of regulations packages or final

funding criteria with the associated work of soliciting public comments and drafting notices of proposed rulemaking (OE also published 34 sets of final regulations for other programs).

Launching a number of new programs required by the act, such as Metric Education, Consumer Education, Women's Educational Equity programs, Community Schools, etc.

Putting in place major changes in ongoing programs such as Title I of the Elementary and Secondary Education Act, Indian Education, and Education for the Handicapped.

Completing 33 evaluation studies, surveys, and analyses on OE-administered programs; continuing 18 studies, and beginning 26 studies, all aimed at assessing the effectiveness of these programs; providing information towards improving instructional and management strategies and practices, or providing technical assistance towards better evaluations at the State and local levels.

In addition, OE continued its efforts to streamline the applications process. During FY '75 the Grants and Procurement Management Division received 19,014 grant applications and made 7,165 grant awards, plus 470 contracts.

In other areas, a number of significant managerial changes took place within OE during FY '75:

Responsibility for management of the Guaranteed Student Loan program was transferred to the Office of Management in order to bring managerial expertise to bear on this administratively complex problem.

As a result of legislative requirements in P.L. 93-380, several new organizational units were set up, including the Office of Bilingual Education and the components of the new Special Projects Act. Also, the National Center for Education Statistics was moved from OE to the new Office of the Assistant Secretary for Education.

The Bureau of Education for the Handicapped developed new procedures to implement the legislative requirement for "child find" efforts designed to make certain that handicapped children receive appropriate educational services.

The Bureau of Occupational and Adult Education developed new procedures to implement some of the findings of the GAO report on vocational education, such as expanded State Management evaluation reviews and disseminating to regions the results of management information systems projects.

Program Effectiveness Information

The Annual Evaluation Report on Programs Administered by the U.S. Office of Education, FY 1975 reaches the following conclusions with regard to the effectiveness of these programs:

> Although the largest Federal thrust over the last 10 years has been the attempt to redress various inequalities in educational opportunity, none of the programs individually nor all of the programs collectively can be considered an unqualified success. Slow but substantial progress is being made, however, and more and more "success" stories about individual programs and projects are being documented. The Elementary and Secondary Education Act (ESEA) Title I program is an example.
>
> The research, development, demonstration, dissemination, evaluation, and training activities are also making slow but substantial progress. Although most of the Federal education research and development effort is the responsibility of the National Institute of Education (NIE), some of the demonstration, training, and dissemination activities directly related to Office of Education programs still reside with OE. The establishment of a Joint Dissemination Review Panel which screens proposed dissemination of exemplary, innovative, or model projects provides quality control for such efforts. The insistence on objective evidence of success, coupled with systematic search for exemplary and innovative projects, is beginning to increase the quantity and upgrade the quality of these materials. The ESEA Title III program is an example.
>
> The provision of selected general support has continued to help both elementary and secondary as well as postsecondary schools in such areas as impact aid, vocational and adult education, library activities, aid to land grant colleges, and limited equipment and construction programs.

The evaluations of elementary and secondary programs in this report include studies on ESEA, Emergency School Aid Act (ESAA), migrant, bilingual, and Follow Through programs. In higher education, the evaluations focus on the various student aid programs--grants, loans, and college work-study. In vocational and adult education, the report includes occupational and training programs, and programs for special target groups, such as the handicapped. The report also covers Education Professions Development Programs (Teacher Corps, Career Opportunities, etc.), Library Programs, Educational Technology, Special Demonstration, Indian, and Special Programs such as Women's Educational Equity and Metric Education. In Education for the Handicapped, the report covers regional resource centers, deaf/blind centers, early childhood education, and specific learning difficulties.

The studies included in the Report were conducted in response to legislative mandates (the Education Amendments of 1974 mandated 22 new studies and reports), in response to the evaluation-information needs of OE and HEW program managers, and in response to the needs at the local, State, and Federal levels for technical assistance in the design, conduct, and reporting of education evaluations. The major studies completed during FY '75 were as follows:

ELEMENTARY AND SECONDARY EDUCATION PROGRAMS: Performance contracting as a Strategy in Education, Planning Study for Development of Project Information Packages, Further Analysis of ESAP II Data.

POSTSECONDARY EDUCATION PROGRAMS: Cost of College: 1974, Analyses of Costs of Attendance, Cooperative Education Planning Study, National Postsecondary Planning Model, Survey of Lenders in GSLP, Study of the Talent Search Program.

OCCUPATIONAL, HANDICAPPED, AND DEVELOPMENTAL EDUCATION PROGRAMS: Tests of Functional Adult Literacy, Impact Study of the Teacher Corps Program--Sixth Cycle, Re-analysis of the Base Year Data of the National Longitudinal Study of the High School Class of 1972, Effectiveness Evaluation of Major City Secondary Education (Project Metro), Evaluation of Vocational Exemplary Projects, Study of the Federal Role in Children's TV Programing.

III. PROGRAMS TO EQUALIZE OPPORTUNITY IN EDUCATION

The primary focus on Federal assistance to the Nation's school systems is upon the needs of approximately one-fifth of the population. This fraction is composed of groups which have proved to be either excluded from, or severely limited in their access to, the education, training, and social experience our schools provide for the other four-fifths of Americans.

Broadly, the groups are: the residents of impoverished neighborhoods, urban and rural; the physically, mentally, and emotionally handicapped; and racial and language minorities.

The programs reported on in this chapter are the Federal efforts to provide States and local school districts with the kinds of assistance needed to enable them to serve students with special needs. The kinds of Federal assistance range from support of development of new methods of assessing and serving the needs of students in special groups to defraying part of the costs school districts incur in their efforts to provide assistance and services designed to increase the benefits of education for these students.

Federal commitment to equal access to education extends beyond the Nation's elementary and secondary schools. At the postsecondary level Federal assistance is concentrated on providing financial aid to students in the form of loans, grants, and federally subsidized part-time jobs. Students from middle-income, as well as low-income, families are eligible for some forms of Federal assistance.

DESEGREGATION ASSISTANCE

Federal financial assistance has been directe ince 1965 to desegregation of elementary and secondary schools. Programs were authorized under title IV of the Civil Rights Act of 1964 and were augmented in 1970 by the Emergency School Assistance Program--a concentration of existing Federal discretionary activities which was replaced by the Emergency School Aid Act of 1972.

Civil Rights Advisory Services

Title IV of the Civil Rights Act of 1964 (P.L. 88-352, as amended) supports technical assistance and training for school personnel in preparing, adopting, and implementing plans for the desegregation of public schools, and in meeting educational needs incident to desegregation.

The program provides four types of financial support:

Contracts with public or private organizations for General Assistance Centers (GACs) to provide technical assistance and training services to local education agencies, upon specific request, in the preparation, adoption, and implementation of desegregation plans. A new effort to assist with implementation of the Lau v. Nichols Supreme Court decision was launched in FY '75 with the establishment of GACs for this purpose. During the fiscal year, 26 awards, averaging $400,900 and totaling $10,423,403, were made for desegregation assistance (Type A GACs), and 9 awards, averaging $416,667 and totaling $3,750,000, were made for bilingual assistance (Type B GACs). Beneficiaries included 4,100 local education agencies served, 410,000 persons trained, and 8,389,602 students indirectly served.

Contracts with State education agencies for provision of technical assistance to desegregating local education agencies (Type A) and for assistance with bilingual education requirements resulting from the Lau v. Nichols decision (Type B). In FY '75, 44 awards, averaging $125,168 and totaling $5,057,392, were made for desegregation assistance, and 9 awards, averaging $96,154 and totaling $1,250,000, were made for bilingual education. A total of 2,190 local education agencies was served.

Grants to institutions of higher education for training institutes to provide desegregation and elimination of sex discrimination training services for school personnel. In FY '75, 17 awards, averaging $147,885 and totaling $2,514,045, were made for desegregation training, and 11 awards averaging $99,264 and totaling $1,091,901, were made for sex discrimination projects. A total of 285 local education agencies was served. Training was provided for 28,500 persons, indirectly benefiting 2,572,899 students.

Direct grants to local education agencies demonstrating exceptional need for de-

segregation assistance, for 1-year, full-time advisory specialist services. In FY '75, 47 grants were made for this purpose, averaging $47,027 and totaling $2,163,259.

Emergency School Aid

The Emergency School Aid Act (ESAA) (P.L. 92-318, as amended) aims to eliminate or prevent minority group isolation and to improve the quality of education for all children. It supports a broad range of activities to accelerate desegregation, filling a need for additonal funds to which local education agencies normally do not have access. ESAA provides financial assistance for three purposes:

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

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

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

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

In FY '75, the "State apportionment" segment of the ESAA provided assistance as follows: $135,386,285 in 379 basic grants to local education agencies in 46 States and the District of Columbia; $33,948,000 in 164 grants to local education agencies in 31 States and the District of Columbia for pilot projects; and $18,103,000 in 205 grants to nonprofit organizations in 43 States and the District of Columbia for special programs.

In FY '75, the discretionary and "special projects" segment of ESAA provided assistance as follows: $9,052,000 in 34 grants to school

systems in 20 States for bilingual projects; $1,673,999 for emergency special projects in 4 States; $3,061,834 for special projects in the Trust Territory of the Pacific Islands, Guam, the Virgin Islands, and Puerto Rico; $7,793,999 for four new children's TV series and the continuation of four series; $1,071,782 for special arts projects in 11 States; $672,049 for special mathematics projects; and $1,534,030 for special student concerns projects. The special mathematics and special student concerns projects are new this year.

A brief description of the FY '76 TV projects follows:

$1,800,000 to Educational Broadcasting Corporation (WNET), New York City, for a new series of 26 half hour dramatic programs, tentatively titled "The Speech Class." Aimed at high school-age students, the series will dramatize the importance of adapting writing and speaking to work, school, social, and other life situations.

$1,674,000 to the Southwest Texas Public Broadcasting Council (KLRN), Austin, for 39 more programs (for a total of 117) in the Spanish-English "Carrascolendas" series. The show, which features original music, dancing, and some slapstick comedy, is set in a make-believe town. Intended for children aged 3-9, "Carrascolendas" focuses on learning in two languages and improving the young viewers' self-concept.

$1,660,000 to Bilingual Children's Television, Inc. (BC/TV), Oakland, California, for 30 more half hour programs (for a total of 95) in the "Villa Alegre" series. Like "Carrascolendas," this is a Spanish-English series intended for both Latino and non-Latino children aged 3-9. Each program concentrates on one of five areas: food and nutrition; energy; environment; interpersonal relationships; and manmade things.

$1,660,000 to Education Development Center, Newton, Massachusetts, for 30 additional programs (for a total of 95) of "Infinity Factory." This series will offer its 7- through 12-year-old audience the opportunity to have fun learning mathematics. Stressing child involvement, it will show how mathematics can be a daily help in such areas as art, science, technology, and nature.

$250,000 to Community Television Foundation of South

Florida (WPBT) in conjunction with Community Action and Research, Inc., both of Miami, for a new series of 10 half hour situation comedies focusing on the generation gap in a typical Cuban-American family.

$250,000 to Connecticut Public Television, Hartford, for 10 more shows (for a total of 20) of "Mundo Real." This bilingual English-Spanish series for children aged 7-12 is built on a continuing drama featuring the problems and opportunities faced by children in a fictional mainland Puerto Rican Family.

$250,000 to Northeast Wisconsin In-School Telecommunications of Community Education Service Agency #9, in conjunction with the University of Wisconsin/Green Bay, for a series of 10 half hour programs. Intended for high school-age children, the series will focus on the Oneida, Stockbridge-Munsee, and Menominee Indian tribes of northern Wisconsin.

$249,999 to Southwest Educational Development Laboratory, Austin, Texas, for a series of 10 half hour programs for Chicano adolescents. Set in a soda shop frequented by Chicano and Anglo teenagers, the series revolves around their problems.

All series produced with ESAA-TV funds are available free for both public and commercial television broadcast. However, no sponsorship is allowed when they are broadcast commercially. Three series, "Getting Over," "Carrascolendas," and "Villa Alegre," are currently being broadcast by the Public Broadcasting Service and are also being carried by various commercial stations around the country.

EDUCATION OF DISADVANTAGED CHILDREN

Children in areas of low-income concentration are likely to be deprived of good education because of the inadequacy of local resources to bear the heavy costs required to meet their educational needs. Therefore the major Federal efforts to promote equal educational opportunity consist of funding programs directly benefiting needy school districts.

The broadest of these efforts is made through title I of the Elementary and Secondary Education Act of 1965 (ESEA) (P.L. 89-10, as amended), which channels financial aid to local schools on the basis

of their population of low-income children and to State education agencies for special programs they administer. Other programs, like State grants under the Vocational Education Act (described separately in this report) earmark percentages of appropriations to serve the disadvantaged. Discretionary grant programs and research and development efforts aim at improving opportunity for disadvantaged students at all levels.

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

Currently ESEA title I basic grants to local education agencies in consideration of their low-income children account for approximately 25 percent of the financial aid administered by the Office of Education. State-managed title I programs provide services to migrant, handicapped, and neglected and delinquent children. In FY '75, more than 13,000 local school districts and more than 6 million children, including 31,000 children in Bureau of Indian Affairs schools, participated in ESEA title I programs.

Grants to Local Education Agencies

The basic ESEA title I, part A, grant entitlement to local school districts for FY '75 was computed on a county basis by multiplying the number of eligible children by 40 percent of the State average per-pupil expenditure, or not less than 80 percent nor more than 120 percent of the national per-pupil expenditure. In FY '75, a total of $1,587,168,967 was distributed in grants to local education agencies -- amounting to approximately $283 per child.

Efforts in the program continued to concentrate on improved targeting of those schools most heavily populated with poor children. Efforts were made to improve the ability of individual schools to identify and serve students with the most severe academic shortcomings. Local schools focused their attention on improving basic skills in reading, mathematics, and language arts. Eighty-one percent of the funds were used for instructional costs -- 63 percent of this portion for basic skills and 37 percent for other institutional and supporting services. Funds were also used for teacher aides to provide more effective instruction, for special summer programs, and for inservice training for teachers and aides.

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

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

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

OE maintains a continuous search for exemplary projects and the number that have been investigated and validated for dissemination continues to grow. Analyses reveal that several basic characteristics are common to these exemplary projects:

Systematic planning.
Specific and clearly stated objectives.
Diagnosis and analysis of individual needs.
Intense treatment of deficiencies.
Structured program approach.
Parental involvement.

State departments of education have identified exemplary local project components in the areas of needs assessment, parent involvement, evaluation, and participation of nonpublic school children. States have shared these exemplary components with each other through descriptions at regional meetings.

Nonpublic school children benefit from local ESEA title I programs under various arrangements. Some local education agencies have developed special education services which are provided to the children at or near the schools they attend. Other local agencies have tried dual enrollment, in which a child retains membership in a nonpublic school but goes to a public school part time for certain services.

Migrant Children

Special provisions are made in title I, part A, of ESEA to meet the special needs of children of migratory agricultural workers and migratory fishermen. Each State submits each year to the Office of Education a comprehensive plan and cost estimate for its statewide

migrant education program. Funding is on an allotment basis and is entirely separate from the basic title I allocation.

Like other title I programs, the migrant program is intended to serve children having the greatest need. Since those who follow the crops are deprived a full-term regular school, "active migrant" children have been given priority by statute over "settled out" children -- those whose parents or guardians have ceased to migrate and who are presumably enrolled in a full-year school program. "Settled out" children are eligible to participate in funded projects for 5 years after their family has taken up residence in a given community. Approximately 26 percent of the students enrolled in projects funded by OE fall into the "settled out" category with the remaining 74 percent identified as "active migrants." Ninety-six percent of the children being served are in elementary and secondary school programs.

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

In FY '75, there were 12,345 schools with title I migrant programs funded for a total of $91,953,160. Forty-eight States and Puerto Rico participated, and 485,649 children were directly benefited.

Neglected and Delinquent Children

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

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

In FY '75, a total of 50,000 children in 560 institutions participated in the program. Funding totaled $26,820,749.

Handicapped Children

Special provisions are made in title I, part A, to meet the special educational needs of children in State-operated and State-supported schools and other institutions for handicapped children. Beginning in FY '75, children who were previously reported in the average daily attendance of a State agency but are now participating in a special education program at the local level can continue to receive Federal support. Grants are made directly to State agencies responsible for providing free public education to meet the special needs of handicapped children. Institutions qualifying for allocations range from those which provide full-year residential programs to those which provide special itinerant services on a part-day basis for handicapped children enrolled in a regular day school or confined to their home because of severe handicapping conditions. In each instance, a substantial part of the cost is borne by a State agency rather than a local agency except for handicapped children who have left a State agency and are now attending a local school. Federal funding is on an allotment basis and is entirely separate from the basic title I allocation.

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

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

The following are examples of projects supported with FY '75 funds:

> In Williamsburg, Virginia, a project for 19 autistic children is working to remediate their severe communication and behavioral disorders. The students are taught developmental skills which, it is hoped, will enable them to leave the institution and return to a home setting.

In the District of Columbia, a cooperative project between four schools--Lenox Annex, Richardson Annex, Sharpe Health School, and the Mamie D. Lee School--provides trainable mentally retarded and physically handicapped children between the ages of 13 and 21 the opportunity to acquaint themselves with various job types. At the Mamie D. Lee project site, two teachers with eight aides work with 215 children to provide them with personal "hands-on" experience while allowing each child to sample different types of jobs. The children engage in the activities inherent in specific occupational clusters while being monitored to assess the skills they have attained, their attitudinal development, and general work habits. A profile showing student strengths and weaknesses, aptitudes, and attitudes is developed for each child and kept current.

The Georgia Retardation Center in Atlanta, Georgia, presently serves 450 students. The major objectives are to provide (a) a supplementary educational and recreational program, and (b) additional educational services for children with behavioral disorders and the severely and profoundly retarded. Activities in this project include management of acting out behavior and inservice training for teachers; recreational training in bowling, skating, golfing, swimming, camping and field trips; music education for language and conceptual activities; bus rides; activities to teach use of the metro transportation system; a token reinforcement program; and programs to teach homelife skills and pre-vocational, self-help, and academic behaviors.

The Manson State School in Massachusetts is operating a project for 86 severely handicapped children titled the "Creative Learning Lab." Teachers and staff redesigned and renovated an old home and yard with the therapeutic, environmental, and educational needs of severely handicapped students in mind. The goal was to give the children a sense of self and others so they could initiate play and baseline friendships. What is happening is particularly significant because most of the children have never been outside wards, and in some cases, their cribs. Tactile stimulation and carefully planned educational objectives provide vehicles for the children to grow and learn. The grant also provides inservice training to parents,

teachers, and others regarding the needs of this type of student.

A total of $87,864,786 was allocated to the 50 States, the District of Columbia, Puerto Rico, and Guam under this program in FY '75. Allocations to States, based on reported average daily attendance of handicapped children, ranged from a low of $142,107 for Nevada to $10,006,146 for New York.

The funds were administered by 142 State agencies, which supervised projects at approximately 3,420 institutions and 3,000 local education agencies. The average daily attendance reported by these institutions was 178,765 for the 1972-73 school year, the attendance year upon which FY '75 allocations were established. Handicapping conditions were represented in the program as follows: 111,551 mentally retarded children; 22,782 deaf and hard-of-hearing children; 23,222 emotionally disturbed children; 4,750 crippled children; 9,459 visually handicapped children; and 7,001 children with other health impairments.

Special Incentive Grants

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

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

A total of $13,861,386 was allocated for Special Incentive Grants in FY '75.

Special Grants to Urban and Rural Schools

Supplemental amounts of financial assistance for school districts having the highest concentrations of children from low-income families were provided for in part C of title I of ESEA. Grants were awarded to States to help defray the costs of compensatory education programs.

To be eligible for a FY '75 grant under the urban and rural

program, a school district had to be in an eligible county. Determination of county eligibility for part C funds was based on (1) the county's low-income children representing twice the average of low-income children for all counties in the State, or (2) the county's low-income children numbering at least 10,000 and representing more than 5 percent of the county's school-age population.

In FY '75, a total of $37,623,761 was obligated to 46 States and the District of Columbia under part C of ESEA title I.

There will be no funding available for part C in FY '76 since the program expired June 30, 1975.

Payments for State Administration

Title I, ESEA programs are administered through the Office of Education by State education agencies in the 50 States, the District of Columbia, Puerto Rico, and the outlying areas -- Guam, Samoa, Trust Territory of the Pacific, and the Virgin Islands.

Each State education agency oversees local projects and assures the Federal Government that its title I allotment is being used to meet special needs of educationally deprived children in low-income areas and of children in State-operated or supported schools for handicapped, neglected, or delinquent children. Up to 1 percent of its total title I allocation or grants or $150,000 ($25,000 in outlying areas), whichever is greater, is available to the State education agency to monitor and provide technical assistance to local education agencies within the State. The total amount available for State administration in FY '75 was $19,826,540.

In FY '75, State education agencies continued to emphasize the use of title I funds for high priority activities, which a team of specialists from HEW and officials from State education departments in late 1974 defined as supplemental instruction in language arts, reading, and mathematics. These activities included the services of teachers and teacher aides, specialized professionals who work directly with educationally deprived children, and educational materials and training aids directly related to high priority instruction.

FOLLOW THROUGH

FY '75 was the eighth year of operation for Follow Through, an experimental program designed to test various models of early primary education being developed to increase the achievement of disadvantaged children who have been enrolled in Head Start and similar preschool

programs. The goal of these models or alternative approaches is to enable children enrolled in the program to emerge from the primary grades confident of their ability to learn and equipped with the skills and concepts that form the basis of later learning.

The models of 22 sponsors (reduced to 20 in FY '76)--typically universities or learning laboratories--are used in most Follow Through projects. Each employs a different mix of strategies in comprehensive instructional support, support services, and parental involvement. All stress reading and language skills, classification and reasoning skills, and perceptual motor development.

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

The goal of the Follow Through experiment is to determine which models are best suited to the needs of disadvantaged children. Evaluation efforts to make that determination will be completed in December 1976. A total of 76,500 pupils participated in 165 local projects during the 1975-76 school year. Per-pupil cost averaged $566. Approaches were:

> 41 project sites used a classroom instructional approach, with emphasis on accelerated acquisitions of basic skills. Sponsors employing an approach with this emphasis are University of Oregon, University of Pittsburgh, University of Kansas, and Southwest Educational Development Laboratory.
>
> 43 project sites used an eclectic classroom instructional approach developed by one of the following sponsors: University of Georgia, Prentice Hall, University of Arizona, Hi/Scope Educational Research Foundation, City University of New York, Northeastern Illinois State College, Hampton Institute, University of California at Santa Cruz, and Western Behavioral Sciences Institute.
>
> 42 sites used a classroom instructional approach stressing learning through inquiry and discovery. Model sponsors included Far West Laboratory for Educational Research and Development, Bank Street College of Education, University of North Dakota,

and Educational Development Center.

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

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

10 sites formerly associated with sponsors are currently unsponsored.

A total of $55,418,000 was obligated in FY '75--$8,705,000 for 1974-75 school year operations and $46,713,000 for 1975-76 operations. All program activities were funded: site support, $43,846,000; sponsor grants, $8,362,000; research and evaluation, $2,366,000; and miscellaneous project costs (supplementary training toward college degrees for paraprofessionals at project sites, State technical assistance and dissemination, and specialist utilization), $1,844,000.

Phaseout was originally scheduled to begin in the 1974-75 school year, with no entering classes started. Congress, however, added a $12-million supplement to the basic FY '74 appropriation of $41 million, leaving the full complement of classes -- kindergarten through grade 3 -- in operation. The Administration requested that phaseout begin in 1975-76 and be completed with the school year 1977-78, but failed to gain congressional approval. Through proposed budget recisions, phaseout was again scheduled to commence with the 1976-77 school year; however, Congress failed to act. The FY '77 budget request of $30 million proposes to begin phaseout and to eliminate 29 projects at the end of the 1976-77 school year and to maintain 136 grade 1-3 project sites during 1977-78.

EDUCATION OF THE HANDICAPPED

Approximatley 8 million children in the United States, including 1 million of preschool age, are handicapped by some form of mental or physical impairment -- mental retardation, speech problems, emotional disorders, deafness, blindness, orthopedic impairments, specific learning disabilities, or other health defects. Only about 3,910,000 of these children received special education services in 1975, with a wide disparity among States in providing such services. Approximately 1 million of the unserved were totally excluded from education, generally because their handicaps were deemed too serious for the public school system to deal with.

Federal aid programs administered by OE provide support for a wide range of categories in education of the handicapped. Most of the programs

are authorized by the Education of the Handicapped Act, which was funded as follows in FY '75.

State Grant Program	$100,000,000
Deaf-Blind Centers	12,000,000
Regional Resource Centers	7,087,000
Projects for the Severely Handicapped	2,826,000
Early Childhood Education	13,330,000
Personnel Preparation	37,700,000
Recruitment and Information	500,000
Research and Demonstration	9,341,000
Media Services and Captioned Films	13,250,000
Specific Learning Disabilities	3,250,000
Regional Vocational, Adult and Postsecondary	575,000
	$199,859,000

Education of the handicapped also receives earmarked funding under other OE-administered programs. FY '75 obligations for special allocation to the States under title I of ESEA (described on pages 24-26) totaled $87,800,000. A 10 percent set-aside program under the Vocational Education Act received a FY '75 appropriation of $42,500,000. A 15 percent set-aside program under title III of ESEA provided $16,300,000 for special educaiton in FY '75. OE also uses its discretionary authority to emphasize improvements in education of the handicapped as a special target group -- in Education Professions Development programs, for example.

State Grant Program

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

These grants are meant to serve as a magnet to promote increased programing for children on a comprehensive basis involving various Federal programs and local resources, rather than as a source of full Federal support for a limited number of children.

The FY '75 appropriation of $100 million supported approximately 3,500 local projects under the State grant program in the 1974-75 school year. An estimated 380,000 children participated directly and at least as many additional children benefited from testing and screening services only.

States have considerably improved their planning capabilities with the administrative set-aside under part B of EHA. Currently there is

need to build State financial and professional resources as schools strive to meet recent court mandates to provide appropriate education services to all children, including the handicapped.

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

Deaf-Blind Centers

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

An estimated 5,000 to 7,000 children have a combination of visual and hearing impairments, largely as a consequence of rubella epidemics in the mid-1960's, that require specialized intensive professional services, methods, and aids if they are to achieve their full potential. Of these children, 5,052 have been identified and 3,216 are being served in full-time educational programs, 467 are served in less than full-time programs, 417 are receiving home services, and 743 received summer school services. At present 952 children are either in institutions for the retarded or at home, receiving no education service.

The Federal program seeks to help State and local education agencies and the private sector pay for the high cost of educating deaf-blind children. Because of this high cost and the wide geographic distribution of the target population, a regional center approach is utilized to coordinate limited national resources.

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

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

The 10 deaf-blind centers received a total Federal appropriation of $12 million in Fy '75. This is about one-third the total funding from State, local, and Federal Government sources. Full-time services were provided for 3,216 children in the 1975-76 school year, at an average Federal per-pupil cost of $2,635. Other direct beneficiaries of Center services were 838 children who received initial diagnosis and 2,045 children who received periodic reassessment services, 3,000 parents who were counseled, and 3,000 staff members and parents who received in-service training.

Regional Resource Centers

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

Contracts are awarded by competive request for proposals for a period of three years. Candidates are institutions of higher education and State education agencies, or combinations of such agencies and institutions, including one or more local education agencies. The program is authorized under part C of EHA.

In FY '75, some $7 million in contracts were entered into with State education agencies, colleges and universities, and local education agencies for the delivery of appraisal and educational services that would build intrastate capacity. Assistance was provided to the States in developing and implementing:

"Child Find" procedures and a Child Find system.

Screening and referral procedures.

Educational appraisal procedures and practices that included safeguards ranging from due process procedures to parent consultation.

Individualized educational programs emphasizing placement in the least restrictive environment.

Personnnel support, including technical assistance in needs assessments, needs analysis, strategy development, training, disseminating "State-of-

art" information, child evaluation, and monitoring and tracking systems.

Development of human and nonhuman resource lists.

A national search was undertaken as a cooperative venture by the Regional Resource Centers and the Coordinating Office for Regional Resource Centers to locate extant services and materials for appraising and programing handicapped children and to place these services and materials into an information base that could be reached by all States. As Regional Resource Centers worked with client States to help them develop capacity, they directly served approximately 22,000 handicapped children in the areas of demonstrations (appraisal, educational programing, direction service), technical assistance to referred children, and consultations with practitioners.

Some 55 workships were completed, with an average attendance of 40 special educators at each workshop. These 2,200 educators served as catylists in further training other professionals within their respective States.

Projects for the Severely Handicapped

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

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

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

FY '75 funding of projects for the severely handicapped totaled $2.8

million, awarded to 17 contractors. Project activities are structured to facilitate mental, emotional, physical, social, and language development of severely handicapped children; to promote parental participation in meaningful intervention techniques with their handicapped children; to create community sensitivity and understanding of such children; and to deinstitutionalize children and youth to less restrictive environments when appropriate. Each pays specific attention to new ways of training teachers to work with severely handicapped children.

A typical model demonstration project developed under this program will be able to identify and diagnose the particular needs of severely handicapped children and provide counseling services to parents and teachers as well as appropriate direct education and training services. It would also include inservice training and curriculum development and would be suitable for replication in other communities if successful. The 17 model projects are:

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

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

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

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

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

Esperanza Para Nuestros Ninos (Hope For Our Children), Albuquerque, New Mexico: A comprehensive developmental service for seriously emotionally disturbed

children and for children who are multihandicapped, including the crippled-mentally retarded and crippled-mentally retarded-deaf.

Oregon State System of Higher Education, Monmouth: A model demonstration program of education and treatment of severely handicapped children, including support for teacher development and replication of the program both in and out of the State.

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

University of Washington, Seattle: A demonstration program for severely handicapped children, providing identification, diagnostic and prescriptive services, curriculum development, and inservice training.

Madison Public Schools Jt. District No. 8, Madison, Wisconsin: A model public school program serving severely handicapped children.

Baltimore City Public Schools, Baltimore, Maryland: A model demonstration program for multihandicapped with hearing impairment. Providing deinstitutionalization, identification, and diagnostic services.

University of Kansas, Kansas City, Kansas: A model school program of severely emotionally disturbed children in a public school system.

University of Kansas Neurological Institute, Lawrence, Kansas: An educational program in a rural area for the severely handicapped with orthopedic impairment.

George Peabody College, Nashville, Tennessee: A demonstration service center for severely handicapped children and youth with visual impairment.

Mailman Center for Child Development, Miami, Florida: A demonstration services and educational center for severely and profoundly retarded children.

Maryland State Department of Education, Baltimore,

Maryland: A demonstration classroom center for severely and profoundly retarded children.

George Peabody College, Nashville, Tennessee: An intervention program for severely and profoundly retarded youth, designed to enhance their ability to cope with their environment.

Five other contracts totaling $1.3 million were awarded in the area of telecommunication for severely handicapped children and youth who are homebound or confined to a hospital. At least 10 percent, or 141,000, of our severely handicapped population is presently homebound and must rely on outside sources for educational services or experiences. Telecommunications can be a link between children and the improvement of their social skills and enrichment of their general life situation. Current projects are:

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

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

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

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

Health Development and Service Corporation, Salt Lake City, Utah: Serves severely and profoundly mentally retarded, multiple handicapped, and seriously emotionally

disturbed. Utilizes the standard telephone system equipped with interactive speakers.

Early Childhood Education

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

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

Operational grants (demonstration projects), 3-year duration, for planning and initial implementation of service delivery. Must include parent participation, child assessment, project evaluation, inservice personnel training, interagency coordination, demonstration, and dissemination.

Outreach grants, available on a 1-year basis for up to a 3-year maximum, to the most successful projects which have completed the demonstration phase of operation and have the assurance of support from other funding sources to continue the direct services for the children. The purpose of the outreach projects is to help other agencies provide services modeled upon those developed during the demonstration phase.

Approximately 1 million preschool children have handicapping conditions that limit their access to or success in regular education programs. Many of these children could benefit from early programing which would enable them to profit from attending regular classes. This is borne out by the fact that in 1974-75 4,126 children "graduating" from the Handicapped Children's Early Education projects entered placements in regular kindergartens, public schools, day care, nursery schools, or Head Starts. This compares favorably with the 2,709 graduated to special education placement. This finding is consistent with the pattern over the last 3 years.

Nevertheless, early education for children with handicaps is in short supply. The best estimates indicate that only about 25 percent of preschool-aged handicapped children are now receiving appropriate special services.

The FY '75 appropriation for the Early Childhood Education Program was $14 million. This was allocated to 24 new awards, 72 second and third year operational projects, and 54 outreach projects. According to progress reports, beneficiaries of services by the projects in the fiscal year ending June 30, 1975 included:

9,936 children receiving direct services

83,574 children screened

17,907 parents or parent surrogates served

39,023 persons from other programs requesting and receiving training (in day care, public schools, nursery schools and other agencies)

During FY '75 outreach projects were replicated in 899 locations. The replication sites provided services for 33,394 children.

A related grant for $400,000 was made to the Technical Assistance Development System (TADS) at the Frank Porter Graham Child Development Center, University of North Carolina. TADS provided technical assistance to the projects in the demonstration phase, carrying out needs assessment, providing consultation and other help to enable the projects to meet their objectives more effectively, sponsoring workshops around areas of concern, and developing publications. TADS also assisted selected States in preparing plans to provide services to young handicapped children.

Personnel Preparation

Before schools will be able to provide education programs for the entire population of handicapped children, there will have to be substantial improvement in the personnel picture. At present a little over half of the handicapped children in the Nation are being served. Approximately 40 percent of the 240,000 teachers now in service need additional instruction to become eligible for professional certification as special educators. The current production of 30,000 new teachers a year is only keeping up with the demand created by attrition in the field and the need to fill open slots. At least 200,000 more teachers are needed in preschools, elementary schools, and secondary schools if all handicapped children are to be served.

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

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

The FY '75 appropriation of $37,635,500 for the Special Education Manpower Development program was allocated to 287 new awards and 317 non-competing continuations. Program priorities included training and re-training regular classroom teachers, supplying teachers to isolated geographic areas and inner-city concentrations, and special priorities developed through close planning relationships among the Federal Government, States, and communities.

During FY '75, approximately 21,000 students received direct financial support from the program through block grants to university departments. Projects were as follows:

Paraprofessionals -- 21 projects -- $956,000.

Regular Education -- 90 projects -- $3,874,000.

Academic Year Training -- 453 projects -- $29,078,500.

Model Implementation -- 40 projects -- $3,727,000.

Recruitment and Information

The Recruitment and Information Program authorized under part D of EHA was formed to serve two special groups--parents of handicapped children and persons interested in special education. At the heart of the program is a National Information Center for the Handicapped which provides a wide range of informational and technical services to individuals and to groups, including referral services that help parents of handicapped children locate appropriate educational programs for their children.

Nonmatching grants and contracts are awarded annually at the Commissioner's discretion.

The FY '75 appropriation of $500,000 was allocated in three awards:

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

Another continuation contract to Grey North, Inc., Chicago, for television, radio, and print campaigns to make parents aware of the services handicapped children need and to direct them to the NICH. The quality of the media campaigns has been recognized at international film and TV festivals, and at 800 TV and 4,000 radio stations which have provided the equivalent of $10 million in public service time.

A pilot grant to the Federation for Children with Special Needs, Boston, Massachusetts, to conduct a "walk-in", personalized information and referral center operated by members of categorical organizations.

Research and Demonstration

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

Grants and contracts are awarded at the Commissioner's discretion

under natioanl competition. States, State and local education agencies, institutions of higher education, and public or private education or research agencies and organizations qualify for grants and contracts. The program is authorized under Part E of the EHA.

In FY '75, 98 projects were supported; of these 55 were new efforts and 43 were continuations of projects begun in previous years. These projects supported the following types of program activities: programs for crippled and other health impaired children; for emotionally disturbed children; for the mentally retarded; for hearing-impaired, and visually impaired children; and other programs classified as noncategorical. Approximately 55 percent of the total funds available was used to support research activities and the remaining 45 percent was used to support demonstration and development efforts.

New awards in FY '75 were distributed as follows: $510,512 for Early Childhood activities, $5,175,475 for Full School activities, $743,417 for Career Education, $771,569 for Severely Handicapped programs, $1,427,141 for Personnel Development, $548,751 for Child Advocacy programs, and $152,871 for multiple objectives.

These projects included:

Human Resources Center, Albertson, New York:	Individualized Health Incentive Program Modules for Physically Disabled Children
Gallaudet College, Washington, D.C.:	Modification of Sign Language for Preschool Children
University of Washington Experimental Education Unit, Seattle, Washington:	The Acceleration and Maintenance of Developmental Gains in School-Aged Down's Syndrome Children
The Rand Corporation, Santa Monica, California:	Interactive Classroom Television System for the Partially Sighted
Abt Associates Inc., Cambridge, Massachusetts:	Survey of Higher Education Facilities and Services for Handicapped Students
New York University, New York, New York:	Systems Utilization for Comprehensive Modular Planning of Therapeutic Recreation Services for Disabled Children and Youth
Research Institute for Educational Problems, Cambridge, Massachusetts:	Due Process in Special Education: Legal and Human Perspectives

Media Services and Captioned Films

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

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

The FY '75 appropriation of $13 million for the Media Services and Captioned Films program was allocated for 65 awards:

Captioned films--38 awards to purchase, caption, and distribute 84 new general interest titles and 64 new education titles to serve approximately 3 million persons of all ages who have hearing impairments.

Captioned and cable TV--two awards, one for broadcast five nights a week over public television of a captioned version of ABC news, the other for further development of a captioned materials storage system to serve approximately 13 million people. Over 130 stations were showing the captioned news program in FY '75.

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

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

Recording for the Blind, New York City--one award to provide free tape duplicates of textbooks to visually handicapped students on all educational levels.

Telecommunications for the Severely Handicapped--

five awards for work done at five sites on the development of media systems and materials for use in educating and training the severely handicapped. Included are videotapes and responsive (two-way) television instructional systems.

Learning Disabilities

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

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

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

Grants and contracts are awarded annually at the Commissioner's discretion under national competition. There was a change in funding policy in this program in FY '74, from grants primarily through State education agencies to contracts with institutions of higher education, local education agencies, and public and private nonprofit agencies and organizations as well as State education agencies. This policy was continued in FY '75.

The FY '75 appropriation for the Specific Learning Disabilities Program was $3,250,000, allocated to 14 new projects and 15 continuation projects in 28 States. Nine projects serve preschool and elementary children, through grade 6; eight projects serve secondary students, grades 7 through 12; and twelve projects serve a combination of preshcoool, elementary, and secondary levels.

Each project has the following components:

(1) A model program which includes:

A screening effort to identify learning disabled children.

Provision of diagnostic services to these children where needed.

Provision of prescriptive instruction to these children.

Training of teachers and administrative staff.

An evaluation of the program's objectives and goals.

(2) A determination of the validity of the model.

(3) Coordination with appropriate State agencies.

After validation, each project serves as a model for State and national replication, through the dissemination of information on specific, adaptable program components and materials. The projects are supported by technical and developmental assistance. In FY '75, a contract of $388,622 was awarded to the National Learning Disabilities Assistance Program, Merrimac, Massachusetts, to provide direct support services to the projects in areas such as program management, evaluation, organization development, communication and information services, and dissemination and diffusion of validated information. A contract of $176,699 was awarded to American Institutes for Research, Palo Alto, California, to provide a third-party evaluation of the program impact of projects funded in FY '74.

Reports from FY '75-funded projects show that 82,719 children were screened in order to identify children with learning disabilities. Of these, 7,693 children identified as learning disabled received direct services from the model projects. In addition, 7,853 teachers received specialist training. Regular classroom teachers, principals, administrators, and paraprofessionals received training in diagnostic/prescriptive remediation of learning disabilities, techniques for development of instructional materials suitable for learning disabled children, methods of evaluating student progress, and administrative considerations in planning and implementing learning disabilities programs. These figures do not include data for replication sites.

Eight States--California, Nebraska, New Mexico, Ohio, Pennsylvania,

Texas, West Virginia, and Wyoming--continued statewide replication activities. Puerto Rico developed and expanded its screening/identification model throughout the island.

Projects in FY '75 were diverse in design and in populations served; they built strong evaluation components into the program design for more stringent validation of program effectiveness. Materials were developed and disseminated to parents, counseling and parent programs were an integral part of the elementary-age programs, and secondary programs were designed to include counseling and parent participation. Newsletters were exchanged and a network of communication between the projects and the public was developed.

Regional Education Program for Handicapped Persons

Historically, State and Federal public education agencies have been involved in the education of handicapped persons through the secondary level. Beyond this level the role of the education agencies has usually diminished. However, the need for special support services for handicapped persons continues throughout postsecondary and adult education.

Research shows that many handicapped persons are capable of performing satisfactorily in postsecondary programs provided they are supplied with certain critical support services. Among these support services are interpreting, notetaking, tape recording, brailling, wheelchair attending, counseling, tutoring, and job counseling, placement, and followthrough.

Under the Education Amendments of 1974, section 625, the Commissioner is authorized to make grants to or contracts with institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit education agencies for the development and operation of specifically designed or modified programs of vocational, technical, postsecondary, or adult education for handicapped persons.

In effecting this authorization, priority consideration is given to (1) programs serving multistate regions or large population centers; (2) programs adapting existing programs of vocational, technical, postsecondary, or adult education to the special needs of handicapped persons; and (3) programs designed to serve areas where a need for such services is clearly demonstrated.

In FY '75, three grants were awarded under this authority: St. Paul Technical-Vocational Institute, Seattle Central Community College, and California State University at Northridge. The FY '75 appropriation for this program was $575,000, which served approximately 450 persons.

BILINGUAL EDUCATION

As many as 3.6 million children in the United States may lack the English language skills necessary to benefit fully from the typical school situation. Another 4.1 million children speak English but come from a home where a second language is spoken. Thus some 7.7 million children need or could profit from the use of a language other than English in the classroom.

Of these 7.7 million children, 4.3 million are American Indians or Eskimos, Asian Americans, or Spanish speaking, 2.2 million are principally from families of European origin, and 1.2 million are from other language groups. Spanish-speaking children are by far the largest single group, comprising 5.4 percent of the total elementary and secondary enrollment in the United States in 1972, while oriental and American Indian enrollments were each 0.5 percent. Approximately 85,000 American Indian children speak no English when they enter the first grade.

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

> Local education agencies to (1) develop and conduct school programs to meet the needs of children of limited-English-speaking ability and (2) demonstrate effective ways to help these children to achieve competence in English as well as in subject areas. Institutions of higher education (including junior or community colleges) may apply jointly with local school agencies to participate in such programs.
>
> Local education agencies, State education agencies, and institutions of higher education to conduct teacher training programs.
>
> Local education agencies and institutions of higher education to operate a materials development center or dissemination/assessment center.

The Commissioner is also authorized to make payments from title VII funds to the Secretary of the Interior to carry out programs of bilingual education for Indian children on reservations served by elementary and secondary schools operated by the Department of the Interior.

A basic principal of the bilingual approach (as distinguished from

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

The title VII bilingual program is forward funded. Consequently, funds appropriated and obligated in one fiscal year are used by grant and contract recipients the succeeding year; for example, FY '76 funds will be used during FY '77, that is, academic year 1976-77.

For school year 1975-76, a total of $84,876,274 was obligated. This includes $52,836,176 awarded to local education agencies for 319 classroom demonstrations, of which 68 were new starts. The demonstrations cover 44 languages, including 17 Native American, 17 Asian and Pacific, and 10 Indo-European languages. $15,351,081 supported the inservice training of 23,429 personnel associated with these demonstrations and $3 million supported fellowships for 475 persons. As estimated 162,124 students were directly served by these demonstrations. Projects are located in 35 States, the District of Columbia, Puerto Rico, Trust Territory of the Pacific Islands, and the Virgin Islands. Some project examples:

> In Milwaukee, Wisconsin, a 6-year-old project is showing gains at the secondary level. Counseling is emphasized, and project directors feel that the program accounts for the reduced rate of absenteeism and drug abuse among the Spanish-surnamed group. This group, which comprised 7.86 percent of high school graduates in the first year of the program, comprised 16.6 percent of the graduates in the 1972-73 school year.
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> The Bay Area Bilingual Education League (BABEL) in Berkeley, California, put together a consortium of five school districts 4 years ago and now has 27 schools serving 3,000 children in bilingual education. Title VII provides half the funding; other Federal, State, and local sources provide the rest. Languages involved are Spanish, Chinese, English, and recently, Tagalog. The program director reports that since 1971, as a result of teacher-training efforts, 54 teachers have received credentials and 11 are now working on Ph. D.'s. Children who were two or three grades behind in reading before the program started are now up to the norm in Spanish. Parent participation has increased from 10 to 50 percent.
>
> In Boston, Massachusetts, a program conducted in liaison with the Mayor's Office of Cultural Affairs has expanded

to include theater arts in education in order to encourage students of different languages to share their cultures. Languages involved are Chinese, French (Haitian), Greek, Italian, and Spanish. Professional actors, actresses, and dancers help the children perfect their presentations and learn stagecraft. The Boston program already has standard demonstration projects and is working on career education and college preparatory components.

