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# Federal Funds for EDUCATION

1950-51 and 1951-52

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## Foreword

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**F**EDERAL AGENCIES are responsible for a variety of educational activities. These vary from operating programs for which specific appropriations are made to others which provide educational services incident to some other Federal purpose. Because of the variable nature of these services having educational significance, it is difficult to secure complete reports of all financial provisions for education made by the Federal Government.

Through the years, the Office of Education has gathered figures from the Federal agencies and reported them in the series of publications on Federal Funds for Education. The present publication is the eleventh in the series. Each has been useful in supplying ready and authoritative answers to questions regarding the Federal interest in education.

In the collection of these figures, the Office of Education has had the cooperation of officials in many departments, agencies, and offices of the Federal Government. Their assistance in supplying actual appropriation or expenditure data and in making estimates of portions that might be regarded as within the scope of this bulletin on Federal funds for education is appreciated.

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# Chapter I

## FEDERAL PARTICIPATION IN EDUCATION

**F**UNDS FOR PUBLIC EDUCATION in the United States are almost wholly derived from Federal, State, and local tax revenues. All three provide substantial amounts. Recent figures and estimates indicate that approximately 32 percent<sup>1</sup> of all local tax collections are expended for public education. Similarly, 21 percent<sup>2</sup> of the disbursements made by State governments and about 6 percent<sup>3</sup> of the Federal budget are expended for educational purposes. In addition to these funds from public sources, other funds are derived from private sources for educational services. Private funds are used largely for the support of private schools and colleges.

For many decades, city, State and Federal reports have presented accurate and comprehensive financial data pertaining to State and local funds expended for education. However, such reports have not given a corresponding amount of detail regarding Federal expenditures for education. The present series of bulletins has been the continuing source of information about the more significant expenditures, but it has been limited to 30 to 40 Federal programs whereas there are more than 200 Federal activities in education for which annual appropriations are made. Widespread interest in Federal funds for education has recently been extended by the growth in school population, the prevalence of school building needs, the movement of teachers away from the profession, and the many congressional bills proposing to solve these critical problems by providing more Federal aid for education.

### PURPOSE OF THE BULLETIN

The presentation of detailed information on several major Federal Government programs providing funds for education, is the purpose of the present bulletin. Data have been gathered from many different Federal offices. Some were obtained from published reports of the agencies. Other information has been secured

<sup>1</sup>Derived from estimates based upon local revenues for schools reported in FEA, Office of Education Circular No. 274, Public-School Finance Programs of the Forty-eight States. Total local revenues: U. S. Department of Commerce. Statistical Abstract of the United States, 1961. 850 p.

<sup>2</sup>U. S. Department of Commerce. Statistical Abstract of the United States, 1961. 860 p.

<sup>3</sup>Ratio between the Federal expenditures of 44.6 billions for Fiscal 1961 and the \$2,548,800,194 reported in table 6.



through correspondence with officials who are responsible for the administration of Federal grants. The facts are summarized here for use by those who desire to have information about Federal assistance for education, presented as a unit. The statements about Federal aids for education are arranged and grouped in the bulletin by the Federal agencies which administer the grants.

### NATIONAL SUMMARIES OF FEDERAL FUNDS FOR EDUCATION

Opportunities to learn more about Federal programs of education have been afforded recently by special reviews or surveys of all Federal activities in education. One of these, conducted by the Hoover Commission and presented in the Task Force report on public welfare,<sup>4</sup> prepared by the Brookings Institution, was reported in the preceding issue of this bulletin. A summary table showing the Federal funds provided during the 1948-49 school year was analyzed and discussed. It indicated that the Federal appropriations for educational activities that year amounted to approximately 3.7 billions of dollars.

Another comprehensive survey of Federal activities in education has recently been prepared in the Legislative Reference Service, Library of Congress, by Charles A. Quattlebaum.<sup>5</sup> Data were obtained by means of a brief questionnaire sent to all Federal departments, agencies, and offices by the Bureau of the Budget. Responses were received indicating that there may be approximately 275 separate and distinct Federal activities in the field of education. Appropriations were listed for 255 of the programs for the 1949-50 school year and an analysis of this number is given in table 1. Among the 255 programs, approximately 30 can be selected that account for more than 99 percent of the Federal funds for education.

The Federal interest in education is apparent from a review of the activities described in the reports submitted by the Hoover Commission and the Legislative Reference Service of the Library of Congress. Actual numbers of Federal offices having interests in the field of education cannot be stated accurately because of the variability of the types of educational programs which they operate. Some programs are very specific. They are carefully described in the congressional enactments, regulations are provided for their operation, and definite appropriations are made. At the other extreme are educational services which are incidental to the opera-

<sup>4</sup>The Brookings Institution. *Functions and Activities of the National Government in the Field of Welfare*. A report with recommendations prepared for The Commission on Organization of the Executive Branch of the Government. Washington, U. S. Government Printing Office, 1949. 550 p.

<sup>5</sup>Quattlebaum, Charles A. *Federal Educational Activities and Educational Issues Before Congress*, Washington, U. S. Government Printing Office, 1951. Vol. I, 135 p.; Vol. II, 225 p.; Vol. III, 210 p.

## FEDERAL FUNDS FOR EDUCATION

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tion of a Federal office and are provided only as a means to the accomplishment of some other purpose. They have an administrative rather than a legislative basis. Among these are some programs which may not be reported as educational.

Out of the total list of 275 educational activities of the Federal offices are 44 that are frequently mentioned. They account for the major part of the Federal expenditures for education. These activities are listed here in two arrangements. In the first, they are grouped by the Federal offices responsible for their administration, and in the second, they are listed by the types of educational services offered.