Crystal City, Texas, has a Spanish-language-dominant school population of 95 percent. The bilingual education project, now in its fourth year, was confronted at the outset with a situation in which children were staying in the first grade 3 and sometimes 4 years before they learned enough English to go on. As a result, first grades had three times the usual number of students for the area and many youngsters were teenagers before they finished elementary school. Today, according to program statistics, after 4 years of bilingual education and an increase in the number of Chicano teachers and administrators in the school, the children are testing at their age level in Spanish in grades 1 through 3. In grades 4 and 5, they are testing at their age level in both languages. Teachers and aides in prekindergarten through grade 5 are all bilingual. Individualized instruction has been set up and the school year compacted (with shorter midyear vacations) to meet the needs of the children (about half the total number) who are migrants. In addition, a secondary school component was begun this year to work with young people who lack basic skills because they did not have the benefit of bilingual education in their earlier years.

The Office of Education, through a contract with the American Institutes for Research (AIR), identified four bilingual projects that could serve as models to project planners and managers. The criteria for project effectiveness included instruction in English-language skills for children limited in those skills, instruction in the customs and cultural history of the child's home culture, and instruction in the child's home language to the extent necessary to allow him to progress effectively through school. Furthermore, project participants had to show statistically and educationally significant gains in English-language skills, as well as in subjects taught in the home language. The project had to have clearly definable and describable instructional and management components. Finally, start-up and continuation costs had to be within reasonable limits.

Candidates for the search came from program staff of ESEA title VII and of other ESEA titles which support bilingual education projects; from the files of previous searches for effective projects; and from State bilingual education officials, school districts, and regional educational laboratories.

The bilingual project models identified by AIR and approved by the Dissemination Review Panel of the Office of Education as appropriate for national dissemination follow:

Bilingual Education Program
Alice Independent School District
Alice, Texas
Spanish - In 1973-74, the project served 528 children in grades K-4 in four schools.

Aprendemos en Dos Indiomas
Title VII Bilingual Project
Corpus Christi Independent School District
Corpus Christi, Texas
Spanish - In 1973-74, the project served 519 children in grades K-3 in three schools.

Bilingual Education Program
Houston Independent School District
Houston, Texas
Spanish - In 1973-74, the project served 1,500 children in grades K-12 in eight elementary schools, one junior high, and one high school. (Validation of the program was for grades K-4 only.)

St. John Valley Bilingual Education Program
Maine School Administrative District #33
Madawaska, Maine
French - In 1973-74, the project served 768 children in grades K-4 among the three school districts that cooperate in the project.

While the classroom demonstration projects included some inservice training and curriculum development, they reached only a small number of students. The Education Amendments of 1974 require local education agencies to expend at least 15 percent of their award for more deliberate and systematic teacher training. These efforts should increase the capacity of the Nation's education system to serve the special needs of the non-English-speaking student.

It is estimated, for example, that for Spanish-speaking children about 85,000 teachers are needed. To help correct this deficiency, ap-

proximately $22 million was received by local education agencies and institutions of higher education in 1975 to develop a variety of training programs. These training programs include such modes as:

Inservice Training. In conjunction with ongoing classroom projects, approximately $5,244,500 was received by local education agencies to train about 14,000 administrators, parents, counselors, teachers, and aides participating in the projects. Career development is stressed in these training programs.

Scholarships. $6,546,000 was granted for support averaging $2,000 to an estimated 3,275 undergraduate and graduate students. These awards were made by the local education agencies and will help recipients achieve degrees and/or accreditation in the field of bilingual education. Support for undergraduate students includes built-in continuation costs as students proceed through college and new students receive support. This portion of the program may eventually require up to $10 million.

Graduate fellowships. Although only 100 fellowships were required for FY '75, a total of 475 fellowships were awarded in 30 universities in 13 States for a total of $3 million. Trainers of teachers are the recipients of these monies for either a master's or a doctor's degree in bilingual education. These fellows and those who succeed them in the coming years promise to be a great resource for increasing the number of bilingual education teachers at the local classroom level where the tremendous shortage exists.

Program Development. To enable institutions of higher education to develop or expand and improve their bilingual education training capabilities, $3.79 million was granted to 35 institutions of higher education.

In the past, the development of bilingual education materials has been largely a local responsibility with the exception of a few materials development centers. Now the Office of Bilingual Education is able to operate a large network of centers, with the Resource Centers providing immediate services on effective practices and procedures to local education agencies, the Material Development Centers providing materials in the languages of the target groups being served, and the Dissemination and Assessment Centers assessing, publishing, and distributing the materials developed.

In 1975, nine Materials Development Centers were awarded $4,745,102. Seven Resource Centers were awarded $3,560,583. Two Dissemination and Assessment Centers were awarded $1,525,000. For the first time an orderly and logical division of labor has been established to get bilingual instructional materials when they are needed in the classroom. It is expected that the number of centers will increase in 1976 to account for more languages and to narrow the geographical area that each must now cover.

Although title VII is the best known source of funding for bilingual education projects, other sources within OE and elsewhere in HEW also support a variety of bilingual programs and those which mix a bilingual approach with teaching English as a second language. Those sources bring the total funds available for bilingual education to nearly $117,585,000. A few representative examples from FY '75 are:

> Of $2.8 million spent for special demonstration projects under part J of the Vocational Education Amendments of 1968, almost the entire amount was obligated on projects with bilingual or English as a Second Language (ESL) components. Language/ethnic groups served: Spanish-speaking, American Indian, and Samoan.
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> Of $215,215,000 appropriated under the Emergency School Assistance Act for programs to assist in the process of integration, over $9 million was spent on programs addressing themselves to the basic principle of bilingual education.
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> Of a $40 million appropriation for special programs and projects under the Indian Education Act, about $411,000 went for bilingual education-oriented projects.
>
> From a $12 million Right-To-Read budget, 21 bilingual and/or ESL projects that principally served Spanish-speaking persons received about $946,000.
>
> Of a $55,500,000 appropriation for Follow Through, over $11.1 million was spent on bilingual programs principally for Spanish- and French-speaking children.
>
> Of $37,500,000 appropriated for the Teacher Corps, about $2.8 million was spent on bilingual education projects.

Of approximately $8,139,000 allocated under the Education Professions Development Act, about $407,000 was spent on bilingual programs covering a number of languages including Spanish, Navajo, Chinese, and Japanese.

Of $26,700,000 appropriated under title IV of the Civil Rights Act of 1964 for projects geared to problems incident to desegregation, about $5 million was used for supporting the intent and purpose of bilingual education.

INDIAN EDUCATION

An estimated 447,000 Indian children and youths are of school age. Approximately 378,000 of them attend public schools, 48,000 are in Bureau of Indian Affairs schools, 9,000 are enrolled in private or mission schools, and 12,000 are not attending school.

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

Schools face special problems in teaching Indians. Approximately 25 percent of Indian children come to school unable to speak English, which suggests that over 80,000 require special language instruction. There are few Indian teachers or administrators.

Participation of Indian parents in their children's educational programs has been minimal. A 1970 study showed that nearly 70 percent of Indian parents have had no contact with teachers regarding their child's behavior and nearly 40 percent have had no contact regarding their child's educational progress.

The Indian population is largely concentrated either in rural, isolated, and impoverished school systems having operational costs but a low tax base for educational support, or in urban areas with extremely high per-pupil costs because of the presence of many disadvantaged students. The capacity of such local school districts and/or educational agencies to provide adequate funding for Indian students is thus severely limited.

In recognition of the special educational needs of American Indians and Alaskan Natives, the Congress passed the Indian Education Act of

1972 (P.L. 92-318, title IV) authorizing the Commissioner of Education to operate a wide variety of programs including supplementary education services, experiments, demonstrations, and dissemination activities. In keeping with a policy of Indian self-determination, parental and community participation in program development and implementation are required for all projects.

Federal assistance provided under the Act is in addition to those funds which may benefit Indians and Alaskan Natives from other Office of Education programs such as Impact Aid (P.L. 81-874), compensatory education (Elementary and Secondary Education Act, title I), and education for the handicapped, as well as education programs administered by other Federal agencies such as the Bureau of Indian Affairs (BIA).

To directly address the special educational needs of Indian children who will be attending public elementary and secondary schools or Indian schools, part A of the Indian Education Act (IEA) authorizes grants to develop and carry out supplementary programs for Indian and Alaskan Native children. In addition to the amount appropriated for local educational agencies, 10 percent is reserved for grants to nonlocal educational agencies which are primarily Indian tribes and organizations. Grants are made to applicant local education agencies according to the number of Indian students enrolled multiplied by the State average per-pupil expenditure.

Plan of Work

Part A of IEA is a service-oriented program, but because of the lack of effective educational materials and delivery systems for the American Indian--essential components of a service program--the funds for part A cannot be used in an effective manner. Further, support for services for Indians is provided under a number of other Office of Education programs, as well as programs administered by the Bureau of Indian Affairs. Therefore no funds were requested for this program in FY '75. Instead the 1975 budget concentrates funds under parts B and C in order to demonstrate effective educational techniques and practices for Indian education. The Federal role reflected by this strategy involves focusing upon institutional reform in an effort to improve the delivery of educational services to Indians. Institutional reform can only occur when knowledge available about Indian education and the quality of Indian education programs has been improved.

Significant numbers of Indian children will continue to receive educational services under other Federal programs such as the Johnson-O'Malley programs in the Bureau of Indian Affairs and under the Office of Education's proposed educational grants consolidation.

Special Programs for Indian Children

Part B of IEA authorizes grants to support planning, pilot, and demonstration projects to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children, to provide services not otherwise available, and to assist in the development and operation of preservice and inservice training programs for educational personnel. Grants are made, upon receipt of applications and approval by the Commissioner of Education, to Indian tribes, organizations and institutions, State and local education agencies, and federally supported elementary and secondary schools for Indian children.

In order to improve accessibility to the school structure by the Indian community, the requested appropriation for FY '75 was used for the following purposes:

To improve the image and understanding of the school system and its personnel among the Indian community, $10 million was used to train Indian teachers and administrators. The funds were distributed in the following manner: $5 million for classroom personnel, $3 million for special services personnel, and $1,500,000 for administrators.

To improve the educational opportunities of the Indian child, $6 million was used to begin the development of new approaches to the delivery of educational services. Because of their physical isolation, many Indian communities lack the full range of educational opportunities. Therefore new ways must be found to make these opportunities more available.

To improve the delivery of comprehensive educational and social services, $6 million was used to test models of the "community school approach," stressing educational programs at all age levels, from preschool through community college. One approach is being developed to provide Indians residing in urban areas with an educational experience to meet their needs through a revised curriculum depicting the transitional problems of Indians migrating to the cities and their expected role in urban community life, while preserving their cultural heritage.

To improve the readiness of the Indian child for school, $5 million was used to develop various approaches for preschool education. The Indian child who is already in school, but who has not progressed past the third grade in building these

approaches, will also be involved. Technical assistance is provided to the Indian community to develop early childhood approaches, building from the present knowledge bases which have been assembled from the other compensatory education programs.

To improve the educational attainment of Indians, $5 million was devoted to the development of teaching techniques that stress basic skills development.

Examples of the Program at Work:

The Indian Community School in Milwaukee, private and nonprofit, is one of the country's few schools for inner-city Indian children operated entirely by parents and other community representatives. Its physical plant is an abandoned Coast Guard station on the shores of Lake Michigan. Enrollment is 76 students in grades 1-12, with a waiting list of more than 100. Many who are waiting are marginal public school students. The board of directors is composed of members of the Oneida and Chippewa tribes. Its advisory council includes Sioux and Menominee Indians, educators from the University of Wisconsin, and representatives of several religious organizations which have contributed funds, equipment, volunteer tutors, and other resources since the school's founding in 1970. For accreditation purposes, the school is a satellite of Pius XI High School.

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

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

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

oped in part at the Rough Rock Demonstration School in Arizona.

Here is how the school makes use of various Federal programs to meet the special needs of its pupils: A new grant under the Bilingual Education Act will help develop instructional materials, including audiovisual units. BIA funds pay basic teacher salaries. Title I ESEA supports reading specialists and other compensatory education personnel. Part B of IEA provides Navajo language specialists, classroom aides, a student exchange program with an urban school in Albuquerque, field trips, and similar enrichment activities. Nutritious meals are supplied by the Department of Agriculture, and the Public Health Service sends in a medical team once a month to check on the children's health.

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

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

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

Special Programs for Adult Indians

Part C of the Indian Education Act supports projects designed to improve the employment and educational opportunities for adult Indians. Grants are made, upon receipt of applications and approval by the Commissioner of Education, to Indian tribes, organizations and institutions, and State and local educational agencies.

In order to improve the access of the adult Indian to the economy and social structure, in FY '75 $8 million for part C was devoted to developing approaches and techniques that result in the creation of a delivery system for the education of the adult Indian, through projects that stress reform, English as a second language, literacy equivalency testing methods, and legal and consumer education. In addition, a survey of adult Indian education in the Nation will be conducted to help determine the directions this program might take in future years.

Program Administration

Part D of the Indian Education Act refers to the General Education Provisions Act (sections 400(c), 411, and D) as authority for funds to operate the Office of Indian Education and the National Advisory Council on Indian Education. Funds appropriated for this activity support the salaries, travel, and other administrative expenses for the Office and the Council, as well as planning and evaluation studies necessary for program support.

In order to improve the access of the Indian child to the existing school structure, the Office of Indian Education performs the following activities:

Staffs the Office of Indian Education at a level of 50 full-time positions.

Develops program support packages that would be of assistance in local project operations.

Conducts studies into program delivery systems and identifies successful and effective projects funded under the Act. ($210,000)

Monitors and makes plans for the program's functioning. Specifically, successful part B and part C projects are studied to find methods by which they could be adapted by local school systems as part of their regular school program. ($300,000)

Funds the 15-member National Advisory Council on Indian Education so that it may fulfill its legally mandated requirements. ($225,000)

POSTSECONDARY STUDENT AID

Title IV-A of the Higher Education Act of 1965 (HEA) (P.L. 89-329, as amended) provides for various programs of student financial assistance.

The Office of Education administers six major financial aid programs specifically tailored to promote equal educational opportunity for financially needy students to get college or postsecondary vocational/technical education. They are:

Basic Educational Opportunity Grant Program

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

Student participation in these programs and Federal funds allocated for them for the 1975-76 academic year are as follows:

	Federal Funds Awarded	Estimated Student Recipients
Basic Educational Opportunity Grants	$ 820,000,000 /1	1,268,300
Supplemental Educational Opportunity Grants	240,300,000	447,000
College Work-Study	420,000,000	973,000
Guaranteed Student Loans	382,400,000	874,000
National Direct Student Loans	321,000,000	799,000
State Student Incentive Grant Program	44,000,000	80,000
TOTAL	$2,227,700,000	2,300,000 (Estimated unduplicated total)

/1 Pending reprograming request for $180 million

To encourage other sources of financial aid to increase opportunities for needy students, OE administers an incentive program, the Cooperative Education Program.

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

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

The Veterans Cost-of-Instruction Program, focusing on the needs of educationally disadvantaged veterans, combines elements of all four of these programs. It is described in chapter V, page 109.

Basic Educational Opportunity Grant Program

The "Basic Grant" program (HEA, Title IV-A-1) helps eligible persons finance their postsecondary education, providing assistance according to a uniform scale of financial need. It is open to half-time as well as full-time students doing undergraduate work at a college or attending a vocational or technical institution.

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

During the 1974-75 academic year, over 1.1 million students applied for basic grants, and more than 2.1 million had applied by February 1, 1976. It is expected that about 1.5 million students will be eligible for basic grant awards this academic year. FY '75 is the first time the program was fully funded since its inception, and awards will range from a minimum of $200 to the maximum of $1,400.

The academic year 1975-76 program cost is $1 billion--$648.5 million from FY '75 appropriations, $171.5 million reprogramed from FY '74, and $180 million reprogramed from FY '76.

Supplemental Educational Opportunity Grant Program

The SEOG program (HEA, Title IV-A-2) is for postsecondary students of exceptional financial need who without the grant would be unable to continue their education. The grants range from $200 to $1,500 a year and are made only to undergraduate students. Institutions taking part in the program are required to provide a matching award in an amount at least equal to the SEOG. The matching assistance may be in the form of a loan, part-time work, scholarship, or other type of institutionally controlled aid, or from a State or private grant program.

The 1975-76 academic year is the third year of operation of the SEOG program (successor to the Educational Opportunity Grant program). The appropriation level permitted the funding of less than half of the institutional requests made this year.

The FY '75 funding of $240,300,000, which was appropriated for use during FY '76, was allocated between $124,940,000 for 243,000 initial year grants and $115,360,000 for 204,000 continuing year grants. A total of 3,406 institutions participated, including 848 proprietary schools. Funds were distributed in the following proportions in FY '76: public universities 36.1 percent, other 4-year public institutions 8.1 percent, 2-year public

institutions 13.9 percent, public vocational-technical schools 1.3 percent, private universities 13.4 percent, other 4-year private institutions 17.4 percent, private 2-year colleges 2.8 percent, proprietary schools 7 percent.

Approximately 447,000 students benefited from the program this year. Grants averaged $520.

College Work-Study Program

The objective of the College Work-Study Program (CWSP) (HEA, Title IV-C) is to stimulate and promote the part-time employment of students with great financial need who require earnings from employment to finance their courses of study. By subsidizing the part-time employment of needy students, the program contributes to the longer term Federal goal of equality of educational opportunity at the postsecondary level. Both undergraduates and graduate students in eligible institutions may participate in the program.

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

During the 1975-76 academic year, 3,215 postsecondary institutions participated in the CWS program, enabling approximately 973,000 students to find part-time employment. The FY '75 appropriation of $420 million supported 486,500 new awards totaling $253 million and 486,500 continuation awards totaling $253 million. Participating institutions contributed $101,205,000, for a total CWSP budget of $506,024,000.

The average wage paid in the 1975-76 academic year, including the institutional matching share, came to an estimated $520 per student. An estimated 45.5 percent of the students aided have a gross family income of $6,000 or less; 24.3 percent have a family income of $6,000 to $9,000; 16.5 percent, $9,000 to $12,000 and 13.7 percent are from families with incomes of $12,000 or more. Undergraduates made up 95 percent of the student population benefiting under the program.

Guaranteed Student Loan Program

The Guaranteed Student Loan Program (GSLP) (HEA, title IV-B) helps students attending some 3,800 institutions of higher education; nearly 4,200 vocational, technical, business, and trade schools; and approximately 800 foreign educational institutions. Loans are made primarily by such

lending institutions as commercial banks, savings and loan associations, and credit unions. Loans are also disbursed directly by educational institutions and States which have qualified themselves as lenders. In the federally insured phase of the program, the Federal government protects lenders against loss under such circumstances as death or default of a borrower.

Twenty-six State or private nonprofit agencies administered their own guaranteed loan program during the 1975 fiscal year. In this segment of the program, 80 percent of a loan is reinsured by the Federal Government. The Federal Insured Student Loan Program (FISLP) which directly insures 100 percent of a loan, operates in the remaining States and for students who do not have access to a State program. The FISLP segment accounted for approximately 51 percent of new loans in FY '75.

Students may obtain loans up to a maximum of $2,500 a year--with a maximum aggregate of $7,500 for undergraduate students and $10,000 for graduate students, including undergraduate loans. While a student is in school, during the maximum 12-month grace period after he leaves school, and during periods of authorized deferment, the Federal Government pays the lending institution the interest on all loans which qualify for such a subsidy, up to the legal maximum of 7 percent. Lenders receive a special allowance, not to exceed 3 percent per annum, on the average quarterly unpaid principal balance of loans made after August 1, 1969 (whether or not the loan qualified for Federal interest benefits) when authorized by the Secretary of Health, Education, and Welfare in consultation with the Secretary of the Treasury, and the Director of the Office of Management and Budget.

In FY '75, approximately 874,000 students obtained new loans under GSLP. Since the program began, 4.5 million student borrowers have received more than 7 million individual loans, amounting to more than $7 billion, from approximately 19,000 lenders. Of the FY '75 appropriation of $382,400,000, $339,939,000 was obligated as follows: interest benefits on new loans, $45,407,000; interest benefits on older loans, $117,927,000; "special allowance" to lenders as a loan market adjustment, $113,022,000; and death and disability payments, $3,583,000.

Loan size has increased over the years as education costs have risen and statutory borrowing limits have been raised. In FY '75, the average loan was $1,169, up $106 from the average loan last year and up $372 from the beginning of the program 9 years ago.

The Office of Education is continuing to take measures to encourage increased lender participation during the current condition of credit scarcity through numerous improvements in the GSLP.

Diminishing the number of default claims in the FISLP is a management objective. Manpower for claims examination was increased and an efficient

claims examination process is being activated in each Regional Office to protect the Federal Government from payment of claims which do not reflect the use of care and due diligence on the part of the lender. Regulations published February 20, 1975, give the Commissioner of Education the authority to limit, suspend, or terminate eligibility of educational institutions and federally insured lenders to participate in GSLP. These regulations also establish requirements for participating educational institutions and set forth the standards by which they will be evaluated. Regulations published January 29, 1976, protect Federal Insured Student Loan borrowers from improper loan transactions and establish criteria to determine the amount of loss that will be paid in default claims for loans originated by school lenders. Claims cannot be paid on loans insured which have evidence of fraud, forgery, or misrepresentation. Cases in which fraud or abuse have been suspected or identified are investigated by a newly established Compliance Unit for possible regulatory and/or legal action. Claims payment performance is now monitored monthly with a strong emphasis placed on timely processing. The field examination activity was strengthened by additional staff, with a resulting 118 percent increase in examination of lenders and schools. Follow-up reviews and examinations to previous GAO and HEW Audit Agency Audits were conducted to assure compliance with audit recommendations. Quarterly reports are now submitted on the status of examinations and reviews of 80 commercial lenders and schools which have had significant due diligence and compliance problems.

FY '75 was the beginning of a viable and effective collection program to demonstrate the program's commitment to recover defaulted loans. During the fiscal year, $11,495,043 was collected on defaulted loans, which was a 52 percent increase over the $7,539,922 collected during FY '74. A new collection manual was completed and issued to the collection staff. Regions began quarterly reporting on their performance against estimated operational planning system goals.

National Direct Student Loan Program

The objective of the National Direct Student Loan Program (NDSLP) (HEA, Title IV-E) is to allocate funds to postsecondary institutions for the purpose of making long-term, low-interest loans to students with financial need. These loans are to provide lower income students with an additional source of funds for access to postsecondary education and to help provide middle-income students with another source of funds with which they may choose among a broader range of institutions. The loans complement other forms of student financial assistance such as Basic and Supplemental Educational Opportunity Grants, College Work-Study, and Guaranteed Student Loans.

Lending limits are $2,500 for the first 2 years of undergraduate study, an aggregate $5,000 for 4 years of undergraduate study, and $10,000 for

graduate and professional study (including loans received as an undergraduate student). States receive funds by statutory formula and a participating institution pays in $1 for each $9 of Federal funds received. The institution's loan fund is revolving so that the institution may make new loans from those repaid. Further, NDSLP offers cancellation benefits for certain kinds of teaching services or military service in a combat zone.

Of the FY '75 appropriation of $321 million for new Federal capital contributions, $160.5 million went for new student loans and $160.5 million for continuing student loans. Under separate appropriations another $2 million was used for loans to institutions that had difficulty in providing the 10 percent matching funds required, and over $5 million was disbursed for teacher/military cancellations.

An estimated 799,000 students received $399,500 in new and $399,500 in continuing NDSLP loans in the 1975-76 academic year. They attended some 3,167 postsecondary institutions.

A current emphasis in the NDSL program is priority treatment for students having the greatest financial need. An important goal is distribution of loans among students from lower and lower middle income families.

State Student Incentive Grant Program

Forty-five States, the District of Columbia, Puerto Rico, and the Virgin Islands are participating in the State Student Incentive Grant (SSIG) Program with FY '75 funds. Authorized under title IV, part A-3 of HEA, the SSIG program helps States initiate or expand State programs of finanacial assistance for postsecondary students. Thirteen new States and territories joined the network of States with existing scholarship programs during the SSIG program's first year; nine additional States and the District of Columbia joined in the second (current) year of operation.

SSIG funds are allotted to States according to postsecondary enrollments. States provide 50-50 matching funds out of their own resources. Some 80,000 students are expected to receive grants this year, at an estimated average of $500. By law, full-time undergraduate students are eligible to receive up to $1,500 ($750 Federal share) a year, with reduced amounts available to half-time students.

States have wide latitude in determining which students and institutions may participate, but the U.S. Commissioner of Education must annually approve each State's definition of "substantial financial need" for student eligibility. States must apply annually for SSIG funds.

The FY '75 SSIG appropriation was $20 million. This sum will be

more than doubled to $44 million in FY '76 to provide initial and continuation awards averaging $500 to about 176,000 undergraduates with substantial financial need.

Cooperative Education Program

The blending of practical work experience with classroom learning--cooperative education--has become an important feature of today's education scene. From a modest beginning in 1960, Cooperative Education has expanded at a steady, though moderate, pace. In the 1960's, the pace accelerated. From approximately 45 institutions with programs in 1960, the figure has increased in 15 years to an estimated 1,000 colleges and universities with more than 160,000 students participating. Some educators estimate that by 1984 at least half of the institutions of higher education in the United States will have developed some form of Cooperative Education.

In its Cooperative Education program, authorized under title IV-D of HEA, OE makes grants to postsecondary education institutions to plan, conduct, or expand programs that give students an opportunity to alternate periods of full-time academic study with full-time employment. In FY '75, 327 awards benefited 400 postsecondary educational institutions in the 50 States, the District of Columbia, Puerto Rico, and the Virgin Islands. One hundred received new awards with $3,037,000 funding, and 227 got competing continuing awards with $7,713,000 funding.

Colleges contract with outside agencies to hire students full time at the going pay rate. A job must relate to a student's field of study, thus providing career experience. No OE funds may be used for student salaries, and no program may receive Federal support for more than 3 years. FY '75 funding was allocated as follows: $10 million for institutions to administer their programs, $503,000 for training, and $247,000 for research.

Special Services for Students from Disadvantaged Backgrounds

This year, 858 projects were funded under the various Special Services programs authorized under title IV-A-4 of the Higher Education Act. Total funding of $70,325,666 included: 16 new awards, $862,353; 656 noncompeting continuing awards, $53,222,715; and 186 competing continuing awards, $16,240,598. About 296,217 persons were served in program year 1974-75. This number represents about 7.1 percent of the low-income population between the ages of 14 and 21.

Talent Search Program: Talent Search is a project grant program

which works through institutions of higher education and public and private agencies and organizations to serve low-income youth. Its goal is to assist in improving opportunities for low-income students by identifying and encouraging qualified youth of financial or cultural need, publicizing existing forms of student financial aid, and encouraging secondary school or college dropouts of demonstrated aptitude to reenter educational programs.

The FY '75 appropriation of $6 million funded 116 projects--5 new and 111 continuing awards--at an average cost of $51,716 per project and about $41 per client. An estimated 146,000 young people and veterans will be assisted.

FY '74 funds of $6 million assisted 110,975 persons in the 1974-75 academic year. Some 42,404 persons were placed in postsecondary schools, 29,492 persons were accepted for postsecondary enrollment, 3,539 dropouts were persuaded to return to school or college, 4,294 dropouts were enrolled in high school equivalency or adult education programs, and 9,275 potential dropouts were encouraged to stay in school.

Upward Bound Program: Upward Bound is designed to help the low-income high school student who, without the program, would not consider going to college or other postsecondary school or, wishing to attend, would probably not be able to gain admission or successfully complete the required study. The program, now completely supported by the Federal Government, is conducted by accredited secondary or postsecondary institutions with residential facilities.

In a typical year an Upward Bound student may attend Saturday classes or tutorial/counseling sessions or participate in cultural enrichment activities. In the summer the student is typically a resident at a 6- or 8-week session on a college or high school campus. Enrollees may receive stipends of up to $30 a month. About 72 percent of the Upward Bound students are members of racial and ethnic minority groups.

OE strategy in the Upward Bound program this year has continued to concentrate on stimulating children from low-income families to attend college. Only about 35 percent of high school graduates from low-income families currently enter college. The national average for all high school graduates is about 55 percent. For the past 4 years special efforts have also been made to recruit, counsel, and enroll veterans.

During FY '75 (with FY '74 funds) the program aided 16,299 new students and 32,304 continuing students. In addition, several thousand veterans received Talent Search type services to assist them in obtaining postsecondary education.

The FY '75 Upward Bound appropriation of $38,331,000 funded 403

projects--2 new and 401 continuing--at an average cost of $95,000 per project.

Since the inception of the program, 62 percent of all former Upward Bound students known to have graduated from high school have enrolled in a college or university, while another 5 percent indicated they planned to enroll in another type of postsecondary school.

Special Services for Disadvantaged Students: Now in its 6th year of operation, the Special Services program awards project grants to institutions of higher education to finance counseling, tutorial, and other supportive services for disadvantaged students (including physically handicapped students and students with limited English-speaking ability) accepted for or already enrolled in postsecondary programs. Students from low-income families are the target group. Grants are discretionary, forward funded, and require no matching funds from the grantee.

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

The FY '75 appropriation for the Special Services program was $23 million. This appropriation funded 327 projects--9 new and 318 continuing--at an average cost of $70,333 per project and $228 for each of the 100,696 students the program expects to serve during program year 1975-76.

Educational Opportunity Centers

Authorized by the 1972 amendments to the Higher Education Act of 1965, Educational Opportunity Centers (EOCs) are located in areas with large concentrations of low-income families. While all potential students within the community have access to their services, EOCs are designed as one-stop resource centers primarily for the benefit of persons who are disadvantaged or physically handicapped. Staffs provide personal counseling and admissions assistance to individuals who wish to enroll for postsecondary study and also provide a variety of supportive services to students already enrolled in colleges and postsecondary vocational-technical schools.

The Educational Opportunity Centers Program completed its first year of operation in June 1975. The FY '74 appropriation of $3 million (for expenditure in FY '75) funded 12 centers, resulting in an average grant size of $250,000. Eight HEW regions hosted one center each, while Regions

II and IV hosted two centers each. In order to provide program assistance to widely dispersed target populations, eight of the centers also established and maintained activities at a total of 37 additional satellite locations.

The centers are located in Huntsville, Alabama; Los Angeles; Denver; Washington, D.C.; Boston; St. Louis; Hudson County, New Jersey; Espanola, New Mexico; New York City; Dayton; Dallas; and Tacoma. Six centers serve the needs of students from urban areas, four serve areas that have both rural and urban characteristics, one serves a rural Indian reservation area, and one an urban/suburban area.

Program services were provided to 32,239 participants during FY '75 with FY '74 funds. Approximately 14,030 of the participants were enrolled in postsecondary schools or in other training programs during the 1974-75 program year. Thirteen percent of the participants were under 18 years of age, 47 percent were 18-24 years old, and 40 percent were 25 or over. Through the various techniques available to the centers for disseminating information on postsecondary opportunities, the program was able to provide assistance to many additional persons in the target population who were not reported as actual program participants.

An appropriation of $3 million in FY '75 continued support of the same 12 centers, along with one additional satellite location, in FY '76. About 67,000 participants are expected to be assisted during the second year of operations.

ADULT EDUCATION

More than 52.5 million adults in the United States, aged 16 or older, have not completed high school and are not currently enrolled. Of these, approximately 15 million have less than 8 years' formal education. Compounding the problem is the addition each year of approximately 750,000 youngsters who leave school without completing 12th grade and about 400,000 immigrants, many of whom need instruction in English to function adequately as U.S. citizens. The number of immigrants has been augmented by approximately 140,000 refugees from Indochina, increasing the total to more than 500,000 for the year.

The Adult Education Act of 1966 (P.L. 89-750, as amended) authorizes grants to States for programs of adult basic and secondary education. The Education Amendments of 1974 stipulate that of the funds allotted to a State for a fiscal year, not less than 15 percent must be spent for special projects and teacher training. Through FY '74, the Commissioner of Education was authorized to fund special experimental and demonstration projects and teacher training, but under the Education Amendments of 1974 this discretionary authority was not continued.

The overall objective of the Adult Education Program is to assist in eliminating illiteracy and in providing opportunities for adults to continue their education to the level of secondary school completion and secure training which will make them more employable, productive, and responsible citizens.

The program addresses the needs of all undereducated adults. However, the authorizing legislation specifically mentions service to institutionalized persons (not to exceed use of 20 percent of the funds available to a State for adult basic and secondary programs), and assistance to persons of limited English-speaking ability through bilingual instruction, carried out in coordination with bilingual education programs offered under title VII of the Elementary and Secondary Education Act and under the Vocational Education Act. Programs of equivalency for a certificate of graduation from a secondary school (limited to use of not more than 20 percent of the State allotment) are also supported.

To provide education of maximum effectiveness, in accordance with the legislation, adult education programs cooperate with State health, agencies; community action, manpower and other work-related programs; and with other programs including those for reading improvement.

Plans are underway for a Clearinghouse on Adult Education (authorized by the act) to be established and operated for the purpose of collecting and disseminating public information pertaining to the education of adults. The use of State Advisory Councils is encouraged, with specific qualifications stipulated for council members.

A National Advisory Council on Adult Education made up of 15 Presidentially appointed members advises the Commissioner on policies and programs related to the Adult Education Program and makes annual reports to the President for transmittal to the Congress.

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

During FY '74, there were approximately 960,000 participants in adult education programs receiving Federal funds through the State Grant Program. Of these, about 31 percent were enrolled in courses described as English as a second language, and 8 percent were persons in institutions such as hospitals and prisons. Of the total number of participants, approximately 56 percent were females, 38 percent were unemployed, and 13 percent were on public assistance rolls. States also reported that about 9 percent of participants received certificates of completion at the 8th grade level, 11 percent passed the General Education Development Test, and 7 percent en-

rolled in some other educational program as a result of having been enrolled in the adult basic or secondary education program. Because of increased costs, approximately the same number of persons participated in the program in FY '75 and FY '76--slightly fewer than one million.

In FY '75 Federal funding for adult education programs totaled approximately $67.5 million in grants to the States. Allotments to States are based on the number of resident adults who have not completed high school. The allotments to the individual States and territories in FY '75 ranged from $79,863 to $5,925,791. The average allotment was $1,205,357.

Two developments in the Adult Education Program in FY '75 are of special significance:

> An OE-funded research project completed a 4-year investigation of adult functional competencies which are important to coping and surviving in the society of the seventies. In the process, the Adult Performance Level (APL) Study redefined the concept of functional literacy and produced new estimates of the rate of illiteracy for the United States. Functional literacy is the ability of an adult to apply skills to major knowledge areas which are important to adult success.
>
> Surveys carried out by the project revealed that one out of five American adults lacks the skills and knowledge needed to function effectively in the day-to-day tasks of making a living and maintaining a home and family. Implementation activities include competency-based curriculum development, more definitive programs for varying needs of participants, and improved teaching-learning techniques and curriculums.

The strengthened staff development-teacher training capacity in the States and regions is proving to be useful in dissemination and utilization of the APL findings and in implementation activities.

Reflecting future-oriented, forward planning, a basis is being developed for broadening and strengthening the adult education concept of lifelong education and learning.

COMPREHENSIVE EMPLOYMENT AND TRAINING

FY '74 was the last year of operation of the Manpower Development

and Training Act, now replaced by the Comprehensive Employment and Training Act.

Enactment of the Comprehensive Employment and Training Act (CETA) (P.L. 93-203) introduced new concepts to the administration of federally funded manpower programs. The act establishes a flexible, decentralized system of Federal, State, and local manpower activities. CETA's major purpose is to provide the economically disadvantaged, the unemployed, and the underemployed with the assistance they need to compete for, secure, and hold jobs challenging their fullest capabilities. Manpower programs include testing, counseling, skills training, basic or general education, and supportive services.

To effectively implement the overall manpower coordination strategy of CETA, the Office of Education has established the CETA Coordination Unit within the Bureau of Occupational and Adult Education.

The Department of Health, Education, and Welfare has a significant coordinating role to play in the implementation of CETA. The CETA Coordination Unit is the focal point for the coordination of appropriate resources within OE as they relate to Departmental CETA efforts. The Unit plans and develops policies and strategic procedures for making use of the resources of the Office of Education and the total education community in the CETA program.

(The 1975 Manpower Report of the President contains a section on HEW/OE activities under CETA. Copies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $4.20.)

IV. PROGRAMS TO IMPROVE THE QUALITY OF EDUCATION

Improvements in education are made by teachers. The programs described in this chapter comprise the variety of ways Federal assistance is used to provide teachers with information, training, and materials which will enable them to stimulate and inform their students.

The variety of programs in this Federal activity reflects the complexity of the process of change in education. The development of a new teaching method and the widespread adoption of such an innovation involves every level of teaching, teacher education, and educational administration.

Many of the programs support special efforts to improve the quality of education for those groups which have suffered exclusion or discrimination in the public schools in the past.

Other programs support the efforts of educators to develop educational programs related to national concerns such as drug abuse and protection of the environment. Some sponsor more intensive study of traditional subjects such as language, area studies, and science, also in response to national needs.

The improvement of television as an educational medium continues to be a major national concern. The Federal role is chiefly to support production of educational TV programs.

SPECIAL DEMONSTRATION PROJECTS

Right To Read

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

In FY '75, the Right To Read program administered a budget of $12 million, appropriated under the Cooperative Research Act. The program supports five types of operations:

(1) State Education Agency Programs: The goal of the State Education Agency component of the National Right To Read Effort is to establish a structure to enable State and local education agencies to address the organizational, managerial, and instructional practices which inhibit reading success among both children and adults through

Assessment of the Art of Reading in the State.

Developmental activities to coordinate statewide reading activities.

Preparation of local education agency reading directors.

Technical assistance.

In FY '76, 31 continuation grants were funded. These continuation grants totaled $4.3 million and were awarded to 26 State education agencies and a five-State New England consortium administered by the Rhode Island Department of Education. Twenty grants totaling nearly a million dollars in first-time Right To Read grants to 18 States, the District of Columbia, and Puerto Rico were awarded. These grants expanded almost nationwide the Federal effort at eliminating illiteracy in the United States.

As part of their commitment to establish reading as a priority, the State education agencies provide technical assistance, distribute reading materials and information on reading, and disseminate information on promising State reading programs.

(2) Demonstration Programs: The purpose of this program is to stimulate local education and community investment by demonstrating exemplary programs. Its current demonstration activities provide reading-literacy training to such diverse populations as preschoolers, school children, and adults. In FY '75, eight school-based programs were continued and 21 new grants were awarded to local education agencies. The Reading Academy Program, which provides exemplary reading assistance and instruction to functionally illiterate youth and adults who are not reached through other programs, was initiated in FY '75. Twenty academies were funded with a total of $1.5 million.

In addition, 53 community-based projects were funded on a demonstration basis to increase the functional literacy of selected out-of-school youth and adult populations through the use of functional, practical materials and methods, based upon the interest and needs of the adult population.

(3) Reading Education Reform: The purpose of this component of the program is to facilitate changes in reading education programs for teachers and administrators. Each participating institution was required to develop an exemplary program to prepare the preservice teacher to teach reading in the elementary school during the first year's grant. The second year's grant supported the implementation and installation of the new program. During FY '75, 34 projects were continued in their second and final year of operation.

(4) National Impact Activities: The purpose of these activities is to stimulate public and private activity to help achieve the reading goal of the national Right To Read effort. In FY '75, the following activities were supported:

Establishment of a national model for involvement of athletes and neighborhood centers with children having reading problems between the ages of 8 and 15.

Researching and dissemination of information on promising practices in reading instruction.

Improving State participation in Right To Read. Reproduction of multimedia kits on validated reading programs.

Determining public awareness of and concerns about the dimensions of the reading crisis in America.

A report compiled for the Right To Read Effort by the National Assessment of Educational Progress showed a national gain of 2 percentage points in reading skills for in-school 17-year-olds between 1971 and 1974. The report was based on surveys of approximately 5,200 students in each of the two periods.

(5) Dissemination: In FY '75, tutor training handbooks and other reading materials were reproduced and disseminated.

Alcohol and Drug Abuse Education

The Office of Education began the national drug abuse education program in the summer of 1970, with funds from the Education Professions Development Act. The program is now authorized by the Drug Abuse Education Act of 1970 (P.L. 91-527), as amended by the Alcohol and Drug Abuse Education Act Amendments of 1974 (P.L. 93-422). The act authorized demonstration projects in schools and communities, their dissemination throughout the country, and training of school and community personnel.

From 1970-73, the program supported 57 college, school, and community demonstration projects, and 55 projects in State departments of education to develop curricula and provide inservice training for education personnel. Since 1972, the program has also trained teams from over 2,700 local school districts and community agencies in skills for starting drug abuse prevention programs with local resources.

Since drug abuse is a sympton of underlying problems and pressures which are troubling young people, OE's prevention programs use strategies which focus on these underlying causes of drug abuse. The strategies include youth counseling; working with families; providing alternative ways to meet the needs now met by drug use; and educational programs to help students develop skills for coping with such problems as loneliness, alienation, or low self-image.

The major emphasis of the drug education program in 1975 was training teams of school administrators, teachers, and counselors in skills necessary to establish drug abuse prevention programs in their schools. Experience has shown that each school district and community is unique in the nature of its drug abuse problem, and in the resources available to address that problem. Therefore, the program has set up a flexible system of Regional Training Centers to provide 2 weeks of training to teams across the country.

Teams composed of five to seven members learn to assess the needs of their student populations, to formulate realistic objectives and strategies for meeting those needs, and to identify human and financial resources in their school and community available for supporting a drug abuse prevention program. Finally, each team evaluates the range of prevention materials and techniques available, and adapts those which are appropriate tools for its particular school district.

Extensive followup assistance is provided to teams by the five Regional Training Centers, operated by Awareness House, Oakland California; B.R.A.S.S. Foundation, Chicago; Trinity University, San Antonio, Texas; University of Miami, Florida; and Adelphi University, Sayville, New York.

In FY '75, a total of $4 million was available for the Alcohol and Drug Abuse Education Program. The money was allocated as follows:

> $3.5 million for five Regional Training Centers. Centers provided training and assistance to 200 newly funded school-based teams to enable them to establish local drug abuse prevention projects. In addition, Centers provided a second year of followup assistance to 586 school- and community-based teams which were trained in FY '74.
>
> $400,000 for six demonstration projects to train prospective teachers for drug abuse prevention. This is an experimental program begun in FY '74 to develop new curricula and alternative student teacher experiences to prepare future teachers for drug prevention in schools. The projects are located in

colleges of education at the University of Northern Iowa, Cedar Falls; University of California, Santa Cruz; Life Resources, Incorporated, in conjunction with Boston College; Mankato State College, Minnesota; University of Missouri, Columbia; and the University of Houston.

$100,000 for the National Action Committee for Drug Education. The NAC provides a national pool of consultants with expertise in various areas of drug abuse prevention--medicine, law, education, social work, and the behavioral sciences. It provides specialized technical assistance to States and OE projects.

Environmental Education

The Environmental Education Act (P.L. 91-516, as amended by P.L. 93-278) is intended to assist the public in acquiring a better understanding of man's relationship with his natural and manmade surroundings, including the relationship of population, pollution, resource allocation and depletion, conservation, transportation, technology, economic impact, and urban and rural planning to the human environment.

Financial assistance is provided to public and nonprofit private agencies, institutions, and organizations for pilot and research projects designed to achieve these objectives through development and testing of new approaches to formal and nonformal education for all age levels and all sectors of society. Grants and contracts may be awarded for such activities as resource material development, personnel development, elementary and secondary education programs, community education programs, and minigrant projects designed to facilitate dialogue and exchange of opinion and expertise at local levels on specific environmental problems and issues.

In FY '75, more than 1,300 applications were received and 75 grants were awarded for a total of $1.5 million in 40 States and the District of Columbia. The average grant for general projects was $30,000, distributed among funding categories as follows: resource material development, 19; personnel development, 8; elementary and secondary programs, 4; community education programs, 9; and minigrants ($10,000 or less), 35.

Some project examples:

A project directed primarily to environmental

education development at the secondary school level is the Pilot Low Net Energy Environmental Farm Project under development by the State of Washington (Superintendent of Public Instruction). A $24,227 grant is supporting development and testing of an education personnel training model designed to integrate interdisciplinary studies of local agricultural land use and alternative sources and uses of energy into the ongoing high school curriculum. Developed around locally financed demonstration farms, the program focuses on energy use in the total food system and incorporates study of production, processing, distributing, marketing, purchasing, consumption, and disposal of food from the perspectives and resource bases of the natural science, social studies, and vocational-technical components of the existing curriculum.

A representative project in community education is supported by a $10,000 minigrant to the Tennessee Environmental Council in Nashville to conduct workshops for the public on environmental, social, and economic problems and issues concerning power generation and resource management in the Tennessee Valley area.

A contract in the amount of $398,000 was awarded to California State Polytechnic Institute, Pomona, California, for the development and validation of training models for education personnel using a general systems approach to environmental education. This contract is scheduled for completion in December 1976.

In FY '76, the environmental education program will focus on (1) the continued development of basic resources to assist environmental education program design by States and localities; (2) validation of apparently successful programs; (3) dissemination of promising resources through print and other media, technical experts (consultants), and personnel training; and (4) establishment of long term mechanisms or processes for information exchange, feedback, and formative evaluation among all groups and sectors of the society who are or hope to become engaged in environmental education in schools or in the community.

EDUCATION PROFESSIONS DEVELOPMENT

Since 1968 the principal legislation supporting the training of

teachers and other education personnel has been the Education Professions Development Act (EPDA) (title V of the Higher Education Act of 1965). It is notable, however, that because of the general teacher surplus and other reasons, the appropriations for EPDA have decreased steadily since 1973. EPDA programs are concerned with improving the effectiveness of education generally, but particularly education for disadvantaged children and youth, through new methodologies and new approaches to the recruitment and training of teachers. The legislation is flexible enough to provide training responsive to changing manpower needs.

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

FY '75 funding for the Education Professions Development Act:

Teacher Corps	$37,500,000
Career Opportunities Program	1,784,000
Urban/Rural School Development Program	5,541,100
Teachers of Indian Children	406,950
Bilingual Teachers	406,950
Vocational Education Personnel Development	9,000,000
Higher Education Personnel Training	2,100,000
TOTAL	$56,739,000

No appropriation was made in FY '75 for the following previously funded EPDA programs: the Exceptional Children's Program, to train educational personnel to work more effectively with handicapped and highly gifted children; the New Careers in Education Program, to attract qualified persons from other professions into teaching; and the "categorical" EPDA program which provided an additional year of support to a variety of strong projects needing an additional operational year.

Teacher Corps

The Teacher Corps was created by the Congress out of the realization that significant minorities and the poor in our population were gaining little or nothing from the education being offered in the Nation's classrooms. It has three basic purposes: to strengthen educational opportunities for children of low-income families, to help colleges and universities broaden their teacher preparation, and to help teacher-training institutions and local education agencies demonstrate training and retraining strategies for experienced teachers and teacher aides.

Teacher Corps efforts are directed toward the children and young adults

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

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

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

During FY '75, the Teacher Corps funded 246 projects at 102 colleges and universities and 144 State and local education agencies; 108 projects were new and 138 were continuing. Training was given some 1,240 new teachers and 1,645 experienced teachers. The projects used onsite instruction, providing a basis for the field testing of new ideas and concepts in teacher education--competency-based instruction, team teaching, and identification of diagnostic and prescriptive methods. Corps members worked in regular classrooms with children who had learning and behavioral problems. The Education Amendments of 1974 broadened the scope of the program to include demonstration projects both to train new teachers and to retrain experienced teachers, beginning with new projects awarded in FY '75.

Career Opportunities Program

The Career Opportunities Program (COP) is a 5-year demonstration and test of the effectiveness of bringing adults from low-income communities into elementary and secondary schools of those communities to serve as teacher aides. These persons study at the same time at a college or university and may advance on a career ladder to become fully certified teachers. The program encourages and facilitates close cooperation among parents, community, and the education system.

COP began operating in 1970 and was projected as a 5-year program. Now in its last year, it supports 12 local demonstration projects, training some 900 participants, over 75 percent of whom are minority group members.

Two grants totaling $399,000 were awarded to conduct special national projects designed to coordinate, evaluate, and disseminate COP practices. These were at Bank Street College of Education and Queens College. The Bank Street project is competency-based. The Queens College project is

examining the total 5-year effect of the COP program in addition to providing technical assistance to local projects.

COP includes a broad range of school-community activities in both urban and rural settings. Participants have all had substantial experience in an assisting capacity and were recruited nationally.

A stratified sample of first-year COP graduates who are now teachers was compared to comparable teachers who were not COP graduates and the COP graduates were found to perform better than the non-COP sample by all of the criteria usually associated with successful teaching.

Having demonstrated and tested the model and served some 14,000 participants in 132 sites, the COP program terminates this year.

Urban/Rural School Development Program

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

The FY '75 appropriation of $5,541,000 funded 25 regular projects, a national developmental assistance project (The Task Force de LaRaza, Interstate Certification Project), and three teacher centers. The regular projects are generally in their fifth year of support. They involve some 6,500 teachers and 75 schools in 720 communities. Five of the projects provide intensive retraining of the entire staff of a single school or of a set of schools making up one feeder system. Twenty offer retraining of a less intensive nature for three to seven schools withing a district. The LaRaza project, in cooperation with the University of New Mexico, is specifically a Chicano training effort. Ethnic groups are represented among the 1975-76 trainees as follows: Chicano 15.4 percent, Indian 3 percent, black 57 percent, Appalachian white 12.5 percent, other 12 percent.

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

Teachers of Indian Children

The FY '75 EPDA appropriation to train teachers and teacher aides to work with Indian children in their own communities was $406,950 (a mandated set-aside of 5 percent of any EPDA part D appropriation). Eight projects were funded:

The Navajo Tribe, Arizona (Navajo)	$40,000
Rockpoint Boarding School Arizona (Navajo)	33,889
Coalition of Indian Controlled School Boards (Various)	79,471
Montana United Scholarship Services (Various)	69,661
Northeastern Oklahoma State University	50,022
University of South Dakota (Sioux)	30,851
Ute Indian Tribe (Utah)	50,000
University of Washington	53,056

Bilingual Education Training

The FY '75 EPDA appropriation to train teachers of children whose dominant language is not English was $406,950 (a mandated set-aside of 5 percent of any EPDA part D appropriation). Seven projects were funded:

DeAnza College, California (Chinese)	$43,823
Seton Hall University, New Jersey (Chinese and Japanese)	56,000
State University of New York, Albany (Spanish)	82,620
Hunter College, City University of New York (Spanish)	90,331
Southwestern Oklahoma State College (Native American)	34,628
University of South Dakota (Sioux)	62,640
Trust Territory of the Pacific (Micronesian)	35,989

Vocational Education Personnel Development

The goals of the Vocational Education Personnel Development Program

are to upgrade graduate level training in vocational education, to provide graduate awards to potential leaders in vocational education, and to involve State boards of vocational education to the maximum in these activities.

The State Systems segment of the program in FY '75 provided grants totaling $6,603,000 to 54 State boards of vocational education to conduct training programs. Awards are based upon the States' master plans for professional personnel development in vocational education. Some 306 training programs were supported with FY '75 funds:

> 17 focus on national priorities. Emphasis includes management techniques in development of educators, teachers, and administrators, meeting specific needs of large city school systems, and improving the role of minority populations--black, Spanish-speaking, and Indian.
>
> 15 focus on regional needs. Training activities emphasize interstate coordination and workshops for State supervisors.
>
> 274 are State focused. Activities include training of vocational coordinators, teachers, and guidance personnel and emphasize such techniques as competency-based modules, individualized occupational training, and the integration of career education into the curriculum.

The Leadership Development segment of this program now provides support to 33 institutions of higher education from a FY '75 funding level of $2,397,000. Awards were made to 250 individuals nominated by their respective State boards for vocational education for participation in academic year 1975-76 graduate-level leadership training.

Higher Education Personnel Training

The Higher Education Personnel Training Program (HEA, Title V-E) assists institutions of higher education in training highly qualified persons who are serving or are preparing to serve as administrators or education specialists in 2-year and 4-year colleges and in universities.

Of the FY '75 appropriation of $2.1 million, $530,000 was allocated to 78 fellowships at 22 institutions of higher education for the 1975-76 fellowship year. Nearly all of the programs lead to an advanced degree.

The remaining $1,570,000 was awarded to 57 institutions of higher

education to conduct short- and long-term training institutes with approximately 3,000 participants.

The program serves some of America's major groups of disadvantaged persons, including blacks, Spanish-speaking persons, American Indians, orientals, and women.

Demonstration Centers for Continuing and Extension Education

Under title VII of the Higher Education Act, funds were made available for the first time in FY '75 to assist institutions of higher education to plan demonstration centers for continuing and extension education. An appropriation of $250,000 provided funds for three institutions to develop educational specifications and schematic drawings for centers for their campuses, with the provision that the centers would provide demonstration benefits for other institutions.

LANGUAGE TRAINING AND AREA STUDIES

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

NDEA Support

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

In FY '75 a total of $11,287,000 was obligated under this program for use during the 1975-76 academic year by:

> 66 area study centers to train specialists for careers requiring knowledge of other countries, their languages, and cultures. Areas of specialty are East Asia 15, South Asia 6, Southeast Asia 3, Soviet Union and Eastern Europe 13, Middle East 11, Africa 6, Latin America 6,

and Western Europe, Canada, Pacific Islands, Inner Asia, International Studies, and Comparative Studies (1 each).

40 demonstration projects. These include 12 2-year graduate projects for research and training on inter-regional issues and problems in fields such as comparative urban studies, comparative health education, international trade and business, and ecology. Twenty-eight 2-year undergraduate projects are designed to stimulate and assist the development of an international component in post-secondary general education, with particular emphasis on general education and teacher training.

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

23 new research and 10 continuing research contracts. Projects are concerned with the language learning process, the methodology of foreign language teaching, preparation of instructional materials on languages not commonly taught, and baseline studies and curriculum materials for international and intercultural education.

Fulbright-Hays Program

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

The FY '75 obligation of $2,523,657 provided 30 fellowships for faculty research abroad for the 1975-76 academic year at an average cost of $10,638; 136 grants for doctoral dissertation research abroad, average cost $9,036; 23 groups abroad, with 403 participants, average cost per participant $2,206; and 11 fellowships for foreign curriculum consultants, average cost $7,873.

The U.S. Fellows participating in the program must teach or plan to

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

Special Foreign Currency Program

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

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

In FY '75 a total of $1,119,362 was obligated, assisting individuals in projects in India, Poland, Egypt, Pakistan, and Tunisia during the summer of 1975 and the academic year 1975-76.

Group training and curriculum development accounted for the bulk of the FY '75 obligations--24 projects, 330 participants, average cost per participant $2,055, total cost $668,359. Three summer and two academic-year projects in advanced foreign language training involved 98 participants at an average cost per participant of $3,219 and a total cost of $315,512. Research and study obligations were for 10 doctoral dissertation research projects abroad, average cost $7,550, total cost $75,491; and five comparative education projects, total cost $60,000.

ETV PROGRAMING SUPPORT

FY '75 was a transitional year for the Educational Television Programing Support activity of the Office of Education. While the legislative authority for the program remained under the Cooperative Research Act, this act will expire at the end of FY '75. As of FY '76, Educational Television Programing is to become one of the Priority Programs under the Commissioner's Discretionary portion of the Special Projects Act (P.L. 93-380).

Since the Special Projects Act provides only for contracting authority, whereas the Cooperative Research Act provided for contracts or grants, the decision was made to make all awards for FY '75 contracts if possible. With the exception of the award for production of

"Sesame Street" and "The Electric Company," which remained in the form of a grant of $5.5 million to the Children's Television Workshop, the following projects were funded as contracts:

$75,000 to Northern Virginia Educational Telecommunications Association to complete a series of films for senior high school students on responsible decision-making regarding the use of alcohol.

$185,000 to Abt Associates, Inc. to design, write, field test, and publish teachers' guides and student handbooks for use with the "Jackson Junior High" and "Dial A-L-C-O-H-O-L" series, for junior and senior high school students respectively.

$300,000 to WETA-TV to design and "paper-produce" a series of approximately 15 half-hour television programs for students in grades 4-6. The series, "Music Is ...", will be produced using funds generated by WETA-TV as a result of the planning and developmental efforts funded under the OE contract.

$788,000 to Appalachia Educational Laboratory to plan and design a series of programs to assist new and/or prospective parents to be more effective as their child's first teacher.

On June 26, 1975 proposed Rules and Regulations for the Special Projects Act were published in the Federal Register with Educational Television Programing included at Appendix II. Final Rulemaking is pending.

A significant study was completed and published in April 1975 under contract from the Office of Planning, Budget, and Evaluation, OE. The study, "The Federal Role in Funding Children's Television Programing," was conducted by the Indiana University Institute for Communications Research. The principal recommendations of the study were (1) that OE begin to "plan for success" in any funding pattern involving educational television programing so that producers can anticipate the level of annual support available; and (2) that OE assist the stimulation of new television programing through the funding of "pilots" which could then be eligible for funds to produce the finished series of programs at a later date.

Sesame Street

The focus of the sixth season of "Sesame Street" is, as it has been from the beginning, on using television on a regular basis to provide the Nation's 3-,4-, and 5-year olds with an educational experience which

will help prepare them for school by supplying them with some of the basic building blocks of learning.

The "Sesame Street" preschool curriculum instructional goals for the sixth season are similar to those of previous years, but modified to reflect both another year of experience with production methods and the results of evaluation. The basic goals of instruction in symbolic representation, cognitive process, reasoning and problem-solving, and the child and his environment are unchanged. Bilingual and bicultural materials as well as ecological concerns have been given added emphasis. The sixth season also experimented with new goals in fostering imaginative thinking in preschool children and exploring approaches to career education, particularly as related to sex stereotyping.

An estimated 86 percent of the Nation's households can receive "Sesame Street," which is carried by 243 public broadcast stations and approximately 40 commercial television stations in areas without public television. Commercial stations broadcast the program as a public service without commercial messages or interruptions.

The audience for "Sesame Street" in the United States is estimated at 10 million children, the vast majority of them preschool children. The series consists of 130 hour-long programs in color, and the generous availability of air time on public television contributes very substantially to the size of the audience. Children can usually choose the time when they will watch "Sesame Street." Many children watch the programs in the morning and then again in the afternoon or on Saturday.

The Electric Company

"The Electric Company" is designed to provide supplementary reading instruction for 7- to 10-year-old children who are experiencing difficulties in learning to read. Target audience for the program is the second-grader in the bottom half of the reading class. Curriculum development for the series follows the model developed for "Sesame Street," which incorporates extensive input from educators and reading specialists, and ongoing research on appeal and effectiveness to permit continuous revision.

The original anticipation was that the 130 half-hour programs would be viewed by children in their homes, without teacher supervision. Therefore, modest goals were set in areas of decoding print. Over the course of three seasons, as research with child viewers and consultation with advisors led to better production, the curriculum has shifted somewhat to reflect television's unique capability for graphically representing processes in reading, in addition to the phonic information. The evolution towards a process approach is evident in the changes in curriculum statements for the successive seasons. For example, there has been a

decided shift in the approach to blending, one of the key skills in reading--away from a focus on particular sounds to be blended and toward presentation of the process for combining sound.

According to A.C. Nielsen Company audience ratings, approximately 6 million youngsters, equally divided between classroom and home viewing, watch "The Electric Company."

LIBRARY DEMONSTRATIONS

OE-supported library research and demonstrations over the past 9 years have developed nationally applicable models of alternative ways to best meet information needs. Funding is authorized for projects to develop new techniques and systems for processing, storing, and distributing information, for the dissemination of information derived from such projects, and for improvement of education and training of library and information personnel. The aim is to stimulate developments that can be replicated. Some 241 projects have been supported at a Federal cost of $20.1 million.

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

Priority was accorded this year to demonstration projects directed toward providing better access to information to economically or educationally disadvantaged persons. Two of these projects were for institutional cooperation to serve special target groups; one was to aid the development of an automated library system; seven were for improvement of services libraries provide to the public; four were for innovative planning and development; and five were for education and training. Some project examples:

> The American Library Association in its centennial year is promoting a campaign, assisted by a grant, to involve all library resources in the fight against illiteracy A programed guide and demonstration will provide planning and implementation techniques to launch and continue their national campaign.
>
> Information services available to rural people have been identified as minimal and crucial by the National Commission on Libraries and Information Services. The Maryland State Department of Education, assisted by a grant,

is working with three rural counties--Dorchester, Wicomico, and Worcester--which are developing a project providing access to the total informational, educational, and cultural resources of the Eastern Shore community. The project is designed for replication and a model will be developed for information and referral programs in other rural areas.

Two-hundred preschool children unreached by other early childhood programs, along with their parents and babysitters, participate in the Early Childhood Creative Library Project, assisted by a grant, in the Yadkin Valley community of Northwest North Carolina. Staff visit the rural homes of parents and babysitters and child care centers demonstrating the creative value of play through educational toys and games. Parents and children regularly visit the libraries of the four counties participating. Children may also visit through the Library's roundup van or may borrow toys regularly from the bookmobile. Workshops including parents will continue to demonstrate the educational orientation of the program, the learning style of preschool children, and the training of volunteer parents and board members. Pre- and post-measurement of the childhood creative program conducted by a regional university will be a part of the report project designed to afford replication in other rural areas.

The Ohio College Library Center is the central facility for a computerized on-line network of 700 libraries operating in 40 States. Under this grant the Center will develop a national interlibrary loan system. The system is to be computer-based and on-line. It will provide users of even the smallest participating libraries access to the great academic and research library collections. There will be a considerable saving in time and money for all.

Because of geographical factors and family obligations, many potential librarians are denied the opportunity for formal education and necessary credentials. A grant to the University of Southern California will result in an independent, self-paced education program in library science for persons unable to attend traditionally scheduled classes. Courses will use a

wide variety of teaching and learning methods and media, including problem-centered seminars, programed instruction, radio, TV tapes, cassettes, and proficiency examinations.

The mode of participation of smaller libraries in emerging on-line computerized networks has become a matter of vital concern. To help resolve issues relating to this problem, the Indiana Cooperative Library Services Authority will determine requirements for cooperative cataloging services to small libraries. The Ohio College Center on-line cataloging network will be utilized to study three types of organizational patterns: a processing center, local sharing of cataloging terminals, and bibligraphic search and catalog services from a central terminal. The project is designed to be useful to the library community at large.

EDUCATIONAL INNOVATION AND SUPPORT

The Education Amendments of 1974 (P.L. 93-380) consolidate some of the programs operated by States and localities and administered by OE into a single, unified State plan program for "Educational Innovation and Support." The consolidated programs are Supplementary Educational Centers and Services, title III of the Elementary and Secondary Education Act (ESEA); Strengthening State Departments of Education, ESEA title V; and the Nutrition and Health program and the Dropout Prevention program, both taken out of ESEA title VIII.

(Another consolidation affected by the 1974 amendments is "Libraries and Learning Resources." See page 96.)

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

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

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

Supplementary Educational Centers and Services

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

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

The title III program has two parts: grants under State plans, accounting for 85 percent of each year's title III appropriation, and grants awarded at the discretion of the Commissioner of Education, funded with the remaining 15 percent. The FY '75 appropriation for all programs under title III was $120 million.

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

An amount of $120 million was available for this activity in FY '75. The States funded approximately 1,300 demonstration projects in a variety of areas of State-identified concerns. An additional 79 projects were validated for statewide dissemination through the IVD (Identification Validation, and Dissemination) process implemented by States with developmental assistance from the Office of Education.

Discretionary Grants: Under the Commissioner's discretionary funds,

54 exemplary projects served as demonstration and training sites for school districts. In addition, 69 grants were made to support facilitators to promote the adoption within their respective States of the selected national demonstration projects. Another 17 grants were awarded to local education agencies to field test 6 packaged exemplary education programs. In addition to the primary emphasis on replication, 41 early childhood outreach programs were funded as a major new thrust to improve learning opportunities for the preschool child; 3 demonstration programs designed to provide more effective services to the victims of child abuse were implemented; 39 developmental programs to meet the special needs of handicapped children were supported; 25 short term training programs were supported to prepare local school administrators to implement performance-based management-by-objectives approaches, and 5 grants were made to field test mathematics programs involving mathematics specialists in classroom instruction.

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

The State "Identification, Validation, Dissemination" (IVD) process.
The implementation of a National Diffusion Network.
The packaging of projects for installation and replication in other school districts.

The State IVD process uses three criteria in determining the success of title III projects: effectiveness, exportability, and cost effectiveness. Validated projects become part of a pool of exemplary projects for dissemination by each State to other school districts within the State. The IVD process has resulted in 270 validated projects--107 in FY '73, 84 in FY '74, and 79 in FY '75.

The National Diffusion Network, operated by OE with title III discretionary funds, provides for nationwide installation of recently developed successful programs. Before programs are disseminated by the National Diffusion Network, they must first be approved by the National Institute of Education/Office of Education Dissemination Review Panel to assure that each program has been carefully evaluated and that sufficient data are available to show that it has been highly successful. The joint NIE-OE Dissemination Review Panel has cleared 76 title III projects up to this time.

The National Diffusion Network helps State and local education agencies select, adopt, and replicate programs from the best of title III and other exemplary education programs. It became operational in FY '74 with the award of approximately $7.5 million to 85 school districts. Funding in FY '75 was approximately $10.1 million. FY '75 project

selections were made from proposals submitted by school districts across the country. Projects supported are of three types:

The first category of grants supported the demonstration and replication efforts of 54 school districts whose title III projects had been identified by OE as outstanding. The operational cost of serving the school children in these projects continues to be undertaken by the local school districts, while Federal funds are used to develop or refine and to disseminate information and materials, afford demonstration opportunities, conduct training, and give technical assistance to school districts across the Nation which are installing these programs.

A second category of grants enabled 69 school districts in 36 States to operate as matchmakers, finding the right model projects for school districts with special needs. These "Facilitator" projects operate statewide except in four States where they function in regions within each State. Working in close cooperation with the State education agency, the school districts designed a plan to promote the actual adoption within their State of the demonstration projects approved by the joint NIE-OE Dissemination Review Panel. Title III funds helped support a small core staff in each State to provide detailed information about demonstration projects to interested school districts within the State, to assist local school districts to match needs with the most appropriate demonstration project, and to help defray costs of sending interested adopters to demonstration sites or of introducing the new program in adoption sites. Facilitator grant funds were also used to support staff training and to supply "starter sets" of program supplies to adopting districts.

The third category of grants allowed 17 school districts to serve as field test sites for one of several projects in reading and mathematics that are being identified and "packaged" by OE. These Project Information Packages, or "PIPs," bring together all the components considered essential to the success of a program.

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

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

OE has several goals in its title III search for programs that have

excelled in helping children learn--to improve opportunities for all children, to provide wide access to materials that are proven effective, and to get more mileage out of the collective national expenditure for education research and development.

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

The regulations and guidelines for title III of the Elementary and Secondary Education Act of 1965, as amended, for financial assistance for Supplementary Centers and Services, Guidance, Counseling and Testing Programs were published in final form in the Federal Regulations, Vol. 40, No. 212, November 3, 1975.

The regulations and guidelines for financial assistance to local educational agencies for special programs and projects under title III, section 306 of the Elementary and Secondary Education Act of 1965, as amended, were published in final form in the Federal Regulations, Vol. 40, No. 39, February 26, 1975.

Demonstration Projects

The Education Amendments of 1974 stipulate the 50 percent of the Dropout Prevention Program and the Nutrition and Health Program authorized by sections 807 and 808, respectively, of ESEA title VIII be consolidated under "Educational Innovation and Support" (ESEA title IV). The remaining 50 percent of the funds continue under the categorical title VIII program.

Dropout Prevention: There were no funds appropriated in FY '75 for dropout prevention projects under title VIII.

From 1969 to 1974, under this program grants were awarded to 19 local education agencies to develop and demonstrate promising practices in reducing the number of children who fail to complete school through the 12th grade. In its last year of funding (1974), a total of $5.5 million was spent to support the continuation of these dropout prevention projects until June 1975. These projects were officially terminated in June 1975.

Activities during 1975 involved the administrative and monitoring aspects of terminating this phase of the title VIII program. Other major activities in 1975 included (1) directional planning for implementing the 1976 phase of the dropout prevention program under title IV, ESEA, and (2) preparation of funding criteria and closing dates for receiving proposals.

Project EMERGE (Dayton, Ohio Public Schools) has been approved for dissemination by the Joint Dissemination Review Panel (JDRP). This project was funded under the title VIII program. Another project, "Talent Development Program" (Dade County, Miami, Florida), which was also funded under the title VIII program, has been approved by the JDRP. This project has implications for early identification of potential dropouts and possible solutions for the retention of these children through the 12th grade.

Health and Nutrition: In FY '75, OE supported eight demonstration projects to improve health and nutrition services for children from low-income families. The central idea of the program is that poor health, emotional problems, and hunger may act as barriers to the physical, emotional, and educational development of children. The projects, under the leadership of local school districts, focus both Federal and non-Federal resources more effectively on the disadvantaged child. Federal programs utilized included Community Health Centers, Children and Youth Projects, the Indian Health Service, Neighborhood Health Centers, the National Health Service Corps, and Model Cities health components. Breakfast and lunch programs are provided primarily through funds from the Child Nutrition Division, Food and Nutrition Service of the Department of Agriculture.

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

Of eight projects operating in FY '75, five were in the final year of a 2-year program and three were in the first year of a 2-year program. They involved 30 schools and reached 11,500 children in 10 school districts. The new starts are located in DeKalb, Georgia; Cleveland, Ohio; and Providence, Rhode Island. The continuing programs are located in Birmingham, Alabama; Tucson, Arizona; New Orleans, Louisiana; Minneapolis, Minnesota; and New York City District #18.

The FY '75 appropriation level was $900,000.

Leadership Resources

Federal support to strengthen education leadership is provided

under title V of the Elementary and Secondary Education Act. Two categories of assistance are funded: part A grants to States to enhance the leadership resources of their education agencies and to assist them to establish and improve programs, and part C grants to State and local education agencies to help them improve their planning and evaluation. (Part B authorizes grants to local education agencies to strengthen their leadership resources and to help with needed new programs, but it has never been funded.)

In FY '75 the appropriation for title V was $39,425,000.

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

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

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

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

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

Establishment and extension of regional centers

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

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

Special project grants enable groups of State education agencies to work cooperatively to conduct studies and develop strategies and models for dealing with high-priority common problems. For example, through a nationwide network of eight regional interstate projects State agencies are able to identify and attack problems common to a geographic area. Through 24 other problem-oriented projects the States are dealing with problems relating to State education agency roles and responsibilities in energy conservation, needs assessment, collective bargaining, educational accountability, competency-based teacher education, metric education, Indian education, environmental education, improving services for the gifted and talented, and improving management of migrant education.

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

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

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

In FY '75 the States used their part C funds to continue to improve the planning and evaluation units of State and local agencies in various ways. States supported pilot models in local school districts, for example, and gave training in planning and evaluation for school personnel. Metropolitan districts participated directly in establishing planning and evaluation units. Planning and evaluation grants were made to 23 local school districts.

LIBRARIES AND LEARNING RESOURCES

The Education Amendments of 1974 provided in title IV of ESEA for

the consolidation of certain education programs into two parts, B and C. Part B, "Libraries and Learning Resources," consists of the programs authorized by ESEA title II (school library resources, textbooks, and other instructional materials), the testing, counseling, and guidance part of ESEA title III, and title III of the National Defense Education Act (instructional equipment and minor remodeling).

Title IV will operate under a combined annual program plan (in lieu of a State plan) for parts B and C, developed by the State educational agency. Five percent of the appropriation for part B, or the amount received for the administration of the program in FY '73, will be available for the administration of part B in FY '76. The remaining funds are distributed to local education agencies according to the enrollments in public and private schools except that substantial funds will be made available to local education agencies whose tax effort for education is substantially greater than the State average tax effort for education but whose per-pupil expenditure is no greater than the average per-pupil expenditure in the State, and to local education agencies with larger numbers or percentages of children whose education imposes a higher than average cost per child--such as children from low-income families, children living in sparsely populated areas, and children from families in which English is not the dominant language. Other special requirements for part B include maintenance of expenditures from non-Federal sources for part B purposes by the State and its local education agencies and local discretion in determining how part B funds will be divided among the various program purposes.

The consolidated programs will be partially in effect in FY '76 and fully effective in FY '77 since the conditions controlling consolidation--advance funding and appropriations equal to those of the preceding year--have been met in both cases. Final Regulations for ESEA title IV were published November 18, 1975.

School Library Resources

Title II of ESEA is a State plan program which provides funds for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. The eligible printed and audiovisual materials may be acquired by purchase, lease-purchase, or straight-lease. The costs of ordering, processing, and cataloging materials and delivering them to the place at which they are first made available for use are also eligible. Five percent of the amount paid to the State or $50,000, whichever is greater, is available for administration of the State plan.

State plans include a number of provisions. One is that the materials acquired under the program must be made available according to the re-

lative need of children and teachers. Another provision requires that to the extent consistent with State law, materials will be provided for the use of private school children on an equitable basis. Others include maintenance of the level of State, local, and private support for the acquisition of materials, development of criteria for the selection of materials, and development and revision of standards for the materials furnished under the program.

In FY '75, a total of $90,250,000 was appropriated for ESEA title II--approximately $89 million went for acquisition of materials and the costs of orderings, processing, cataloging, and delivering, and $4 million for administration of the State plan. During its 10 years of existence, approximately 92 percent of the funds used for materials have gone for school library resources, with about 2.4 percent and 5.6 percent going for textbooks and other instructional materials, respectively. Expenditures for audiovisual materials under title II over the 10-year period have risen from 19 to 50 percent, where they appear to be leveling off.

In FY '76, 93 percent of eligible public school children (41.8 million) and 95 percent of eligible private school children (4.6 million) are benefiting. Title II is the foremost OE program in providing aid to children attending private elementary and secondary schools. About 3 percent of title II funds are spent for materials for children in special schools such as correctional institutions and for migrant, bilingual, and other children with special needs.

Title II has helped to ensure that a larger quantity and variety of high quality instructional materials have been made available to children and teachers. The program has helped schools to broaden and increase curriculum offerings. New programs introduced--early childhood education, American studies, career education, the arts and humanities, and advanced placement--have been strengthened through the use of new media provided under title II. Many children and teachers now have the use of certain types of media for the first time -- 8mm film, tape cassettes, microfilm, art prints, and paperback books.

Instructional Materials and Equipment

FY '75 was the 17th year in which the title III, National Defense Education Act (NDEA) program supported the improvement of instruction through the purchase of equipment and materials and minor remodeling, and the administrative costs of State education agencies in managing the program. The program has experienced considerable growth, the number of eligible academic subjects increasing from 3 to 12. These subjects are: the arts, civics, economics, English, geography, history, the humanities, industrial arts, mathematics, modern foreign languages, reading, and science.

For public schools, NDEA title III is a matching program. The Federal share is up to one-half of the expenditures for acquisition of equipment, materials, and minor remodeling, and for administration of the State plan; however, uniform matching is not required. Some State departments of education provide a method by which the ratio of reimbursement to expenditures is adjusted on the basis of comparative local needs.

Approximately 39.3 million public school children participated in programs supported by NDEA title III in FY '75. The appropriation was $21,750,000, $2 million of which was allotted for State administrative and supervisory expenses. Items purchased include laboratory equipment such as microscopes, planetariums, biological slides and models, tachistoscopes, individual reading pacers, and apparatus for constructing mathematical models and other equipment such as projectors, television receivers, cameras, and video tape recorders. Materials include 8 and 16 mm films, filmstrips, tape and disc recordings, books, maps, globes, charts, and instructional games.

The subject areas ranking highest among the academic areas authorized for support are English and reading, natural sciences, and social sciences. Equipment and materials for use in mathematics and foreign language instruction rank lowest. Projects funded under NDEA title III are commendable in their efforts to utilize innovative teaching techniques and offer interesting new curriculums and teaching strategies. They have introduced such new courses as ecological studies, advanced courses in modern foreign languages, mathematics, and science, and integrated innovative units into traditional courses, e.g., film study in English courses.

Section 305 of NDEA title III is a loan program providing funds at a reduced rate of interest to private nonprofit schools for the same purposes as the acquisitions program for public schools. For FY '75, the interest rate was 7 3/4 percent. Of the $250,000 available for loan in FY '75, eight loans were made, totaling $145,850. The loan program, which has been administered directly by the Office of Education since 1959, terminated June 30, 1975. The total amount loaned over the 17-year period is $6.7 million.

Guidance, Counseling, and Testing

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

and programs designed to improve guidance and counseling services at the appropriate levels in such schools."

Funding for these purposes comes from the general ESEA title III appropriation, which is administered by State plan as described on page 90. The FY '75 appropriation for title III was $120 million. Approximately $18,830,000--an estimate based on experience of the past few years--was spent for guidance, counseling, and testing.

Under ESEA title III State plan programs, States have had the option of funding comprehensive programs of guidance, counseling, and testing and/or innovative or exemplary projects to serve as models for regular school programs. Many States chose to follow the latter option and focused on such priorities as elementary school guidance, career development, methods and techniques, group techniques, and inservice education.

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

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

CONSOLIDATION - SPECIAL PROJECTS

The Special Projects Act, as contained in the Education Amendments of 1974, establishes several new programs and expands or consolidates some existing ones. Congress requires coverage of certain areas, but authorizes the U.S. Commissioner of Education to use his discretion in others. The Commissioner's discretionary activities may account for as much as 50 percent of the total amount appropriated in any given fiscal year. Funds reserved for mandated programs can be no less than 50 percent of the total appropriation. The mandated programs are:

Education for the Use of the Metric System of Measurement

Gifted and Talented Children

Community Schools

Career Education

Consumer's Education

Women's Equity in Education

Arts in Education Programs

For FY '75, no funds were authorized for appropriation under the Special Projects Act. Programs are now being planned for operation in FY '76. The discretionary activities which are expected to be funded in FY '76 are Packaging and Field Testing and Educational TV Programming.

Final regulations have been published for the Community Schools Program and the Women's Equity in Education Program. The remaining regulations are in proposed form.

The Career Education Program was funded at $10 million in FY '75 under the old Cooperative Research Act. The projects initiated with those funds were in operation during the school year 1975-76. The Special Projects Act will assume the funding for the Career Education Program in FY '76.

Two contracts were awarded for the Women's Equity in Education Program under other legislative authority. The American Association of School Administrators was awarded a contract for $146,705 to examine instructional materials and sex relationships in the classrooms and among administrators. The American Personnel and Guidance Association was awarded a contract for $181,872 to train personnel and to conduct counselor workshops to improve guidance methods and avoid sex discrimination.

The Arts in Education Program was in operation during FY '75, supported by FY '74 program administrative funds and administered by the Arts and Humanities Staff, in cooperation with the Kennedy Center Staff. The Special Projects Act will assume the funding for the Arts in Education Program in FY '76.

The Packaging and Field Testing activity was initiated in FY '73 with funds authorized under the General Education Provisions Act, section 411, and under title III, section 306, of the Elementary and Secondary Education Act. In FY '75, the activity was conducted at a cost of $1,400,000 under the authority of the Cooperative Research Act, as amended. This activity will be assumed under the authority of the Special Projects Act in FY '76.

In FY '75, the Educational TV Programing activity was funded under the cooperative Research Act authority. In FY '76, the activity will be authorized under the Special Projects Act.

V. PROGRAMS TO SUPPORT POSTSECONDARY AND VOCATIONAL EDUCATION

Aid to institutions of higher education is the most venerable of Federal assistance to education programs, dating from the establishment of the Land Grant colleges in the last century. Federal funding of vocational education in World War I was the first Federal aid to the public schools.

These activities continue to be major responsibilities of the Office of Education.

POSTSECONDARY EDUCATION

Land-Grant Colleges and Universities

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

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

The 129 campuses of the 72 colleges and universities currently in the land-grant system award more than 35 percent of the bachelor's degrees, 40 percent of the master's degrees, and almost 65 percent of the doctoral degrees conferred annually by American institutions. The land-grant system has played a major role in providing opportunities for higher education.

Higher Education Construction

No appropriations have been made for 3 years for construction programs authorized by the former Higher Education Facilities Act of 1963, now title VII of the Higher Education Act. National evaluations show that the need for the program has been substantially filled and that academic space shortage is no longer a national problem. It is believed that private funding can accommodate whatever need there is for new construction. During 10 years of funding the program provided Federal grant and loan assistance of $3.9 billion to 1,875 institutions for 4,079 academic facilities.

Construction Grants: Part A of the title VII program authorizes grants to postsecondary education institutions to finance the construction, rehabilitation, and improvement of undergraduate facilities. Funding is on a formula basis, with grant recommendations made through designated State agencies. In FY '75, 198 grants were made for a total of $40,483,947 which was available this year from FY '73 appropriations released as of May 1974.

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

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

> The Annual Interest Grant program helps postsecondary institutions utilize private capital for construction purposes. The grants cover the difference between the annual debt service charges which would result from a 3 percent loan and the debt service charges resulting from the interest rate actually obtained. In FY '75, the program subsidized 711 prior-year loans; no new approvals were given.
>
> The Direct Loan program helps meet the construction needs of institutions unable to obtain enough commercial loan money. Loans bear an annual interest rate of 3 percent. In FY '75, 6 institutions received loans totaling $2,317,000. Funds became available because some institutions of higher education withdrew requests for the funds that had been committed but not actually delivered to them; such funds have now been exhausted. Predominately black colleges were the principal recipients of direct loans.

As of January 29, 1976, 33 institutions--7 percent of those that have received academic facilities loans under title VII-C of the Higher Education Act--were in default. This compares to 31 institutions in November 1974. Full exercise of OE legal authority would result in mortgage foreclosures. Instead, OE has granted moratoriums to those institutions unable to pay interest or principal when due.

State Postsecondary Education Commissions

Section 1202(a) of the Higher Education Act, as amended, requires a State to establish a State Postsecondary Education Commission if it desires to receive Federal assistance for comprehensive postsecondary educational planning authorized under Section 1203 of the act. A State is offered the

option of assigning the responsibilities for any or all of the following programs authorized under the act to the State Postsecondary Education Commission: Community Services and Continuing Education (title I), Undergraduate Instructional Equipment Grants (title VI-A), and Grants for the Construction of Undergraduate Academic Facilities (title VII-A). Section 1202 State Commissions have been established in 46 States and 5 territories. (Those States in which there is no Section 1202 State Commission are Colorado, North Carolina, Tennessee, and Wisconsin).

If a State elects not to assign the title I responsibilities to the Section 1202 State Commission, it must have a separate agency for this program. The sole authorization for administrative funds for the title I program is contained in title I. If a State elects not to assign the responsibilities for the titles VI-A and VII-A programs to the Section 1202 State Commission, it must establish a Higher Education Facilities Commission to administer these programs. Authorization for administrative funds for these Higher Education Facilities Commissions is contained in section 1202(c) of the act and in section 421(b) of the General Education Provisions Act.

In FY '75, $3 million was available for State Postsecondary Education Commissions, with $2 million apportioned to the Section 1202 State Commissions to support comprehensive planning activities under section 1203, and $1 million apportioned to Higher Education Facilities Commissions to support the costs of administering the titles VI-A and VII-A programs. Fifty Section 1202 State Commissions applied for and received Section 1203 comprehensive planning grants ranging from $26,195 to $102,026. Fifty-six State Commissions applied for and received funds to cover the costs of administering the titles VI-A and VII-A programs, with grants ranging from $1,000 to $33,000.

Undergraduate Equipment Grants

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

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

The FY '75 appropriation of $7,500,000 plus FY '73 carry over funds of $861,185 were spent for 921 grants--658 in category I, for a total obligation of $6,777,238, and 263 in category II, for a total obligation of $1,571,784. All grants are made in accordance with approved State plans and each State's allotment of funds was calculated by statutory formula.

The total expended on undergraduate equipment grants since the program began in FY '66 stands at more than $109.5 million, in support of over 8,300 grants.

College Library Resources

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

Three types of grants are authorized; basic grants up to $5,000 (first priority under the funding), supplemental grants up to $20 per student with no matching required, and special purpose grants which must be matched with $1 of institutional money for every $3 of Federal money.

In FY '75, grants were made to some 2,569 eligible institutions. Total Federal funds available were $9,975,000 and the maximum grant was $3,918. Because of the large number of requests and the reduced appropriation, only basic grants were awarded. Federal funds have not been available for supplemental or special purpose grants since FY '73.

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

Basic grants	18,414 grants totaling $79,958,700
Supplemental grants	7,345 grants totaling $49,138,478
Special purpose grants	470 grants totaling $16,421,867

The total number of projects supported over the 10-year period was 26,229; the total Federal funds expended, $145,519,045. More than 11 million volumes have been added to college libraries with aid from this

program. Title II-A of the Higher Education Act expires with the act on June 30, 1976, pending any further action by Congress.

Strengthening Developing Institutions

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

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

Cooperative arrangements draw on the talent and experience of stronger colleges and universities, on the educational resources of business and industry, and on the strengths of other developing institutions. Cooperation may be in the form of a bilateral arrangement between a single developing institution and another institution or agency, or in the form of a consortium of at least three developing institutions working with other institutions and agencies.

In FY '75, the Basic Institutional Development Program, now in its 10th year, awarded 207 grants totaling $52 million. These accounted for about half of the grants applied for and a fourth of the funds requested. A total of 251 non-grantee institutions entered into cooperative arrangements with the grantees. There were 141 assisting institutions in all and 118 assisting agencies and businesses.

By law 76 percent of the awards must go to 4-year institutions and 24 percent to 2-year institutions. The percentage of students from low-income families is used as a factor in selection for awards, as is minority group representation. In FY '75, colleges serving large numbers of minority students have received basic grants as follows:

Colleges	No.	Amount
Predominantly black	65	$26,815,000
With large number Spanish-speaking	24	4,336,000
With large number American Indians	26	3,606,216

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

Professor Emeritus awards encourage professors and other skilled persons retired from active duty at postsecondary institutions to teach, conduct research, and provide other professional services at developing institutions.

Both types of appointments are made by the U.S. Commissioner of Education upon request by the developing institution. In neither case are persons from developing institutions eligible for awards.

There were 461 National Teaching Fellowship and 48 Professor Emeritus awards under the Basic Institutional Development Program in FY '75.

One of the largest projects conducted under the basic program is the Technical Assistance Consortium for the improvement of College Services (TACTICS), which pooled the resources of 65 black colleges in FY '75 and drew $2 million in awards. A developing institution serves as coordinator for each of the six consortiums operating within TACTICS. The eight development programs supported by FY '75 appropriations in the 1975-76 school year are: College Service Bureau, Management Development, Cooperative Academic Planning, Management Information Systems, Admissions and Financial Aid, Professional and Technical Support Program, Library Administration and Development, and Academic Administration.

In 1975 a second technical assistance consortium was funded under title III for $1 million. One hundred and fourteen 2-year public and private postsecondary institutions participate in four major service centers: Community Services, Instructional Services, Resource Development, and Student Development Services. Each center provides technical assistance to approximately 30 participating institutions.

The Advanced Institutional Development Program received an appropriation of $58 million in FY '75. The program continues to select developing institutions which give evidence of readiness for accelerated advancement into the academic and financial mainstream. Many of the institutions selected have demonstrated marked progress under the Basic Institutional Development Program. In FY '75 grants ranged in size from $1 million to $3 million, to be spent in accordance with the financial plan approved by the Commissioner.

Priority in grant selection was given to institutions with programs to educate students for emerging career opportunities, to equip them for upward mobility in employment, or to prepare them for admittance to graduate study--especially in fields that traditionally have enrolled few students from low-

income families. Up to 10 percent of the funds may be used to improve or develop a planning, management, and development capability. Ability and willingness to develop new courses and to revamp curriculums to benefit disadvantaged students were additional criteria for funding under the advanced program.

Nineteen new colleges were funded in FY '75 for $27.9 million. In addition to the new grants awarded, two other developments occurred:

In order to meet program objectives, a decision was made to give the 1973 and 1974 grantees the opportunity to qualify for an additional one-time award before making larger grants available in FY '75 and thereafter. Underfunding occurred in the fiscal year 1973 and 1974 grants, at first because of a lower than anticipated level of appropriations. In 1974 the underfunding continued when applicants for 1973 grants were permitted to have their applications considered also for 1974 funding because of overlapping in the funding cycle. The grants were awarded on a competitive basis in June 1975 to 42 colleges for $30.1 million. Altogether 29 black and 32 white colleges were funded, including 4 colleges serving predominantly Spanish-surnamed student bodies.

Grants for two consortia were awarded, one for the 30 2-year grantee institutions and one for the 53 4-year grantee institutions. These consortia allow for technical assistance in evaluation and management-by-objectives techniques, in dissemination of information about success and failures among the grantees, and in establishing workshops and conferences in areas of interest. These consortia are providing meaningful and direct assistance to the colleges to enable them to have better control over and evaluation of their own efforts.

Veterans' Cost-of-Instruction Program

The Veterans' Cost-of-Instruction Program, authorized under title IV-A-5 of the Higher Education Act, provides for a cost-of-instruction payment to postsecondary institutions based on their undergraduate veteran enrollment. Payments are based on the number of veterans receiving vocational rehabilitation assistance or veterans' educational assistance for undergraduate study, and the number of veterans who have participated in special predischarge or remedial programs subsidized by the Veterans Administration. The program was enacted in 1972 out of a realization that poor preparation hampered large numbers of veterans in using their educational and other benefits. Funding began in FY '73.

The FY '75 appropriation of $31,250,000 was allocated among 1,206 institutions to help them establish and finance recruitment, counseling, tutorial, remediation, and community "outreach" programs for veterans in their service area. Schools received awards amounting to $35.40 per FTE

veteran for 845,642 veterans enrolled in regular programs. They also received a $17.70 "bonus" per FTE veteran for 71,304 veterans who were enrolled in preparatory programs or who had started in a preparatory program and later enrolled in a regular program. The bonus was for providing special services for educationally disadvantaged veterans.

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

VOCATIONAL EDUCATION

The list of major vocational education laws is both long and impressive: Smith-Hughes Act 1917; George-Reed Act 1929; George-Deen Act 1936; George-Barden Act 1946; George-Barden Amendments 1956; National Defense Education Act 1958; Vocational Education Act 1963; and Vocational Education Amendments 1968.

Appropriations currently are made under two Acts--the Smith-Hughes Act and the Vocational Education Act (VEA) of 1963.

Smith-Hughes is funded permanently at $7.1 million a year, and is apportioned among the States in the same manner as VEA 1963, as amended.

Certain parts of VEA expire in FY '76, and several major proposals to revamp its programs have been introduced.