### *Federal Educational Programs Grouped by Federal Offices*

- |  |   |
|--|---|
| <b>Atomic Energy Commission</b><br>Children Near Atomic Energy<br>Commission Sites<br>Fellowships<br>Research Grants   | <b>Department of the Treasury</b><br>Coast Guard Schools  |
| <b>Department of Agriculture</b><br>Agricultural Experiment Stations<br>Agricultural Extension Service<br>Revenues from National Forests<br>School Lunch Program<br>Technical Assistance   | <b>Federal Security Agency</b><br>American Printing House for the<br>Blind<br>Medical Research<br>Columbia Institution for the Deaf<br>*Education in Federally Affected<br>Areas<br>Howard University<br>*Land-Grant Colleges<br>*Office of Education-Administra-<br>tion and Research<br>Public Health Teaching Program<br>*School Facilities Survey<br>Surplus Property Utilization<br>*Vocational Education<br>Vocational Rehabilitation |
| <b>Department of Commerce</b><br>Merchant Marine Academy<br>U. S. Maritime Schools   | <b>Veterans Administration</b><br>Education of Veterans<br>Rehabilitation of Veterans   |
| <b>Department of Defense</b><br>Air Force Technical Training<br>Army Reorientation Program<br>Children in Military Areas<br>Marine Corps Schools<br>Military Research Programs<br>Military Schools<br>Navy Training Schools<br>Reserve Officers Training Corps | <b>Other Federal Offices</b><br>Economic Cooperation Adminis-<br>tration Technical Assistance<br>Government Printing Office<br>Apprenticeship Training<br>Library of Congress<br>Public Schools of the District of<br>Columbia<br>Teachers Colleges of the District<br>of Columbia  |
| <b>Department of the Interior</b><br>Education of Indians and Natives<br>Revenue from Grazing and Min-<br>eral Lands   |   |
| <b>Department of Labor</b><br>Apprentice Training Program  |   |
| <b>Department of State</b><br>Educational Exchange Program<br>Information Centers Abroad<br>Occupied Areas Programs  |   |

\*These programs are administered by the Office of Education.



## FEDERAL PARTICIPATION IN EDUCATION

*Federal Educational Programs Grouped by Types of Educational Services***Elementary and Secondary Education**

Apprentice Training Program  
 Children in Military Areas  
 Children Near Atomic Energy  
 Commission Sites  
 Columbia Institution for the Deaf  
 \*Education in Federally Affected  
 Areas  
 Education of Veterans  
 \*Office of Education-Administra-  
 tion  
 Public Schools of the District  
 of Columbia  
 Rehabilitation of Veterans  
 Revenues from Grazing and  
 Mineral Lands  
 Revenues from National Forests  
 \*School Facilities Survey  
 School Lunch Program  
 Surplus Property Utilization  
 \*Vocational Education

**Adult Education**

Agricultural Extension Service  
 Air Force Technical Training  
 Education of Veterans  
 Government Printing Office  
 Apprenticeship Training  
 Library of Congress  
 Marine Corps Schools  
 Merchant Marine Academy  
 \*Office of Education-Administra-  
 tion  
 Rehabilitation of Veterans  
 U. S. Maritime Schools  
 Vocational Rehabilitation

**Higher Education**

Atomic Energy Commission  
 Fellowships  
 Coast Guard Schools  
 Columbia Institution for the  
 Deaf  
 Educational Exchange Program  
 Education of Veterans  
 Howard University  
 \*Land-Grant Colleges  
 Military Schools  
 Navy Training Schools  
 \*Office of Education-Administra-  
 tion  
 Public Health Teaching Program  
 Rehabilitation of Veterans  
 Reserve Officers Training  
 Corps  
 Surplus Property Utilization  
 Teachers Colleges in the District  
 of Columbia  
 U. S. Maritime Schools

**Research**

Agricultural Experiment Stations  
 Atomic Energy Research Grants  
 Medical Research  
 Military Research Programs  
 \*Office of Education—Research

**For People of Other Nations**

Army Reorientation Program  
 Economic Cooperation Adminis-  
 tration Technical Assistance  
 Educational Exchange Program  
 Information Centers Abroad  
 Technical Assistance

\*These programs are administered by the Office of Education.

From the list of Federal activities in education presented in the report by the Legislative Reference Service of the Library of Congress, 255 have been selected on which there were Federal financial obligations for the 1949-50 school year. The numbers of such activities are listed in table 1 segregated both by the Federal agencies responsible for administration and by the types of educational services rendered.

Amounts of Federal funds appropriated for these 255 programs for the 1949-50 school year have been summarized and presented in table 2. By far the largest amount is expended by the Veterans Administration. It amounted to more than 81 percent of the total for 1949-50. This is slightly less than the approximately 85

FEDERAL FUNDS FOR EDUCATION

percent for this agency given by the Hoover Commission's Report for the 1948-49 school year. Figures for both years indicate that the Office of Education administers less than 1 percent of the Federal funds expended for education.