The rest of this chapter discusses FY '75 activities of VEA programs, for which approximately $530 million was appropriated:

Basic Grants to States	$428,139,455
Programs for Students with Special Needs	20,000,000
Research and Training	18,000,000
Exemplary Programs	16,000,000
Consumer and Homemaking Education	35,994,000
Cooperative Education Programs	19,500,000
Work-Study Programs	9,849,000
Curriculum Development	1,000,000
State Advisory Councils	4,316,000

Basic Grants to States

Formula grants to the States help them conduct vocational education programs for persons of all ages with the objective of insuring that education and training programs for career vocations are available to all individuals who desire and need such education and training for gainful

employment. States are required to set aside 15 percent of their allotment for vocational education for the disadvantaged, 15 percent for postsecondary programs, and 10 percent for vocational education for the handicapped. Funds may be used for ancillary services and for construction of vocational facilities. States are required to match Federal funds dollar for dollar. Federal resources created the initial and continuing incentive for the States to expand the scope and quality of vocational education programs and services.

Program data received from the States include expenditures, enrollments, and program completions. About $3.5 billion from Federal, State, and local sources was expended for vocational education during FY '74, an increase of 13.2 percent over FY '73. For each dollar of Federal funds expended, the States expended $6.33. Of the total expenditure of Basic Grant funds, 24.3 percent was allocated to postsecondary programs, 17.7 percent for programs for the disadvantaged, and 11.3 percent for programs for the handicapped. A total of 13,555,639 persons were enrolled in vocational education in FY '74, an increase of 1,483,194 or 12.3 percent over the FY '73 total. The FY '74 total enrollment included 8,433,750 secondary students, 1,572,779 postsecondary students, and 3,549,110 adult students. Set-asides provided programs and services for 1,612,160 disadvantaged and 234,115 handicapped persons included in the total enrollment.

In FY '74, Federal, State, and local funds totaling over $232.5 million were committed to building or improving 300 area vocational schools. Federal funds came from the following sources: Vocational Education Act $19.6 million (a decline of $15.8 million from FY '73), Appalachian Regional Development Act $29.9 million, and Economic Development Act $4.4 million. State and local funds totaled $178.9 million. Since 1965 more than $2.2 billion has been spent on 3,300 projects to increase the capacity of such schools through expansion, remodeling, and new construction.

Total FY '74 enrollment in high school vocational programs in grades 9 through 12 was 6,750,694, out of a total 9th through 12th grade population of 14,357,000, about 47.2 percent. If homemaking is omitted from the computation, approximately 33.1 percent of the students in grades 9 through 12 participated in Vocational Education Act programs. Distribution of all students by programs in FY '74 was:

Consumer and Homemaking	23.2%
Trades and Industry	20.5%
Office Occupations	20.0%
Distribution	6.0%
Agricultural Production	4.0%
Health Field	3.7%
Technical	2.8%

Off-Farm Agriculture	3.1%
Home Economics (Gainful)	3.6%
Special Programs	13.1%

The FY '74 appropriation for the Basic Grants program was $405,347,000 ($412,508,455 including Smith-Hughes). The FY '75 appropriation was $420,978,000 ($428,139,455 including Smith-Hughes).

Programs for Students With Special Needs

The Vocational Education Amendments of 1968 (P.L. 90-576) provide, in part A, for grants to be allocated to the States, by formula, with no matching required, to support programs and services for persons unable to succeed in regular vocational programs because of poor academic background, lack of motivation, or depressing environmental factors. Programs are concentrated in communities with many unemployed youth and high school dropouts. Special services and programs are provided these youths and adults to encourage them to stay in school and acquire the academic and occupational skills needed for successful employment or to continue preparing for a career.

Typical services include: specially trained teachers in remedial and bilingual specialties, staff aides, extra counseling services, facilities accessible to high concentrations of students with special needs, and instructional materials and equipment best suited to the understanding and abilities of these students.

Some of the areas where funds have been expended under this program are those where a language other than English is spoken, rural depressed communities, low-cost housing communities in inner cities, correctional institutions, and off-reservation locations with high concentrations of American Indians.

The FY '74 estimated enrollment of students with special needs was 183,347,000. FY '75 and FY '76 appropriations were $20 million each year.

Research and Training

Research and training are authorized by part C of the Vocational Education Act as amended in 1968. Funds are used for research; for training to familiarize personnel with research results and products; for developmental, experimental, or pilot programs designed to meet special vocational education needs, especially those of disadvantaged youth; for demonstration and dissemination projects; for establishing and operating State Research Coordinating Units (RCUs); and for supporting Research, Development, and Demonstration efforts at the State level.

An RCU is a State office officially designated to administer a State's vocational education research programs and to disseminate research findings to administrators, teachers and counselors, and teacher educators. Many RCUs now operate an extensive information retrieval and dissemination system. They also carry out evaluation and planning functions and coordinate the exemplary projects funded under part D (page 114). RCUs receive part C support of approximately $2 million annually.

The FY '75 appropriation for part C was $18 million. By law, 50 percent of the funds appropriated goes to the States on a formula basis for use in accordance with State plans. The other 50 percent is reserved for Federal grants and contracts to eligible recipients at the discretion of the Commissioner.

States use their allocation to finance State research coordination and to award grants and contracts to local education agencies, institutions of higher education, and public and private agencies and institutions. In FY '75 the States supported approximately 425 grants or contracts. Areas receiving priority attention were problems of disadvantaged students, cost effectiveness and cost benefits of programs and services, improvement of State and local administration of vocational education, program and system evaluation, new and emerging occupational areas, vocational guidance, followup studies of graduates, and employment needs of specific communities.

With his portion of the appropriation the Commissioner funded 87 projects. They began in the 1975-76 school year and concentrate on five priority areas:

State vocational education administration--22 awards: These projects are expected to produce information and products that will improve the administration of vocational education by developing management information systems at the State level.

Administration of vocational education at the local level--15 awards: These projects are expected to produce information and products that will improve the management and administration of vocational education by designing and testing information systems and developing inservice training materials for administrators in local school systems.

Guidance, counseling, and other student services--19 awards: These projects are expected to produce information and products that will continue the development and improvement of guidance, counseling, placement, and followthrough services for young people and adults in urban and rural areas.

Special needs of disadvantaged, handicapped, and minority students--17 awards: These projects are expected to develop

training materials to help vocational educators, administrators, and guidance personnel in their work with disadvantaged, handicapped, and minority students.

Curriculum demonstration and installation studies--12 awards: These studies are designed to produce and disseminate information on the development of flexible coursework for individual students. Grantees will seek ways to conduct more effective demonstration projects and methods of installing successful projects in other vocational education programs.

Dissemination and utilization of the output of these research projects is achieved in a number of ways. The State RCUs and the national network of curriculum centers (page 119) are important components. Curricular materials are often disseminated through commercial publishing and marketing. Exemplary projects, in accordance with part C of the General Education Provisions Act as amended in 1974, will be annotated in an annual report submitted by the Assistant Secretary for Education.

Almost all grants and contracts awarded by the Commissioner are made under annual competitions announced in the Federal Register. Sole-source awards meet rigorous criteria, including approval of OE's Sole Source Board. One exception is the awarding of contracts to minority business firms registered with the Small Business Administration, which accounts for a few awards annually.

Exemplary Programs

Support for exemplary programs is authorized in part D of the Vocational Education Act as amended in 1968. Fifty percent of appropriated funds go into formula grants to States to stimulate new bridges between school and employment for young people who are still in school, have left school either by graduation or by dropping out, or are in postsecondary vocational programs. Other purposes are the promotion of cooperation between public education and manpower agencies and the broadening of occupational aspirations and opportunities for young people, especially those who have academic, socioeconomic, or other handicaps.

The other 50 percent of part D funds is awarded by the Commissioner at his discretion.

The FY '75 appropriation for part D was $16 million, the same as for the 4 preceding years.

STATE ADMINISTRATION: With their 50 percent of part D funds, States may make grants for exemplary demonstrations to local education agencies

or to other public or nonprofit private agencies, organizations, and institutions, including businesses and industrial concerns. The annual appropriations are available for obligation by the States for 2 fiscal years.

State-administered part D projects are in operation in all States. Details concerning FY '75 are not yet available, but it is estimated that about half of the projects focus on career education. Approximately 400 projects were supported in FY '74, many as continuations of projects initiated in FY '72 or FY '73. About 200 projects in FY '74 focused on various components of career education, including guidance, counseling, and placement.

A number of States--Pennsylvania, Kentucky, Georgia, Mississippi, Wyoming, and Oregon among them--already had a systematic statewide plan for career education. These plans provided for coordination through the State RCU and generally used the discretionary part D project as a focal point for career education model-building and diffusion of tested career education components to other school districts.

OE DISCRETIONARY: The Commissioner of Education uses his discretionary money for grants and contracts to support projects carried out in the States. Funds are available until expended. The program is administered in OE headquarters; however, technical assistance is provided by the OE Regional Offices.

The federally administered discretionary projects are distributed geographically across the States, as required by law, with at least one in each State. They focus on demonstrating comprehensive career education programs and have been a major contributor to the national thrust in career education. Techniques and instructional materials emerging from the first 3-year cycle of part D discretionary projects were fed into the design and development of the National Instititue of Education's school-based career education model. They have also served as demonstration examples of career education functioning in local settings.

The typical project is funded at a level of about $130,000 per year for a 3-year period, with the exact amount determined by formula. The funds appropriated in fiscal years 1970, 1971, and 1972 supported the first 3-year cycle of projects, most of which began in the spring of 1970 and ended in the spring of 1973. FY '74 funding supports 10 projects in their third year of operation, 50 projects in their second year and 5 new starts--one each in Florida, Minnesota, North Carolina, Puerto Rico, and the Trust Territory of the Pacific Islands. FY '75 funding supports new exemplary demonstrations in California, Massachusetts, Michigan, New Jersey, New Hampshire, New York, the Virgin Islands, and the Trust Territory. FY '76 funding will support new exemplary demonstrations in 44 States and territories with emphasis on Experienced-Based Career

Education Programs that have been developed by the National Institute of Education.

Representative of the most recently funded OE discretionary projects is a project in Wellesley Hills, Massachusetts, entitled "Occupational Competence Access Project (OCAP)." This project involves a comprehensive career guidance system in grades 7-12; a career cluster exploratory program designed to provide actual entry-level skills in the process of exploration and to provide instructional activities where occupational and academic disciplines are integrated; and a computerized student competency file that will yield a portfolio of the occupational and academic competencies mastered by each individual young person.

Consumer and Homemaking Education

Part F, Consumer and Homemaking Education, as authorized by the Vocational Education Amendments of 1968 (P.L. 90-576), provides funds to States on a formula grant basis for two purposes: (1) educational programs and (2) ancillary services, activities, and other means of assuring quality in educational programs.

Educational programs in Consumer and Homemaking Education consist of instructional programs, services, and activities at the various educational levels to prepare males and females for the dual role of homemaker and wage earner, to assist them as consumers in improving their home environment and quality of life, and to enhance their employability. The instructional program includes consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home furnishings, home management, and clothing and textiles.

Ancillary services and activities assure quality in all homemaking education programs such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and State administration and leadership, including provisions for the vocational home economics student organization, the Future Homemakers of America, which is an integral part of the instructional program. Typically, funds for ancillary services are expended for State and local supervisory professional staffs. Preservice and inservice education for teachers is offered through workshops, conferences, and individual consultation. Curriculum development emphasizes consumer education, nutrition education, family life, parenthood education, and programs for disadvantaged and handicapped persons.

Allocations are made to States on a formula basis. At least one-third of the Federal funds must be used in economically depressed areas or areas

with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life. In FY '75, approximately 51.7 percent of the Consumer and Homemaking Education funds were utilized for programs to serve males and females in economically depressed areas--considerably more than the 33 1/3 percent required by the law.

Enrollments in Consumer and Homemaking Education programs have grown from 2.1 million in FY '67 to approximately 3.4 million in FY '75, including over 650,000 youths and adults being served in economically depressed areas or areas with high rates of unemployment. The total number of males enrolled in these programs has increased from an approximate 10 percent in FY '71 to between 25 and 35 percent in FY '75. Efforts are continually being made to provide programs which serve needs of men and women in preparing them to assume the responsibilities of home, family, and employment, regardless of career objectives.

Enrollments in nutrition education have expanded from 62,348 youth and adults in FY '67 to 315,890 in FY '75; in child development and parenthood programs from 74,812 in FY '67 to 398,859 in FY '75; and in consumer education programs from 4,924 in FY '67 to over 150,000 in FY '75.

Consumer and Homemaking Education programs are also being conducted in correctional institutions. For example, in Kentucky inmates in the Jefferson County jail are offered a program on upgrading their self-concept and sense of personal worth, while a program in the Louisiana State Correctional Institute for Women, also provided inmates with employable skills. Only one of all those who completed this program was returned to the prison. This particular correctional institution had the lowest rate of recidivism in the Nation, a result which State of Louisiana personnel attribute to the influence of the Consumer and Homemaking Education program.

The FY '75 appropriation for the Consumer and Homemaking Education program was $40,994,000. The Federal funds provide a stimulus for States to include consumer and homemaking education as an integral part of vocational education.

The total effectiveness of vocational home economics education programs is difficult to determine since changes in attitudes, habits, and quality of life occur over a period of time. However, studies indicate that these programs are having a marked impact on individuals, families, and the national economy.

Cooperative Education

Part G of the Vocational Education Act authorizes formula grants to the States to support cooperative education projects involving arrangements

between schools and employers that enable students to receive vocational instruction in school and related on-the-job training through part-time employment. Priority is given to areas with high incidence of dropouts and youth unemployment. Federal funds may be used for all or part of a State's expenditure for approved projects.

States use the funds for program operation, to pay personnel to coordinate cooperative programs, to provide instruction related to work experience, and to reimburse employers for services or unusual training costs. No Federal funds are paid directly to students for their work. Students are paid by employers at either a minimum wage rate or at a student-learner rate established by the Department of Labor. Students must be at lease 14 years old.

Cooperative vocational education programs have extended the range of occupations for which training can be offered into such fields as marketing and distribution, business and office, trade and industrial, and health occupations. Students can prepare for specialized areas of gainful employment in which training was not available previously because of insufficient enrollment or lack of school facilities.

The FY '75 appropriation for cooperative vocational education was $19.5 million. Approximately 140,000 high school students and 20,000 postsecondary students participated in FY '75, and about 300 preservice and 1,400 inservice teacher-coordinators were trained.

Work-Study

Part H of the Vocational Education Act authorizes grants to States for work-study programs to assist economically disadvantaged full-time vocational students, aged 15-20, to remain in school with part-time employment by public employers. Priority is given to areas of high dropout rates. Funds are used to administer the program and to compensate the students. Matching is required on an 80-20 basis--1 State or local dollar for each 4 Federal dollars.

The work-study program is essentially one of income maintenance for economically deprived youth who are in school. The work performed must be for the local educational agency or for some other public agency or institution. Salaries may not exceed $45 a month or $350 per year.

Most program participants are secondary students--35,826 of the 43,684 participants in FY '74. Typical positions held by the work-study students are food service worker, clerk-typist, hospital aide, printer's assistant, drafting assistant, furniture repairman, and appliance repairman.

The FY '75 appropriation for the work-study program was $9,849,000. Approximately 98 percent of the funds went directly to needy students as

wages, with 2 percent spent for program administration.

Curriculum Development

Part I of the Vocational Education Act authorizes the Commissioner to make grants to or contracts with colleges and universities, State boards of vocational education, and other public or nonprofit private agencies and institutions to assist in the improvement of curriculum and instructional materials in vocational and technical education. No matching funds are required. This authorization expires in FY '76.

The curriculum program covers the development, testing, and dissemination of vocational education curriculum materials, including curriculums for new and changing occupational fields and vocational teacher education. It further provides for developing standards for curriculum development in all occupational fields, coordinating the efforts of the States with respect to curriculum development and management, surveying curriculum materials produced by other agencies (including the Department of Defense), evaluating vocational-technical education curriculum materials, and training personnel in curriculum development. Most of these activities are carried out through individual projects, with awards being made through competition.

During FY '75, 59 curriculum projects were under development for a total of $14,295,035 in awards. An equal number of projects, 19 each, was held by State education agencies and private, nonprofit companies. Universities received 14 awards, associations 5 awards, and local education agencies 1 award. One purchase of services from a Federal agency was made.

The FY '75 budget for curriculum was $1 million. Program obligations totaled $1 million, which supported projects in four of the purposes identified in the authorization; (1) curriculum coordination, (2) development and dissemination of curriculum materials, (3) survey of materials and their uses, and (4) the development of standards.

CURRICULUM COORDINATION: A National Network for Curriculum Coordination in Vocational-Technical Education is funded on a calendar year basis. Primary objectives of the network are to facilitate improved curriculum development and maximize the use of existing resources and materials by State and local instructional materials developers. States participate voluntarily. There were six centers in 1975--in California, Illinois, New Jersey, Oklahoma, Mississippi, and Washington State. Centers are opened to competition on a rotation schedule in order to provide continuity of services over a 3-year period. The current network is:

Western Curriculum Coordination Center, State Department of Education, Sacramento, California. Serves Arizona, California, Guam, Hawaii, Nevada, American Samoa, and the

Trust Territory of the Pacific Islands.

East Central Curriculum Coordination Center, Office of the Superintendent of Public Instruction, Springfield, Illinois. Serves Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Southeast Curriculum Coordination Center, Mississippi State University. Serves Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Northeast Curriculum Coordination Center, State Department of Education, Trenton, New Jersey. Serves Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Vermont, and the Virgin Islands.

Midwest Curriculum Coordination Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma. Serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

Northwestern Curriculum Coordination Center, Washington Commission for Vocational Education, Olympia. Serves Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

A total of $333,048 from FY '75 funds went to support vocational-technical education coordination centers.

DEVELOPMENT AND DISSEMINATION: Awards totaling $260,503 were made in this area. Projects addressing two occupational clusters were funded in the amount of $181,853 in FY '75. The printing, promoting, and dissemination of 10 films and workbooks for public service occupations included arrangements with the National Audiovisual Center, General Services Administration, and the National Network for Curriculum Coordination. There was an increase in funding for the marketing and distribution cluster materials, grades 9-11, for GPO printing, packaging, and distribution of teacher guides including a simulation game.

Two projects involving minority small business ownership training materials received increases totaling $78,650 so that materials developed could be tested at postsecondary and/or adult levels.

SURVEY OF MATERIALS AND USES: A contract was awarded as a result of competition for the design of a system with alternative approaches for identifying, evaluating, and disseminating curriculum materials developed by the Department of Defense for utilization by the Nation's civilian educational programs. The education and training sectors of the five armed services are participating under terms of a memorandum of understanding. This award is for $186,931.

DEVELOPMENT OF STANDARDS: Two new projects funded for a total of $219,518 involved the development of standards for components of the curriculum development process. One contract produced a guide and trained current project directors in pilot and field testing of instructional materials. The other contract is for the development of a process for identifying new and emerging occupations and needed competencies for skilled and technician-level employment.

Bilingual Vocational Training Programs

Support for bilingual vocational training programs is authorized in part J of the Vocational Education Act as amended by the Education Amendments of 1974. Under the legislation, the Commissioner of Education is authorized to make grants to appropriate State agencies, local education agencies, postsecondary institutions, private nonprofit vocational training institutions, and nonprofit educational or training organizations especially created to serve a group whose language as normally used is other than English. The Commissioner may also enter into contracts with private for-profit agencies for the purpose of supplying training in recognized occupations and new and emerging occupations and to assist them in conducting bilingual vocational training programs. The purpose of part J is to provide persons who have left or completed elementary or secondary school and who are unemployed or underemployed because they are limited English speakers with training which will enable them to enter the labor market.

The FY '75 appropriation for part J was $2.8 million. The 21 projects were funded at an average cost of approximately $133,000, are located in nine States and Guam, and are training 3,250 persons at an average cost of $860 per person. Languages in the projects include Spanish, French, Chinese, Indian, and Chamorro. Seven of the projects are located in community or junior colleges, six in local educational agencies, four in institutions of higher education, two in State education agencies, and two in private nonprofit agencies. The essential aspect of these projects which differentiates them from a monolingual vocational training program is that training is conducted in both English and the non-English language; trainees acquire sufficient competence in English to enable them to perform satisfactorily in a work situation.

The projects offer bilingual training in a variety of skills including: bilingual secretarial training, health assistance, dental

assistants, geriatric aides, mental health technicians, auto mechanics, industrial technicians, business machine repair, cosmetology, auto mechanics, food services, office occupations, housing maintenance and repair, plumbing, masonry, carpentry, welding, optical lens technology, radio and television repair, and paralegal aides.

A program at Chinatown Manpower Project, Inc., in New York City, is providing training in Chinese and English to persons of limited English speaking ability who will work as paralegal and para-accounting aides. Trainees in the paralegal part of the program receive training in function of the law, role of the paraprofessional legal assistant, nature of the adversary system, distinction of legal claims and general grievances, distinction of fact and law, trial courts and appellate process, and ethical problems. Trainees in the para-accounting program learn to work with basic accounting procedures, departmental and payroll accounting, accounting control systems, accounting for taxes, management use of accounting data, and partnership accounting.

State Advisory Councils on Vocational Education

The Vocational Education Act of 1963, as amended, requires each State to establish a State advisory council on vocational education in order for the State to receive a grant under the act. The councils advise State boards of vocational education on the development and administration of State plans. They also advise the State agency on the administration of occupational education; evaluate vocational education programs, services, and activities; publish and distribute the results of their evaluations; and prepare and submit an evaluation report on the vocational education programs, services, and activities carried out during the year.

In FY '75 all States and territories had the prerequisite State advisory councils and each submitted a copy of their evaluation report including its findings and recommendations relating to the State's programs, services, and activities conducted under the approved State plan for vocational education. The recommendations for improving programs were considered by the State board for vocational education and to the extent possible were incorporated in the FY '76 State plans.

In FY '75 a total appropriation of $4,316,000, increased from $3,044,000 in FY '74, supported State advisory councils on vocational education. The FY '75 appropriation was sufficient to permit payment to each council the amount equal to 1 percent of the State's allotment under Basic Grants, part B, but not exceeding $150,000 or less than $50,000, as mandated by the legislation.

VI. PROGRAMS TO IMPROVE THE LIFE OF THE NATION

The institutions of education, the Nation's schools and colleges, are a major factor in the life of any community--its culture, its economy, its politics.

The various programs of Federal assistance described in this chapter are responses to community needs. They support the schools' efforts to serve their communities, their regions, and the Nation, and aid activities and institutions which link the academic world with community life.

UNIVERSITY-COMMUNITY SERVICES

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

Under the State formula grant portion of the program, 581 projects were supported in FY '75 at a total Federal cost of $12,825,000. States contribute $1 for each $2 of Federal funds and select grantees. Of the 581 projects, 138 were interinstitutional activities with 719 postsecondary institutions cooperating. More than 490,000 adults participated in 963 programs.

Projects directed to community education for long-range development, such as land use, local and regional planning, health, the environment, and citizen leadership training accounted for 36 percent of the program funds. Another 33 percent was spent on projects related to population with special needs: older Americans, Indians, Spanish-speaking Americans, institutionalized adults, and women. Projects related to consumer affairs and community service programs directed to the improvement of governmental functions and services used 29 percent of available funds. The remainder of the program funds, 2 percent, was expended on multipurpose projects which do not fit neatly into an established problem category.

The Commissioner exercised his set-aside option for discretionary grants for the first time in FY '74. Fifteen experimental and demonstration

projects were supported in FY '75 with $1,425,000, with 18 States and the District of Columbia and 39 postsecondary institutions participating. Attention was centered on developing:

> Organizational models for groups that need improved access to postsecondary resources--especially women, inmates of prisons, consumers, land use policy makers, and older adults.
>
> Experimental models of city hall-university cooperation in urban research and training of local government officials.
>
> Demonstrations of innovations in educating adults for more effective participation in community affairs.

ETHNIC HERITAGE STUDIES

The Ethnic Heritage Studies program seeks to develop intercultural understanding within a culturally pluralistic society. More specifically, the aims of the program are to help students learn more about the nature and role of ethnicity in their own lives and in the lives of others and to promote effective interactions among members of the various ethnic groups in the United States.

The program is administered under the authority of title IX of the Elementary and Secondary Education Act of 1965. It is conducted with the assistance of a 15-member National Advisory Council which provides guidance concerning general policies and priorities for ethnic heritage studies.

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

In FY '75, over 600 proposals requesting $31 million resulted in grants totaling $1,800,000 to 49 public and nonpublic education agencies, institutions, and organizations to develop programs for 1975-76. Grants ranged from $12,000 to $45,000 with the average grant $37,000. The grants went to educational organizations in 33 States and the District of Columbia.

Some examples of projects funded include:

> A project aimed at the dissemination of curriculum materials being conducted by the American Association of Colleges for Teacher Education (AACTE). This

project involves (1) collection, analysis, and dissemination of ethnic studies materials; (2) continuous analyses of policy and practice issues affecting the incorporation of ethnic studies perspectives in American teacher education; (3) development of a dissemination mechanism; and (4) conducting an institute involving issues and problems in multi-cultural education.

A project entitled "Paiute and American Indian Understanding Through Teacher Training and Education" at the University of Nevada at Reno. The project focuses on developing an innovative ethnic heritage studies curriculum designed to teach elementary school students about the contribution of the Paiute Indian culture to the total American culture.

A Chinese-American Heritage Studies program being conducted at the Chinese Culture Center in San Francisco. This program is developing teaching materials and integrated classroom materials designed to strengthen the ethnic identity of Chinese-American students.

The Neighborhood Uniting Project in Mt. Rainier, Maryland, is conducting a training project which includes community and ethnic group leaders as well as educators. A series of workshops is helping to acquaint teachers and administrators with the culture and experiences of ethnic groups through direct contact with representatives from ethnic communities.

EDUCATIONAL BROADCASTING FACILITIES

The major goal of the Educational Broadcasting Facilities (EBF) program is to stimulate the national growth of noncommercial radio and television stations so that their technical and programing capabilities will adequately serve the educational, cultural, and informational needs of local communities. Matching grants are authorized for the planning, acquisition, and installation of transmission apparatus. Only broadcast systems are eligible for support.

Noncommercial broadcasting serves the public interest by providing additional educational opportunities for preschool and school-age children and for adults. About 30 percent of noncommercial television time is now devoted to instructional programing to enrich teaching in the classroom.

Local public radio and television stations, in addition to providing

instructional and cultural programing, are also being called upon to focus on matters of national concern such as nutrition and health, the environment, energy concerns, consumer services, drug abuse, and mental health. Public broadcasting stations are producing programs dealing with local issues such as unemployment, welfare, and law enforcement.

The EBF program was initially authorized by title III of part IV of the Communications Act of 1934, as amended. Although the program authorization expired in FY '75, it was extended 1 additional fiscal year (FY '76) by section 414(a) of the General Education Provisions Act since no action had been taken by the Congress having the effect of not extending the authorization or duration of the program. The Congress is considering legislation which proposes to extend for 5 additional years, with some modifications, the provisions of the enabling legislation.

The FY '75 appropriation of $12 million supported 62 noncommercial educational radio (ER) and educational television (ETV) projects. Five grants were made to activate ETV stations and 36 to expand or improve existing stations. Ten grants were made to help communities establish radio stations and 11 to upgrade existing ER facilities.

By the end of 1975, 263 (98 VHF/165 UHF) of the 666 television channels reserved for noncommercial purposes were in operation. The on-air stations, when fully activated, will be able to reach up to 80 percent of the U.S. population. With existing ETV facilities, approximately 65 percent of the "potential" viewers receive a clear and usable television signal. The following factors contribute to this discrepancy; (1) many home sets receive only the VHF channels; (2) stations operate with power too low to reach all residents within the community; and (3) signal interference exists in areas with hilly terrain and tall buildings. Among the existing ETV stations, nearly a third do not have reproduction capabilities adequate to permit local programing flexibility; and about the same number are unable to originate programs in color at the local level.

Only 40 "full-service" ER stations (those capable of providing a significant service to the community assigned the frequency) were in existence in 1969 when support was authorized to radio stations under the EBF program. More than 30 major metropolitan areas as well as extensive portions of rural America still remain without the advantages of full-service public radio facilities. By the end of FY '75 there were 166 "full-service" ER stations in operation or under construction -- more than 100 having become full-service community stations with the help of Federal grants. These public radio stations are potentially capable of providing programing to 65 percent of the U.S. population. A large number of these potential listeners are now unable to receive the public radio station in their community for the following reasons: (1) many home radios and most automobile radios are AM only, while approximately 95 percent of all public ER stations operate in the FM band; (2) stations operate at lower than authorized power, on reduced power at

night, or during the daytime only; (3) signal interference is experienced; and (4) station towers are less than the maximum allowable heights.

PERSONNEL DEVELOPMENT

Allen J. Ellender Fellowships

The Allen J. Ellender Fellowships Program (authorized under P.L. 92-506) makes grants to the Close Up Foundation of Washington, D. C., to help the foundation increase understanding of the Federal Government among high school students, their teachers, and other members of their community. Up to 1,500 "fellowships"--basically 1-week field trips to Washington, D.C.--are awarded each year to economically disadvantaged secondary school students and to secondary school teachers.

The FY '75 appropriation of $500,000 supported 1,426 fellowships (693 to teachers and 733 to students, representing 18 metropolitan areas) and gave the foundation $6,000 for administrative expenses. The average cost of a fellowship was $346.

Fellowships for the Disadvantaged

The Council on Legal Education Opportunity (CLEO) receives a Federal grant each year to encourage training in the legal professions for persons from disadvantaged backgrounds. Administered for several years by the Office of Economic Opportunity, the program was transferred to OE in FY '74. Funding is now authorized under the "Fellowships for the Disadvantaged" program, title IX-D of the Higher Education Act.

From its grant, CLEO awards law fellowships of $1,000 a year. Law schools waive tuition and fees. An appropriation of $750,000 for FY '75 supported training for 532 persons (202 in their first year of law school, 168 in their second, and 162 in their third) and paid for $218,000 in administrative expenses of the national CLEO office. Funds were not appropriated for any fellowships for FY '76.

Cuban Refugee Loans

The Cuban Student Loan Program offers financial assistance to qualified refugees engaged in postsecondary study who are unable to obtain aid from other sources. Effective with the start of the 1973-74 academic year, the program began phasing out. Therefore only those who maintain eligibility and continuous pursuit of their academic endeavors are eligible for further financial aid. New student borrowers cannot be accepted. As far as students are concerned, the program operates with virtually the same

rules as the National Direct Student Loan Program (page 62); the major exception is that repayments are made to the Federal Government, not to the institution. The program is authorized by the Migration and Refugee Assistance Act.

FY '75 funding of $718,000 provided 2,235 loans to 1,000 Cuban refugee students at 100 institutions. Loans averaged $718 for each recipient.

Librarian Training

Training of professionals and paraprofessionals in library and information sciences is authorized under title II-B of the Higher Education Act. Institutions of postsecondary education and library organizations or agencies receive grants for the training or retraining of personnel to serve all types of libraries. While fellowships, traineeships, and long and short term training institutes all qualify for support, at least half of the training funds must be used for fellowships and traineeships.

Since 1971, the program has been directed toward providing more responsive library services to disadvantaged and minority groups--both by retraining librarians and by training members of minority and disadvantaged groups so that they can go into library work as professionals. Several institutes have aimed at providing more effective service to American Indians. Also of note has been the minority recruitment effort which has brought a higher percentage of black, Spanish-speaking, Asian American, and American Indian men and women into the library profession.

In FY '75, grants totaling $896,760 went to 22 institutions in 17 States for fellowships. The awards supported 89 new fellowships at the master's level, 3 at the post-master's level, and 6 at the doctoral level. There were 5 continuing fellowships at the post-master's and 21 continuing at the doctoral level. Fellows and trainees at the master's level and above receive stipends ranging from $3,500 to $4,700, plus dependency allowance as permitted, depending on the level of study, length of the program, and level and type of previous educational experience. In addition, grants totaling $134,432 were awarded to two colleges for the training of some 35 trainees at the continuing education level.

In FY '75, grants totaling $967,895 were awarded to 26 colleges, universities, and education organizations to conduct institutes designed to train approximately 1,244 individuals. Institutes may focus on upgrading and updating the competencies of persons already serving in libraries and instructional materials centers that offer library type services, or on encouraging the recruitment of persons into the library and information science profession.

Among the institutes conducted with FY '75 funds were these programs:

University of Arizona: Graduate library science degree program for Spanish-speaking Americans.
California Community Colleges: Introducing handicapped persons as paraprofessionals in libraries.
Catholic University of America, District of Columbia: Planning for the continuing library education network and exchange for all types of librarians and information scientists.
North Shore Community College, Beverly, Massachusetts: Library service for the handicapped.
University of Michigan: Multi-cultural librarianship.
Fort Wright College of the Holy Names, Spokane, Washington: Training Indian technical assistants for Indian readers' services.

College Teacher Fellowships

The purpose of the College Teacher Fellowship program is to increase the supply of well-trained college teachers by stimulating individuals who are pursuing doctoral degrees to prepare for college teaching and encouraging institutions to improve their doctoral level education. Once title IV of the National Defense Education Act, it is now title IX-B of the Higher Education Act.

Higher education institutions apply to the Commissioner of Education for grants to support specified doctoral programs. Panels of academic consultants review the applications and recommend doctoral programs to the Commissioner for approval for fellowship awards.

Fellowships are for 3 years of graduate study. Fellows receive a stipend of $3,000 a year, plus $500 for each dependent. Institutions receive $3,000 a year for each fellow actively enrolled.

No new fellowships have been awarded since FY '71 because of the current large supply of advanced degree holders and the lessening demand for their services. All fellowships were completed by the end of the 1973-74 academic year except for military veterans who had resigned their fellowship to enter military service and returned to claim the unused portion. The FY '75 obligation of about $1 million is supporting 95 veterans at 55 participating institutions this year.

Education for the Public Service

Under the Program of Education for the Public Service, title IX, parts A and C, of the Higher Education Act, qualified people are provided the opportunity to train at the graduate level for management and leader-

ship positions in nonprofit community agencies and at all levels of government.

Two kinds of awards are authorized: institutional grants and fellowships. In FY '75, the first year of funding for the program, a total of $4 million was made available, with $2.3 million awarded under part A to 58 institutions to improve or establish graduate programs.

A total of 264 full-time students attending 52 institutions received $1.7 million in fellowship awards under part C. The fellowships are essentially for the master's degree.

Mining Fellowships

This program, authorized under title IX-D of the Higher Education Act, provides fellowship support for graduate students of exceptional ability and demonstrated financial need in approved training programs for advanced study in domestic mining and mineral fuel conservation, including oil, gas, coal, oil shale, and uranium. Fellowships are awarded for graduate or professional study leading to an advanced degree or for research for the preparation of a doctoral dissertation.

Institutions of higher education may apply for fellowships of varying lengths from a minimum of 9 months to a maximum of 36 months, depending upon the length of their training program. Institutions may also apply at the same time for 12-month doctoral dissertation year fellowships. With the exception of the doctoral dissertation year fellowships, the emphasis is placed on the support of master's degree programs which may include, when relevant, a supervised practicum or internship experience.

Awards in FY '75, the first year in which this program was funded, totaled $1.5 million and were made to 40 institutions of higher education for 181 graduate students.

FEDERAL IMPACT AID

Since Federal installations are exempt from local taxes, their presence frequently burdens the school district where the children of an installation's employees attend school. Such conditions became pronounced in the period following World War II, when military bases brought large numbers of children into classrooms already crowded by the baby boom. Similar conditions arose in the years that followed, when military build-ups resulted from a series of crises and foreign conflicts.

In 1950, Congress passed two "impact aid" laws for School Assistance in Federally Affected Areas (SAFA). Construction assistance was provided by

P.L. 81-815. Operating costs were assisted by P.L. 81-874. Allocations under both programs are based on two general categories of school enrollment--category "A" children, whose parents live and work on Federal property, and category "B" children whose parents either live or work on Federal property or are in the uniformed services.

Over the years the programs have been amended as conditions required. Assistance to school districts suffering physical damage as a result of a major disaster was added in 1965. The basic policy, however, remains the same--to provide Federal assistance to school districts for the burdens created by Federal Government activities.

The Education Amendments of 1974 addressed a few inequities of P.L. 81-815 and P.L. 81-874. They set differential rates of payment to correspond to the varying impact of different categories of federally connected children. Payments are eliminated for children whose parents work on Federal property in another State, and are reduced for children whose parents work on Federal property outside the county of the school district. Entitlements are increased for handicapped children of uniformed services personnel. Funding priorities are established and include funds for children in public housing. The reductions in support are accompanied by several "hold harmless" clauses providing gradual phaseouts of assistance. The changes take effect in FY '76.

School Maintenance and Operations

Title I of P.L. 81-874 authorizes financial assistance for the maintenance and operation of local schools in districts in which enrollments are affected by Federal activities. Payments are made (1) when revenues from local sources have been reduced as the result of the acquisition of real property by the United States and (2) in consideration of enrollments of children whose parents work and/or reside on Federal property or are on active duty in the uniformed services. The entitlement is 100 percent of the local contribution rate for some category "A" children and 90 percent for others; the rate ranges from 40 to 50 percent for category "B" children. The full cost of education is provided for children residing on Federal property when no State or local education agency is able, because of State laws or other reasons, to provide suitable free public education for them.

Applications for funding are made by local or State education agencies and certan Federal agencies that provide free public elementary or secondary education. Agencies place the funds in the general operating expense account, thus making the program essentially one of general aid. The Education Amendments of 1974 require that funds paid for low-rent housing children be used for ESEA title I or title I-type programs for the disadvantaged and that funds paid for handicapped children of uniformed services personnel be used for their special programs.

In FY '75, a total of $636,016,000 was appropriated for the SAFA maintenance and operation program on the basis of the average daily attendance of 2 million eligible children. Some 4,300 eligible school districts, with more than 23.3 million elementary and secondary children in attendance, benefited from the program. Total current operating expenses in the districts were close to $26 billion.

Chief program obligations were: $211,200,000 for category "A" entitlements, $340,400,000 for category "B" entitlements, $9 million for partial loss of tax base through Federal acquisition of property, $43 million for Federal agencies to educate children residing on Federal property, $7 million for major disaster assistance, and $27 million for other sections.

More than 150 new projects were funded under the disaster relief section of the program in 1975. Storms, floods, and tornadoes were the most frequent types of disasters.

School Construction

P.L. 81-815 authorizes funds for the construction of urgently needed minimum school facilities in local school districts which meet various types of eligibility requirements. Funds are allocated according to a nationwide priority index, with the order of precedence established by the act, except as the order of precedence specified in the basic legislation has been contravened, beginning in FY '73 and continuing to the present, by language in the appropriations acts which currently permits applications under a lower priority (section 5) to be funded ahead of those under a higher priority (section 10). Priorities include disaster assistance, classroom needs where the Federal impact is temporary, direct Federal construction, construction for children who reside on Indian lands, and construction for school districts which are heavily impacted because of activities (many of them military) of the Federal Government.

Appropriations for the past 8 years have equaled only about a fourth of the authorization level and substantially below the amount required to fund all eligible applicants. The Office of Education follows the system of priority funding required by the law to determine which applications, by sections of the act under which they are filed, will be funded. Eligible applications under section 5, which concerns school districts that have had substantial increases in school membership as a result of new or increased Federal activity, are funded at either 95 or 50 percent of per-pupil construction costs 2 years preceding the end of the application period, depending upon whether category "A" or "B" pupils create the entitlement. Eligible applications under section 9, which provides for temporary school construction needs, and those under section 10, which requires the Commissioner of Education to provide schoolhousing needs

for children residing on Federal Government installations when he finds that no State or local funds may be expended for school construction on Federal property or that no local education agency is able to provide a suitable free public education, are funded at 100 percent of actual construction costs.

Applications under section 14, which provides assistance to districts educating children residing on Indian lands, are generally funded in an amount that approximates actual construction costs, although on occasion local financial participation may reduce the Federal funding somewhat.

Section 16 authorizes funds for the replacement or restoration of school facilities that have been destroyed or seriously damaged as the result of a major disaster which is declared by the President. Applicants under this section of the act may qualify only after all other sources of financial aid, including those from local, State, or other Federal sources, have been exhausted.

The total appropriation for P.L. 81-815 in FY '75 was $20 million. Up to $1 million was authorized for emergency repairs to school facilities located on Federal property. The remainder was to be used to fund applications eligible under sections 5 and 14 of the act, less those amounts necessary to fund major disaster assistance applications under section 16. A total of 231 classrooms were provided by the program in FY '75. These classrooms are estimated to house 6,865 school children. Nine classrooms, housing 285 pupils, were constructed in major disaster areas.

(A detailed statistical report on the administration of P.L. 81-815 and 81-874 is being published in a separate volume as Appendix A to this report).

PUBLIC LIBRARIES

In 1956, before passage of the Library Services Act, only 23 States had programs of statewide public library development. Expenditures amounted to $5 million. Now 38 States have grant-in-aid programs, and appropriations exceed $82.5 million. Out of a total population of approximately 206 million potential library users in the United States, about 195 million (95 percent) have access to public libraries.

The Library Services Act was remodeled as the Library Services and Construction Act (LSCA) in 1964. LSCA's purpose is "to assist the States in the extension and improvement of public library services in areas of the States which are without such services or in which such services are inadequate, and with public library construction, and in the improvement of such other State library services as library services for physically handicapped, institutionalized, and disadvantaged persons, in strengthening

State library administrative agencies, and in promoting interlibrary cooperation among all types of libraries."

LSCA amendments of 1970 increased emphasis on library programs for the disadvantaged. They also called for long-range State planning to reflect national goals and State and local priorities regarding the disadvantaged and other special target groups. The Education Amendments of 1974 further mandate attention to "programs and projects which serve areas with high concentrations of persons of limited English-speaking ability."

The older Americans Comprehensive Amendments of 1973 amended LSCA by adding a new title IV, "Older Readers Services." No appropriation has been requested, but many services for the elderly are provided under title I.

The Office of Education currently emphasizes services to these special clienteles--the disadvantaged, the blind and physically handicapped, persons in State institutions, and others unserved or inadequately served by the traditional public library system. It is working, for example, on the lack of library services on Indian reservations and in isolated rural areas, and is promoting better services to persons speaking languages other than English.

As the LSCA nears the end of its term of authorization (FY '76), Congress is considering an extension of the legislation through 1981.

Grants for Public Library Services

Title I of the Library Services and Construction Act authorizes grants to States to extend and improve public library services in areas without such services, or with inadequate services, to improve State library services for physically handicapped, institutionalized, and disadvantaged persons, to strengthen State library administrative agencies, and to strengthen metropolitan libraries which serve as regional resource centers.

Grants are made on a formula basis. The Federal share is between 33 and 66 percent (except for the Trust Territory of the Pacific Islands, which is 100 percent federally funded). States match Federal funds in proportion to their per capita income.

A total of $49,155,000 was available under this program in FY '75. States were encouraged to use the Federal funds to improve services for their special clienteles rather than to expand services for the general population. Among the disadvantaged persons receiving special library services are elderly citizens in rural and urban settings. Priority is also given to programs and projects which serve areas with high concentrations of persons with limited English-speaking ability.

The title I program in FY '75 helped to bring new or improved library services within the reach of approximately 28 million disadvantaged persons. More than 480,000 blind and otherwise physically handicapped persons benefited from large-print books, special equipment, and specially trained public library personnel. Some 800,000 prisoners, patients, and other institutionalized persons received special library services during the year. People-centered programs introduced new concepts of library services. Trends identified in programs for FY '75 included the further development of independent, nontraditional study, reaching the unserved through Books-by-mail catalog service, urban library information and referral centers that respond to individual and community needs, and programs designed for parents and their pre-schoolers. Examples of activities are:

In Louisiana, the outstanding achievements of the Green Gold Library System are largely the result of the diversity of library services provided. Since the library system is located in an eight-parish area, with a third or more of the families in four of the parishes below the poverty level, most efforts are directed at community projects especially designed to alleviate the problems of area residents. One significant service now offered is the job information center located in the library of Bossier Parish. Here the unemployed and underemployed of the parish can obtain a computer print-out of all job opportunities in Northwest Louisiana. Another program, conducted in an all-black neighborhood, helps adults overcome reading difficulties which range from complete illiteracy to 9th grade reading ability. Live theater has been introduced for children of the region, many of whom come from low-income families in rural areas and have no other chance to see live drama. This theatrical approach to children's literature helps stimulate the imagination of the children and thereby their interest in reading. To extend the horizons of elderly residents of the area, the member libraries, in conjunction with the Council on the Aging, sought the Shreveport Symphony's aid in presenting programs for senior citizens. The resulting symphony, opera, and chamber music concerts have met with great success. Further outreach programs sponsored by the library system include such activities as book deposit collections in neighborhood and local Head Start centers, service to parish jails, nutrition programs, gospel singing, services to residents of the Northwest State School for the Retarded, and the organization of a social club for the aging.

In Boone, Iowa, the Erikson Public Library planned a program named "Old Settler's Lib," for 1,800 senior citizens living in the oldest section of the city. A rented storefront building has become a library and information center with a special array of print and nonprint materials, including cassettes and magazines in large print. It is also used as a senior citizen center, for meetings, for socializing, and for assistance to those who want to study independently, gain high school equivalency accreditation, learn a craft, or train for a job with the help

of the community college staff and volunteer groups. Persons of all ages are welcomed by "Old Settler's Lib," but especially residents of the three homes for the aging in the neighborhood.

In the Pacific State Hospital in Pomona, California, a listening center has been provided in the residents' library for 3,000 severely mentally retarded persons. Foster grandparents and student interns have been trained to assist the profoundly retarded children to enjoy the listening center, which has received high praise from the National Joint Commission on Accreditation of Facilities for the Mentally Retarded. This project has also had a significant impact on the State Department of Health and its attitude toward library services. Patients' libraries had been disbanded when new treatment policies returned mentally ill patients to the community and converted State hospitals to serve the profoundly retarded. As a result of this program, patient library positions have been restored and library programs emphasizing audio-visuals have been initiated in five other State hospitals.

"Study Unlimited" is an independent learning program for every person in Chicago who aspires to an education, with or without the goal of a diploma or college degree. Three study centers have been established--in the central Chicago Public Library, in a South Side branch libary, and in a Northwest branch. Study and reading materials in print or on cassette are on the shelves, and televised courses are offered. "Learner advisors" assist in the use of the media, and learners can have counselor guidance for course and career planning. Progress is made on the client's own terms, at his or her own pace and convenience. More study centers and programs are planned, to respond to the unexpectedly high numbers of new learners now participating in "Study Unlimited."

In 1974, isolated and rural as well as immobilized elderly persons benefited from the increase of books-by-mail programs, provided by libraries at no cost to the users who select their reading from mailed book catalogs.

The nationwide development of public libaries as information and referral centers is helping to give older persons coping and survival skills by providing them with services crucial to their well-being.

It is estimated that approximately $600,000 was used in FY '75 for projects involving the aging.

Public Library Construction

Title II of the Library Services and Construction Act authorizes grants to States to help build public libraries. Funds may be used for new buildings, additions, renovations, or alterations to existing buildings, or acquisition of buildings for public library purposes. Matching is required according to

a formula system, and generally ranges form 33 to 66 percent.

Fifty-six construction projects were approved in FY '75 with $4.05 million from FY '73 funds released in FY '74 and carried over into FY '75. There was no FY '75 appropriation.

Since the program began in 1965, some 2,017 projects have been supported with an LSCA title II total of $174 million. State and local agencies have contributed approximately $490 million, and a further $2.9 million came from the General Revenue Sharing, Appalachia Regional Development, Public Works and Economic Development, and Model Cities programs.

The following are examples of how Title II support was used:

The Zuni Public Library construction project has provided the first local public library facility located in the Pueblo of Zuni, New Mexico, and serving the surrounding reservation. This area is characterized by persistent unemployment and a low education level. Remodeling of the existing building (1,856 square feet) was designed to make audiovisual materials and programs available, for the first time, to all levels of the Zuni community. Other planned services now possible are for children and youth -- programs and materials to combat low literacy and high dropout rates; for adults -- reference and information services, particularly in small business development; for the total communtiy -- Zuni culture, history, arts and crafts. The new library is accessible to the handicapped.

With the completion of the Northwood Public Library building project, library services in Worth County, Iowa, have been greatly improved, as is evidenced by the recent rapid growth in the number of registered borrowers. Floor space has been increased by nearly 1,500 square feet, seating capacity has been increased from 21 to 23, and shelving capacity has been increased by more than 7,000 volumes. More important, however, is the move from a condemned building nearly 100 years old which was totally inaccessible to the handicapped to a modern, inviting structure at ground level, with facilities to expand into the new and innovative areas of library service; for example, the reading room is so designed that the audiovisual services offered by the cooperative to which this library belongs can now be utilized. This project fulfills the goals of the Iowa State Plan by improving library facilities and by making these facilities accessible to the handicapped. As a member of a cooperative library system, this improved facility will be appreciated and used by an area far wider than the community in which it is located.

Through construction of a new library building, a rapidly growing area of Palm Beach County, Florida, has been provided a public service it hitherto lacked. The immediate neighborhood is about five miles from any free library of sufficiently high standard to be included in the Palm Beach County Library System. Great improvements in space

and location now make it possible to double the book collection, offer valuable reference service to patrons, and provide group services for the first time. Since this library serves as the headquarters for a cooperative library system, its multi-purpose room will be a great asset for programs of inservice training and meetings for member libraries.

Interlibrary Cooperation

Title III of the Library Services and Construction Act authorizes grants to States to establish and maintain local, State, interstate, and/or regional cooperative networks of libraries. Such networks or systems aim to coordinate the resources of school, public, academic, and special libraries for more economical operation and better service to all users.

A total of $2,594,000 was available to States under this program in FY '75. These funds supported cooperative networks involving 7,575 public, school, academic, and special libraries.

Typical of activites supported are telecommunication networks for reference, bibliographic services, and interlibrary loans; centralized acquisition and processing, centralized cataloging, comprehensive statewide planning, education for the administration of interlibrary network activities, and interstate cooperation. As examples:

Interlibrary cooperation made significant progress in Virginia in FY '75. Libraries in the Lynchburg area have formed an active consortium for cooperative buying and lending programs, using special delivery systems and computer storage of holdings information. The LYNCHBURG AREA UNION LIST OF SERIALS was printed and an updated list and subject index are underway. In an effort to enhance available reference services as well as to foster broader regional cooperation, 13 libraries, 6 public and 7 academic, in the Hampton Roads area of Virginia have established Project TIMES, an information network through which they share access to the New York Times Information Bank. In the northern Virginia region, five public libraries and two college libraries are participating in a Washington Metropolitan Area Council of Governments contract involving multiple projects, including cooperative buying and lending, publicity, and delivery.

Title III funds, totaling $53,118, for Indiana's Interlibrary Communication Project, were applied toward facilitating and strengthening interlibrary communication and use of all library resources in the State. In FY '75, the TWX Network handled 24,191 requests generated through public libraries, an 11 percent increase over the previous fiscal year. Network participants were furnished INDIRS manuals (Indiana Information Retrieval System) and encouraged to use the TWX. Requests through the

teletype network directly to the Indiana University School of Medicine Library totaled 6,007, of which 80 percent were filled. A TWX Network Workshop was held for all personnel working directly with TWX. Several recommendations for revision of the Indiana Teletype Network MANUAL emanated from this workshop and have been adopted. Also, four of the public library TWX Centers were designated by their respective Area Library Service Authority (ALSA) to act as the interlibrary loan reference referral centers for ALSA's.

VII. OTHER ACTIVITIES

NON-PROGRAM ACTIVITIES

CONSUMER PROTECTION: A report of the Federal Interagency Committee on Education, entitled Toward a Federal Strategy for Protection of the Consumer of Education, was published in July 1975 and has been widely distributed. A seven-member OE task force is studying the recommendations in this report and is developing strategies for implementing them within the Office. The strategies developed will be coordinated by a central task force with strategies developed by other agencies and departments in the Federal Government concerned with the protection of the education consumer.

FREEDOM OF INFORMATION: The 1974 amendments to the Freedom of Information Act went into effect on February 19, 1975. They require that requests for records be answered within 10 working days and provide for disciplinary action to be taken against agency officials suspected by a court of arbitrary or capricious withholding. HEW published an amended Public Information Regulation in the Federal Register on June 24, 1975.

NONPUBLIC EDUCATIONAL SERVICES: During 1975, OE conducted a Tuesday at the White House Meeting for private elementary and secondary school officials on Federal program benefits for their students. Nonpublic school officials were also invited to a number of OE conferences concerned with the implementation of the Education Amendments of 1974. Nonpublic school representatives were nominated to national education advisory committees and the first nonpublic representative was appointed by the President to the National Advisory Council on the Education of Disadvantaged Children in December 1975. A number of meetings was held by OE staff for private school concerns about OE rulemaking activities.

OE arranged for the publication and distribution of two important handbooks on State and Federal laws that relate to private schools and private school participation in Federal education programs.

An important court decision was made in 1975 that may affect private school student participation in OE-administered programs. On May 19, 1975, in the case of Meek v. Pittenger, the U.S. Supreme Court annulled two Pennsylvania auxiliary aid laws which required certain State educational services to be provided on the premises of nonpublic schools. OE regulations permit Federal program services to be provided at private school sites.

Several State Attorney General rulings or State procedures require

local public education agencies to provide Federal program services at places other than on the premises of the nonpublic school. Requests that the U.S. Commissioner of Education provide title I, ESEA, services directly to the nonpublic school children, through statutory authority of "bypass," have come from private school officials in Virginia, Oklahoma, Missouri, and Wisconsin. The entire area of "bypass" is laden with possible adversary relations between Federal and State governments and may well be challenged in the courts.

INTERNATIONAL EXCHANGES: The Office of Education was pleased to assist in coordinating the itinerary for a team of educators from Japan who visited the United States from August through September 1975. The purpose of the educators' visit was to obtain up-to-date information on U.S. education and culture in order to develop better curriculum materials for teaching about this country in Japanese schools. Prior to their field study, they spent several weeks at the East-West Center in Honolulu participating in a workshop on Education for International Understanding with their American counterparts. The U.S. team was preparing to visit Japan concurrently on a similar mission to develop and improve U.S. curriculum materials for teaching about Japan. The exchanges are part of a joint project sponsored by the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON).

OE STATE WEEKS: The Commissioner announced the institution of State Education Weeks at the Office of Education in June 1974. These weeks have provided an opportunity for an exchange of ideas and productive discussions between State and local educators and their counterparts in the Office of Education. Texas Week initiated the series in September 1974. Other States to accept the Commissioner's invitation to participate in State Weeks have been Michigan, South Carolina, West Virginia, Minnesota, Nevada, Illinois, North Carolina, Oklahoma, Maryland, Hawaii, and Wisconsin.

AMERICAN EDUCATION WEEK: The Theme of American Education Week in 1975 was "Our Future Is in Our Schools." The week was observed November 16-22. AEW is sponsored at the national level by OE, the National Education Association, the American Legion, and the National Congress of Parents and Teachers. The 1976 observance will be November 14-20, and the theme will be "The Schools Are Yours. Help Take Care of Them." The two main issues to be emphasized are community involvement and violence in the schools.

MAJOR PUBLICATIONS

AMERICAN EDUCATION MAGAZINE: The 10 issues of OE's official magazine, American Education, published in 1975 carried 61 full-length articles in addition to the standard monthly feature offerings. Sixteen of the major articles focused on current OE priority areas -- bilingual/bicultural education, Right To Read, career education, early childhood education, and education of the handicapped. The other articles covered a wide range of subjects, including teacher training, environmental education, integration, motivation teaching techniques, postsecondary education, and adult education.

American Education also sought to serve a national priority by continuing the series of special sections keyed to the American Revolution Bicentennial. The series, which was concluded in the August-September issue, attempts to make the progress of education in the United States a major element in the Bicentennial celebration. The articles provide useful, interesting background information for discussion and reexamination of American education and aid in charting its future course. The material is now being prepared for republication in book form under the title "A Nation of Learners."

An American Education article describing a model education project typically draws about 100 inquiries for further information and occasionally the requests exceed 200.

Information offered in American Education is further disseminated by the reprinting of articles by other organizations and in other publications. During 1975, seven articles were reprinted by the Business and Professional Women's Foundation, the Minnesota Department of Education, the Dade County (Florida) School Board, Chronicle Guidance Publications, Inc., the State University of New York (2), and Airco, Inc., with the number averaging about 2,500 reprint copies per article. Five articles were reprinted in Education Digest, and abroad, articles were reprinted in Marzahaye Now (Teheran), Student Review (Taipei), and World Today (Hong Kong). Education ministries in several countries requested permission to reprint articles and presumably did so.

Reprinting of articles also provides OE bureaus with inexpensive informational materials for mailing to their special constituencies. One reprint alone ("Guide to OE-Administered Programs" in the July issue) was distributed in the amount of 50,000 copies.

American Education sees itself as a tool to create awareness and understanding of OE and HEW objectives in education and to inform the Nation's educators about OE policies and the progress being made in implementing OE-administerd programs. The magazine's performance

in achieving these purposes has been authenticated by a national readership survey completed during 1975.

In February 1976 the Government Printing Office listed 9,687 paid subscriptions to American Education. At the current subscription price of $13.50, this represents a return to the Government of $130,774.50 a year. OE's "free and official" distribution averages about 24,000 copies per month.

BUREAU AND OFFICE PUBLICATIONS: American Education is the official voice of OE as a Federal agency, in the sense that it periodically disseminates information about a broad spectrum of OE's programs and services. However, it is not American Education's function to fulfill extensively and in depth OE's obligation to inform the educational community and the general public about individual programs and services.

This obligation is met by publications initiated in the bureaus and offices, written in-house or under contract, and channeled for editing and production through OE's Office of Public Affairs.

Although manuscripts for these publications originate in bureaus and offices, all are published under the aegis of OE.

In FY '75, Bureau/Office publications covered a wide variety of individual programs and services, including compensatory education for the disadvantaged, postsecondary student financial aid, occupational and adult education, Indian education, career education, "Right To Read," library support, and international education.

Publications took the form of books, pamphlets, folders, flyers, brochures, and posters. As of the end of FY '75, a total of 57 publications had been printed and distributed, or were in manuscript or in press.

Among those receiving widest distribution were an update of the FY '74 pamphlet, HEW Fact Sheet--Five Federal Financial Aid Programs, distributed to approximately 3 1/2 million students planning to attend, or already in attendance at, postsecondary institutions, and a poster for Basic Educational Opportunity Grants. These were printed in Spanish as well as in English.

Principal annual publications in FY '75 were: Annual Report of the Commissioner of Education, Fiscal Year 1974; Administration of Public Laws 81-874 and 81-815, Twenty-Fourth Annaul Report of the Commissioner of Education, June 30, 1974; Education Directory: Education Associations, 1975; Catalog of Federal Education Assistance Programs, 1974; and The Indian Education Act of 1972, Report of Programs for the Second Year of the Program.

Included among the more important publications of bureaus and offices were the following:

Progress of Education in the United States of America, 1972-73, 1973-74 is the official report for the 35th International Conference on Education, sponsored by the International Bureau of Education, Geneva, which was held in August 1975. The report is required in four languages (English, French, Russian, Spanish) by the UNESCO International Bureau of Education, of which the United States is a signatory treaty member.

Statewide Planning in Higher Education is a comprehensive handbook addressed primarily to State planning officers and technicians, college officials, teachers, and others responsible for higher education planning.

We Can Work It Out gives information about the Talent Search, Upward Bound, and Special Services programs, which help disadvantaged students to complete or reenter high school or college and prepare for a career.

State Compensatory Education Programs discusses such programs at the elementary and secondary levels for children with educational disadvantages caused by economic, cultural, and/or linguistic problems.

Title I ESEA: How It Works outlines the requirements and policies of title I of the Elementary and Secondary Education Act. This publication is useful for parents serving on title I advisory councils and other parents whose children are eligible to receive title I services.

Facts About the Bureau of Occupational and Adult Education describes the structure, functions, and responsibilities of the bureau.

An Introduction To Career Education: A Policy Paper of the U.S. Office of Education sets forth OE's official policy on career education.

You Can Help in the Right To Read Effort provides suggested activities and/or projects for local communities and professional and volunteer

organizations for assisting in the solution of the Nation's reading problems.

The Indian Education Act of 1972: Answers to Your Questions is a brief resume of the main provisions of the act.

INTERAGENCY COOPERATION

BICENTENNIAL: HEW selected the theme "Freedom from Dependence" in observing the Nation's Bicentennial. Its Education Division, which includes the Office of Education and the National Institute of Education, was assigned one of the largest display areas in BI-CENT-EX, the Department's Bicentennial exhibit activity. The Education Division portion of BI-CENT-EX opened on the ground floor of the new South Portal Building in Washington on April 8, 1976. The exhibit is future-oriented, participatory, accessible to the handicapped, and manipulative for the public. It includes a pictorial 300-year history of education, artifacts, maps, an education satellite mockup, film-loops, slide projections, and videotape playback, and demonstrates interagency coordination.

EDUCATION FOR PARENTHOOD: For the fourth consecutive year, OE and HEW's Office of Child Development cosponsored the Education for Parenthood (EFP) program. The program encourages the development of new, and the modification of existing, parenthood education curriculums by local school systems and voluntary youth organizations. New curriculum materials resulting from the program include a 1-year course of study for secondary school students, entitled "Exploring Childhood," now in use in over 1,000 school systems throughout the 50 States. Parenthood education through educational television receives direct and indirect support from a number of OE program sources.

The Office of Education provides technical assistance in the form of program information, selected illustrative curriculum materials, consultant help, and State and regional level inservice training to school systems and community agencies involved in parenthood education curriculum development.

NEW COMMUNITIES: OE regional representatives provided technical assistance to the New Communities program of the Department of Housing and Urban Development.

AMERICAN COLLEGE THEATRE FESTIVAL: The seventh annual American

College Theatre Festival was one of a number activities which received financial assistance from the U.S. Office of Education through the Alliance for Arts Education (AAE). The ten plays, presented jointly by the Kennedy Center, the Smithsonian Institution, and the AAE, were selected from more than 330 entrants. The event was produced by the American Theatre Association and sponsored by Amoco Oil Company.

More than 40 States participated in other AAE-sponsored activities during 1975 -- in workshops, demonstrations, and exhibits at the Kennedy Center, or in subcontracts to develop State plans for arts education.

ENERGY CONSERVATION: In 1975 the Interstate Energy Conservation Leadership Project, a national effort to inform school personnel about energy conservation, held five regional workshops of State energy coordinators for the purpose of helping to upgrade the State leadership role in energy conservation. Over half of the States were represented. This project receives technical and financial assistance from the Office of Education.

VIII. OFFICE OF EDUCATION ADVISORY COMMITTEES AND COUNCILS (Calendar Year 1975)

Introduction

Section 448(a) of the amended General Education Provisions Act (GEPA) (20 U.S.C. 1233g(a)) directs the Commissioner of Education to transmit to the Committee on Labor and Public Welfare of the Senate and to the Committee on Education and Labor of the House of Representatives, as a part of the Commissioner's Annual Report, a report on the activities of the advisory councils and committees subject to that act. These are councils and committees mandated by statutes authorizing or providing for programs administered by the Commissioner, or established pursuant to section 442 of GEPA (20 U.S.C. 1233a) or section 9 of the Federal Advisory Committee Act (FACA) (5 U.S.C. Appendix I).

As required by law, this report includes a list of such advisory bodies and, with respect to each committee or council, the names and affiliations of its members, a description of its functions, and a statement of the dates of its meetings. This information is in appendix B.

Each committee and council has made an annual report as required by section 443(a)(2) of GEPA (20 U.S.C. 1233b). These reports are submitted with the Commissioner's Annual Report to the Congress. They are available for public inspection in the Department of Health, Education, and Welfare library, room 1436, 330 Independence Avenue SW., Washington, D.C. and in the Committee Management Staff office, room 4156, 400 Maryland Avenue, SW., Washington, D.C.

Status of Office of Education Advisory Committees and Councils

On January 1, 1975, 20 statutory or administrative public committees and councils, whose members were appointed by the President, the Secretary of Health, Education, and Welfare, or the Commissioner of Education with the approval of the Secretary, were serving the Office of Education in an advisory capacity. (See appendix B.) Some of these groups are required by law to advise the Commissioner of Education. Some, designated by statute to advise the Secretary, advise OE under delegation of authority by the Secretary. Others advise the President concerning programs administered by OE.

Two actions occurred in 1975 with regard to these advisory committees and councils:

> In accordance with section 309(c) of P.L. 90-247, as amended (20 U.S.C. 847a), the National Advisory Council on Supplementary Centers and Services terminated

June 30, 1975. That section provided that the Council should not exist in any year for which funds are available for obligation by the Commissioner to carry out the purposes of title IV of the Elementary and Secondary Education Act, as amended, known as the consolidation title. Funds were available for obligation in FY '76 and so the Council terminated June 30, 1975.

Under authority of section 448(b) of the General Education Provisions Act (20 U.S.C. 1233g), the Commissioner recommended the termination of the Advisory Committee on the Education of Bilingual Children (see Annual Report for Fiscal Year 1974). The recommendation was received by Congress without objection and the Committee terminated February 9, 1976.

As a result of these actions, 19 statutory and administrative public advisory councils and committees were serving OE on December 31, 1975. (See appendix B.)

Recommendations

The National Council on Quality in Education was established by an amendment to title V of the Elementary and Secondary Education Act of 1965 made by section 143(a)(4)(D) of P.L. 91-230 on April 13, 1970. Action to staff this council was suspended when it was clear pending legislation on advisory groups (later embodied in FACA) was going to prohibit establishment of a committee or council with functions coinciding with those of another. The mandated functions of the National Council on Quality in Education, by their breadth, duplicate the functions of other congressionally created education advisory bodies. For this reason, under the authority of section 448(b) of GEPA, I recommend that the National Council on Quality in Education be terminated.

The National Advisory Council on Education Professions Development was established by statute June 29, 1967 with numerous amendments since that date. The Council has made regular reports and recommendations concerning the effectiveness of teacher training programs, but for a number of reasons the Council has not had a significant impact on the programs or operations of the Office of Education. For some time, the Administration has not sought an extension of the Education Professions Development Act, source of our teacher training

programs, and EPDA programs have gradually been phased out. Because of both the declining support by the Administration for teacher training programs and the lack of utilization of the Council, I conclude that this Council is no longer necessary or in the public interest. Therefore, in accordance with section 448(b) of the General Education Provisions Act, I recommend that the National Advisory Council on Education Professions Development be terminated.

IX. OE FUNDING BY STATES

In FY '75, the Office of Education obligated $5.7 billion to the 50 States, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. By broad groups, program obligations were as follows:

Elementary and Secondary Education	$2,217,986,000
Desegregation Assistance	134,869,000
School Assistance in Federally Affected Areas	655,335,000
Education for the Handicapped	199,152,000
Occupational, Vocational, and Adult Education	679,623,000
Postsecondary Education	1,590,321,000
Innovation and Experimental	18,590,000
Library Resources	172,328,000
Indian Education	39,929,000
Total	$5,708,133,000

A breakdown of obligations by State according to these broad categories appears on the following pages. A more detailed breakdown appears as Appendix D.

OFFICE OF EDUCATION
STATE ALLOCATIONS
ACTUAL OBLIGATIONS — FY 1975

(Amounts in thousands of dollars)

	Elementary and Secondary Education	Desegregation Assistance	School Assistance in Federally Affected Areas	Education for the Handicapped	Occupational Vocational and Adult Education
Alabama	$ 47,347	$ 4,861	$ 10,189	$ 4,221	$ 13,054
Alaska	7,268	244	34,384	790	1,655
Arizona	23,328	94	25,408	1,859	7,534
Arkansas	29,786	2,384	4,342	1,470	7,752
California	203,527	18,283	97,367	16,753	58,577
Colorado	21,571	1,657	14,224	3,657	9,061
Connecticut	21,843	1,640	3,666	3,002	7,947
Delaware	7,694	444	2,656	477	2,039
Florida	73,980	3,038	19,255	4,952	21,324
Georgia	53,709	5,370	15,573	4,213	16,526
Hawaii	7,843	618	12,693	947	2,990
Idaho	7,754	42	3,949	978	3,166
Illinois	110,650	6,038	10,300	8,969	28,284
Indiana	30,602	2,071	4,309	6,164	16,193
Iowa	19,646	267	3,933	2,956	9,256
Kansas	17,572	266	9,622	3,476	8,512
Kentucky	38,201	775	11,142	4,397	12,942
Louisiana	58,670	4,925	4,100	2,652	13,826
Maine	9,200	—	2,732	907	4,612
Maryland	35,278	3,517	33,587	3,747	11,663
Massachusetts	46,040	3,264	9,825	6,603	16,010
Michigan	91,206	5,559	6,277	7,898	26,432
Minnesota	34,719	841	3,291	4,350	13,098
Mississippi	44,861	4,277	3,669	2,096	9,036
Missouri	38,118	997	8,908	3,759	15,432
Montana	8,434	317	7,000	801	3,199
Nebraska	11,559	132	7,326	1,447	6,607
Nevada	3,793	40	3,922	573	2,577
New Hampshire	5,382	20	3,413	634	2,820
New Jersey	69,705	4,238	17,247	4,593	18,824
New Mexico	21,151	3,133	21,681	1,899	5,245
New York	250,365	8,784	20,281	16,103	48,458
North Carolina	59,814	5,760	18,169	4,718	19,056
North Dakota	7,811	99	5,331	814	2,893
Ohio	70,261	2,765	9,920	8,604	33,094
Oklahoma	24,855	1,323	14,367	1,920	10,200
Oregon	21,766	731	4,263	4,188	7,694
Pennsylvania	104,070	5,095	8,402	8,880	33,760
Rhode Island	10,280	298	3,474	870	3,505
South Carolina	37,993	2,104	11,292	2,155	10,588
South Dakota	8,508	293	6,333	815	3,687
Tennessee	44,070	2,018	7,729	3,863	15,014
Texas	153,308	15,840	34,407	10,542	40,080
Utah	8,239	764	9,244	1,714	4,580
Vermont	6,213	—	178	868	2,258
Virginia	44,412	5,350	47,652	4,713	16,591
Washington	31,372	628	16,939	3,511	11,436
West Virginia	20,072	264	740	1,387	7,040
Wisconsin	35,526	270	2,196	4,015	15,701
Wyoming	4,258	29	3,158	987	2,237
District of Columbia	14,831	40	4,613	3,300	3,006
Reserve for Stipends	—	—	—	—	135
American Samoa	644	545	—	186	269
Guam	1,494	570	2,932	271	655
Puerto Rico	33,682	986	7,521	1,931	10,449
Trust Territory	2,406	316	—	366	629
Virgin Islands	1,281	645	203	190	349
National Projects	—	—	—	—	66
Bureau of Indian Affairs	18,118	—	—	971	—
Misc.	1,900	—	—	30	—
TOTALS	**$2,217,986**	**$134,869**	**$655,335**	**$199,152**	**$679,623**

OFFICE OF EDUCATION
STATE ALLOCATIONS
ACTUAL OBLIGATIONS — FY 1975 (continued)

(Amounts in thousands of dollars)

	Post-secondary Education	Innovation and Experimental	Library Resources	Indian Education	TOTAL
Alabama	$ 39,356	$ 712	$ 2,857	$ 43	$ 122,640
Alaska	2,519	67	597	3,242	50,766
Arizona	16,966	105	1,958	4,144	81,396
Arkansas	15,105	—	1,767	12	62,618
California	146,609	1,736	14,901	3,296	561,049
Colorado	22,038	340	2,315	539	75,402
Connecticut	16,030	112	2,734	—	56,974
Delaware	4,179	—	688	5	18,182
Florida	39,517	883	5,323	271	168,543
Georgia	34,356	211	3,719	—	133,677
Hawaii	5,653	—	891	—	31,635
Idaho	4,959	—	801	435	22,084
Illinois	70,738	296	8,362	201	243,838
Indiana	29,593	430	4,028	—	93,390
Iowa	21,347	7	2,587	142	60,141
Kansas	19,719	150	1,835	132	61,284
Kentucky	24,938	211	2,801	—	95,407
Louisiana	32,301	97	3,046	370	119,987
Maine	15,856	174	1,200	45	34,726
Maryland	25,149	130	3,386	125	116,582
Massachusetts	56,938	184	4,691	311	143,866
Michigan	59,582	200	7,033	1,588	205,775
Minnesota	33,328	105	3,387	1,739	94,858
Mississippi	27,592	126	2,081	335	94,073
Missouri	29,970	527	3,878	—	101,589
Montana	6,562	210	882	2,430	29,835
Nebraska	10,803	—	1,532	219	39,625
Nevada	3,278	—	639	598	15,420
New Hampshire	8,827	177	878	—	22,151
New Jersey	39,066	248	5,615	—	159,536
New Mexico	14,985	—	1,213	2,890	72,197
New York	129,670	6,333	13,199	1,206	494,399
North Carolina	51,070	—	4,102	1,139	163,828
North Dakota	9,137	—	716	1,141	27,942
Ohio	58,583	300	8,167	47	191,741
Oklahoma	22,414	—	2,127	5,330	82,536
Oregon	25,798	416	1,854	600	67,310
Pennsylvania	64,418	150	9,107	100	233,982
Rhode Island	7,764	65	926	41	27,223
South Carolina	24,285	—	2,512	50	90,979
South Dakota	9,435	269	799	1,661	31,800
Tennessee	32,256	150	3,142	—	108,242
Texas	86,009	552	8,796	183	349,717
Utah	8,241	157	1,149	401	34,489
Vermont	8,868	475	702	—	19,562
Virginia	31,093	273	3,693	21	153,798
Washington	31,786	1,231	2,883	3,016	102,802
West Virginia	14,776	—	1,610	4	45,893
Wisconsin	36,306	370	3,796	1,415	99,595
Wyoming	2,829	—	667	287	14,452
District of Columbia	13,816	411	848	175	41,040
Reserve for Stipends	—	—	—	—	135
American Samoa	166	—	149	—	1,959
Guam	1,034	—	254	—	7,210
Puerto Rico	41,582	—	2,619	—	98,770
Trust Territory	231	—	291	—	4,239
Virgin Islands	895	—	290	—	3,850
National Projects	—	—	—	—	66
Bureau of Indian Affairs	—	—	305	—	19,394
Misc.	—	—	—	—	1,930
TOTALS	**$1,590,321**	**$18,590**	**$172,328**	**$39,929**	**$5,708,133**

APPENDIX B

Advisory Committee Functions, Membership as of December 31, 1975, and Meeting Dates

ADVISORY COUNCILS AND COMMITTEES
(Calendar Year 1975)

The following statutory advisory councils and committees were authorized or in existence for all or part of calendar year 1975:

Accreditation and Institutional Eligibility Advisory Committee
Adult Education, National Advisory Council on
Bilingual Children, Advisory Committee on the Education of
Bilingual Education, National Advisory Council on
Career Education, National Advisory Council for
Community Education Advisory Council
Developing Institutions, Advisory Council on
Disadvantaged Children, National Advisory Council on the Education of
Education Professions Development, National Advisory Council on
Environmental Education, Advisory Council on
Equality of Educational Opportunity, National Advisory Council on
Ethnic Heritage Studies, National Advisory Council on
Extension and Continuing Education, National Advisory Council on
Financial Aid to Students, Advisory Council on
Handicapped, National Advisory Committee on the
Indian Education, National Advisory Council on
Quality in Education, National Council on
Supplementary Centers and Services, National Advisory Council on*
Vocational Education, National Advisory Council on
Women's Educational Programs, Advisory Council on

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*Terminated June 30, 1975

Accreditation and Institutional Eligibility Advisory Committee

FUNCTIONS

The Committee reviews all current and future policies relating to the responsibility of the Commissioner for the recognition and designation of accrediting agencies and associations as nationally recognized accrediting bodies and recommends desirable changes in recognition criteria and procedures. It also develops and recommends to the Commissioner criteria and procedures for the recognition and designation of accrediting agencies and associations in accordance with legislative provisions, executive orders, or interagency agreements; reviews and recommends to the Commissioner for designation as nationally recognized accrediting agencies and associations of reliable authority all applicants that meet the established criteria; and develops, under the authority of the Vocational Education Act of 1963 and subject to approval of the Commissioner, standards and criteria for specific categories of vocational training institutions which have no alternative route to establish eligibility for Federal aid.

Meetings in 1975: January 22-24
March 12-14
May 15-16
September 16-19
October 20-21
December 3-5

Members as of December 31, 1975:

George L. Grassmuck (Chairperson)
Professor of Political Science
5601 Haven Hall
University of Michigan
Ann Arbor, Mich. 48104

Thomas C. Bolton
President, Mills River Tomato Corporation
P.O. Box 67
Horse Shoe, N.C. 28742

Hon. Lillian W. Burke
Judge, Cleveland Municipal Court
City Hall
Cleveland, Ohio 44114

Leadie M. Clark
Assistant Superintendent of Instruction
Los Rios Community College District
2011 Arden Way
Sacramento, Calif. 95825

John F. X. Irving
Dean, School of Law
Seton Hall University
1095 Raymond Boulevard
Newark, N.J. 07102

Emiko I. Kudo
Administrator, Vocational-Technical Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Yolanda Lee McClain
Student, The George Washington University
7254 15th Place, NW.
Washington, D.C. 20012

Donald R. McKinley
Chief, Deputy Superintendent
California Department of Education
721 Capitol Mall
Sacramento, Calif. 95814

Anne Pascasio
Dean, School of Health Related Professions
University of Pittsburgh
Pittsburgh, Pa. 15213

Wendell H. Pierce
Executive Director
Education Commission of the States
300 Lincoln Tower Building
1860 Lincoln Street
Denver, Colo. 80203

Vicki Shell
Distributive Education Teacher/Coordinator
Murray Area Vocational Center
Murray, Ky. 42071

Robert Simpson
Professor of Religion and Philosophy
Phillips University
Enid, Okla. 73701

James P. Steele
Vice President, American College of Radiology
Box 650
Yankton, S. Dak. 57078

Walter D. Talbot
State Superintendent of Public Instruction
Utah State Board of Education
Salt Lake City, Utah 84111

Valleau Wilkie, Jr.
Executive Vice President
Sid Richardson Foundation
Fort Worth National Bank Building
Fort Worth, Tex. 76102

National Advisory Council on Adult Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of State plans under section 306 of this act and policies to eliminate duplication and to effectuate the coordination of programs under the Adult Education Act and other programs offering adult education activities and services. The Council reviews the administration and effectiveness of programs under this act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations (including recommendations for changes in this act and other Federal laws relating to adult education activities and services). The Secretary of Health, Education, and Welfare coordinates the work of the Council with that of other related advisory councils.

Meetings in 1975: January 23-25
March 13-15
April 19
May 10
June 12-14
September 25-27
October 20
October 30-31
December 12-13

Members as of December 31, 1975:

Brent H. Gubler (Chairperson)
Coordinator, General Adult Education
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

Archie L. Buffkins
Assistant Dean for Graduate Studies
University of Maryland
2133B South Administrative Building
College Park, Md. 20742

Donald G. Butcher
Dean, School of General Education
Ferris State College
Big Rapids, Mich. 49307

Gertrude Beckwith Calden
(Retired)
745 Calle De Los Amigos
Santa Barbara, Calif. 93105

Alton C. Crews
Superintendent
Charleston County Public Schools
P. O. Box 2218
Charleston, S.C. 29403

Mary A. Grefe
President, Iowa Advisory Council
on Adult Education
3000 Grand Avenue
Des Moines, Iowa 50312

Reuben T. Guenthner
Assistant State Director
State Board for Vocational Education
900 East Boulevard
Bismarck, N. Dak. 58501

Kyo R. Jhin
Executive Director
Top of Alabama Regional Education
Service Agency
711 Arcadia Circle, NW.
Huntsville, Ala. 35801

William R. Langner
Director, Langner Learning Center
120 Westmoreland Avenue
Richmond, Va. 23226

Hon. Marshall L. Lind
Commissioner of Education
State Department of Education
Alaska Office Building
Juneau, Alaska 99801

Eugene L. Madeira
Director of Adult Education
Lancaster School District
Lancaster, Pa. 17602

Lois E. Marshall
Dean of Community Services
Bergen Community College
400 Paramus Road
Paramus, N.J. 07652

Hon. Charles P. Puksta
Mayor, City of Claremont
6 Elm Street
Claremont, N.H. 03743

Arthur L. Terrazas, Jr.
Developmental Studies Instructor
Aims Community College
Greeley, Colo. 80331

Judith Nixon Turnbull
Executive Vice President
Publisher, Tuesday Publications, Inc.
625 North Michigan Avenue
Chicago, Ill. 60611

Advisory Committee on the Education of Bilinguál Children

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) concerning the preparation of general regulations for and (2) with respect to policy matters arising in the administration of the Bilingual Education Act, including the development of criteria for approval of applications thereunder.

Meetings in 1975: None

Members as of December 31, 1975:

Rosita Cota (Chairperson)
Project Director, Bilingual
Multicultural Project, District I
P. O. Box 4040
Tucson, Ariz. 85717

Fernando E. Alvarez
President, Spanish-American
Translation Bureau
750 8th Avenue, Suite 504
New York, N.Y. 10036

Gudelia Betancourt
Assistant Professor
Hunter College School
of Social Work
129 East 79th Street
New York, N.Y. 10021

Bok-Lim Kim
Assistant Professor
Jane Addams Graduate
School of Social Work
University of Illinois
Urbana, Ill. 61801

Evelyn P. Lytle
Associate Professor of
Spanish and Portuguese
University of New Orleans
New Orleans, La. 70122

Carmelo Rodriguez
Executive Director of ASPIRA
767 North Milwaukee Avenue
Chicago, Ill. 60621

Thomas De Aquino Roybal
Instructor
California Polytechnical State
University
San Luis Obispo, Calif. 93401

Teresa Sun
Assistant Professor of
Languages
California State University
515 State University Drive
Los Angeles, Calif. 90032

National Advisory Council on Bilingual Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in the preparation of general regulations and with respect to policy matters arising in the administration and operation of the Bilingual Education Act, including the development of criteria for approval of applications, and plans under the Act, and the administration and operation of other programs for persons of limited English-speaking ability. The Council also prepares and, not later than November 1 of each year, submits a report to the Congress and the President on the condition of bilingual education in the Nation and on the administration and operation of the Act, and the administration and operation of other programs for persons of limited English-speaking ability.

Meetings in 1975: January 22-23
March 4-5
May 12-13
June 18-19
July 28-29
October 15-17
December 1
December 15-17

Members as of December 31, 1975:

Rosita Cota (Chairperson)
Project Director, Bilingual Multicultural Project, District I
P. O. Box 4040
Tucson, Ariz. 85717

Fernando E. Alvarez
President, Spanish-American Translation Bureau
750 8th Avenue, Suite 504
New York, N.Y. 10036

Hon. Frank L. Anzalone
Louisiana House of Representatives
P. O. Box 68
Independence, La. 70443

Gudelia Betancourt
Assistant Professor
Hunter College School of Social Work
129 East 79th Street
New York, N.Y. 10021

Evelyn J. Fatolitis
Teacher, Tarpon Springs Elementary School
525 North Disston Avenue
Tarpon Springs, Fla.

Lorraine P. Gutierrez
Project Director, Plaza Del Sol
600 2nd NW., Suite 800
Albuquerque, N. Mex. 87102

Jeannette F. Hardy
Secretary, Software Design, Inc.
1611 North Edison Street
Arlington, Va. 22207

Bok-Lim Kim
Assistant Professor
Jane Addams Graduate
School of Social Work
University of Illinois
Urbana, Ill. 61801

Evelyn P. Lytle
Associate Professor
Spanish and Portuguese
University of New Orleans
New Orleans, La. 70122

Omer Picard
Administration Supervising
Principal
Acadia School
282 East Main
Madawska, Maine 04756

Carmelo Rodriguez
Executive Director of ASPIRA
767 North Milwaukee Avenue
Chicago, Ill. 60621

Thomas De Aquino Roybal
Instructor, California
Polytechnical State University
San Luis Obispo, Calif. 93401

Rolando A. Santos
Professor, Department of
Educational Foundations
School of Education
California State University
5151 State University Drive
Los Angeles, Calif. 90032

Teresa Sun
Assistant Professor
of Languages
California State University
515 State University Drive
Los Angeles, Calif. 90032

Webster A. Two Hawk
Director, Institute of
Indian Studies
University of South Dakota
Vermillion, S. Dak. 57069

National Advisory Council for Career Education

FUNCTIONS

The Council advises the Commissioner of Education on the implementation of section 406 of the Education Amendments of 1974 and carries out such advisory functions as it deems appropriate, including reviewing the operation of this section and all other programs of the Division of Education pertaining to the development and implementation of career education, evaluating their effectiveness in meeting the needs of career education throughout the United States, and in determining the need for further legislative remedy in order that all citizens may benefit from the purposes of career education as described in section 406. The Council with the assistance of the Commissioner shall conduct a survey and assessment of the current status of career education programs, projects, curriculums and materials in the United States and submit to Congress, not later than November 1, 1975, a report on such survey. The report should include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in subsections (a) and (b) of section 406.

Meetings in 1975: March 31 - April 1
May 14-15
July 22
July 25
September 30
October 21

Members as of December 31, 1975:

Bruce Shertzer (Chairperson)
Chairman, Counseling and
Placement Services
Purdue University
Lafayette, Ind. 47907

Larry J. Bailey
Associate Professor
Department of Occupational Education
Southern Illinois University
Carbondale, Ill. 62901

Nora Bennett
Student
Delaware State College
Dover, Del. 19901

Gilbert Cano
Science and Energy Advisor
to the Governor of New Mexico
Santa Fe, N. Mex. 87501

Thelma Daley
Supervisor, Career Education Specialist
Baltimore County Public Schools
Corner Annex-Lennox and Jefferson Avenues
Towson, Md. 21204

Peter J. Devine
Insurance Agent
604 Pioneer Building
St. Paul, Minn. 55101

Charles Heatherly
Director of Education
National Federation of Independent Business
150 West Twentieth Avenue
San Mateo, Calif. 94403

Marian LaFollette
Member and Vice President
Board of Trustees
Los Angeles Community College
2140 West Olympic Boulevard
Los Angeles, Calif. 90006

Sidney P. Marland
President, College Entrance Examination Board
888 Seventh Avenue
New York, N.Y. 10019

George F. Meyer, Jr.
Director of Career Education
New Brunswick Board of Education
New Brunswick, N.J. 08902

John W. Porter
Superintendent of Public Instruction
State Department of Education
Lansing, Mich. 48902

Shirley Trusty
Supervisor of Cultural Resources
731 St. Charles Street
New Orleans, La. 70130

Nonvoting ex officio members:

The Assistant Secretary of Health, Education, and Welfare for Education
Commissioner of Education
Director of the Office of Career Education
Director of the National Institute of Education
Administrator of the National Center for Education Statistics
Director of the National Science Foundation
Chairman of the National Foundation for the Arts
Chairman of the National Foundation for the Humanities
Chairman of the National Advisory Council on Vocational Education

Community Education Advisory Council

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Council shall:

1. Advise the Commissioner on policy matters relating to the interests of community schools;

2. Be responsible, in the fiscal year ending June 30, 1975, for advising the Commissioner regarding the establishment of policy guidelines and regulations for the operation and administration of this program;

3. Create a system for evaluation of the program;

4. Present to the Congress a complete and thorough evaluation of the operation of this program, for each fiscal year ending after June 30, 1975.

Meetings in 1975: February 13-14
March 7-8
May 15-16
July 10-11
September 14-15
December 2-3

Members as of December 31, 1975:

Martin W. Essex (Chairperson)
Superintendent of Public Instruction
State Department of Education
Columbus, Ohio 43215

Donald W. Buchanan
Chairman, Department of Recreation Parks and Community Education
P. O. Box 53
Mankato State College
Mankato, Minn. 56001

Ted M. Dixon
County Superintendent of Schools
Department of Education
San Diego County
6401 Mott Foundation Building
Flint, Mich. 48502

James R. Dorland
Executive Director, National Association for Public and Continuing Adult Education
1201 16th Street, N.W.
Washington, D.C. 20036

Robert D. Gilberts
Dean, College of Education
University of Oregon
Eugene, Oreg. 97403

Clara S. Kidwell
Associate Professor
Native American Studies Program
University of California
3415 Dwinelle Hall
Berkeley, Calif. 94720

Charles Stewart Harding Mott
President, Charles Stewart
Mott Foundation
501 Mott Foundation Building
Flint, Mich. 48502

Richard V. Moyle
Supervisor, Community Education
Amphitheater School System
125 East Prince Road
Tucson, Ariz. 85705

Theodore J. Pinnock
Director, Human Resources
Development Center
P. O. Drawer SS
Tuskegee Institute
Tuskegee, Ala. 36088

Robbin S. Schreiner
Student, Williamsport Area
Community College
203 North Vesper Street
Lock Haven, Pa. 17445

Mabel R. Varela
Pecos School Board Chairman
Route 2, Box 47
Pecos, N. Mex. 87552

Advisory Council on Developing Institutions

FUNCTIONS

With respect to the program authorized by title III of the Higher Education Act of 1965, as amended, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, assists the Commissioner of Education (1) in identifying developing institutions through which the purposes of that title may be achieved and (2) in establishing the priorities and criteria to be used in making grants under section 304(a) of that title.

Meetings in 1975: January 27-28
March 12
November 6-7

Members as of December 31, 1975:

Samuel Nabrit (Chairperson)
Executive Director
Southern Fellowship Foundation
795 Peachtree Street, S.W.
Suite 484
Atlanta, Ga. 30308

Peter E. Azure
Assistant Director
for Advancement
Sheldon Jackson College
P. O. Box 479
Sitka, Alaska 99835

Sidney Brossman
Chancellor
California Community Colleges
1238 S Street
Sacramento, Calif. 95814

Lowell J. Cook
Administrative Assistant
for Development
North Iowa Area Community College
Mason City, Iowa 50401

Norman C. Harris
Coordinator of Community College Development
Center for the Study of Higher Education
University of Michigan
Ann Arbor, Mich. 48104

Calvin B. T. Lee
Chancellor
University of Maryland
Baltimore County
5401 Wilkens Avenue
Baltimore, Md. 21228

Robert R. Martin
President, Eastern Kentucky
University
Richmond, Ky. 40475

Gale Joann Miller
Student
P. O. Box 1219
University of Maryland-
Eastern Shore
Princess Anne, Md. 21853

Virginia Ortiz Y Pino
Director of Cooperative Education
New Mexico Highlands University
Las Vegas, N. Mex. 87701

National Advisory Council on the Education of Disadvantaged Children

FUNCTIONS

The Council (1) reviews and evaluates the administration and operation of title I of the Elementary and Secondary Education Act, including its effectiveness in improving the educational attainment of educationally deprived children and the effectiveness of programs to meet their occupational and career needs, and (2) makes recommendations for the improvement of this title and its administration and operation. Recommendations take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

The Council makes such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and makes an annual report to the President and the Congress.