Table 1.—NUMBERS OF FEDERAL EDUCATIONAL ACTIVITIES, FOR THE 1949-50 SCHOOL YEAR\*

Federal department or agency	Types of educational service					Total
	Elementary and secondary	Higher education	Adult and other	Research	Education of foreign nationals	
1	2	3	4	5	6	7
<b>Total</b> .....	<b>35</b>	<b>41</b>	<b>105</b>	<b>41</b>	<b>33</b>	<b>255</b>
Atomic Energy Commission.....	1	1	2	2	0	6
Department of Agriculture.....	1	0	5	14	1	21
Department of Commerce.....	1	5	9	5	9	29
Department of Defense.....	10	14	19	4	1	48
Department of the Interior.....	6	2	6	2	4	20
Department of Justice.....	1	0	5	0	0	6
Department of Labor.....	1	0	3	0	0	4
Department of State.....	0	0	2	0	5	7
Department of the Treasury.....	1	3	2	0	0	6
Federal Security Agency.....	6	9	21	5	4	45
Office of Education <sup>1</sup> .....	(4)	(4)	(3)	(1)	(2)	(14)
Veterans Administration.....	1	1	4	0	0	6
Other agencies.....	6	6	27	9	5	53

\* Summarized from the Legislative Reference Service report of the Library of Congress. *Federal Educational Activities and Educational Issues Before Congress*. Charles A. Quattlebaum, 1951.

<sup>1</sup> Figures for the Office of Education are also included in the totals for the Federal Security Agency.

Table 2.—FEDERAL FUNDS FOR EDUCATIONAL PURPOSES, FOR THE 1949-50 SCHOOL YEAR\*

(Thousands)

Federal agencies	Elementary and secondary	Higher education	Adult and other	Research	Education in other nations	Total	Percent
1	2	3	4	5	6	7	8
<b>Percent</b> .....	<b>29.85</b>	<b>22.88</b>	<b>43.77</b>	<b>2.65</b>	<b>.85</b>	<b>100.00</b>	<b>100.00</b>
<b>Total</b> .....	<b>\$1,056,295</b>	<b>\$377,366</b>	<b>\$1,864,817</b>	<b>\$35,934</b>	<b>\$30,796</b>	<b>\$3,265,208</b>	
Atomic Energy Commission.....	3,917	1,393	836	18,700	0	24,706	0.68
Department of Agriculture.....	119,911	33,701	23,143	330	0	177,084	4.99
Department of Commerce.....	191	4,314	3,393	598	709	9,105	2.35
Department of Defense.....	3,107	73,966	121,730	45,696	1,999	250,498	6.92
Department of the Interior.....	12,354	133	1,910	51	33	14,481	.44
Department of Justice.....	16	0	1,471	0	0	1,487	.04
Department of Labor.....	3,730	0	301	0	711	4,742	.12
Department of State.....	0	0	3,207	0	13,337	16,544	.44
Department of the Treasury.....	149	3,347	243	0	0	3,749	.10
Federal Security Agency.....	50,134	17,040	25,470	25,768	765	119,177	3.25
Office of Education.....	(23,393)	(5,445)	(38)	(5)	(574)	(34,855)	-.99
Veterans Administration.....	309,500	677,485	1,394,164	0	0	2,381,149	61.29
Other agencies.....	27,434	17,680	4,333	4,787	13,137	67,371	1.86

\* Summarized from the Legislative Reference Service report of the Library of Congress. *Federal Educational Activities and Educational Issues Before Congress*. Charles A. Quattlebaum, 1951.

<sup>1</sup> Figures for the office of Education are also included in the totals for the Federal Security Agency.

<sup>2</sup> This is for the National Scientific Register. All amounts reported for the Office of Education are for both administration and research.

EDUCATION AND RESEARCH

Frequently a distinction is made in reporting Federal activities in education. Some programs have been reported as research



activities rather than educational services. Similar considerations have been given to Federal programs to be included in this report.

Both of the national reviews of Federal activities in education, the one conducted by the Hoover Commission and the more recent one by the Legislative Reference Service of the Library of Congress, have reported research activities along with other educational activities. Apparently these major efforts to review educational activities found no serious conflict. The learning of facts, whether they be new or old, was accepted as a part of the definition of education. Discovery of the new facts may be an educational activity for the researcher and the new facts are then available to be used in educational programs for other learners. Activities described as research were segregated and reported in column 5 of tables 1 and 2. They account for less than 3 percent of the Federal expenditures for education.

Federal research funds, with the exceptions noted below, have been excluded from the remaining 51 tables of this report. One exception is the tabulation of allocations to the States for Agricultural Experiment Stations presented in tables 23 and 24. This program has been included because the funds are allocated to educational institutions. Another exception is the appropriation to the Office of Education which is reported in table 7. Federal funds for research granted to colleges and universities by the Atomic Energy Commission, the Department of Defense, and some other agencies, were omitted because the information about the allotment of funds is not easily separated from other funds allocated to the Commission for administration and program development. However, references to these research programs are made in the text.

### FEDERAL INTEREST IN EDUCATION

Traditionally, State and local communities have assumed the major responsibility for education in the United States. The Federal Government has also been interested in promoting the cause of public education. Without desiring to modify State and local control, the people have agreed that congressional appropriations and the powers of the Federal Government might achieve some educational objectives that could not be attained by the States and communities. This is the basis for future growth in the Federal interest in education.

Reasons for a national interest in education are stated in the Federal legislation and some of them are itemized here for further examination. They need to be studied by citizens and public administrators as well as educators as a basis for determining reasonable proportions of financial support to be provided by the



three levels of government—local, State, and Federal. Here are a few of the more prominent national purposes underlying the provision of Federal funds for education.

#### NATIONAL PURPOSES ITEMIZED

1. To encourage and develop specific educational programs that are vital to the national health and welfare.
2. To contribute to the education of children where there is a direct Federal responsibility, such as for those residing on Federal properties, in communities affected by Federal activities, or where Federal ownership of property deprives local school authorities of normal tax revenues.
3. To provide educational services essential to the national defense, but which are not the responsibility of any local community, State, or segment of the population.
4. To assist the States and communities to study school housing problems created by unusually high birth rates and shifts in population which demand educational efforts that are burdensome under these conditions.
5. To promote the exchange of information and of students, teachers, professors, technicians, and leaders with other countries, for the improvement of international relationships.
6. To assist able students in obtaining higher education where limited means would deprive the individual of training that may serve a national interest.
7. To promote the general welfare of the Nation through research that will develop new areas of learning and train more scientists.

References to these and many other purposes underlying the national interest in education are to be found in the Public Laws that provide Federal funds for educational programs which the people believe to be essential for the national welfare. Some other purposes might be gleaned from the many bills introduced in Congress at recent sessions. These may become significant purposes for the future and indicate national trends. One such purpose taken from bills proposing Federal aid for elementary and secondary education would be: To supply essential funds to the States which are financially unable to maintain a level of education that is acceptable to the Nation. This might be designated as an *equalization purpose*.

#### METHODS OF DISTRIBUTING FEDERAL FUNDS FOR EDUCATION

No single method of distributing Federal funds appears to be preferred. The public laws have described many different ways of distributing or expending Federal funds for educational and related activities. Methods have been adapted to the kinds of aids



and to the purposes of the Congress in providing the funds. Some of the distribution enactments have provided for Federal funds to be: (1) allotted on the basis of *land areas*; (2) distributed in proportion to *population figures*; (3) awarded to the States as *flat grants*; (4) given on condition that *matching* amounts are provided from State and local sources; (5) provided as the *cost of a special program* or of operating a school; (6) apportioned to meet obligations such as *payments in lieu of taxes on federally owned property*; (7) allocated as *equalization aid* to provide greater assistance to the financially weaker areas; (8) granted to cover the *cost of tuition* and of other educational expenses of individuals; and (9) granted on a *contractual basis* for research programs in various colleges, universities, and industries.

All of these nine methods of distributing Federal funds for education may be noted among the approximately 180 different Federal activities summarized in the report of the Hoover Commission and in the more recent report on about 275 activities in education presented by the Legislative Reference Service of the Library of Congress. Some Federal programs employ a combination of two or more methods. Instances of the use of these methods in the various Federal programs in education are noted in the following paragraphs.

#### LAND AREA

Federal assistance for the early development of public education in the States was given in proportion to land areas. For example, Congress granted to several States the sixteenth section of each township from the public domain to help with the establishment and operation of a system of education. Under this plan of granting aid, about three-fourths of the States received assistance somewhat proportioned to the areas.

#### POPULATION BASIS

First Federal grants for the establishment of colleges of agriculture and mechanic arts were roughly proportioned to the population. A provision of the Morrill Act of 1862 authorized grants of 30,000 acres to the States for each Senator and each Representative in Congress. Since the numbers of Representatives were determined in proportion to the population, these Federal grants were larger for the more populous States. Population has also been used in determining amounts of Federal assistance for vocational education, agriculture experiment stations, and agricultural extension services.

Numbers of children from 5 to 17 years of age, pupil enrollment figures, and average daily attendance are sometimes used as refined measures of population data. For example, numbers of children of



school age are used in the distribution of school lunch funds and they were employed in the allotment of funds for the school facilities survey. Similarly, average daily attendance data are used in determining allocations of Federal funds for assistance to the schools in federally affected areas.

#### FLAT-GRANT FUNDS

The allocation of equal amounts to the States annually is described as a flat-grant procedure. This method of distribution has been employed in allotting funds to land-grant colleges, to agricultural experiment stations, and to the agricultural extension service. Frequently, this kind of distribution is used in conjunction with some other base so that States receive Federal aid in proportion to the size of the educational project, but no State receives less than a certain minimum. In accomplishing this purpose, a portion of the appropriated funds are allotted by the flat-grant procedure and additional grants are calculated in recognition of some other measures of obligation or need.

#### MATCHING FUNDS

Several of the enactments appropriating Federal funds for educational purposes have contained provisions requiring that State and local revenues be expended for the same purpose at least to the extent that funds are supplied from Federal sources. This dollar for dollar *matching* is required as a minimum from non-federal sources. Many States and local school districts provide more than the minimum amounts. Typical of Federal aid programs which employ matching at a dollar for dollar or some other rate are those for vocational education, for agricultural experiment stations, and for school lunches.

#### COST OF SPECIAL PROGRAMS

The Congress has often appropriated funds to cover the full cost of establishing and operating a service it regarded as essential or as the exclusive responsibility of the Federal Government. This is true for such educational projects as the Military Academy, the Naval Academy, the Federal Merchant Marine Schools, Howard University, and schools for Indians. The Federal Government has also paid the full costs of operating other programs such as those for veterans' education, school savings, surplus property utilization, and certain parts of the program for vocational rehabilitation.

#### PAYMENTS IN LIEU OF TAXES

Aid to public education which is provided as an obligation of the Federal Government arising from the nontaxable status of federally owned property, can be regarded as payment in lieu of taxes.



Such property was probably taxed prior to the Federal acquisition. The consequent loss of normal taxes on the property under Federal ownership reduces the local government funds available for public education. The change is frequently accompanied by an increase in the educational load.

Some Federal payments in lieu of taxes are not exclusively for schools, but are also for other services of local government. Funds appropriated by Congress in recent years to help communities affected by war activities have been distributed partially in recognition of the tax loss on federally purchased property.

#### EQUALIZATION AID

Funds which are allocated so that proportionately larger amounts are given to the financially less able States are classified as equalization aids. This plan is used to a certain extent in the distribution of Federal funds for school food services. The National School Lunch Act, described on page 59, provides for lower State and local matching rates in States having lower per capita income payments to individuals. This provision secures larger shares for the less wealthy States and produces some equalization.