Meetings in 1975: February 14-15
March 14-15
April 4-5
May 9-10
June 13-14
July 18-19
August 22-23
September 12-13
October 28
November 10
December 12-13

Members as of December 31, 1975:

Owen F. Peagler (Chairperson)
Dean, School of Continuing Education
Pace College
Pace College Plaza
New York, N.Y. 10038

Alma Barba
Professor
University of Texas at El Paso
6201 Twilight Lane
El Paso, Tex. 79912

Mary Ann McCabe
Teacher, Navaho Reservation
Box 172
Montezuma Creek, Utah 84534

Alonzo Crim
Superintendent
Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Ga. 30303

Alan J. Davitt
Executive Secretary
New York Catholic Superintendent
Association
39 Huntersfield Road
Delmar, N.Y. 12054

Dorothy Fleegler
Director, Florence Fuller
School
2929 Banyan Road
Boca Raton, Fla. 33432

Sarah Moore Greene
National Officer, NAACP
Vice Chairperson, Knoxville
Board of Education
2453 Linden Avenue
Knoxville, Tenn. 37914

Elaine Jenkins
Director, One America
3333 University Boulevard
Kensington, Md. 20795

Wilbur Lewis
Superintendent of Schools
Parma Public Schools
8604 Pin Oak Drive
Parma, Ohio 44130

Rosella Lipson
President, Pre-school Mobile
Foundation, Inc.
820 North Sierra Drive
Beverly Hills, California 90210

Ben Reifel
Chairman of the Board
American Indian National Bank
1701 Pennsylvania Avenue, NW.
Washington, D.C. 20006

Carol Schwartz
Member, D.C. School Board
3800 Cumberland Street, NW.
Washington, D.C. 20008

Rosalie Silberman
Housewife
6 Kittery Court
Bethesda, Md. 20034

Kenneth Smith
Project Director, 70,001
Box 464
Dover, Del. 19901

George Willeford
Child Psychiatrist
1404 Gaston Avenue
Austin, Tex. 78703

National Advisory Council on Education Professions Development

FUNCTIONS

The Council (1) reviews the operation of title V of the Higher Education Act and of all other Federal programs for the training and development of educational personnel and (2) evaluates their effectiveness in meeting needs for additional educational personnel and in achieving improved quality in training programs as evidenced in the competency of persons receiving such training when entering positions in the field of education. The Council also advises the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to policy matters arising in the administration of this title and any other matters relating to the purposes of this title on which their advice may be requested.

The Council makes an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year.

Meetings in 1975: March 5-7
June 11-13
September 10-12
December 3-5

Members as of December 31, 1975:

Walter Tice (Chairperson)
President, Yonkers Federation of Teachers
35 Grassy Sprain Road
Yonkers, N.Y. 10710

R. Creighton Buck
Professor of Mathematics
University of Wisconsin
610 Walnut
Madison, Wis. 53706

Judy Ann Buffmire
Director, Southwest Regional Resource Center
University of Utah
2363 Foothill Drive, Suite G
Salt Lake City, Utah 84109

Manera A. Constantine
Director, Project 70001
Wilmington Board of Education
Wilmington, Del. 19801

Mildred M. Curtis
Registered Nurse
6613 31st Place, NW.
Washington, D.C. 20015

Carol Doherty
Elementary Guidance Counselor
148 Highland Street
Taunton, Mass. 02780

Archie R. Dykes
Chancellor
University of Kansas
Lawrence, Kans. 66045

Helen G. Edmonds
Dean, Graduate School
North Carolina Central University
Box 3847
Durham, N.C. 27702

Janet C. Erickson
Community Services Volunteer
915 Orlando Place
San Marino, Calif. 91108

Henry Lucas, Jr., D.D.S.
Franklin Hospital Medical Building
San Francisco, Calif. 94114

Edward A. Medina
Assistant Professor
Department of Education
Eastern New Mexico University
Portales, N. Mex. 88130

Jeanne Noble
Associate Professor
School of Education
Brooklyn College, City University of New York
New York, N.Y. 10010

Hugo A. Sabato
Vice President
G.R. Hammerlein Insurance Agency, Inc.
707 Race Street
Cincinnati, Ohio 45202

Martin W. Schoppmeyer
Professor of Education
University of Arkansas
248 Graduate Education Building
Fayetteville, Ark. 72701

William Ransom Wood
President Emeritus
University of Alaska
619 Eleventh Avenue
Fairbanks, Alaska 99701

Advisory Council on Environmental Education

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare, the Assistant Secretary of Education, and the Commissioner of Education. Specifically, the Council:

1. Advises the Commissioner and the Office of Education concerning the administration of, preparation of general regulations for, and operation of programs assisted under the Environmental Education Act.

2. Makes recommendations to the Office of Education with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) of the Environmental Education Act and the criteria to be used in approving applications.

3. Develops criteria for the review of applications and their disposition.

4. Evaluates programs and projects assisted under the Environmental Education Act and disseminates the results thereof.

Meetings in 1975: None

Members as of December 31, 1975:

David Pimentel (Chairperson)
Professor, Insect Ecology
Cornell University
Comstock Hall
Ithaca, N.Y. 14850

David T. Anderson
Student
University of Denver
2001 South York Street
Denver, Colo. 80210

William D. Brentnall
Administrative Science Advisor
Ames Community School
Ames, Iowa 50010

Loretta B. Carroll
Instructor of Biology and Ecology
University City High School
7401 Balson Street
University City, Mo. 63103

Rene J. Dubos
Professor Emeritus
Environmental Bio-Medicine
The Rockefeller University
East 66th Street at York Avenue
New York, N.Y. 10021

Lois Florence
Student
University of Kentucky
Lexington, Ky. 40506

Arthur J. Julian
Principal Environmental Specialist
Department of Environmental Protection
1474 Prospect Street
Trenton, N. J. 08625

James W. Latham
State Consultant in Science
Maryland State Department of Education
BWIA, P. O. Box 8717
Baltimore, Md. 21240

Martha McInnis
Executive Director
Alabama Environmental Quality Association
P.O. Box 11000
Montgomery, Ala. 36111

Roger J. Miller
President
Millikin University
Decatur, Ill. 62522

Charles Roth
Director of Education
Massachusetts Audubon Society
South Great Road
Lincoln, Mass. 01773

Raymond J. Smit
Consulting Engineer
McNamee, Porter and Seeley
2223 Packard Road
Ann Arbor, Mich. 48104

Richard St. Germaine
Lac Courte Oreilles Tribal Council
Route 2
Stone Lake, Wis. 54876

Nancy Stockholm
Student
Stanford University
350 Sharon Park Drive, Apt. I-25
Menlo Park, Calif. 94025

Kathleen Sweet
Student
George Mason University
Fairfax, Va. 22039

Charles E. Tatum
Professor, History and Geography
Department of Geography and Economics
Texas Southern University
4902 Ventura Lane
Houston, Tex. 77021

Frank Torres
Assistant Professor, Ecology and General Biology
University of Puerto Rico
College of Humacao
Humacao, P. R. 00661

Lana J. Tyree
Attorney-at-Law
Benefield, Shelton, Lee and Tyree
2700 City National Bank Tower
Oklahoma City, Okla. 73102

Jonathan M. Wert
Consultant
University of Tennessee
Environment Center
Knoxville, Tenn. 37916

National Advisory Council on Equality of Educational Opportunity

FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare and the Assistant Secretary for Education. More specifically, the Council:

1. Advises the Assistant Secretary for Education with respect to the operation of the Emergency School Aid Act, including the preparation of regulations and the development of criteria for the approval of applications.

2. Reviews the operation of the program with respect to (a) its effectiveness in achieving the purposes of the act and (b) the Assistant Secretary's conduct in the administration of the program.

3. Submits, not later than March 31 of each year, an annual report of its activities, findings, and recommendations to the Congress.

The Council must submit to the Congress a final report on the operation of the program. Prior to the final report, the Council must submit through the Secretary to the Congress at least two interim reports which must include a statement of its activities and of any recommendations it may have with respect to the operation of the program.

Meetings in 1975: January 23-24, 31
February 1, 3-4, 8, 27-28
March 1, 14
May 5-7, 16-17
October 3-4

Members as of December 31, 1975:

*Gwen Awsumb
Director of Community Development
125 North Main Street
Memphis, Tenn. 38103

June Cameron
Member, Mt. Lebanon Board of Education
812 White Oak Circle
Pittsburgh, Pa. 15228

Loftus C. Carson
Executive Director, Monroe County Human Relations Commission
350 East Henrietta Road
Rochester, N.Y. 14620

T. Winston Cole, Sr.
Dean, Academic Affairs for Instructional Services
University of Florida
Gainesville, Fla. 32611

*Became Acting Chairperson January 16, 1976; Chairperson Dale Parnell resigned effective November 29, 1975

Lawrence F. Davenport
President, Educational Cultural
Complex and SE Adult Schools
San Diego Community College District
San Diego, Calif. 92113

Jacquelyne J. Jackson
Associate Professor of Medical
Sociology
Department of Psychiatry
Duke University Medical School
Durham, N.C. 27710

Hon. Jackson F. Lee
Mayor
234 Green Street
Fayetteville, N.C. 28301

Edward Meyers, Jr.
Law Student
Fordham Law School
118 West 74th Street, Apt. 1-A
New York, N.Y. 10023

Haruko Morita
Principal, Garvanza Elementary
School
317 North Avenue 62
Los Angeles, Calif. 90042

Frederick Mosteller
Professor, Mathematical Statistics
Department of Statistics
Harvard University
Cambridge, Mass. 02138

Richard E. Pesqueira
Vice President for Student
Affairs
New Mexico State University
Las Cruces, N. Mex. 88003

Lyman F. Pierce
Head, Education Department
United Southeastern Tribes, Inc.
1101 Kermit Drive, Suite 204
Nashville, Tenn. 37217

Carmen A. Rodriguez
Community Superintendent
City School District 7 of New York
501 Courtland Avenue
Bronx, N.Y. 10451

National Advisory Council on Ethnic Heritage Studies

FUNCTIONS

With respect to the Ethnic Heritage Studies Program authorized by title IX of the Elementary and Secondary Education Act of 1965, the Council carries out the functions specified in part D of the General Education Provisions Act. The Council:

1. Advises the Commissioner of Education concerning the administration and operation of the Ethnic Heritage Studies Program.

2. Evaluates, at the request of the Commissioner or his designee, the effectiveness of current ethnic programs in schools and institutions of higher education.

3. Recommends priorities regarding the types of programs and projects which should be funded at the preschool, elementary, secondary, higher education, or community levels to best achieve the purposes of this legislation.

4. Reviews the effectiveness of programs funded under this act and recommends the most expedient means for communicating to educators, community leaders, and the general public the positive role which ethnicity can play.

Meetings in 1975: October 16
November 20-21

Members as of December 31, 1975:

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Lewiston, Idaho 83501

National Advisory Council on Extension and Continuing Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of title I of the Higher Education Act, including policies and procedures governing the approval of State plans under section 105(b) of that act and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering extension or continuing education activities and services.

2. Reviews the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, makes recommendations with respect thereto, and makes annual reports of its findings and recommendations (including recommendations for changes in the provisions of title I of the Higher Education Act and other Federal laws relating to extension and continuing education activities).

3. Reviews and reports, not later than March 31, 1975, on programs and projects carried out with assistance under title I of the Higher Education Act prior to July 1, 1973. This review is to include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title and (2) the greatest return for the resources devoted to them. The review is to be carried out by direct evaluations by the National Advisory Council, by use of other agencies, institutions, and groups, and by the use of independent appraisal units.

Meetings in 1975: January 9
February 17-18, 27
March 13
May 20
June 12-13
September 23
November 5-6
December 19

Members as of December 31, 1975:

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One representative each from:

U.S. Departments of Agriculture, Defense, Justice, Labor, State, and Housing and Urban Development
Office of Education
Small Business Administration

Advisory Council on Financial Aid to Students

FUNCTIONS

With respect to the program authorized by title IV of the Higher Education Act, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, advises the Commissioner of Education on matters of general policy arising in the administration of student financial assistance programs and on evaluation of the effectiveness of these programs. The Council functions as a general body and through two subcommittees. One subcommittee concerns itself with the Guaranteed Student Loan Program, part B of title IV, and the other with the Student Assistance Programs of parts A, C, and E.

As a general body the Council:

1. Reviews the accomplishments and problems of the financial assistance programs and makes recommendations to the Commissioner on changes in statutes, regulations, policies, or procedures.

2. Makes recommendations to the Commissioner on methods of financial support for students in postsecondary education.

The Guaranteed Student Loan Program Subcommittee:

1. Reviews and evaluates lender participation in the program so as to maximize their participation and make loans more readily available to students.

2. Reviews and evaluates on a continuing basis the default and recovery activities of the program, making recommendations to the Commissioner on effective ways to hold default rates within reasonable limits and at levels acceptable to the Congress and the lending community.

3. Makes recommendations to the Commissioner on methods and procedures that can be used to identify the high risk student and reduce his tendency to default on his obligation.

The Student Assistance Subcommittee:

1. Makes recommendations on the development of needs analysis systems.

2. Makes recommendations for the coordination of all student aid programs with special programs for students from disadvantaged backgrounds.

3. Makes recommendations for the coordination of existing Federal and State student aid programs and for the development of programs of incentive grants in States without such programs.

Meetings in 1975: January 23-24
February 27-28
November 6-7

Members as of December 31, 1975:

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William O'Hara
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*Became Chairperson February 13, 1976; Chairperson John Jamrich relinquished position November, 1975.

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Thomas J. Wiens
Vice President
Summit County Bank
Frisco, Colo. 80443

National Advisory Committee on the Handicapped

FUNCTIONS

The Committee reviews the administration and operation of programs authorized by the Education of the Handicapped Act, and other provisions of law administered by the Commissioner with respect to the handicapped, including their effect in improving the educational attainment of handicapped children, and makes recommendations for the improvement of such administration and operation. It reviews the administration and operation of the National Technical Institute for the Deaf and the Model Secondary School for the Deaf and makes recommendations for improving their administration and operation.

Meetings in 1975: January 20-22
May 19-21
August 4-8
October 20-22

Members as of December 31, 1975:

Jean S. Garvin (Chairperson)
Director, Special Education
and Pupil Personnel Services
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Center, College of Education
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National Advisory Council on Indián Education

FUNCTIONS

The Council advises the Commissioner of Education and the Secretary of Health, Education, and Welfare with regard to programs benefiting Indian children and adults. More specifically, the Council:

1. Submits to the Commissioner a list of nominees for the position of Deputy Commissioner of Indian Education.

2. Advises the Commissioner with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate, or from which they can benefit, including title III of the act of September 30, 1950 (Public Law 81-874), and section 810 of the Elementary and Secondary Education Act of 1965 (both as added by title IV of Public Law 92-318) and with respect to adequate funding thereof.

3. Reviews applications for assistance under title III of the act of September 30, 1950 (Public Law 81-874), section 810 of title VIII of the Elementary and Secondary Education Act and section 314 of the Adult Education Act (all as added by title IV of Public Law 92-318), and makes recommendations to the Commissioner with respect to their approval.

4. Evaluates programs and projects carried out under any program of the U.S. Department of Health, Education, and Welfare in which Indian children or adults can participate, or from which they can benefit, and disseminates the results of such evaluations.

5. Provides technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.

6. Assists the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under section 303(b) of the act of September 30, 1950 (Public Law 81-874), as added by title IV of Public Law 92-318.

7. Submits to the Congress not later than March 31 of each year a report on its activities, which includes any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit. The report also includes a statement of the National Council's recommendations to the Commissioner with respect to the funding of any such programs.

Meetings in 1975: January 17-18
February 28 - March 9
May 30 - June 1
June 26-29
August 1-3
October 16-19
December 13-14

Members as of December 31, 1975:

Theodore George (Chairperson)
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Regional Corporation
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National Council on Quality in Education

FUNCTIONS

The Council:

1. Reviews the administration of general regulations for and operation of the programs assisted under the Elementary and Secondary Education Act at the Federal, State, and local levels, and under other Federal education programs.

2. Advises the Commissioner of Education and, when appropriate, the Secretary of Health, Education, and Welfare and other Federal officials with respect to the educational needs and goals of the Nation and assesses the progress of educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals.

3. Conducts objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended.

4. Reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to part D, section 541, clause (E) of paragraph (3) of subsection (b) of the Elementary and Secondary Education Act.

5. Makes recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs, including the programs authorized by title V of the Elementary and Secondary Education Act.

6. Consults with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including:

    a. Needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved.

    b. Priorities among needs and national goals.

c. Specific means of improving the quality and effectiveness of teaching, curriculums, and educational media, and of raising standards of scholarship and levels of achievement.

7. Conducts national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education.

8. Conducts, and reports on, comparative studies and evaluations of education systems in foreign countries.

9. Makes an annual report, and such other reports as it deems appropriate, on Council findings, recommendations, and activities to the Congress and the President. (The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and Council activities.)

10. Consults with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the Council. (All Federal agencies are directed to cooperate with the Council in assisting it in carrying out its functions.)

Meetings in 1975: None

Members as of December 31, 1975: None

National Advisory Council on Supplementary Ceters and Services
(Terminated June 30, 1975)

FUNCTIONS

The Council reviews the administration of, the general regulations for, and the operation of title III of the Elementary and Secondary Education Act, including its effectiveness in meeting the purposes set forth in section 303 of title III; reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to section 305(a)(2)(E) of title III; evaluates programs and projects carried out under this title and disseminates the results thereof; and makes recommendations for the improvement of this title and its administration and operation.

Meetings in 1975: February 20-21
April 16-18
June 12-13

Members as of December 31, 1975: None

National Advisory Council on Vocational Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education concerning the administration of, and the preparation of general regulations for and operation of vocational and occupational education programs supported with assistance under title I of the Vocational Education Act of 1963, as amended, and under part B of title X of the Higher Education Act of 1965.

2. Reviews the administration and operation of vocational and occupational education programs under these titles, including the effectiveness of such programs in meeting the purposes for which they are established and operated; makes recommendations with respect thereto; and makes annual reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of these titles) to the Secretary for transmittal to Congress.

3. Conducts independent evaluations of programs carried out under these titles and publishes and distributes the results thereof.

4. Reviews the possible duplication of vocational and occupational education programs at the postsecondary and adult levels within geographic areas and makes annual reports of the extent to which duplication exists, together with its findings and recommendations, to the Secretary.

Meetings in 1975: January 16-17
March 12-14
April 30
May 1-2, 28-29
June 26-27
August 9
September 4-5
October 16-17
November 13-14
December 7-8

Members as of December 31, 1975:

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Advisory Council on Women's Educational Programs

FUNCTIONS

The Advisory Council on Women's Educational Programs advises the President, the Secretary of the Department of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education. The Council:

1. Advises the Commissioner with respect to general policy matters relating to the administration of the Women's Educational Equity Act of 1974;

2. Advises and makes recommendations to the Assistant Secretary concerning the improvement of educational equity for women;

3. Makes recommendations to the Commissioner with respect to the allocation of funds appropriated for the purposes of the act, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation:

4. Develops criteria for the establishment of program priorities:

5. Reviews the report of the Commissioner on sex discrimination in education and makes such recommendations, including recommendations for additional legislation, as it deems advisable;

6. Evaluates such programs and projects, following receipt of the Commissioner's fiscal year report on the programs and activities assisted under the act, and includes such evaluation in its annual report.

Meetings in 1975: June 18-20
September 18-20
December 1-2

Members as of December 31, 1975:

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Chairman of the Civil Rights Commission
Director of the Women's Bureau of the
Department of Labor
Director of the Women's Action Program
of the Department of Health, Education,
and Welfare

APPENDIX C

Selected Education Statistics

SELECTED EDUCATION STATISTICS

Education was the primary occupation of 62.3 million Americans in the fall of 1975--58.9 million school and college students, 3.1 million teachers, instructors, and professors, and about 300,000 superintendents, principals, supervisors, and other instructional staff members. This means that, in a nation of 214 million, nearly three out of every 10 persons were directly involved in education. It is not astonishing, therefore, that so much attention is being focused on our schools and colleges and that a substantial portion of our resources is being allocated to this vital enterprise.

Financial support of education has increased in recent years--by Federal, State, and local governments as well as a variety of private sources. The total expenditures of education institutions amounted to approximately $109 billion in the 1974-75 school year.

Enrollment

Total enrollment in regular education programs from kindergarten through graduate school increased for 27 consecutive years before reaching an all-time high of 59.7 million in the fall of 1971. Since then there have been small annual decreases at the elementary school level. This is because the number of children 5 to 13 years of age is going down. Further reductions in elementary school enrollment are expected for the next several years. Enrollments in high school and college continue to rise.

Between fall 1974 and fall 1975, enrollment in kindergarten through grade 8 decreased from 34.6 to about 34 million, or about 2 percent. Enrollment in grades 9 through 12 increased from 15.4 to about 15.6 million, or more than 1 percent. Degree-credit enrollment in institutions of higher education rose from 9 to at least 9.3 million, and preliminary data indicate that the number of degree-credit students in fall 1975 may have reached 9.7 million. (Additional information on enrollemt by level and by control of institutions may be found in table 1, page 204.)

Since the end of World War II a dominant trend in this country has been to begin education earlier and to remain in school longer. This trend is illustrated most dramatically by comparing the latest available data on the percentage of 5-year-olds enrolled in school with the percentage a decade or two ago (table 2, page 205). Approximately 87 percent of the 5-year-olds were enrolled in school in the fall of 1974, as compared with 68 percent in 1964 and 58 percent in 1954. The enrollment percentages for persons in their middle and late teens, while down slightly from the peaks they attained around 1968, were substantially higher in 1974 than in 1954 and somewhat higher than in 1964.

Table 3 (page 206) shows the long-term growth of secondary education in the United States. From 1890 to 1974 the population 14 to 17 years of age tripled, but enrollment in grades 9 through 12 increased 43 times, from 360,000 to 15.4 million. In 1890 only about one person in 15 in the 14-17 age group was enrolled in school. In 1974 the figure was more than 9 out of 10.

Over the past 2 decades college enrollment has almost quadrupled. Part of the increase may be accounted for by the fact that there are more young people of college age. Table 4 (page 207) indicates, however, that another important factor has contributed to increased college attendance. The proportion of young people attending college has risen also--from about 13 percent in the early 1950's to approximately one-third today.

The number of participants in vocational education has increased at a rapid rate also as new programs have been added to the traditional classes in agriculture, home economics, and trades and industry. The Federal Government has helped State and local governments provide vocational education for almost 60 years, and nearly 14 million students were enrolled in federally aided vocational classes in 1974 (table 5, page 208).

Teachers and Instructional Staff

The teaching staffs of American schools and colleges grew rapidly during the 1960's, keeping pace with the rise in enrollments and frequently exceeding it. The number of teachers has now pretty well stabilized. Between fall 1974 and fall 1975 the number of teachers increased slightly and approached 3.1 million (table 6, page 209). Small increases for secondary and college teachers were nearly offset by a small decline for elementary teachers.

The number of public elementary and secondary school teachers has been growing somewhat faster than school enrollment. Consequently, there has been a slight decline in the past few years in the number of pupils per teacher. As table 7 (page 210) indicates, there was an average of 20.8 pupils per teacher in public schools in 1974 as against 22.7 in 1969.

Schools and School Districts

There were 16,568 local school districts in the United States in the fall of 1974, a reduction of 2,601, or 13.6 percent, over a 5-year period. (Also shown in table 7, page 210.) The number of school districts is gradually being reduced through a process of reorganization and consolidation.

The number of public elementary schools is also declining. This reflects school consolidations, with elimination of many small rural schools.

In 1973-74 the public school system included some 62,700 elementary schools, 23,600 secondary schools, and 2,300 combined elementary-secondary schools organized and administered as a single unit.

High School and College Graduates

Nearly 3.1 million persons graduated from high school in 1974, and about 1.3 million earned degrees from American colleges and universities. Included in the degrees conferred were a million bachelor's and first-professional degrees and more than 300,000 master's and doctor's degrees. Since the late 1950's the annual number of high school graduates has doubled, the number of bachelor's and first-professional degrees has nearly tripled, and the number of advanced degrees has quadrupled (tables 8 and 9, pages 211 and 212). These growth rates reflect not only the rise in the number of young people of high school and college age but also a substantial increase in the proportion of them completing each level of education.

Latest available data on earned degrees conferred by major field of study, for the year ending in June 1974, are shown in table 10 (page 213). At the bachelor's level more degrees were conferred in education, social sciences, and business and management than in any other field. Law, the health professions, and theology were the leaders at the first-professional level. Leading in the number of master's degrees conferred were education, business and management, and social sciences. More than 3,300 doctor's degrees were conferred in each of five fields--education, social sciences, physical sciences, biological sciences, and engineering.

Retention Rates and Education Attainment

Table 11 (page 214) shows the increase in school retention rates from the 5th grade to college entrance over the past four decades. During this period the percentage of 5th-graders who went on to graduate from high school increased from about 30 to 74 (from 302 to 744 per 1,000). The rate of graduation is now about two and one-half times that of the early 1930's. (See figure 1, page 215.)

The increase in college entrance is even more striking. Approximately 45 percent of our young people entered college at the start of the 1974-75 academic year compared to 12 percent in 1932-33. Retention rates for the high school graduating class of 1974 are presented graphically in figure 2 (page 216).

Since 1940 the Bureau of the Census has collected statistics on how much education people have attained. Table 12 (page 217), which is derived from Census publications, compares the attainment of the population 25-29 years of age with that of the total population 25 years of age and older.

The former group in March 1975 had completed a half-year of school more than had the total adult population. More than four-fifths of the 25-29 age group reported that they were high school graduates, as compared with slightly over three-fifths of all adults. More than a fifth of the young adults identified themselves as college graduates, while 14 percent of the total adult population had completed 4 or more years of college. Today's average education level is the highest in American history, with each year tending to bring the average a little higher.

Only 1 percent of persons 14 or more years of age was illiterate in 1969, when the Census Bureau made its latest literacy survey (table 13, page 218). The illiteracy rate was 2.2 percent in 1959, 4.3 percent in 1930, and 10.7 percent in 1900. Although the 20th century has seen a steady reduction in the percentage of illiteracy, 1.4 million persons in this country still are unable to read and write. (See figure 3, page 219.)

Income

Public elementary and secondary schools in the United States derive virtually all of their revenue from governmental sources. Income from other sources, such as gifts and fees, amounts to less than one-half of 1 percent of total school revenue. Local governments contribute more than any other source, but in recent years the proportions from Federal and State governments have been increasing. In the 1973-74 school year approximately 50 percent of the revenue receipts of public schools came from local sources, more than 41 percent from State governments, and over 8 percent from the Federal Government (table 14, page 220). The Federal contribution rose from 4.4 percent in 1963-64 to 8.5 percent in 1973-74--from about $900 million to $4.9 billion.

Several Government agencies administer programs of Federal support directed toward all levels of education. Federal grants exceeded $16 billion in FY '75, an all-time high. Table 15 (page 221) provides estimates of Federal support of education, training, and related activities for fiscal years 1975 and 1976.

Expenditures

Expenditures for public elementary and secondary schools in the United States exceeded $61.6 billion in the 1974-75 school year (table 16, page 222), a 28 percent increase over the $48 billion spent 3 years earlier. Per-pupil expenditures have also risen rapidly in recent years. The current expenditure per pupil in average daily attendance exceeded $1,250 in 1974-75. Total expenditure, including current expenditure, capital outlay, and interest on debt, was well over $1,400 per pupil.

Table 17 (page 223) compares total expenditures for public and private education at all levels (elementary, secondary, and postsecondary) with the gross national product over the past 45 years. Expenditures are estimated at $109 billion for the 1974-75 school year, an amount equal to 7.8 percent of the gross national product. Preliminary estimates indicate that the expenditures of educational institutions will approximate $119 billion in 1975-76. In relation to the gross national product (figure 4, page 224), expenditures today are more than four times as great as in the mid-1940's.

Expenditures for vocational education, in many respects the fastest growing segment of the American education system, from Federal, State, and local funds are shown in table 18 (page 225). In FY '74, the latest year for which data are complete, the Federal Government contributed 14 percent of the money and the remaining 86 percent came from State and local sources.

Table 1.—Estimated enrollment in educational institutions, by level of instruction and by type of control: United States, fall 1974 and fall 1975[1]

[In thousands]

Level of instruction and type of control	Fall 1974	Fall 1975
1	2	3
Total elementary, secondary, and higher education	59,089	58,940
Public	52,134	52,060
Nonpublic	6,955	6,880
Kindergarten-grade 12 (regular and other schools)[2]	50,066	49,610
Regular public schools	45,056	44,700
Regular nonpublic schools	4,700	4,600
Other public schools	240	240
Other nonpublic schools	70	70
Kindergarten-grade 8 (regular and other schools)[2]	34,619	34,000
Regular public schools	30,919	30,400
Regular nonpublic schools	3,500	3,400
Other public schools	170	170
Other nonpublic schools	30	30
Grades 9-12 (regular and other schools)[2]	15,447	15,610
Regular public schools	14,137	14,300
Regular nonpublic schools	1,200	1,200
Other public schools	70	70
Other nonpublic schools	40	40
Higher education (total degree-credit enrollment in universities, colleges, professional schools, teachers colleges, and junior colleges)[3]	9,023	9,330
Public	6,838	7,120
Nonpublic	2,185	2,210
Undergraduate[4]	7,834	8,100
Graduate	1,190	1,230

[1]The 1974 figures for regular nonpublic and other elementary and secondary schools, and all 1975 figures, are estimates. Surveys of nonpublic elementary and secondary schools have been conducted at less frequent intervals than those of public schools and of institutions of higher education. Consequently, the estimates for nonpublic schools are less reliable than those for other types of institutions. The estimates for 1975 are derived from the increases expected from population changes combined with the long-range trend in school enrollment rates of the population.

[2]"Regular" schools include schools which are a part of State and local school systems and also most non-profit-making nonpublic elementary and secondary schools, both church-affiliated and nonsectarian. "Other" schools include sub-collegiate departments of institutions of higher education, residential schools for exceptional children, Federal schools for Indians, and Federal schools on military posts and other Federal installations.

[3]Excludes undergraduate students in occupational programs which are not ordinarily creditable toward a bachelor's degree. There were 1,200,283 of these non-degree-credit students in fall 1974.

[4]Includes unclassified students and students working toward first-professional degrees, such as M.D., D.D.S., LL.B., and B.D.

NOTE.—Fall enrollment is usually smaller than school-year enrollment, since the latter is a cumulative figure that includes students who enroll at any time during the year. Because of rounding, details may not add to totals.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools, Fall 1974; Fall Enrollment in Higher Education, 1974;* and estimates of the National Center for Education Statistics.

Table 2.—Percent of the population 5 to 34 years old enrolled in school, by age: United States, October 1947 to October 1974

Year	Total, 5 to 34 years	5 years[1]	6 years[1]	7 to 9 years	10 to 13 years	14 and 15 years	15 and 17 years	18 and 19 years	20 to 24 years	25 to 29 years	30 to 34 years
1	2	3	4	5	6	7	8	9	10	11	12
1947	42.3	53.4	96.2	98.4	98.6	91.6	67.6	24.3	10.2	3.0	1.0
1948	43.1	55.0	96.2	98.3	98.0	92.7	71.2	26.9	9.7	2.6	.9
1949	43.9	55.1	96.2	98.5	98.7	93.5	69.5	25.3	9.2	3.8	1.1
1950	44.2	51.8	97.0	98.9	98.6	94.7	71.3	29.4	9.0	3.0	.9
1951	45.4	53.8	96.0	99.0	99.2	94.8	75.1	26.3	8.3	2.5	.7
1952	46.8	57.8	96.8	98.7	98.9	96.2	73.4	28.7	9.5	2.6	1.2
1953	48.8	58.4	97.7	99.4	99.4	96.5	74.7	31.2	11.1	2.9	1.7
1954	50.0	57.7	96.8	99.2	99.5	95.8	73.0	32.4	11.2	4.1	1.5
1955	50.8	58.1	98.2	99.2	99.2	95.9	77.4	31.5	11.1	4.2	1.6
1956	52.3	58.9	97.0	99.4	99.2	96.9	78.4	38.4	12.8	5.1	1.9
1957	53.6	60.2	97.4	99.5	99.5	97.1	80.5	34.9	14.0	5.5	1.8
1958	54.8	63.8	97.3	99.5	99.5	96.9	80.6	37.6	13.4	5.7	2.2
1959	55.5	62.9	97.5	99.4	99.4	97.5	82.9	36.8	12.7	5.1	2.2
1960	56.4	63.7	98.0	99.6	99.5	97.8	82.6	38.4	13.1	4.9	2.4
1961	56.8	66.3	97.4	99.4	99.3	97.6	83.6	38.0	13.7	4.4	2.0
1962	57.8	66.8	97.9	99.2	99.3	98.0	84.3	41.8	15.6	5.0	2.6
1963	58.5	67.8	97.4	99.4	99.3	98.4	87.1	40.9	17.3	4.9	2.5
1964	58.7	68.5	98.2	99.0	99.0	98.6	87.7	41.6	16.8	5.2	2.6
1965	59.7	70.1	98.7	99.3	99.4	98.9	87.4	46.3	19.0	6.1	3.2
1966	60.0	72.8	97.6	99.3	99.3	98.6	88.5	47.2	19.9	6.5	2.7
1967	60.2	75.0	98.4	99.4	99.1	98.2	88.8	47.6	22.0	6.6	4.0
1968	60.0	74.9	98.3	99.1	99.1	98.0	90.2	50.4	21.4	7.0	3.9
1969	60.0	76.2	98.2	99.3	99.1	98.1	89.7	50.2	23.0	7.9	4.8
1970	58.9	77.7	98.4	99.3	99.2	98.1	90.0	47.7	21.5	7.5	4.2
1971	58.5	82.5	98.4	99.1	99.2	98.6	90.2	49.2	21.9	8.0	4.9
1972	56.8	83.5	98.1	99.0	99.3	97.6	88.9	46.3	21.6	8.6	4.6
1973	55.4	84.1	98.5	99.1	99.2	97.5	88.3	42.9	20.8	8.5	4.5
1974	55.2	87.0	98.7	99.1	99.5	97.9	87.9	43.1	21.4	9.6	5.7

[1]Includes children enrolled in kindergarten, but excludes those enrolled in nursery schools.

NOTE.—Data are based upon sample surveys of the civilian non-institutional population.

SOURCES: (1) U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20. (2) U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, reports on *Preprimary Enrollment*.

Table 3.—Enrollment in grades 9-12 in public and nonpublic schools compared with population 14-17 years of age: United States, 1889-90 to fall 1974

School year	Enrollment, grades 9-12 and postgraduate[1]			Population 14-17 years of age[2]	Total number enrolled per 100 persons 14-17 years of age	School year	Enrollment, grades 9-12 and postgraduate[1]			Population 14-17 years of age[2]	Total number enrolled per 100 persons 14-17 years of age
	All schools	Public schools	Nonpublic schools				All schools	Public schools	Nonpublic schools		
1	2	3	4	5	6	1	2	3	4	5	6
1889-90	359,949	202,963[3]	94,931[3]	5,354,653	6.7	1953-54	7,108,973	6,330,565	778,408	8,861,000	80.2
1899-1900	699,403	519,251[3]	110,797[3]	6,152,231	11.4	1955-56	7,774,975	6,917,790	857,185	9,207,000	84.4
1909-10	1,115,398	915,061[3]	117,400[3]	7,220,298	15.4	1957-58	8,869,186	7,905,469	963,717	10,139,000	87.5
1919-20	2,500,176	2,200,389[3]	213,920[3]	7,735,841	32.3	1959-60	9,599,810	8,531,454	1,068,356	11,154,979	86.1
1929-30	4,804,255	4,399,422[3]	341,158[3,4]	9,341,221	51.4	1961-62	10,768,972	9,616,755	1,152,217	12,046,000	89.4
1939-40	7,123,009	6,635,337	487,672	9,720,419	73.3	Fall 1963	12,255,496	10,935,536	1,319,960	13,492,000	90.8
1941-42	6,933,265	6,420,544	512,721	9,749,000	71.1	Fall 1965	13,020,823	11,657,808	1,383,015	14,145,000	92.1
1943-44	6,030,617	5,584,656	445,961	9,449,000	63.8	Fall 1969	14,418,301	13,084,301	1,334,000[5]	15,560,000	92.7
1945-46	6,237,133	5,664,528	572,605	9,056,000	68.9	Fall 1971	15,226,000	13,886,000	1,340,000[5]	16,279,000	93.5
1947-48	6,305,168	5,675,937	629,231	8,841,000	71.3	Fall 1973	15,429,000	14,142,000	1,295,000[5]	16,743,000	92.1
1949-50	6,453,009	5,757,810	695,199	8,404,768	76.3	Fall 1974[6]	15,447,000	14,207,000	1,240,000[5]	16,876,000	91.5
1951-52	6,596,351	5,917,384	678,967	8,516,000	77.5						

[1] Unless otherwise indicated, includes enrollment in subcollegiate departments of institutions of higher education and in residential schools for exceptional children. Beginning in 1949-50, also includes Federal schools.

[2] Includes all persons residing in the United States but excludes Armed Forces overseas. Data from the decennial censuses have been used when appropriate. Other figures are Bureau of the Census estimates as of July 1 preceding the opening of the school year.

[3] Excludes enrollment in subcollegiate departments of institutions of higher education and in residential schools for exceptional children.

[4] Data for 1927-29.

[5] Estimated.

[6] Preliminary data.

NOTE.—Beginning in 1959-60, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools; Statistics of Nonpublic Elementary and Secondary Schools;* and unpublished data.

Table 4.—Degree-credit enrollment in institutions of higher education compared with population aged 18-24: United States, fall 1950 to fall 1974

Year	Population 18-24 years of age[1]	Enrollment	Number enrolled per 100 persons 18-24 years of age	Year	Population 18-24 years of age[1]	Enrollment	Number enrolled per 100 persons 18-24 years of age
1	2	3	4	1	2	3	4
1950	16,076,000	2,286,500	14.2	1962	17,688,000	4,174,936	23.6
1951	15,781,000	2,107,109	13.4	1963	18,268,000	4,494,626	24.6
1952	15,473,000	2,139,156	13.8	1964	18,783,000	4,950,173	26.4
1953	15,356,000	2,235,977	14.6	1965	20,293,000	5,526,325	27.2
1954	15,103,000	2,452,466	16.2	1966	21,376,000	5,928,000[2]	27.7
1955	14,968,000	2,660,429	17.8	1967	22,327,000	6,406,000	28.7
1956	14,980,000	2,927,367	19.5	1968	22,883,000	6,928,115	30.3
1957	15,095,000	3,047,373	20.2	1969	23,723,000	7,484,073	31.5
1958	15,307,000	3,236,414	21.2	1970	24,683,000	7,920,149	32.1
1959	15,677,000	3,377,273	21.5	1971	25,776,000	8,116,103	31.5
1960	16,128,000	3,582,726	22.2	1972	25,901,000	8,265,057	31.9
1961	17,004,000	3,860,643	22.7	1973	26,381,000	8,519,750	32.3
				1974	26,908,000	9,023,446	33.5

[1]These Bureau of the Census estimates are as of July 1 preceding the opening of the academic year. They include Armed Forces overseas.

[2]Estimated.

NOTE.—Data are for 50 States and the District of Columbia. Beginning in 1953, enrollment figures include resident and extension students; data for earlier years exclude extension students.

SOURCES: (1) U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Fall Enrollment in Higher Education.* (2) U.S. Department of Commerce, Bureau of the Census, *Current Population Reports,* Series P–25, Nos. 311, 519, and 529.

Table 5.—Enrollment in federally aided vocational classes, by type of program: United States and outlying areas, 1920 to 1974

Fiscal year	Type of program								
	Total	Agriculture	Distributive occupations	Home economics	Trades and industry	Health occupations	Technical education	Office occupations	Other programs
1	2	3	4	5	6	7	8	9	10
1920	265,058	31,301	—	48,938	184,819	—	—	—	—
1930	981,882	188,311	—	174,967	618,604	—	—	—	—
1940	2,290,741	584,133	129,433	818,766	758,409	—	—	—	—
1942	2,624,786	605,099	215,049	954,041	850,597	—	—	—	—
1944	2,001,153	469,959	181,509	806,606	543,080	—	—	—	—
1946	2,227,663	510,331	174,672	911,816	630,844	—	—	—	—
1948	2,836,121	640,791	292,936	1,139,766	762,628	—	—	—	—
1950	3,364,613	764,975	364,670	1,430,366	804,602	—	—	—	—
1952	3,165,988	746,402	234,984	1,391,389	793,213	—	—	—	—
1954	3,164,851	737,502	220,619	1,380,147	826,583	—	—	—	—
1956	3,413,159	785,599	256,025	1,486,816	883,719	—	—	—	—
1958	3,629,339	775,892	282,558	1,559,822	983,644	27,423	—	—	—
1960	3,768,149	796,237	303,784	1,588,109	938,490	40,250	101,279	—	—
1962	4,072,677	822,664	321,065	1,725,660	1,005,383	48,985	148,920	—	—
1964	4,566,390	860,605	334,126	2,022,138	1,069,274	59,006	221,241	—	—
1966	6,070,059	907,354	420,426	1,897,670	1,289,051	83,677	253,838	1,238,043	—
1968	7,533,936	851,158	574,785	2,283,338	1,628,542	140,987	269,832	1,735,997	49,297
1970	8,793,960	852,983	529,365	2,570,410	1,906,133	198,044	271,730	2,111,160	354,135
1972	11,710,767	896,460	640,423	3,445,698	2,397,968	336,652	337,069	2,351,878	1,304,619
1973	12,283,538	927,591	738,547	3,516,683	2,702,238	421,075	364,044	2,499,095	1,114,265
1974	13,794,512	976,319	832,905	3,702,684	2,824,317	504,913	392,887	2,757,464	1,803,023

SOURCES: U.S. Department of Health, Education, and Welfare, Office of Education, annual reports on *Vocational and Technical Education*; and *Summary Data, Vocational Education, Fiscal Year 1974*.

Table 6.—Estimated number of classroom teachers in elementary and secondary schools, and total instructional staff for resident courses in institutions of higher education: United States, fall 1974 and fall 1975[1]

[Full-time and part-time teachers and staff]

Level of instruction and type of control	Fall 1974	Fall 1975
1	2	3
Total elementary, secondary, and higher education	3,041,000	3,069,000
Public	2,633,000	2,660,000
Nonpublic	408,000	409,000
Elementary and secondary classroom teachers in regular and other schools[2]	2,408,000	2,415,000
Public	2,175,000	2,184,000
Nonpublic	233,000	231,000
Elementary classroom teachers in regular and other schools[2]	1,325,000	1,317,000
Public	1,173,000	1,165,000
Nonpublic	152,000	152,000
Secondary classroom teachers in regular and other schools[2]	1,083,000	1,098,000
Public	1,002,000	1,019,000
Nonpublic	81,000	79,000
Higher education instructional staff for resident courses (first term)[3]	633,000	654,000
Public	458,000	476,000
Nonpublic	175,000	178,000

[1]The 1974 figures for nonpublic and other elementary and secondary schools and for institutions of higher education, and all 1975 figures, are estimates. Data for nonpublic elementary and secondary schools are not as complete as those for public schools; consequently, the estimates for nonpublic schools are not as reliable as those for public schools or for higher education. The estimates for 1975 are derived from expected enrollment changes combined with the long-term trend in pupil-teacher ratios.

[2]The figures include elementary and secondary classroom teachers in regular public and nonpublic schools and other schools, such as Federal schools for Indians, federally operated schools on posts, subcollegiate departments of colleges, and residential schools for exceptional children. For 1974, the numbers of such teachers are estimated as 12,000 in public and 2,000 in nonpublic elementary schools; 4,000 in public and 3,000 in nonpublic secondary schools.

[3]Includes full-time and part-time staff with rank of instructor or above, and junior staff, such as graduate assistants, for instruction in resident courses.

SOURCES: Surveys and estimates of the National Center for Education Statistics, U.S. Department of Health, Education, and Welfare.

Table 7.—Selected statistics for public elementary and secondary schools: United States, fall 1969 and fall 1974

Item	Fall 1969	Fall 1974	Percentage change, 1969 to 1974
1	2	3	4
Local school districts			
Total	**19,169**	**16,568**	**-13.6**
Operating	18,224	16,239	-10.9
Nonoperating	945	329	-65.2
Number of schools			
Total	**90,821[1]**	**88,655[2]**	**-2.4**
Elementary only	64,539[1]	62,749[2]	-2.8
Secondary only	23,972[1]	23,585[2]	-1.6
Combined elementary and secondary	2,310[1]	2,321[2]	.5
Enrollment			
Total	**45,618,578**	**45,053,272**	**-1.2**
Elementary	27,455,152	26,382,400	-3.9
Secondary	18,163,426	18,670,872	2.8
Percent of total membership in elementary schools	60.2	58.6	—
Percent of total membership in secondary schools	39.8	41.4	—
Classroom teachers			
Total, full- and part-time	**2,013,308**	**2,166,000**	**7.6**
Elementary schools	1,106,703	1,166,000[3]	5.4
Secondary schools	906,605	1,000,000[3]	10.3
Percent of total teachers in elementary schools	55.0	53.8	—
Percent of total teachers in secondary schools	45.0	46.2	—
Pupil-teacher ratio			
All schools	22.7	20.8	—
Elementary schools	24.8	22.6[3]	—
Secondary schools	20.0	18.7[3]	—
Public high school graduates[2]			
Total graduates of regular day school programs	**2,522,346**	**2,763,314**	**9.6**
Boys	1,255,432	1,362,565	8.5
Girls	1,266,914	1,400,749	10.6
Other programs	41,441	40,204	-3.0
Higher school equiv. certif.	121,669	186,410	53.2

[1]Data for 1969-70 school year.
[2]Data for previous school year.
[3]Estimated.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems,* and *Statistics of Public Elementary and Secondary Day Schools.*

Table 8.—Number of high school graduates compared with population 17 years of age: United States, 1869-70 to 1973-74

School year	Population 17 years old[2]	High school graduates[1]			Number graduated per 100 persons 17 years of age	School year	Population 17 years old[2]	High school graduates[1]			Number graduated per 100 persons 17 years of age
		Total	Boys	Girls				Total	Boys	Girls	
1	2	3	4	5	6	1	2	3	4	5	6
1869-70	815,000	16,000	7,064	8,936	2.0	1949-50	2,034,450	1,199,700	570,700	629,000	59.0
1879-80	946,026	23,634	10,605	13,029	2.5	1951-52	2,040,800	1,196,500	569,200	627,300	58.6
1889-90	1,259,177	43,731	18,549	25,182	3.5	1953-54	2,128,600	1,276,100	612,500	663,600	60.0
1899-1900	1,489,146	94,883	38,075	56,808	6.4	1955-56	2,270,000	1,414,800	679,500	735,300	62.3
1909-10	1,786,240	156,429	63,676	92,753	8.8	1957-58	2,324,000	1,505,900	725,500	780,400	64.8
1919-20	1,855,173	311,266	123,684	187,582	16.8	1959-60	2,862,005	1,864,000	898,000	966,000	65.1
1929-30	2,295,822	666,904	300,376	366,528	29.0	1961-62	2,768,000	1,925,000	941,000	984,000	69.5
1939-40	2,403,074	1,221,475	578,718	642,757	50.8	1963-64	3,001,000	2,290,000	1,121,000	1,169,000	76.3
1941-42	2,425,574	1,242,375	576,717	665,658	51.2	1965-66	3,515,000	2,632,000	1,308,000	1,324,000	74.9
1943-44	2,410,389	1,019,233	423,971	595,262	42.3	1967-68	3,521,000	2,702,000	1,341,000	1,361,000	76.7
1945-46	2,254,738	1,080,033	466,926	613,107	47.9	1969-70	3,825,343	2,896,000	1,433,000	1,463,000	75.7
1947-48	2,202,927	1,189,909	562,863	627,046	54.0	1971-71	3,957,000	3,006,000	1,490,000	1,516,000	76.0
						1973-74	4,096,000	3,069,000	1,512,000	1,557,000	74.9

[1]Includes graduates of public and nonpublic schools.
[2]Data from Bureau of the Census.

NOTE.—Beginning in 1959-60, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems: Statistics of Public Elementary and Secondary Day Schools, Fall 1974; Statistics of Nonpublic Elementary and Secondary Schools*; and unpublished data.

Table 9.—Earned degrees conferred by institutions of higher education: United States, 1869-70 to 1973-74

Year	Earned degrees conferred				Year	Earned degrees conferred			
	All degrees	Bachelor's and first-professional	Master's except first-professional	Doctor's		All degrees	Bachelor's and first-professional	Master's except first-professional[1]	Doctor's
1	2	3	4	5	1	2	3	4	5
1869-70	9,372	9,371	0	1	1951-52	401,203	329,986	63,534	7,683
1879-80	13,829	12,896	879	54	1953-54	356,608	290,825	56,788	8,995
1889-90	16,703	15,539	1,015	149	1955-56	376,973	308,812	59,258	3,903
1899-1900	29,375	27,410	1,583	382	1957-58	436,979	362,554	65,487	8,938
1909-10	39,755	37,199	2,113	443	1959-60	476,704	392,440	74,435	9,829
1919-20	53,516	48,622	4,279	615	1961-62	514,323	417,846	84,855	11,622
1929-30	139,752	122,484	14,969	2,299	1963-64	614,194	498,654	101,050	14,490
1939-40	216,521	186,500	26,731	3,290	1965-66	709,832	551,040	140,555	18,237
1941-42	213,491	185,346	24,648	3,497	1967-68	866,548	666,710	176,749	23,089
1943-44	141,582	125,863	13,414	2,305	1969-70	1,065,391	827,234	208,291	29,866
1945-46	157,349	136,174	19,209	1,966	1971-72	1,215,680	930,684	251,633	33,363
1947-48	317,607	271,019	42,400	4,188	1972-73	1,270,526	972,380	263,371	34,777
1949-50	496,661	432,058	58,183	6,420	1973-74	1,310,441	999,592	277,033	33,816

[1]Beginning in 1965-66, includes all master's degrees.

NOTE.—Beginning in 1959-60, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States: Earned Degrees Conferred;* and unpublished data.

Table 10.—Earned degrees conferred by institutions of higher education, by sex of student and by field of study: United States, 1973-74

Major field of study	Bachelor's degrees requiring 4 or 5 years			First professional degrees	Master's degrees			Doctor's degrees (Ph.D., Ed.D., etc.)		
	Total	Men	Women		Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10	11
All fields	**945,776**	**527,313**	**418,463**	**53,816**	**277,033**	**157,842**	**119,191**	**33,816**	**27,365**	**6,451**
Agriculture and natural resources	16,253	14,684	1,569	—	2,928	2,640	288	930	897	33
Architecture and environmental design	7,822	6,665	1,157	—	2,702	2,208	494	69	65	4
Area studies	3,198	1,464	1,734	—	1,129	694	435	162	117	45
Biological sciences	48,340	33,245	15,095	—	6,552	4,555	1,997	3,439	2,740	699
Business and management	132,384	115,438	16,946	—	32,753	30,600	2,153	983	933	50
Communications	17,096	10,536	6,560	—	2,640	1,668	972	175	146	29
Computer and information sciences	4,756	3,976	780	—	2,276	1,983	293	198	189	9
Education	185,181	49,141	136,040	—	112,252	45,004	67,248	7,293	5,316	1,977
Engineering	50,286	49,490	796	—	15,379	15,023	356	3,312	3,257	55
Fine and applied arts	39,730	15,821	23,909	—	8,001	4,325	3,676	585	440	145
Foreign languages	18,840	4,529	14,311	—	3,964	1,344	2,620	923	520	403
Health professions	41,459	9,388	32,071	19,027	9,599	3,819	5,780	578	447	131
Home economics	15,336	553	14,783	—	1,858	164	1,694	136	46	90
Law	494	442	52	29,326	1,181	1,097	84	27	26	1
Letters	64,957	27,334	37,623	—	12,126	5,280	6,846	2,633	1,789	844
Library science	1,164	86	1,078	—	8,134	1,803	6,331	60	36	24
Mathematics	21,635	12,791	8,844	—	4,834	3,337	1,497	1,031	931	100
Military sciences	316	315	1	—	—	—	—	—	—	—
Physical sciences	21,178	17,674	3,504	—	6,062	5,186	876	3,626	3,373	253
Psychology	51,821	25,705	26,116	—	6,588	3,971	2,617	2,336	1,645	691
Public affairs and services	23,950	13,628	10,322	—	12,460	6,863	5,597	230	179	51
Social sciences	150,821	95,884	54,937	—	17,280	12,304	4,976	4,126	3,382	744
Theology	4,218	3,027	1,191	5,041	2,898	2,110	788	768	746	22
Interdisciplinary studies	24,541	15,497	9,044	422	3,437	1,864	1,573	196	145	51

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Earned Degrees Conferred: 1973-74.*

Table 11.—Estimated retention rates,[1] 5th grade through college entrance, in public and nonpublic schools: United States, 1924-32 to 1966-74

School year pupils entered 5th grade	Retention per 1,000 pupils who entered 5th grade								High school graduation		First-time college students
	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Number	Year of graduation	
1	2	3	4	5	6	7	8	9	10	11	12
1924-25	1,000	911	798	741	612	470	384	344	302	1932	118
1926-27	1,000	919	824	754	677	552	453	400	333	1934	129
1928-29	1,000	939	847	805	736	624	498	432	378	1936	137
1930-31	1,000	943	872	824	770	652	529	463	417	1938	148
1932-33	1,000	935	889	831	786	664	570	510	455	1940	160
1934-35	1,000	953	892	842	803	711	610	512	467	1942	129
1936-37	1,000	954	895	849	839	704	554	425	393	1944	121
1938-39	1,000	955	908	853	796	655	532	444	419	1946	(2)
1940-41	1,000	968	910	836	781	697	566	507	481	1948	(2)
1942-43	1,000	954	909	847	807	713	604	539	505	1950	205
1944-45	1,000	952	929	858	848	748	650	549	522	1952	234
1946-47	1,000	954	945	919	872	775	641	583	553	1954	283
1948-49	1,000	984	956	929	863	795	706	619	581	1956	301
1950-51	1,000	981	968	921	886	809	709	632	582	1958	308
1952-53	1,000	974	965	936	904	835	746	667	621	1960	328
1954-55	1,000	980	979	948	915	855	759	684	642	1962	343
1956-57	1,000	985	984	948	930	871	790	728	676	1964	362
Fall 1958	1,000	983	979	961	946	908	842	761	732	1966	384
Fall 1960	1,000	980	973	967	952	913	858	787	749	1968	452
Fall 1962	1,000	987	977	967	959	928	860	790	750	1970	461
Fall 1964	1,000	988	985	976	975	942	865	791	748	1972	433
Fall 1966	1,000	989	986	985	985	959	871	783	744	1974	449

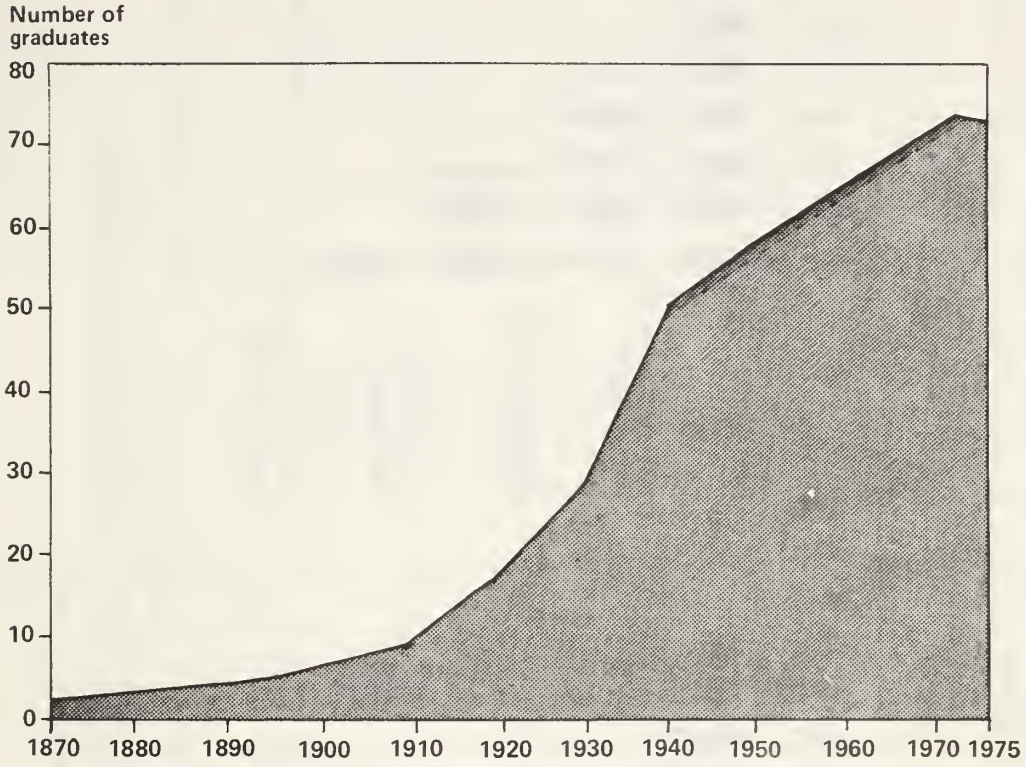
[1]Rates for the 5th grade through high school graduation are based on enrollments in successive grades in successive years in public elementary and secondary schools and are adjusted to include estimates for nonpublic schools. Rates for first-time college enrollment include full-time and part-time students enrolled in programs creditable toward a bachelor's degree.

[2]Data not available.

NOTE.—Beginning with the class in the 5th grade in 1958, data are based on fall enrollment and exclude ungraded pupils. The net effect of these changes is to increase high school graduation and college entrance rates slightly.

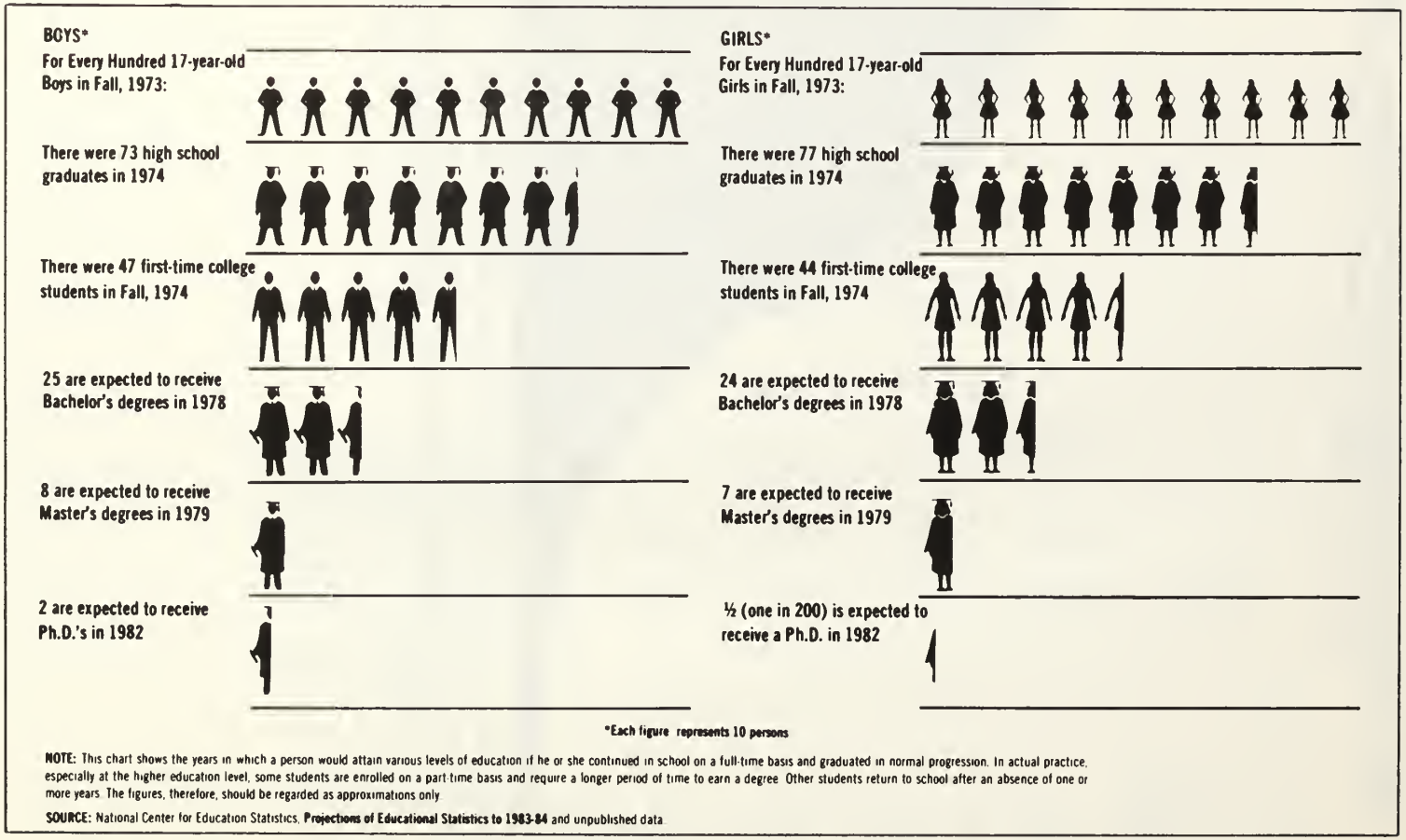
SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States; Statistics of State School Systems; Fall Statistics of Public Elementary and Secondary Day Schools;* and unpublished data.

Figure 1--Number of high school graduates for each 100 persons 17 years of age: United States, 1869-70 to 1974-75



SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Digest of Education Statistics; Fall 1975 Statistics of Public Schools, Advance Report; and unpublished data.

Figure 2--Level of education expected for persons in the United States 17 years of age in the fall of 1973



NOTE: This chart shows the years in which a person would attain various levels of education if he or she continued in school on a full-time basis and graduated in normal progression. In actual practice, especially at the higher education level, some students are enrolled on a part-time basis and require a longer period of time to earn a degree. Other students return to school after an absence of one or more years. The figures, therefore, should be regarded as approximations only.

SOURCE: National Center for Education Statistics, **Projections of Educational Statistics to 1983-84** and unpublished data.

Table 12.—Level of school completed by persons 25 years old and over and 25 to 29 years old, by color: United States, 1910 to 1975

Color, age, and date	Percent by level of school completed			Median school years completed
	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college	
1	2	3	4	5
White and Nonwhite				
25 years old and over:				
1910[1]	23.8	13.5	2.7	8.1
1920[1]	22.0	16.4	3.3	8.2
1930[1]	17.5	19.1	3.9	8.4
April 1940	13.5	24.1	4.6	8.6
April 1950	10.8	33.4	6.0	9.3
April 1960	8.3	41.1	7.7	10.5
March 1970	5.3	55.2	11.0	12.2
March 1974	4.4	61.2	13.3	12.3
March 1975	4.2	62.6	13.9	12.3
25 to 29 years old:				
April 1940	5.9	37.8	5.8	10.4
April 1950	4.6	51.7	7.7	12.1
April 1960	2.8	60.7	11.1	12.3
March 1970	1.1	75.4	16.4	12.6
March 1974	1.2	81.9	20.7	12.8
March 1975	1.0	83.2	22.0	12.8
White				
25 years old and over:				
April 1940	10.9	26.1	4.9	8.7
April 1950	8.7	35.5	6.4	9.7
April 1960	6.7	43.2	8.1	10.8
March 1970	4.2	57.4	11.6	12.2
March 1974	3.5	63.3	14.0	12.4
March 1975	3.3	64.6	14.5	12.4
25 to 29 years old:				
1920[1]	12.9	22.0	4.5	8.5
April 1940	3.4	41.2	6.4	10.7
April 1950	3.2	55.2	8.1	12.2
April 1960	2.2	63.7	11.8	12.3
March 1970	.9	77.8	17.3	12.6
March 1974	1.1	83.4	22.0	12.8
March 1975	1.0	84.5	22.9	12.8
Nonwhite				
25 years old and over:				
April 1940	41.8	7.7	1.3	5.7
April 1950	31.4	13.4	2.2	6.9
April 1960	23.5	21.7	3.5	8.2
March 1970	14.7	36.1	6.1	10.1
March 1974	12.2	44.3	8.0	11.1
March 1975	11.8	46.4	9.1	11.4
25 to 29 years old:				
1920[1]	44.6	6.3	1.2	5.4
April 1940	26.7	12.1	1.6	7.1
April 1950	15.4	23.4	2.8	8.7
April 1960	7.2	38.6	5.4	10.8
March 1970	2.2	58.4	10.0	12.2
March 1974	1.8	71.3	11.0	12.5
March 1975	0.7	73.8	15.2	12.6

[1]Estimates based on retrojection of 1940 census data on education by age.

NOTE.—Prior to 1950, data exclude Alaska and Hawaii. Data for 1974 and 1975 are for the noninstitutional population.

SOURCES: U.S Department of Commerce, Bureau of the Census, *1960 Census of Population,* Vol. 1, Part 1; *Current Population Reports,* Series P-20; Series P-19, No. 4; and 1960 Census Monograph, *Education of the American Population*, by John K. Folger and Charles B. Nam.

Table 13.—Percent of illiteracy[1] in the population: United States, 1870 to 1969

Year	Percent illiterate[2]	Year	Percent illiterate[2]
1	2	1	2
1870	20.0	1930	4.3
1880	17.0	1940	2.9[3]
1890	13.3	1947	2.7
1900	10.7	1952	2.5
1910	7.7	1959	2.2
1920	6.0	1969	1.0

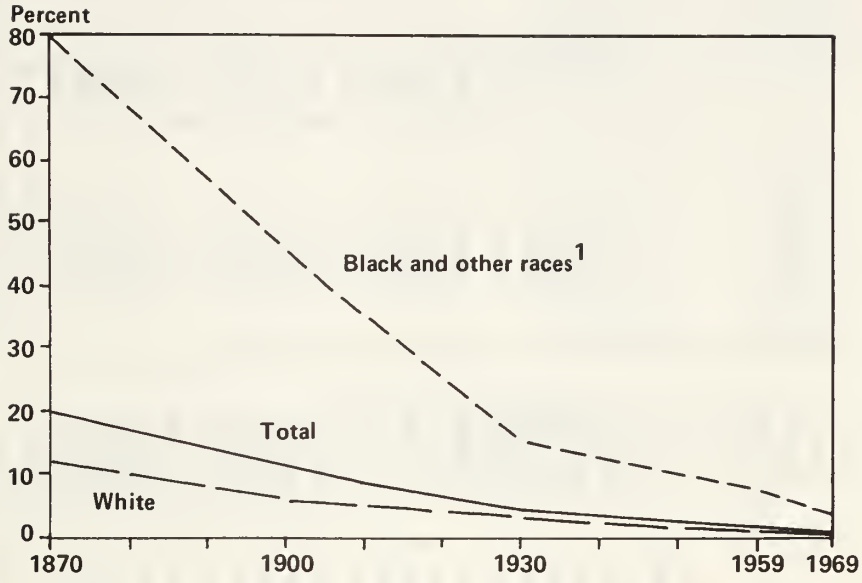
[1]Illiteracy is defined as the inability to read or write a simple message either in English or in any other language.

[2]Percentages refer to the population 10 years old and over from 1870 to 1940 and to the population 14 years old and over from 1947 to 1969.

[3]Estimated.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-20, No. 217.

Figure 3--Percent of illiteracy in the population, by race: United States, 1870 to 1969



[1] Data for 1969 are for blacks only.

NOTE. -- Data for 1870 to 1930 are for the population 10 years old and over; data for 1959 and 1969 are for the population 14 years old and over.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 217.

Table 14.—Revenue receipts of public elementary and secondary schools from Federal, State, and local sources: United States, 1919-20 to 1973-74

School year	Total	Federal	State	Local (including intermediate)[1]	School year	Total	Federal	State	Local (including intermediate)[1]
1	2	3	4	5	1	2	3	4	5
	Amount in thousands of dollars					Percentage distribution			
1919-20	$970,120	$2,475	$160,085	$807,561	1919-20	100.0	0.3	16.5	83.2
1929-30	2,088,557	7,334	353,670	1,727,553	1929-30	100.0	.4	16.9	82.7
1939-40	2,260,527	39,810	684,354	1,536,363	1939-40	100.0	1.8	30.3	68.0
1941-42	2,416,580	34,305	759,993	1,622,281	1941-42	100.0	1.4	31.5	67.1
1943-44	2,604,322	35,886	859,183	1,709,253	1943-44	100.0	1.4	33.0	65.6
1945-46	3,059,845	41,378	1,062,057	1,956,409	1945-46	100.0	1.4	34.7	63.8
1947-48	4,311,534	120,270	1,676,362	2,514,902	1947-48	100.0	2.8	33.9	58.3
1949-50	5,437,044	155,848	2,165,689	3,115,507	1949-50	100.0	2.9	39.8	57.3
1951-52	6,423,816	227,711	2,478,596	3,717,507	1951-52	100.0	3.5	38.6	57.8
1953-54	7,866,852	355,237	2,944,103	4,567,512	1953-54	100.0	4.5	37.4	58.1
1955-56	9,686,677	441,442	3,828,886	5,416,350	1955-56	100.0	4.6	39.5	55.9
1957-58	12,181,513	486,484	4,800,368	6,894,661	1957-58	100.0	4.0	39.4	56.6
1959-60	14,746,618	651,639	5,768,047	8,326,932	1959-60	100.0	4.4	39.1	56.5
1961-62	17,527,707	760,975	6,789,190	9,977,542	1961-62	100.0	4.3	38.7	56.9
1963-64	20,544,182	896,956	8,078,014	11,569,213	1963-64	100.0	4.4	39.3	56.3
1965-66	25,356,858	1,996,954	9,920,219	13,439,686	1965-66	100.0	7.9	39.1	53.0
1967-68	31,903,064	2,806,469	12,275,536	16,821,063	1967-68	100.0	8.8	38.5	52.7
1969-70	40,266,923	3,219,557	16,062,776	20,984,589	1969-70	100.0	8.0	39.9	52.1
1971-72	50,003,645	4,467,969	19,133,256	26,402,420	1971-72	100.0	8.9	38.3	52.8
1973-74	58,230,892	4,930,351	24,113,409	29,187,132	1973-74	100.0	8.5	41.4	50.1

[1]Includes a relatively small amount from nongovernmental sources (gifts and tuition and transportation fees from patrons). These sources accounted for 0.4 percent of the total revenue receipts in 1967-68.

NOTE.—Beginning in 1959-60, includes Alaska and Hawaii. Because of rounding, details may not add to totals.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems.*

Table 15.—Federal funds for education and related activities: Fiscal years 1975 and 1976

Level and type of support	1975	1976	Percentage change, 1975 to 1976
1	2	3	4
Federal funds supporting education in educational institutions			
Total grants and loans	**$16,545,880,000**	**$16,211,901,000**	**–2.0**
Grants, total	**16,166,293,000**	**15,752,353,000**	**–2.6**
Elementary-secondary education	4,988,716,000	4,873,870,000	–2.3
Higher education	7,352,207,000	7,271,864,000	–1.1
Vocational-technical and continuing education	3,825,370,000	3,606,619,000	–5.7
Loans, total (higher education)	**379,195,000**	**459,548,000**	**21.2**
Other Federal funds for education and related activities			
Total	**5,536,812,000**	**5,578,189,000**	**.7**
Applied research and development	1,769,808,000	1,770,000,000	([1])
School lunch and milk programs	1,617,033,000	1,463,364,000	–9.5
Training of Federal personnel	1,082,141,000	1,148,159,000	6.1
Library services	245,379,000	265,072,000	8.0
International education	139,381,000	209,613,000	50.4
Other[2]	683,070,000	721,981,000	5.7

[1] Less than .05 percent

[2] Includes agricultural extension services, educational television facilities, education in Federal correctional institutions, value of surplus property transferred, and any additional Federal programs.

NOTE: These are preliminary data subject to change when final figures become available.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Digest of Education Statistics,* 1975 edition.

Table 16.—Total and per-pupil expenditures of public elementary and secondary schools: United States, 1919-20 to 1974-75

School year	Expenditures for public schools (in thousands of dollars)					Expenditure per pupil in average attendance	
	Total	Current expenditures for day schools	Current expenditures for other programs[1]	Capital outlay	Interest	Total[2]	Current[3]
1	2	3	4	5	6	7	8
1919-20	$1,036,151	$861,120	$3,277	$153,543	$18,212	$64	$54
1929-30	2,316,790	1,843,552	9,825	370,878	92,536	108	87
1939-40	2,344,049	1,941,799	13,367	257,974	130,909	106	88
1949-50	5,837,643	4,687,274	35,614	1,014,176	100,578	259	209
1959-60	15,613,255	12,329,389	132,566	2,661,786	489,514	472	375
1961-62	18,373,339	14,729,270	194,093	2,862,153	587,823	530	419
1963-64	21,324,993	17,218,446	427,528	2,977,976	701,044	559	462
1965-66	26,248,026	21,053,280	648,304	3,754,862	791,580	654	537
1967-68	32,977,182	26,877,162	866,419	4,255,791	977,810	786	658
1969-70	40,683,428	34,217,773	635,803	4,659,072	1,170,782	955	816
1971-72	48,050,283	41,817,782	895,319	4,458,949	1,378,236	1,128	990
1973-74	56,970,355	50,024,638	453,207	4,978,976	1,513,534	1,364	1,207
1974-75[4]	61,629,000	51,975,000	2,367,000	5,492,000	1,795,000	1,431	1,255

[1]Includes expenditures for adult education, summer schools, community colleges, and community services (when separately reported).

[2]Includes current expenditures for day schools, capital outlay and interest on school debt.

[3]Includes day school expenditures only; excludes current expenditures for other programs.

[4]Estimated.

NOTE: Beginning in 1959-60, includes Alaska and Hawaii. Because of rounding, detail may not add to totals.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems*; and *Statistics of Public Elementary and Secondary Day Schools, Fall 1974*.

Table 17.—Gross national product related to total expenditures[1] for education: United States, 1929-30 to 1974-75

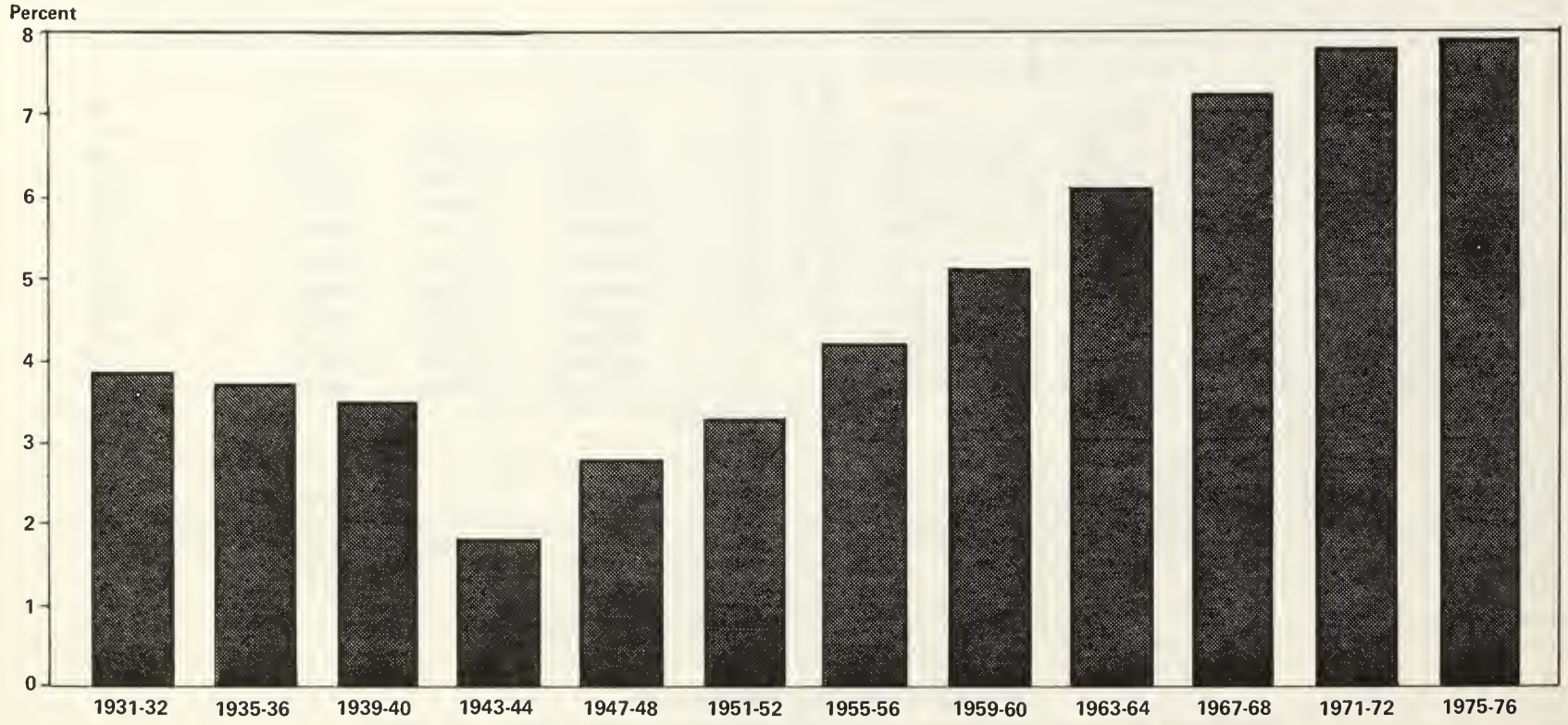
Calendar year	Gross national product (in millions)	School year	Expenditures for education		Calendar year	Gross national product (in millions)	School year	Expenditures for education	
			Total (in thousands)	As a percent of gross national product				Total (in thousands)	As a percent of gross national product
1	2	3	4	5	1	2	3	4	5
1929	$103,095	1929-30	$3,233,601	3.1	1953	366,129	1953-54	13,949,876	3.8
1931	75,820	1931-32	2,966,464	3.9	1955	399,266	1955-56	16,811,651	4.2
1933	55,601	1933-34	2,294,896	4.1	1957	442,755	1957-58	21,119,565	4.8
1935	72,247	1935-36	2,649,914	3.7	1959	486,465	1959-60	24,722,464	5.1
1937	90,446	1937-38	3,014,074	3.3	1961	523,292	1961-62	29,366,305	5.6
1939	90,494	1939-40	3,199,593	3.5	1963	594,738	1963-64	36,010,210	6.1
1941	124,540	1941-42	3,203,548	2.6	1965	688,110	1965-66	45,397,713	6.6
1943	191,592	1943-44	3,522,007	1.8	1967	796,312	1967-68	57,213,374	7.2
1945	212,010	1945-46	4,167,597	2.0	1969	935,541	1969-70	70,077,228	7.5
1947	232,757	1947-48	6,574,379	2.8	1971	1,063,436	1971-72	82,999,062[2]	7.8
1949	258,023	1949-50	8,795,635	3.4	1973	1,306,335	1973-74	98,300,000[3]	7.5
1951	330,183	1951-52	11,312,446	3.4	1975	1,499,000[3]	1975-76	119,000,000[3]	7.9

[1]Includes expenditures of public and nonpublic schools at all levels of education (elementary, secondary, and higher education).
2Revised since originally published.
3Estimated.

NOTE.—Beginning with 1959-60 school year, includes Alaska and Hawaii.

SOURCES: U.S. Department of Health, Education, and Welfare, Office of Education, *Statistics of State School Systems; Financial Statistics of Institutions of Higher Education;* and unpublished data. U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business,* January, 1976, and National Income Issues of previous years.

Figure 4--Total expenditures for education as a percentage of the gross national product: United States, 1931-32 to 1975-76



SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of State School Systems; Financial Statistics of Institutions of Higher Education; and unpublished data. U.S. Department of Commerce, Bureau of Economic Analysis, Survey of Current Business, January 1976 and national income issues of previous years.

Table 18.—Expenditures of Federal, State, and local funds for vocational education: United States and outlying areas, 1920 to 1974

[In thousands of dollars]

Fiscal year	Total	Federal	State	Local	Fiscal year	Total	Federal	State	Local
1	2	3	4	5	1	2	3	4	5
1920	$8,535	$2,477	$2,670	$3,388	1956	175,886	33,180	61,821	80,884
1930	29,909	7,404	8,233	14,272	1958	209,748	38,733	72,305	98,710
1940	55,081	20,004	11,737	23,340	1960	238,812	45,313	82,466	111,033
1942	59,023	20,758	14,045	24,220	1962	283,948	51,438	104,264	128,246
1944	64,299	19,958	15,016	29,325	1964	332,785	55,027	124,975	152,784
1946	72,807	20,628	18,538	33,641	1966	799,895	233,794	216,583	349,518
1948	103,339	26,200	25,834	51,305	1968	1,192,863	262,384	400,362	530,117
1950	128,717	26,623	40,534	61,561	1970	1,841,846	300,046	([1])	1,541,801[1]
1952	146,466	25,863	47,818	72,784	1972	2,660,759	466,029	([1])	2,194,730[1]
1954	151,289	25,419	54,550	71,320	1973	3,033,659	482,259	([1])	2,551,400[1]
					1974	3,433,820	468,197	([1])	2,965,623[1]

[1]State funds are included with local funds in column 5.

NOTE.—Because of rounding, details may not add to totals.

SOURCES: (1) U.S. Department of Health, Education, and Welfare, Office of Education, annual reports on *Vocational and Technical Education.* (2) Unpublished data.

APPENDIX D

Obligations under Office of Education Programs by State

Fiscal Year 1975

ACTUAL OBLIGATIONS — FY 1975

ELEMENTARY AND SECONDARY EDUCATION *(Amounts in thousands of dollars)*

	TITLE I						
	Handicapped Children	Local Educational Agencies	Children of Migrant Workers	State Administration	Neglected & Dependent Children	Grants for Urban/ Rural Schools	Special Incentive Grants
Alabama	$ 634	$ 40,340	$ 697	$ 422	$ 238	$ 320	—
Alaska	1,465	3,226	64	150	91	82	341
Arizona	530	13,383	2,061	166	311	259	—
Arkansas	1,202	22,990	1,508	262	290	208	—
California	2,026	128,062	17,007	1,536	1,631	4,515	—
Colorado	1,538	13,504	1,624	173	175	425	77
Connecticut	1,516	13,832	712	175	582	750	51
Delaware	728	3,996	309	150	158	—	109
Florida	2,058	47,884	10,917	632	1,204	917	—
Georgia	781	44,014	587	465	678	485	—
Hawaii	262	4,692	—	150	45	201	—
Idaho	193	3,693	1,636	150	85	65	—
Illinois	5,480	84,061	707	946	793	3,552	—
Indiana	2,144	21,073	715	250	654	400	—
Iowa	756	14,661	99	161	262	235	35
Kansas	1,102	11,748	633	150	225	254	—
Kentucky	712	31,939	121	332	215	283	—
Louisiana	2,131	47,146	478	515	460	567	752
Maine	538	5,727	267	150	166	61	238
Maryland	1,361	26,787	931	308	737	852	157
Massachusetts	3,627	30,293	604	366	348	1,525	219
Michigan	5,799	63,678	4,383	794	784	2,573	2,079
Minnesota	678	25,156	758	291	510	557	1,739
Mississippi	495	38,544	1,169	407	293	272	—
Missouri	1,870	28,643	644	321	418	552	—
Montana	325	4,501	854	150	140	70	142
Nebraska	335	8,338	283	150	105	134	—
Nevada	142	1,951	38	150	120	55	—
New Hampshire	378	2,744	—	150	84	65	—
New Jersey	4,240	47,673	2,232	587	794	2,604	1,093
New Mexico	382	12,029	1,292	158	137	152	692
New York	10,006	191,867	3,224	2,141	2,681	4,515	2,079
North Carolina	2,218	47,964	1,672	536	1,149	512	—
North Dakota	295	4,377	747	150	82	38	—
Ohio	5,155	50,025	1,485	591	1,072	1,347	—
Oklahoma	680	18,587	757	209	611	227	—
Oregon	1,392	13,065	1,906	176	454	334	389
Pennsylvania	5,810	78,522	818	899	1,213	2,327	1,359
Rhode Island	512	5,852	3	150	68	242	—
South Carolina	1,214	30,882	628	338	768	284	—
South Dakota	334	5,678	26	150	62	78	—
Tennessee	878	36,593	316	390	834	372	—
Texas	5,535	94,398	19,034	1,223	1,490	1,481	—
Utah	400	5,090	258	150	115	155	172
Vermont	742	2,794	21	150	68	25	367
Virginia	1,226	35,346	763	389	948	584	—
Washington	1,480	18,741	3,349	253	530	660	429
West Virginia	471	16,348	205	175	294	183	—
Wisconsin	2,156	24,648	719	297	550	497	1,144
Wyoming	222	2,049	275	150	62	30	198
District of Columbia	1,067	9,670	—	150	367	734	—
American Samoa	—	383	—	25	—	—	—
Guam	71	1,016	—	25	—	—	—
Puerto Rico	572	27,366	516	291	654	—	—
Trust Territory	—	1,219	—	25	—	—	—
Virgin Islands	—	647	—	25	16	—	—
Bureau of Indian Affairs	—	17,567	—	—	—	—	—
Migrant Record Transfer System	—	—	1,900	—	—	—	—
TOTALS	**$87,864**	**$1,587,002**	**$91,952**	**$19,825**	**$26,821**	**$37,615**	**$13,861**

ELEMENTARY AND SECONDARY EDUCATION (continued) *(Amounts in thousands of dollars)*

	TITLE III		TITLE V		NDEA III		
	Supplementary Services	Grants to States	Special Projects	Comprehensive Planning & Evaluation	Equipment and Minor Remodeling	Loans to Nonprofit Private Schools	State Administration
Alabama	$ 2,009	$ 578	$ 27	$ 83	$ 444	—	$ 33
Alaska	512	286	—	41	35	—	13
Arizona	1,278	472	76	64	219	—	18
Arkansas	1,274	442	—	63	239	—	18
California	10,181	2,143	—	310	1,494	—	176
Colorado	1,452	494	163	69	234	—	22
Connecticut	1,765	534	—	77	202	—	27
Delaware	619	307	—	44	51	—	13
Florida	3,692	903	10	139	612	—	60
Georgia	2,608	712	63	100	538	—	44
Hawaii	732	327	100	47	76	—	13
Idaho	709	331	—	46	93	—	13
Illinois	5,806	1,235	—	185	867	—	101
Indiana	2,878	763	—	107	518	—	49
Iowa	1,693	519	40	74	285	—	26
Kansas	1,381	446	—	66	208	—	20
Kentucky	1,888	552	—	80	379	—	30
Louisiana	2,172	608	45	86	497	—	37
Maine	826	355	—	50	113	—	13
Maryland	2,260	637	80	90	357	—	38
Massachusetts	3,054	762	—	113	426	31	50
Michigan	4,819	1,148	—	156	864	10	86
Minnesota	2,200	633	85	88	409	—	37
Mississippi	1,443	471	—	67	304	—	22
Missouri	2,549	683	—	99	441	—	42
Montana	692	324	—	46	85	—	13
Nebraska	1,057	388	—	57	149	—	14
Nevada	597	308	71	43	42	—	13
New Hampshire	708	324	60	47	75	—	13
New Jersey	3,837	879	75	133	525	—	65
New Mexico	885	371	—	51	153	6	13
New York	9,072	1,714	60	278	1,104	38	154
North Carolina	2,806	749	102	107	583	6	47
North Dakota	653	310	—	45	80	—	13
Ohio	5,593	1,260	50	179	1,012	—	98
Oklahoma	1,539	506	—	72	262	—	23
Oregon	1,342	453	54	66	198	—	19
Pennsylvania	6,008	1,236	—	194	997	—	102
Rhode Island	783	329	100	49	74	—	13
South Carolina	1,629	517	56	72	350	—	25
South Dakota	672	318	—	45	83	—	13
Tennessee	2,222	634	—	91	450	—	36
Texas	6,053	1,431	—	193	1,258	—	106
Utah	900	381	—	51	150	—	13
Vermont	564	296	80	42	49	—	13
Virginia	2,584	711	—	100	480	—	43
Washington	1,925	585	45	82	298	—	30
West Virginia	1,165	424	48	60	198	—	16
Wisconsin	2,526	670	244	96	472	—	43
Wyoming	512	287	—	41	38	—	13
District of Columbia	671	309	—	46	40	—	13
American Samoa	123	76	—	8	25	—	4
Guam	255	84	—	14	25	—	4
Puerto Rico	1,768	553	—	72	265	55	19
Trust Territory	279	87	—	15	25	—	4
Virgin Islands	218	82	—	11	25	—	4
Bureau of Indian Affairs	322	—	—	—	25	—	—
Migrant Record Transfer System	—	—	—	—	—	—	—
TOTALS	**$119,760**	**$32,937**	**$1,734**	**$4,750**	**$19,500**	**$146**	**$2,000**

ELEMENTARY AND SECONDARY EDUCATION (continued) *(Amounts in thousands of dollars)*