Bills considered by Congress over the past 10 years would indicate that there is a national interest in more equalization aids. According to the distribution formulas included in some of these bills, Federal funds allocated to the States for the program of elementary and secondary education, would be roughly inversely proportional to State financial ability. Equalization aid of this kind would help the States to establish more satisfactory foundation programs of education.

#### COST OF TUITION

The Federal Government is operating a number of programs in which the cost of tuition and other expenses related to attending school are allowed from Federal funds. Probably the most noteworthy is the large program for veterans' education described in chapter V. Here, the Federal Government pays tuition to the institution; makes allowances for books, equipment, and supplies; and provides a subsistence allowance to the student. Similar allowances for tuition, subsistence, and travel expenses are paid to individuals in the teacher and student exchange programs of the State Department. Individuals in many branches of the Federal service also qualify for tuition, salary, and expense allowances while they are attending universities to prepare themselves for more important services to the Nation.



### CONTRACTUAL BASIS

The Department of Defense, the Atomic Energy Commission, and other Federal Offices have contracted for important programs of research to be conducted by colleges, universities and industries. These programs seek new facts and new developments, and they are also interested in the selection and training of scientists. The procedure of contracting with an educational institution for research illustrates one other method that is used by the Federal Government in allocating funds for education.

### COMBINATIONS OF METHODS

In citing examples of the various methods of distributing Federal funds for education some programs are mentioned more than once. For instance, the funds allocated for school lunches use at least three methods. Amounts for the States are determined partially on the basis of numbers of children of school age; they can be approved only if they are matched by State and local funds; and they are proportionately larger for the States having low per capita income payments to individuals. In a similar way several of the Federal funds for education are allocated in accordance with more than one basis for distribution. Congress adopts the methods for each aid, which appear to be most effective in obtaining the maximum educational value from each appropriation.

### STATE-BY-STATE DISTRIBUTIONS

Federal funds for educational programs may be separated into two groups. In one, would be grouped the funds expended on educational programs that are national in scope. They are not the obligation of any States or segment of the population and cannot be reported State by State. Examples of these are the appropriations for the operation of military schools and academies. Other funds, including allotments for veterans education, assistance to the federally affected school districts, and aid for vocational education can be separated into amounts which are allocated to the various States and Territories.

Both of these kinds of reports are included. Those in the first group indicate the level at which the Federal Government is supporting national programs, while those in the second group provide answers to the question. "How much Federal assistance did our State receive"?

Interest in the extent and adequacy of Federal assistance to the States for educational programs has increased in recent years. Evidence on this is contained in the many bills proposing Federal



aids which have been considered by Congress. They imply that there is a prevailing national sentiment favoring the use of Federal resources, as well as State and local funds, to raise the level of education. This interest leads many to inquire about present Federal aids for education.

In response to this interest, aids are reported in this bulletin, State by State, where the detailed figures are available. Amounts for the States and Territories and for various purposes may be obtained from individual tables and they have also been summarized and presented in table 3 for most of the funds administered by the Federal Security Agency, in table 4 for educational programs of the Department of Agriculture, and in table 5 for education and training funds available to the Veterans Administration. All of these are further summarized in table 6. In columns 3, 4, and 6 of table 6, figures are reported for the "national" item. These refer to Federal funds for the 1950-51 school year allotted to national programs which cannot be reported by State. They include:

*Federal Funds for National Programs of Education*

<i>Column 3 of table 6</i>	<i>Column 6 of table 6</i>
Columbia Institution for the Deaf .....	Army Officer training .....
Deaf .....	Atomic Research .....
Howard University .....	Children in National Parks .....
Office of Education .....	Parks .....
	Coast Guard training .....
Total .....	Education of Indians .....
<i>Column 4 of table 6</i>	Merchant Marine training .....
Agricultural Marketing Act .....	Military Academy .....
	Naval Academy .....
	Naval Officer training .....
	Total .....

Duplication of reporting is avoided by including figures for the 1950-51 school year in these summary tables, and reporting those for the 1951-52 school year in tables accompanying the discussions of the programs in the chapters that follow. In a few instances, figures for the 1949-50 school year are given if they were not available for the preceding issue of the bulletin.

The total of all Federal funds for education summarized in table 6 for the 1950-51 school year is \$2,550,642,812.95. This is approximately one billion dollars less than the \$3,686,294,000 reported by the Hoover Commission for the 1948-49 school year

and the \$3,618,900,000 reported by the Legislative Reference Service of the Library of Congress for the 1949-50 school year. Chief factors in this reduction are the reductions in veterans' education and in the Surplus Property Utilization Program. Other programs of Federal aid for education appear to be continuing with little change or with slight increases.



## FEDERAL PARTICIPATION IN EDUCATION

Table 3.—SUMMARY OF FEDERAL FUNDS ALLOTTED AND FEDERAL PROPERTY TRANSFERRED TO THE STATES BY THE FEDERAL SECURITY AGENCY, FOR THE 1950-51 SCHOOL YEAR

State or Territory	Total	Support of land-grant colleges	Vocational education below college grade	Vocational rehabilitation	American Printing House for the Blind
1	2	3	4	5	6
<b>Total</b> .....	<b>\$166,389,147.34</b>	<b>\$5,032,000.00</b>	<b>\$27,127,832.00</b>	<b>\$21,091,283.00</b>	<b>\$125,000.00</b>
Alabama.....	2,904,300.19	102,332.47	723,561.84	530,811.00	4,581.37
Arizona.....	2,351,366.76	75,098.05	172,046.56	74,031.00	781.65
Arkansas.....	2,311,635.89	92,248.29	542,950.15	298,847.00	2,388.39
California.....	18,532,373.75	148,833.74	1,077,439.76	1,635,823.00	6,817.78
Colorado.....	1,561,945.56	82,820.14	221,005.86	158,011.00	1,367.90
Connecticut.....	1,715,839.14	89,507.51	281,132.88	373,453.00	1,237.62
Delaware.....	609,482.57	73,041.61	165,000.00	152,884.00	0
Florida.....	2,931,944.82	91,655.11	345,039.77	684,908.00	1,628.45
Georgia.....	5,872,844.07	105,650.94	767,189.30	958,039.00	3,539.16
Idaho.....	811,971.52	75,990.36	174,955.96	57,651.00	308.98
Illinois.....	7,456,103.72	160,130.90	1,244,100.37	1,141,090.00	5,927.56
Indiana.....	2,958,094.78	109,121.30	664,484.29	304,462.00	2,410.11
Iowa.....	2,373,753.64	98,969.15	574,137.83	259,855.00	2,453.54
Kansas.....	2,404,377.70	90,554.99	400,651.60	234,329.00	1,563.31
Kentucky.....	3,916,029.73	102,477.04	714,229.49	181,886.00	2,540.39
Louisiana.....	1,612,027.49	96,978.88	535,649.49	525,136.00	2,605.52
Maine.....	606,602.19	79,669.36	190,289.93	104,303.00	0
Maryland.....	3,650,454.96	90,735.79	316,144.44	287,101.00	2,344.97
Massachusetts.....	2,537,426.76	119,266.57	560,780.26	252,287.00	5,211.05
Michigan.....	6,027,419.89	129,987.73	908,472.40	1,152,566.00	5,493.33
Minnesota.....	1,494,783.69	101,868.41	594,783.18	290,005.00	3,126.63
Mississippi.....	2,112,208.27	94,923.58	637,570.91	382,691.00	2,062.71
Missouri.....	5,352,232.26	113,194.22	780,772.80	442,661.00	2,931.22
Montana.....	984,390.99	76,385.05	173,233.08	142,898.00	499.39
Nebraska.....	1,335,573.58	85,017.57	304,890.16	187,825.00	1,042.21
Nevada.....	959,849.84	71,258.25	165,000.00	19,197.00	0
New Hampshire.....	587,273.06	75,609.75	167,435.44	56,138.00	0
New Jersey.....	2,103,705.69	117,479.80	574,572.41	394,921.00	2,952.94
New Mexico.....	1,887,442.24	76,069.62	173,625.91	86,855.00	1,498.18
New York.....	6,376,593.50	223,836.92	1,851,966.28	1,369,977.00	8,750.22
North Carolina.....	3,780,241.98	110,762.80	917,574.84	777,179.00	7,295.47
North Dakota.....	483,834.93	77,326.39	214,684.82	90,309.00	607.96
Ohio.....	5,776,571.93	148,836.31	1,171,400.96	456,547.00	6,644.06
Oklahoma.....	5,167,643.79	96,665.64	551,806.21	432,285.00	2,062.71
Oregon.....	2,740,763.18	82,436.51	221,396.62	254,548.00	1,802.16
Pennsylvania.....	7,120,250.86	182,990.38	1,581,508.75	1,477,081.00	9,010.77
Rhode Island.....	957,849.13	78,141.40	181,574.47	99,490.00	0
South Carolina.....	3,589,604.78	91,682.40	498,567.98	456,594.00	1,650.17
South Dakota.....	853,408.56	77,335.09	206,851.40	69,133.00	759.94
Tennessee.....	2,890,872.27	103,278.40	713,467.57	592,382.00	2,692.37
Texas.....	9,655,246.82	143,212.13	1,403,387.95	904,523.00	3,582.60
Utah.....	1,619,849.80	76,280.66	170,254.88	114,877.00	735.23
Vermont.....	406,972.18	74,099.89	167,367.35	94,478.00	0
Virginia.....	5,679,767.27	105,561.32	626,464.06	412,955.00	3,452.32
Washington.....	8,656,808.50	89,815.07	328,698.22	434,365.00	1,519.88
West Virginia.....	2,023,332.20	91,707.16	432,753.02	447,534.00	1,867.29
Wisconsin.....	2,102,656.90	105,809.17	634,125.90	490,721.00	3,213.48
Wyoming.....	590,134.01	72,661.72	166,000.00	82,682.00	0
District of Columbia.....	835,534.41	0	135,000.00	179,252.00	195.41
Alaska.....	2,830,974.04	50,000.00	135,000.00	0	0
Hawaii.....	1,004,850.57	74,831.45	165,000.00	132,952.00	252.27
Puerto Rico.....	1,291,419.94	50,000.00	507,205.63	211,040.00	1,563.31
Virgin Islands.....	521.00	0	0	0	0

FEDERAL FUNDS FOR EDUCATION

Table 3.—SUMMARY OF FEDERAL FUNDS ALLOTTED AND FEDERAL PROPERTY TRANSFERRED TO THE STATES BY THE FEDERAL SECURITY AGENCY, FOR THE 1950-51 SCHOOL YEAR—Continued