	Bilingual Education	Follow Through	Right to Read	Educational Broadcasting Facilities	Drug Abuse Education	Environmental Education	Nutrition and Health	TOTAL
Alabama	—	$ 983	$ 260	$ 279	—	—	—	$ 47,347
Alaska	590	116	198	49	—	9	—	7,268
Arizona	2,838	1,482	164	6	—	1	—	23,328
Arkansas	—	652	169	460	—	9	—	29,786
California	24,434	6,995	719	1,020	763	515	—	203,527
Colorado	624	300	357	276	—	64	—	21,571
Connecticut	973	255	74	285	—	33	—	21,843
Delaware	253	720	228	—	—	9	—	7,694
Florida	1,729	1,788	289	429	656	61	—	73,980
Georgia	—	1,683	336	300	—	34	281	53,709
Hawaii	814	291	50	—	—	43	—	7,843
Idaho	237	211	93	180	—	19	—	7,754
Illinois	3,796	1,911	431	—	730	49	—	110,650
Indiana	117	483	247	294	—	10	—	30,602
Iowa	—	519	134	31	66	50	—	19,646
Kansas	191	932	89	117	—	10	—	17,572
Kentucky	—	1,028	457	175	—	10	—	38,201
Louisiana	1,693	809	274	400	—	—	—	58,670
Maine	335	182	126	53	—	—	—	9,200
Maryland	—	489	78	104	—	12	—	35,278
Massachusetts	2,171	1,473	291	374	106	207	—	46,040
Michigan	862	1,840	610	667	—	54	—	91,206
Minnesota	391	361	210	513	66	37	—	34,719
Mississippi	398	916	50	—	—	10	—	44,861
Missouri	100	1,335	236	90	66	29	—	38,118
Montana	626	439	17	—	—	10	—	8,434
Nebraska	—	451	50	48	—	—	—	11,559
Nevada	—	198	65	—	—	—	—	3,793
New Hampshire	534	146	—	44	—	10	—	5,382
New Jersey	2,409	1,810	357	360	—	32	—	69,705
New Mexico	3,759	696	91	284	—	—	—	21,151
New York	14,730	4,032	745	1,018	806	101	—	250,365
North Carolina	—	1,104	130	108	—	21	—	59,814
North Dakota	—	628	50	333	—	10	—	7,811
Ohio	—	917	330	772	—	13	362	70,261
Oklahoma	412	445	156	369	—	—	—	24,855
Oregon	544	1,129	133	76	—	36	—	21,766
Pennsylvania	943	2,516	448	660	—	18	—	104,070
Rhode Island	1,064	275	476	—	—	33	257	10,280
South Carolina	—	983	185	55	—	7	—	37,993
South Dakota	118	588	100	243	—	—	—	8,508
Tennessee	—	975	259	—	—	20	—	44,070
Texas	17,242	2,277	386	451	741	9	—	153,308
Utah	—	297	80	—	—	27	—	8,239
Vermont	132	343	137	390	—	—	—	6,213
Virginia	—	842	359	—	—	37	—	44,412
Washington	800	1,373	350	360	—	82	—	31,372
West Virginia	—	319	157	—	—	9	—	20,072
Wisconsin	636	329	163	327	—	9	—	35,526
Wyoming	115	180	86	—	—	—	—	4,258
District of Columbia	175	1,116	337	—	—	136	—	14,831
American Samoa	—	—	—	—	—	—	—	644
Guam	—	—	—	—	—	—	—	1,494
Puerto Rico	556	894	101	—	—	—	—	33,682
Trust Territory	752	—	—	—	—	—	—	2,406
Virgin Islands	253	—	—	—	—	—	—	1,281
Bureau of Indian Affairs	204	—	—	—	—	—	—	18,118
Migrant Record Transfer System	—	—	—	—	—	—	—	1,900
TOTALS	**$88,450**	**$53,056**	**$11,918**	**$12,000**	**$4,000**	**$1,895**	**$900**	**$2,217,986**

DESEGREGATION ASSISTANCE & SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS

(Amounts in thousands of dollars)

	DESEGREGATION ASSISTANCE				SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS		
	State Apportionments	National Priority Projects	Training and Advisory Services	TOTAL	(P.L. 874) Maintenance & Operation	(P.L. 815) Construction	TOTAL
Alabama	$ 3,692	$ 124	$ 1,045	$ 4,861	$ 10,189	—	$ 10,189
Alaska	117	—	127	244	34,384	—	34,384
Arizona	94	—	—	94	18,115	7,293	25,408
Arkansas	1,703	100	581	2,384	3,660	682	4,342
California	15,202	163	2,918	18,283	93,896	3,471	97,367
Colorado	234	730	693	1,657	14,224	—	14,224
Connecticut	1,055	—	585	1,640	3,666	—	3,666
Delaware	309	—	135	444	2,656	—	2,656
Florida	827	974	1,237	3,038	19,255	—	19,255
Georgia	4,736	82	552	5,370	15,573	—	15,573
Hawaii	350	—	268	618	12,693	—	12,693
Idaho	—	—	42	42	3,949	—	3,949
Illinois	4,732	100	1,206	6,038	10,085	215	10,300
Indiana	1,380	—	691	2,071	3,403	906	4,309
Iowa	126	—	141	267	3,933	—	3,933
Kansas	59	—	207	266	9,547	75	9,622
Kentucky	180	116	479	775	11,142	—	11,142
Louisiana	3,495	762	668	4,925	4,100	—	4,100
Maine	—	—	—	—	2,732	—	2,732
Maryland	3,353	—	164	3,517	33,587	—	33,587
Massachusetts	213	2,900	151	3,264	9,825	—	9,825
Michigan	4,255	224	1,080	5,559	6,277	—	6,277
Minnesota	—	167	674	841	3,291	—	3,291
Mississippi	3,921	—	356	4,277	3,669	—	3,669
Missouri	61	263	673	997	8,909	—	8,909
Montana	132	—	185	317	6,915	85	7,000
Nebraska	—	—	132	132	7,028	298	7,326
Nevada	—	—	40	40	3,922	—	3,922
New Hampshire	—	—	20	20	3,413	—	3,413
New Jersey	3,637	100	501	4,238	17,247	—	17,247
New Mexico	1,788	100	1,245	3,133	17,190	4,491	21,681
New York	7,323	93	1,368	8,784	20,281	—	20,281
North Carolina	4,624	336	800	5,760	18,169	—	18,169
North Dakota	39	—	60	99	5,331	—	5,331
Ohio	2,055	—	710	2,765	9,920	—	9,920
Oklahoma	622	210	491	1,323	14,367	—	14,367
Oregon	—	—	731	731	4,263	—	4,263
Pennsylvania	4,500	—	595	5,095	8,402	—	8,402
Rhode Island	109	114	75	298	3,474	—	3,474
South Carolina	1,188	419	497	2,104	11,292	—	11,292
South Dakota	175	—	118	293	6,333	—	6,333
Tennessee	1,487	—	531	2,018	7,729	—	7,729
Texas	13,034	705	2,101	15,840	34,407	—	34,407
Utah	245	—	519	764	9,244	—	9,244
Vermont	—	—	—	—	178	—	178
Virginia	4,683	—	667	5,350	45,850	1,802	47,652
Washington	162	—	466	628	16,939	—	16,939
West Virginia	149	55	60	264	740	—	740
Wisconsin	195	—	75	270	2,196	—	2,196
Wyoming	29	—	—	29	3,158	—	3,158
District of Columbia	—	—	40	40	4,613	—	4,613
American Samoa	—	545	—	545	—	—	—
Guam	—	570	—	570	2,932	—	2,932
Puerto Rico	—	986	—	986	7,521	—	7,521
Trust Territory	—	316	—	316	—	—	—
Virgin Islands	—	645	—	645	203	—	203
Bureau of Indian Affairs	—	—	—	—	—	—	—
Navajo Nation	—	—	—	—	—	—	—
TOTALS	**$96,270**	**$11,895**	**$26,700**	**$134,869**	**$636,017**	**$19,318**	**$655,335**

EDUCATION FOR THE HANDICAPPED *(Amounts in thousands of dollars)*

	Grants to States	Research and Demonstration	Media and Captioned Films	Regional Resource Centers	Recruitment and Information	Special Ed. & Manpower Development
Alabama	$ 1,690	$ 4	$ 555	$ 466	—	$ 686
Alaska	297	—	—	7	—	327
Arizona	900	8	—	53	—	568
Arkansas	908	—	—	60	—	212
California	9,279	742	1,189	495	—	2,230
Colorado	1,142	513	—	67	—	661
Connecticut	1,387	179	395	94	—	592
Delaware	345	—	—	13	—	86
Florida	3,068	5	—	220	—	1,372
Georgia	2,292	20	—	147	—	978
Hawaii	419	21	—	20	—	227
Idaho	399	—	—	20	—	209
Illinois	5,148	397	355	294	236	1,260
Indiana	2,518	946	885	167	—	906
Iowa	1,332	—	339	187	—	662
Kansas	1,042	443	14	74	—	1,198
Kentucky	1,554	452	1,084	500	—	642
Louisiana	1,896	—	—	114	—	330
Maine	477	—	—	27	—	193
Maryland	1,910	268	9	127	—	727
Massachusetts	2,614	467	560	181	25	1,208
Michigan	4,399	207	475	288	—	1,352
Minnesota	1,889	565	—	120	—	1,056
Mississippi	1,158	—	—	67	—	465
Missouri	2,146	—	141	154	—	938
Montana	385	—	—	20	—	225
Nebraska	693	—	338	47	—	273
Nevada	334	—	—	13	—	160
New Hampshire	392	—	—	20	—	125
New Jersey	3,235	—	463	295	—	385
New Mexico	552	—	306	27	—	436
New York	7,941	907	2,133	441	—	2,438
North Carolina	2,496	—	—	167	—	869
North Dakota	365	—	—	20	—	235
Ohio	5,068	5	1,160	311	—	1,367
Oklahoma	1,178	—	—	80	—	344
Oregon	981	1,126	395	167	—	1,128
Pennsylvania	5,248	42	254	304	—	1,928
Rhode Island	431	—	—	27	—	210
South Carolina	1,351	—	—	80	—	290
South Dakota	374	6	—	20	—	243
Tennessee	1,851	265	—	127	—	788
Texas	5,578	663	269	337	—	1,738
Utah	593	174	—	33	—	476
Vermont	317	—	—	13	—	330
Virginia	2,265	272	419	147	—	952
Washington	1,602	209	—	106	—	702
West Virginia	796	—	—	53	—	276
Wisconsin	2,182	55	321	240	—	934
Wyoming	289	—	—	7	—	245
District of Columbia	363	266	1,005	20	239	969
American Samoa	150	—	—	—	—	36
Guam	150	—	—	—	—	90
Puerto Rico	1,342	—	—	—	—	250
Trust Territory	150	—	—	—	—	109
Virgin Islands	150	—	—	—	—	—
Bureau of Indian Affairs	971	—	—	—	—	—
Navajo Nation	—	—	—	—	—	—
TOTALS	**$99,982**	**$9,227**	**$13,064**	**$7,084**	**$500**	**$37,636**

EDUCATION FOR THE HANDICAPPED (continued) *(Amounts in thousands of dollars)*

	Deaf-Blind Centers	Early Childhood Education	Severely Handi-capped	Specific Learning Disabili-ties	Regional Education	TOTAL
Alabama	$ 298	$ 245	$ 277	—	—	$ 4,221
Alaska	99	60	—	—	—	790
Arizona	87	142	—	101	—	1,859
Arkansas	87	65	—	138	—	1,470
California	1,033	1,173	150	262	200	16,753
Colorado	804	470	—	—	—	3,657
Connecticut	218	63	—	74	—	3,002
Delaware	33	—	—	—	—	477
Florida	123	38	126	—	—	4,952
Georgia	155	621	—	—	—	4,213
Hawaii	78	182	—	—	—	947
Idaho	89	179	—	82	—	978
Illinois	349	848	—	82	—	8,969
Indiana	146	323	128	145	—	6,164
Iowa	105	236	—	95	—	2,956
Kansas	145	49	469	42	—	3,476
Kentucky	84	81	—	—	—	4,397
Louisiana	132	68	—	112	—	2,652
Maine	—	210	—	—	—	907
Maryland	261	234	211	—	—	3,747
Massachusetts	586	473	—	489	—	6,603
Michigan	404	544	229	—	—	7,898
Minnesota	160	239	—	121	200	4,350
Mississippi	134	203	—	69	—	2,096
Missouri	163	151	—	66	—	3,759
Montana	86	85	—	—	—	801
Nebraska	96	—	—	—	—	1,447
Nevada	66	—	—	—	—	573
New Hampshire	32	65	—	—	—	634
New Jersey	200	15	—	—	—	4,593
New Mexico	150	165	211	52	—	1,899
New York	1,208	960	—	75	—	16,103
North Carolina	402	703	—	81	—	4,718
North Dakota	98	96	—	—	—	814
Ohio	256	370	—	67	—	8,604
Oklahoma	186	42	—	90	—	1,920
Oregon	184	100	107	—	—	4,188
Pennsylvania	363	559	—	182	—	8,880
Rhode Island	38	—	164	—	—	870
South Carolina	118	220	—	96	—	2,155
South Dakota	110	62	—	—	—	815
Tennessee	139	355	248	90	—	3,863
Texas	979	827	—	151	—	10,542
Utah	186	252	—	—	—	1,714
Vermont	48	60	—	100	—	868
Virginia	193	385	—	80	—	4,713
Washington	257	202	258	—	175	3,511
West Virginia	102	88	—	72	—	1,387
Wisconsin	137	146	—	—	—	4,015
Wyoming	51	64	248	83	—	987
District of Columbia	124	314	—	—	—	3,300
American Samoa	—	—	—	—	—	186
Guam	31	—	—	—	—	271
Puerto Rico	82	129	—	128	—	1,931
Trust Territory	24	83	—	—	—	366
Virgin Islands	40	—	—	—	—	190
Bureau of Indian Affairs	—	—	—	—	—	971
Navajo Nation	30	—	—	—	—	30
TOTALS	**$11,789**	**$13,244**	**$2,826**	**$3,225**	**$575**	**$199,152**

OCCUPATIONAL, VOCATIONAL, AND ADULT EDUCATION *(Amounts in thousands of dollars)*

	Basic Grants	Consumer & Homemaking Education	Cooperative Education	Work Study	Special Needs	Voc. State Adv. Councils	Innovation
Alabama	$ 8,706	$ 732	$ 354	$ 169	$ 407	$ 85	$ 294
Alaska	627	53	216	18	29	50	210
Arizona	4,476	376	289	98	209	50	254
Arkansas	4,737	398	283	91	221	50	251
California	36,504	3,069	1,039	946	1,704	147	748
Colorado	5,297	445	309	123	247	52	266
Connecticut	4,748	399	323	136	222	50	275
Delaware	1,002	84	225	28	47	50	215
Florida	14,900	1,253	493	324	696	146	379
Georgia	11,289	949	405	229	527	110	325
Hawaii	1,572	132	237	43	73	50	223
Idaho	1,883	158	235	39	88	50	221
Illinois	18,795	1,580	654	503	878	147	477
Indiana	11,132	936	425	250	520	109	338
Iowa	5,981	503	320	132	279	58	273
Kansas	4,739	398	297	109	221	50	259
Kentucky	8,095	680	340	156	378	79	286
Louisiana	9,430	793	368	186	440	92	300
Maine	2,442	205	243	48	114	50	226
Maryland	7,561	636	371	191	353	74	305
Massachusetts	10,463	880	435	263	489	102	344
Michigan	17,493	1,470	599	442	817	147	444
Minnesota	8,228	692	369	188	384	80	303
Mississippi	5,836	490	306	116	272	57	264
Missouri	9,781	822	396	217	457	96	319
Montana	1,705	143	233	36	80	50	220
Nebraska	3,205	269	265	72	150	50	239
Nevada	918	77	222	24	43	50	213
New Hampshire	1,631	137	232	35	76	50	219
New Jersey	11,436	961	484	313	534	112	374
New Mexico	2,838	239	252	57	133	50	232
New York	28,113	2,363	893	770	1,313	147	623
North Carolina	13,008	1,093	428	257	607	127	399
North Dakota	1,604	135	229	33	75	50	218
Ohio	21,542	1,811	657	507	1,006	147	479
Oklahoma	6,129	515	310	122	286	60	267
Oregon	4,686	394	292	103	219	50	256
Pennsylvania	23,133	1,945	677	527	1,080	147	491
Rhode Island	1,948	164	239	44	91	50	112
South Carolina	7,088	596	324	139	331	69	276
South Dakota	1,721	145	231	35	80	50	219
Tennessee	9,829	826	368	186	459	96	303
Texas	26,859	2,258	706	567	1,254	147	509
Utah	2,985	251	255	62	139	50	234
Vermont	1,105	93	220	22	52	50	212
Virginia	10,760	904	409	236	502	105	328
Washington	6,966	586	345	162	325	68	288
West Virginia	4,237	356	273	80	198	50	245
Wisconsin	9,670	813	396	217	452	94	320
Wyoming	771	65	216	17	36	50	210
District of Columbia	1,180	99	228	32	55	50	217
American Samoa	67	10	6	1	10	50	5
Guam	213	18	15	4	10	50	12
Puerto Rico	6,716	565	536	136	314	66	497
Trust Territory	218	18	18	5	10	50	15
Virgin Islands	141	12	10	3	10	50	12
National Projects	—	—	—	—	—	—	—
TOTALS	**$428,139**	**$35,994**	**$19,500**	**$9,849**	**$20,000**	**$4,316**	**$16,043**

	Research	Adult Education	Teacher Corps	Categorical Programs	Career Opportunities	Urban/Rural	Vocational Education (EDPA, Part F)
Alabama	$ 335	$ 1,344	$ 337	—	$ 147	—	$ 144
Alaska	24	191	17	—	134	—	61
Arizona	758	519	333	74	—	—	66
Arkansas	182	828	633	—	—	—	78
California	1,551	4,518	5,742	44	313	660	577
Colorado	204	602	1,036	79	—	127	274
Connecticut	183	951	358	—	—	—	185
Delaware	39	274	—	—	—	—	75
Florida	574	1,786	322	—	—	150	195
Georgia	435	1,570	400	—	—	135	116
Hawaii	61	313	—	—	145	—	114
Idaho	73	320	14	—	—	—	85
Illinois	724	3,529	335	—	—	95	440
Indiana	429	1,626	14	—	—	231	167
Iowa	230	952	419	—	—	—	79
Kansas	183	764	1,119	—	87	118	138
Kentucky	312	1,325	897	—	—	132	222
Louisiana	354	1,439	358	—	—	—	—
Maine	94	447	539	—	—	—	74
Maryland	291	1,160	356	—	—	160	123
Massachusetts	403	1,707	416	—	—	—	120
Michigan	674	2,626	1,224	—	—	—	223
Minnesota	317	1,154	636	—	—	—	314
Mississippi	225	949	339	—	—	—	102
Missouri	377	1,675	712	—	—	400	114
Montana	67	326	82	70	—	128	35
Nebraska	123	543	1,600	—	—	—	91
Nevada	35	213	692	—	—	—	90
New Hampshire	63	330	—	—	—	—	47
New Jersey	440	2,209	1,045	56	145	220	414
New Mexico	109	402	380	—	—	258	107
New York	1,083	5,926	4,851	173	399	495	348
North Carolina	557	1,781	423	—	—	—	266
North Dakota	62	335	24	—	—	—	43
Ohio	1,155	3,248	1,217	—	—	410	700
Oklahoma	236	910	989	85	—	—	223
Oregon	180	650	650	—	—	—	214
Pennsylvania	873	4,105	411	—	—	155	208
Rhode Island	75	452	76	—	—	210	44
South Carolina	265	1,072	311	—	—	—	117
South Dakota	66	344	570	93	—	—	36
Tennessee	368	1,492	753	—	37	135	162
Texas	1,011	3,281	1,828	—	175	538	462
Utah	115	338	20	50	—	—	54
Vermont	43	257	75	—	92	—	37
Virginia	414	1,490	958	—	—	160	255
Washington	267	917	1,024	53	—	147	142
West Virginia	163	835	272	—	—	210	106
Wisconsin	372	1,381	1,591	—	96	85	188
Wyoming	16	222	561	—	—	—	60
District of Columbia	429	375	326	—	—	—	15
Reserve for Stipends	—	—	—	—	—	—	135
American Samoa	1	80	—	—	—	—	39
Guam	8	140	23	—	—	—	62
Puerto Rico	259	1,037	—	—	—	182	85
Trust Territory	8	160	—	36	—	—	91
Virgin Islands	3	80	—	—	—	—	28
National Projects	66	—	—	—	—	—	—
TOTALS	**$17,964**	**$67,500**	**$37,308**	**$813**	**$1,770**	**$5,541**	**$8,990**

OCCUPATIONAL, VOCATIONAL, AND ADULT EDUCATION (continued)

	Higher Education (EPDA, Part E)	Curriculum Development (VEA, Part I)	Bilingual (EDPA, Part J)	TOTAL
Alabama	—	—	—	$ 13,054
Alaska	25	—	—	1,655
Arizona	32	—	—	7,534
Arkansas	—	—	—	7,752
California	178	77	760	58,577
Colorado	—	—	—	9,061
Connecticut	—	—	117	7,947
Delaware	—	—	—	2,039
Florida	106	—	—	21,324
Georgia	36	—	—	16,526
Hawaii	27	—	—	2,900
Idaho	—	—	—	3,166
Illinois	68	59	—	28,284
Indiana	16	—	—	16,193
Iowa	30	—	—	9,256
Kansas	30	—	—	8,512
Kentucky	40	—	—	12,942
Louisiana	66	—	—	13,826
Maine	—	—	130	4,612
Maryland	—	82	—	11,663
Massachusetts	75	313	—	16,010
Michigan	58	—	215	26,432
Minnesota	—	65	368	13,098
Mississippi	30	50	—	9,036
Missouri	66	—	—	15,432
Montana	24	—	—	3,199
Nebraska	—	—	—	6,607
Nevada	—	—	—	2,577
New Hampshire	—	—	—	2,820
New Jersey	24	57	—	18,824
New Mexico	110	—	78	5,245
New York	154	—	807	48,458
North Carolina	110	—	—	19,056
North Dakota	—	—	85	2,893
Ohio	28	187	—	33,094
Oklahoma	16	52	—	10,200
Oregon	—	—	—	7,694
Pennsylvania	8	—	—	33,760
Rhode Island	—	—	—	3,505
South Carolina	—	—	—	10,588
South Dakota	97	—	—	3,687
Tennessee	—	—	—	15,014
Texas	345	—	140	40,080
Utah	27	—	—	4,580
Vermont	—	—	—	2,258
Virginia	70	—	—	16,591
Washington	88	58	—	11,436
West Virginia	15	—	—	7,040
Wisconsin	26	—	—	15,701
Wyoming	13	—	—	2,237
District of Columbia	—	—	—	3,006
Reserve for Stipends	—	—	—	135
American Samoa	—	—	100	269
Guam	—	—	—	655
Puerto Rico	56	—	—	10,449
Trust Territory	—	—	—	629
Virgin Islands	—	—	—	349
National Projects	—	—	—	66
TOTALS	**$2,094**	**$1,000**	**$2,800**	**$679,623**

HIGHER EDUCATION

(Amounts in thousands of dollars)

University Community Services	Aid to Land-Grant Colleges: Annual	Aid to Land-Grant Colleges: Permanent	State Student Incentive Grants
$ 227	$ 173	$ 50	$ 262
112	152	50	—
171	162	50	—
173	163	50	111
837	286	50	3,137
185	165	50	281
211	171	50	290
121	154	50	62
365	196	50	599
271	181	50	312
130	155	50	88
127	155	50	51
506	226	50	1,062
291	185	50	426
204	169	50	233
182	165	50	230
219	172	50	236
235	175	50	280
137	157	50	77
246	177	50	378
309	189	50	709
426	210	50	910
240	176	50	348
182	165	50	170
272	182	50	412
126	155	50	56
155	160	50	141
119	153	50	—
128	155	50	—
366	199	50	544
139	157	50	—
763	274	50	1,930
289	185	50	423
123	154	50	63
487	222	50	847
195	167	50	268
179	164	50	282
530	230	50	941
135	156	50	117
197	168	50	206
125	155	50	57
247	177	50	320
519	226	50	1,076
141	157	50	171
117	153	50	59
272	182	50	412
223	173	50	425
165	162	50	145
263	180	50	472
112	152	50	31
127	155	50	166
—	—	—	—
26	—	—	—
28	150	50	—
123	168	50	180
—	—	—	—
27	150	50	4
—	—	—	—
$12,825	**$9,500**	**$2,700**	**$20,000**

HIGHER EDUCATION (continued) *(Amounts in thousands of dollars)*

	Supplemental Educational Opportunity Grants	College Work-Study	National Direct Student Loan Program: Federal Capital Contributions	National Direct Student Loan Program: Loans to Institutions	National Direct Student Loan Program: Teacher Military Cancellation	Basic Opportunity Grants	Cooperative Education
Alabama	$ 3,553	$ 5,915	$ 4,656	$ 19	$ 106	$ 9,770	$ 367
Alaska	389	449	430	—	1	164	60
Arizona	2,459	2,953	3,960	16	65	3,891	85
Arkansas	1,390	3,358	2,369	—	63	3,708	190
California	26,292	26,189	34,165	82	384	34,785	599
Colorado	3,774	4,296	5,596	47	64	4,232	106
Connecticut	2,845	3,248	3,876	3	61	2,567	101
Delaware	619	739	945	—	2	816	45
Florida	5,574	8,375	8,300	8	93	8,653	571
Georgia	3,615	6,716	5,602	5	65	7,386	285
Hawaii	854	1,119	880	—	11	510	99
Idaho	753	969	1,223	—	22	910	30
Illinois	11,511	13,339	14,397	28	244	15,473	405
Indiana	5,182	5,892	7,572	55	175	5,299	266
Iowa	3,525	3,936	5,114	9	109	4,332	95
Kansas	2,430	2,963	4,137	26	106	4,406	192
Kentucky	2,588	5,045	4,132	—	116	5,765	243
Louisiana	3,468	6,730	4,872	76	73	9,748	190
Maine	4,555	3,837	3,925	5	9	1,719	123
Maryland	4,160	4,528	4,540	36	54	5,747	99
Massachusetts	10,071	14,544	15,158	157	182	9,129	471
Michigan	10,867	10,310	12,806	56	227	12,989	338
Minnesota	7,121	6,474	6,828	6	177	6,721	150
Mississippi	3,110	4,885	3,312	—	71	9,251	214
Missouri	4,431	5,708	6,673	92	155	6,577	94
Montana	731	1,863	1,234	—	29	1,076	84
Nebraska	1,565	2,019	2,724	—	54	2,663	52
Nevada	445	539	709	6	6	494	90
New Hampshire	1,597	2,379	2,603	—	18	1,031	60
New Jersey	5,126	7,101	7,039	15	92	10,549	330
New Mexico	2,412	2,781	2,997	—	29	3,065	70
New York	18,317	21,796	25,745	66	439	42,229	519
North Carolina	5,463	8,185	7,403	16	121	12,155	630
North Dakota	1,944	1,579	1,699	—	40	1,614	125
Ohio	9,307	11,934	13,699	101	226	12,654	274
Oklahoma	2,666	3,796	4,506	42	137	6,605	120
Oregon	4,393	6,651	7,223	6	44	4,188	167
Pennsylvania	9,880	13,098	14,386	48	250	16,486	460
Rhode Island	1,342	1,696	1,884	4	22	1,432	25
South Carolina	2,471	4,483	3,228	23	45	6,691	282
South Dakota	1,672	2,175	1,816	6	36	1,840	31
Tennessee	3,929	5,978	5,432	—	155	7,911	392
Texas	10,157	15,882	15,874	148	260	23,374	390
Utah	1,873	1,739	1,260	—	47	1,028	90
Vermont	2,465	2,609	1,767	—	16	975	45
Virginia	3,926	5,945	5,628	—	72	6,114	223
Washington	5,843	5,794	9,257	41	105	4,956	223
West Virginia	1,759	2,935	2,703	—	62	2,638	85
Wisconsin	9,707	6,363	8,700	43	119	5,724	195
Wyoming	412	604	581	—	7	384	30
District of Columbia	1,678	1,715	2,212	11	20	1,680	164
American Samoa	—	—	—	—	—	13	—
Guam	34	414	—	—	—	119	—
Puerto Rico	—	5,557	2,896	—	36	24,758	161
Trust Territory	—	—	—	—	—	131	—
Virgin Islands	25	48	23	—	—	27	15
TOTALS	**$240,284**	**$300,175**	**$320,696**	**$1,302**	**$5,122**	**$379,152**	**$10,750**

HIGHER EDUCATION (continued)

(Amounts in thousands of dollars)

	Strengthening Developing Institutions	Centers, Fellowships & Research	Educational Opportunity Centers	Talent Search	Upward Bound	Special Services in College	Fulbright-Hays Training Grants
Alabama	$ 10,545	—	$ 250	$ 146	$ 963	$ 762	—
Alaska	150	—	—	55	200	88	—
Arizona	1,050	53	—	98	428	218	—
Arkansas	1,642	8	—	72	714	399	—
California	400	1,441	282	550	2,675	2,104	722
Colorado	550	183	250	124	439	244	10
Connecticut	140	371	—	75	563	80	99
Delaware	—	—	—	40	137	87	—
Florida	2,027	122	—	102	1,059	751	49
Georgia	6,208	27	—	122	1,162	712	—
Hawaii	910	145	—	56	105	112	24
Idaho	—	—	—	59	175	38	—
Illinois	5,000	1,111	—	361	1,472	922	251
Indiana	280	586	—	105	503	336	121
Iowa	2,067	27	—	46	580	223	—
Kansas	3,096	148	—	50	449	244	85
Kentucky	2,852	—	—	72	1,134	508	—
Louisiana	3,032	84	—	124	812	556	34
Maine	200	—	—	50	436	158	—
Maryland	2,278	78	—	73	650	478	42
Massachusetts	350	632	325	101	1,263	347	147
Michigan	3,905	864	—	140	1,228	781	387
Minnesota	2,535	161	—	120	505	280	—
Mississippi	3,928	—	—	138	701	660	—
Missouri	1,475	168	325	105	655	441	60
Montana	315	26	—	54	192	190	—
Nebraska	200	28	—	30	221	170	55
Nevada	—	—	—	57	160	115	—
New Hampshire	225	—	—	50	95	39	—
New Jersey	2,350	379	250	175	1,435	606	98
New Mexico	1,215	87	150	147	555	448	—
New York	3,150	1,262	300	420	2,946	1,766	495
North Carolina	11,348	274	—	137	1,232	897	72
North Dakota	1,010	—	—	60	228	87	—
Ohio	2,340	281	154	110	1,641	694	34
Oklahoma	1,265	29	—	134	778	538	—
Oregon	630	81	—	62	399	239	—
Pennsylvania	1,480	673	—	150	1,538	399	167
Rhode Island	—	29	—	—	68	110	10
South Carolina	3,875	—	—	95	680	476	15
South Dakota	840	—	—	35	171	82	—
Tennessee	4,835	33	—	178	905	449	55
Texas	7,486	164	250	444	2,054	1,286	171
Utah	250	94	—	59	372	93	88
Vermont	—	69	—	50	162	60	—
Virginia	4,947	113	—	117	774	719	21
Washington	945	564	164	142	561	177	80
West Virginia	2,231	—	—	69	659	318	—
Wisconsin	550	604	—	55	439	423	72
Wyoming	150	—	—	—	78	47	—
District of Columbia	2,028	265	300	76	345	389	50
American Samoa	—	—	—	—	—	—	—
Guam	—	—	—	—	99	—	—
Puerto Rico	1,445	—	—	110	386	653	—
Trust Territory	—	—	—	—	—	—	—
Virgin Islands	270	—	—	—	129	—	—
TOTALS	**$110,000**	**$11,264**	**$3,000**	**$6,000**	**$38,310**	**$22,999**	**$3,514**

HIGHER EDUCATION (continued) *(Amounts in thousands of dollars)*

	Postsecondary Comm. & State Administration	Veterans Cost of Instruction	College Teacher Fellowships	Fellowships for Disadvantaged	Ellender Fellowships	Public Service Education
Alabama	$ 62	$ 650	—	—	—	—
Alaska	13	32	—	—	—	—
Arizona	48	576	10	—	—	109
Arkansas	47	91	—	—	—	—
California	132	5,792	30	—	—	439
Colorado	22	532	10	—	—	112
Connecticut	53	169	20	—	—	—
Delaware	42	66	—	—	—	24
Florida	69	798	30	—	—	67
Georgia	61	443	50	—	—	83
Hawaii	32	150	—	—	—	—
Idaho	43	92	—	—	—	—
Illinois	92	1,257	60	—	—	150
Indiana	63	198	20	—	—	116
Iowa	53	224	40	—	—	182
Kansas	57	157	50	—	—	62
Kentucky	60	244	20	—	—	95
Louisiana	55	308	30	—	—	—
Maine	44	110	—	—	—	—
Maryland	53	330	—	—	—	72
Massachusetts	78	565	70	—	—	118
Michigan	83	750	10	—	—	109
Minnesota	58	308	10	—	—	79
Mississippi	56	196	20	—	—	—
Missouri	61	542	30	—	—	128
Montana	43	13	—	—	—	—
Nebraska	45	42	10	-	-	47
Nevada	41	77	—	—	—	27
New Hampshire	43	68	—	—	—	—
New Jersey	71	515	60	—	—	240
New Mexico	44	141	20	—	—	64
New York	124	1,184	120	—	—	396
North Carolina	31	818	10	—	—	136
North Dakota	42	85	—	—	—	—
Ohio	89	415	30	—	—	113
Oklahoma	51	389	10	—	—	—
Oregon	50	328	10	—	—	80
Pennsylvania	94	599	40	—	—	298
Rhode Island	44	130	—	—	—	—
South Carolina	52	544	—	—	—	—
South Dakota	42	19	—	—	—	20
Tennessee	24	246	20	—	—	52
Texas	100	1,429	60	—	—	245
Utah	50	169	—	—	—	—
Vermont	42	25	—	—	—	—
Virginia	69	388	—	—	—	30
Washington	57	613	20	—	—	142
West Virginia	47	72	—	—	—	56
Wisconsin	29	283	30	—	—	—
Wyoming	41	33	—	—	—	—
District of Columbia	43	92	—	750	500	77
American Samoa	27	—	—	—	—	—
Guam	27	13	—	—	—	—
Puerto Rico	50	210	—	—	—	32
Trust Territory	—	—	—	—	—	—
Virgin Islands	27	—	—	—	—	—
TOTALS	**$2,976**	**$23,520**	**$950**	**$750**	**$500**	**$4,000**

HIGHER EDUCATION (continued) *(Amounts in thousands of dollars)*

	Mining Fellowships	Ethnic Heritage Studies	Subsidized Construc-tion Loans	Higher Education Facilities Construction	Planning for Continuing Education (Construc-tion)	TOTAL
Alabama	$ 25	—	$ 154	$ 701	—	$ 39,356
Alaska	8	—	66	100	—	2,519
Arizona	59	—	66	439	—	16,966
Arkansas	—	—	189	368	—	15,105
California	93	124	595	4,424	—	146,609
Colorado	169	38	5	554	—	22,038
Connecticut	—	33	421	583	—	16,030
Delaware	—	40	92	98	—	4,179
Florida	9	—	381	1,269	—	39,517
Georgia	34	37	100	829	—	34,356
Hawaii	—	30	—	193	—	5,653
Idaho	34	37	10	181	—	4,959
Illinois	—	45	684	2,092	—	70,738
Indiana	55	—	781	1,036	—	29,593
Iowa	25	39	65	—	—	21,347
Kansas	25	45	278	—	86	19,719
Kentucky	—	—	750	637	—	24,938
Louisiana	—	42	552	775	—	32,301
Maine	—	—	52	212	—	15,856
Maryland	—	30	301	749	—	25,149
Massachusetts	25	101	572	1,275	—	56,938
Michigan	51	38	120	1,927	—	59,582
Minnesota	42	38	133	768	—	33,328
Mississippi	—	—	14	469	—	27,592
Missouri	42	—	373	919	—	29,970
Montana	—	26	130	169	—	6,562
Nebraska	—	31	12	329	—	10,803
Nevada	34	35	4	117	—	3,278
New Hampshire	—	—	111	175	—	8,827
New Jersey	9	82	204	1,181	—	39,066
New Mexico	17	30	107	260	—	14,985
New York	85	145	1,686	3,463	—	129,670
North Carolina	—	82	104	1,009	—	51,070
North Dakota	42	—	28	164	—	9,137
Ohio	17	38	595	2,231	—	58,583
Oklahoma	51	—	41	576	—	22,414
Oregon	—	24	64	484	—	25,798
Pennsylvania	144	66	1,700	711	—	64,418
Rhode Island	—	41	261	208	—	7,764
South Carolina	—	—	268	436	—	24,285
South Dakota	25	—	73	165	—	9,435
Tennessee	—	—	80	788	—	32,256
Texas	42	80	2,024	2,218	—	86,009
Utah	143	38	—	329	—	8,241
Vermont	—	—	101	103	—	8,868
Virginia	34	43	81	911	22	31,093
Washington	17	30	314	786	84	31,786
West Virginia	85	45	235	255	—	14,776
Wisconsin	17	35	899	1,054	—	36,306
Wyoming	42	—	25	50	—	2,829
District of Columbia	—	228	470	225	—	13,816
American Samoa	—	—	—	100	—	166
Guam	—	—	—	100	—	1,034
Puerto Rico	—	—	286	472	—	41,582
Trust Territory	—	—	—	100	—	231
Virgin Islands	—	—	—	100	—	895
TOTALS	**$1,500**	**$1,816**	**$16,657**	**$39,867**	**$192**	**$1,590,321**

INDIAN EDUCATION *(Amounts in thousands of dollars)*

	Payments to LEA's	Special Projects	Adult Education	TOTAL
Alabama	$ 43	—	—	$ 43
Alaska	2,549	543	150	3,242
Arizona	2,550	1,349	245	4,144
Arkansas	12	—	—	12
California	2,122	980	194	3,296
Colorado	123	416	—	539
Connecticut	—	—	—	—
Delaware	5	—	—	5
Florida	37	181	53	271
Georgia	—	—	—	—
Hawaii	—	—	—	—
Idaho	195	171	69	435
Illinois	128	52	21	201
Indiana	—	—	—	—
Iowa	52	90	—	142
Kansas	101	—	31	132
Kentucky	—	—	—	—
Louisiana	321	—	49	370
Maine	45	—	—	45
Maryland	125	—	—	125
Massachusetts	16	295	—	311
Michigan	1,277	228	83	1,588
Minnesota	1,165	442	132	1,739
Mississippi	150	65	120	335
Missouri	—	—	—	—
Montana	1,325	781	324	2,430
Nebraska	99	120	—	219
Nevada	288	289	21	598
New Hampshire	—	—	—	—
New Jersey	—	—	—	—
New Mexico	2,072	716	102	2,890
New York	797	372	37	1,206
North Carolina	938	201	—	1,139
North Dakota	271	774	96	1,141
Ohio	47	—	—	47
Oklahoma	3,988	1,128	214	5,330
Oregon	266	334	—	600
Pennsylvania	—	100	—	100
Rhode Island	—	—	41	41
South Carolina	—	—	50	50
South Dakota	991	583	87	1,661
Tennessee	—	—	—	—
Texas	28	155	—	183
Utah	252	—	149	401
Vermont	—	—	—	—
Virginia	21	—	—	21
Washington	1,685	827	504	3,016
West Virginia	4	—	—	4
Wisconsin	736	591	88	1,415
Wyoming	176	21	90	287
District of Columbia	—	125	50	175
American Samoa	—	—	—	—
Guam	—	—	—	—
Puerto Rico	—	—	—	—
Trust Territory	—	—	—	—
Virgin Islands	—	—	—	—
TOTALS	**$25,000**	**$11,929**	**$3,000**	**$39,929**

INNOVATIVE AND EXPERIMENTAL PROGRAMS

Career Education	Art in Education
712	—
67	—
105	—
—	—
688	—
340	—
112	—
—	—
411	—
211	—
—	—
—	—
296	—
430	—
7	—
150	—
211	—
97	—
174	—
130	—
—	—
200	—
105	—
126	—
175	—
210	—
—	—
—	—
177	—
248	—
—	—
833	—
—	—
—	—
300	—
—	—
416	—
150	—
65	—
—	—
269	—
150	—
552	—
157	—
100	—
273	—
442	—
—	—
370	—
—	—
233	500
—	—
—	—
—	—
—	—
—	—
$9,692	**$500**

INNOVATIVE AND EXPERIMENTAL PROGRAMS (continued) *(Amounts in thousands of dollars)*

	Packaging & Field Testing	Educational TV Programs	TOTAL
Alabama	—	—	$ 712
Alaska	—	—	67
Arizona	—	—	105
Arkansas	—	—	—
California	1,048	—	1,736
Colorado	—	—	340
Connecticut	—	—	112
Delaware	—	—	—
Florida	—	—	411
Georgia	—	—	211
Hawaii	—	—	—
Idaho	—	—	—
Illinois	—	—	296
Indiana	—	—	430
Iowa	—	—	7
Kansas	—	—	150
Kentucky	—	—	211
Louisiana	—	—	97
Maine	—	—	174
Maryland	—	—	130
Massachusetts	—	184	184
Michigan	—	—	200
Minnesota	—	—	105
Mississippi	—	—	126
Missouri	352	—	527
Montana	—	—	210
Nebraska	—	—	—
Nevada	—	—	—
New Hampshire	—	—	177
New Jersey	—	—	248
New Mexico	—	—	—
New York	—	5,500	6,333
North Carolina	—	—	—
North Dakota	—	—	—
Ohio	—	—	300
Oklahoma	—	—	—
Oregon	—	—	416
Pennsylvania	—	—	150
Rhode Island	—	—	65
South Carolina	—	—	—
South Dakota	—	—	269
Tennessee	—	—	150
Texas	—	—	552
Utah	—	—	157
Vermont	—	375	475
Virginia	—	—	273
Washington	—	789	1,231
West Virginia	—	—	—
Wisconsin	—	—	370
Wyoming	—	—	—
District of Columbia	—	150	883
American Samoa	—	—	—
Guam	—	—	—
Puerto Rico	—	—	—
Trust Territory	—	—	—
Virgin Islands	—	—	—
Bureau of Indian Affairs	—	—	—
TOTALS	**$1,400**	**$6,998**	**$18,590**

LIBRARY RESOURCES

	Library Services	Library Construction	Interlibrary Cooperation
	$ 343	—	$ 48
	260	99	41
	576	—	45
	569	—	45
	3,945	—	86
	648	204	45
	759	243	47
	304	—	41
	1,605	—	57
	1,074	—	51
	352	—	42
	341	—	42
	2,227	—	65
	1,162	—	52
	719	233	46
	611	—	45
	804	252	47
	879	—	48
	388	147	42
	939	144	49
	1,252	110	53
	1,843	—	60
	905	140	49
	620	—	45
	1,065	320	51
	332	100	42
	478	170	43
	300	—	41
	344	—	42
	1,528	438	56
	399	—	42
	3,503	195	81
	1,162	—	52
	315	—	41
	2,148	—	64
	684	—	46
	602	—	45
	2,351	476	66
	375	—	42
	694	222	46
	324	—	42
	943	—	49
	2,345	—	66
	409	—	43
	285	55	41
	1,078	—	51
	822	—	48
	524	112	44
	1,023	—	50
	264	116	41
	333	—	42
	45	21	10
	46	—	10
	692	228	46
	56	—	10
	51	23	10
	—	—	—
	$49,145	**$4,048**	**$2,594**

LIBRARY RESOURCES (continued) *(Amounts in thousands of dollars)*

	College Library Resources	Librarian Training	Library Demonstrations	Undergraduate Instructional Equipment	School Library Resources	TOTAL
Alabama	$ 259	$ 56	—	$ 132	$ 1,519	$ 2,857
Alaska	39	—	—	5	153	597
Arizona	86	113	12	111	1,015	1,958
Arkansas	94	—	146	61	852	1,767
California	755	115	128	1,046	8,826	14,901
Colorado	121	57	—	120	1,120	2,315
Connecticut	156	—	—	105	1,424	2,734
Delaware	43	—	—	22	278	688
Florida	278	71	29	245	3,038	5,323
Georgia	282	100	—	149	2,063	3,719
Hawaii	47	46	—	36	368	891
Idaho	24	—	—	34	360	801
Illinois	401	167	50	386	5,066	8,362
Indiana	183	—	26	187	2,418	4,028
Iowa	185	—	—	113	1,291	2,587
Kansas	165	—	—	102	912	1,835
Kentucky	123	44	—	110	1,421	2,801
Louisiana	98	74	—	143	1,804	3,046
Maine	96	—	—	39	488	1,200
Maryland	168	—	61	138	1,887	3,386
Massachusetts	366	35	7	290	2,578	4,691
Michigan	290	126	—	339	4,375	7,033
Minnesota	212	—	60	152	1,869	3,387
Mississippi	161	80	—	105	1,080	2,081
Missouri	196	—	—	180	2,066	3,878
Montana	43	—	—	28	337	882
Nebraska	102	—	—	63	676	1,532
Nevada	27	—	—	16	255	639
New Hampshire	92	—	—	34	366	878
New Jersey	182	25	—	190	3,196	5,615
New Mexico	67	—	110	47	548	1,213
New York	767	216	74	679	7,684	13,199
North Carolina	419	13	25	215	2,216	4,102
North Dakota	51	—	—	32	277	716
Ohio	395	136	109	359	4,956	8,167
Oklahoma	145	—	—	121	1,131	2,127
Oregon	125	40	—	117	925	1,854
Pennsylvania	537	95	18	395	5,169	9,107
Rhode Island	57	—	—	46	406	926
South Carolina	197	—	37	105	1,211	2,512
South Dakota	66	27	—	28	312	799
Tennessee	197	65	—	160	1,728	3,142
Texas	478	74	—	481	5,352	8,796
Utah	39	—	—	85	573	1,149
Vermont	74	—	—	29	218	702
Virginia	274	—	—	170	2,120	3,693
Washington	174	55	73	174	1,537	2,883
West Virginia	85	—	—	69	776	1,610
Wisconsin	301	65	—	201	2,156	3,796
Wyoming	31	38	—	15	162	667
District of Columbia	63	28	34	56	292	848
American Samoa	4	—	—	—	69	149
Guam	4	—	—	—	194	254
Puerto Rico	121	—	—	92	1,440	2,619
Trust Territory	8	—	—	—	217	291
Virgin Islands	8	38	—	1	159	290
Bureau of Indian Affairs	—	—	—	—	305	305
TOTALS	**$9,961**	**$1,999**	**$999**	**$8,358**	**$95,234**	**$172,328**

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