State or Territory	Assistance to federally affected areas		School facilities survey	Surplus property transferred to educational institutions
	Maintenance and operation	School house construction		
1	7	8	9	10
<b>Total</b> .....	<b>\$38,974,399.54</b>	<b>\$31,719,999.99</b>	<b>\$399,794.00</b>	<b>\$52,167,133</b>
Alabama.....	396,669.71	103,536.80	15,400.00	1,027,407
Arizona.....	314,851.20	1,181,327.80	2,979.00	579,652
Arkansas.....	794,930.16	345,090.90	10,907.00	224,274
California.....	6,501,606.87	3,412,374.60	7,000.00	5,742,428
Colorado.....	619,815.46	166,625.20	850.00	301,460
Connecticut.....	423,697.13	0	3,180.00	543,691
Delaware.....	148.96	0	0	218,408
Florida.....	477,207.49	638,325.00	7,500.00	685,681
Georgia.....	2,247,867.67	994,613.00	13,656.00	782,289
Idaho.....	183,356.32	278,107.90	0	41,606
Illinois.....	876,676.29	1,162,083.00	18,649.00	2,847,446
Indiana.....	323,571.88	360,282.20	7,586.00	1,121,207
Iowa.....	78,733.42	200,516.70	8,113.00	1,150,975
Kansas.....	929,236.10	523,434.70	0	225,558
Kentucky.....	370,089.81	1,230,619.00	10,000.00	1,304,188
Louisiana.....	0	141,294.60	18,030.00	292,333
Maine.....	126,899.90	0	771.00	105,189
Maryland.....	533,163.76	707,104.00	9,695.00	1,704,216
Massachusetts.....	304,861.88	322,000.00	0	973,020
Michigan.....	1,177,065.73	1,583,063.70	5,199.00	1,070,572
Minnesota.....	22,515.47	0	0	482,485
Mississippi.....	260,419.07	152,002.00	6,687.00	575,852
Missouri.....	283,831.82	695,804.50	12,087.00	3,021,340
Montana.....	147,595.47	0	291.00	443,479
Nebraska.....	253,066.94	207,071.70	0	296,640
Nevada.....	165,362.59	323,260.00	667.00	215,196
New Hampshire.....	164,784.89	0	550.00	122,785
New Jersey.....	174,771.64	50,847.90	0	788,460
New Mexico.....	250,062.73	1,142,153.80	3,710.00	153,467
New York.....	210,639.13	39,253.90	0	2,672,140
North Carolina.....	112,003.67	644,981.20	14,368.00	1,196,077
North Dakota.....	1,725.26	10,255.50	3,440.00	85,496
Ohio.....	676,926.68	822,308.90	20,643.00	2,113,268
Oklahoma.....	1,166,705.08	1,666,014.15	8,400.00	1,243,758
Oregon.....	342,782.79	48,691.10	3,000.00	1,886,106
Pennsylvania.....	378,216.68	281,314.30	0	3,210,129
Rhode Island.....	246,823.56	32,210.70	0	319,640
South Carolina.....	280,883.23	1,598,037.00	0	712,460
South Dakota.....	100,711.53	265,094.60	2,475.00	181,015
Tennessee.....	208,137.73	168,889.29	10,640.00	1,091,386
Texas.....	2,026,318.69	3,199,094.45	21,881.00	1,952,247
Utah.....	445,635.63	340,952.50	0	473,111
Vermont.....	15,784.94	0	1,524.00	53,718
Virginia.....	1,829,213.75	1,160,861.80	0	1,546,239
Washington.....	1,610,517.98	2,904,065.40	7,345.00	3,280,483
West Virginia.....	17,382.73	0	13,608.00	1,917,985
Wisconsin.....	68,097.38	0	0	810,090
Wyoming.....	108,294.29	0	0	161,398
District of Columbia.....	0	0	0	521,087
Alaska.....	158,996.04	2,261,650.00	4,125.00	221,203
Hawaii.....	411,003.84	0	6,952.00	213,839
Puerto Rico.....	0	345,450.00	21,500.00	154,561
Virgin Islands.....	0	0	631.00	0



## FEDERAL PARTICIPATION IN EDUCATION

Table 4.—SUMMARY OF ALLOCATIONS FOR PROGRAMS OF FEDERAL ASSISTANCE TO EDUCATION ADMINISTERED BY THE DEPARTMENT OF AGRICULTURE, FOR THE 1950-51 SCHOOL YEAR

State or Territory	Total	Agricultural Experiment Stations	Cooperative Agricultural Extension Service	School lunch program	
				Cash distribution	Commodity distribution
1	2	3	4	5	6
<b>Total</b> .....	<b>\$161,453,174.99</b>	<b>\$11,816,174.84</b>	<b>\$32,141,528.08</b>	<b>\$63,375,000</b>	<b>\$49,925,063</b>
Alabama.....	5,681,687.47	304,490.37	1,239,817.10	2,513,816	1,633,654
Arizona.....	1,075,369.47	136,099.40	186,080.07	420,599	231,401
Arkansas.....	4,472,525.94	263,067.46	1,011,423.48	1,701,055	1,496,980
California.....	7,173,919.01	378,980.09	710,322.92	3,197,370	2,988,296
Colorado.....	1,509,850.58	187,798.62	361,874.96	514,800	478,377
Connecticut.....	1,162,101.24	153,349.32	180,215.02	607,019	232,518
Delaware.....	370,393.90	120,356.40	102,907.60	84,813	62,307
Florida.....	2,541,599.16	181,525.44	353,008.72	1,250,731	756,184
Georgia.....	5,520,761.81	312,482.08	1,269,227.78	2,445,625	1,493,277
Idaho.....	1,029,270.67	142,194.77	276,662.10	311,121	299,263
Illinois.....	5,270,580.58	296,819.53	968,477.00	2,394,660	1,615,624
Indiana.....	3,390,710.62	250,490.60	798,322.02	1,638,664	696,53
Iowa.....	2,787,400.80	254,639.67	904,965.13	971,080	656,874
Kansas.....	2,334,266.64	214,602.24	648,871.40	824,855	648,228
Kentucky.....	4,957,690.97	300,527.21	1,154,996.76	2,224,937	1,277,280
Louisiana.....	5,784,156.17	241,093.40	806,063.77	1,824,767	2,912,227
Maine.....	996,514.36	153,103.05	235,160.31	422,277	183,274
Maryland.....	1,593,449.67	171,358.55	317,041.12	709,191	395,889
Massachusetts.....	3,142,195.31	147,538.49	207,981.82	1,550,121	1,236,534
Michigan.....	5,446,447.55	270,940.38	870,602.22	2,334,144	1,070,761
Minnesota.....	3,262,731.33	244,991.13	854,541.20	1,262,406	920,891
Mississippi.....	4,719,298.61	290,364.66	1,261,419.96	2,118,064	1,052,450
Missouri.....	3,887,291.20	285,422.87	1,038,960.33	1,606,215	969,703
Montana.....	722,929.95	142,384.84	287,904.11	186,817	106,824
Nebraska.....	1,495,929.27	191,976.76	552,004.51	483,481	268,460
Nevada.....	318,979.41	114,928.96	117,897.43	48,476	88,267
New Hampshire.....	656,498.01	127,027.28	129,683.73	232,823	167,065
New Jersey.....	2,318,916.82	163,868.37	227,444.45	1,490,545	432,069
New Mexico.....	1,346,129.55	141,708.54	275,082.01	394,224	335,115
New York.....	7,676,860.21	300,916.55	794,260.66	3,799,985	2,781,688
North Carolina.....	6,922,226.41	353,764.59	1,492,425.83	3,100,647	1,990,269
North Dakota.....	1,032,144.44	162,463.80	420,694.64	282,202	167,662
Ohio.....	6,615,559.54	314,253.76	1,048,012.78	2,808,740	2,449,522
Oklahoma.....	3,899,988.45	252,298.64	937,538.84	1,508,514	1,196,590
Oregon.....	1,618,770.58	159,125.23	324,696.50	665,316	457,623
Pennsylvania.....	5,655,470.09	378,240.52	1,003,462.57	3,124,712	1,189,055
Rhode Island.....	574,725.68	114,500.27	69,196.61	242,196	149,823
South Carolina.....	4,521,998.17	248,090.08	860,994.14	1,855,374	1,365,545
South Dakota.....	888,084.99	160,660.77	418,961.22	210,785	100,685
Tennessee.....	5,878,715.92	293,610.61	1,159,193.31	2,345,262	2,080,660
Texas.....	8,835,097.56	448,749.81	2,028,195.25	3,905,606	2,482,425
Utah.....	1,257,162.26	121,479.37	215,122.09	396,710	513,791
Vermont.....	583,291.16	131,298.61	168,785.85	186,853	66,264
Virginia.....	4,041,376.14	271,260.84	980,623.32	1,698,641	1,140,231
Washington.....	2,246,238.70	180,255.50	407,924.11	924,404	723,555
West Virginia.....	2,871,026.10	226,841.65	590,815.25	1,230,246	808,123
Wisconsin.....	3,367,607.23	348,177.29	844,808.00	1,354,429	920,192
Wyoming.....	545,817.52	123,608.70	185,365.62	118,688	117,324
District of Columbia.....	287,694.00	0	0	187,511	70,173
Alaska.....	192,578.90	78,047.90	56,100.00	10,551	46,980
Hawaii.....	523,242.00	128,719.79	189,204.27	78,320	194,094
Puerto Rico.....	6,109,017.07	244,246.28	614,082.19	3,877,400	2,673,128
Virgin Islands.....	112,088.00	0	0	43,639	68,449
National.....	299,967.00	299,967.00	0	0	0
Unallotted.....	71,349.25	0	71,349.25	0	0

<sup>1</sup> Agricultural Marketing Act.



FEDERAL FUNDS FOR EDUCATION

Table 5.—SUMMARY OF FEDERAL ALLOCATIONS FOR THE EDUCATION OF VETERANS, FOR THE 1950-51 SCHOOL YEAR

State or Territory	Total	Vocational rehabilitation, Public Law 16		Education and training, Public Law 346	
		Amount for tuition, equip- ment, supplies, and materials	Amount for subsistence allowances	Amount for tuition, equip- ment, supplies, and materials	Amount for subsistence allowances
1	2	3	4	5	6
<b>Total</b> .....	<b>\$2,190,315,751</b>	<b>\$41,769,399</b>	<b>\$155,172,674</b>	<b>\$599,363,099</b>	<b>\$1,243,678,577</b>
Alabama.....	72,809,573	1,131,630	4,072,733	14,355,818	53,249,401
Arizona.....	9,409,099	243,992	730,915	2,645,324	5,848,968
Arkansas.....	47,342,212	981,353	4,045,397	9,169,577	33,145,898
California.....	114,725,949	2,877,370	7,332,659	35,963,415	68,602,505
Colorado.....	26,784,310	739,750	1,990,081	7,875,863	16,187,666
Connecticut.....	14,437,954	326,412	1,295,164	4,359,718	8,456,660
Delaware.....	2,047,233	25,902	110,009	581,442	1,329,935
Florida.....	50,127,187	1,096,841	2,608,203	13,601,432	32,825,711
Georgia.....	71,174,681	1,151,656	5,332,346	12,298,009	52,347,570
Idaho.....	10,154,858	220,074	1,015,816	2,809,493	6,109,475
Illinois.....	89,776,500	1,583,874	3,308,021	12,495,231	51,894,484
Indiana.....	38,004,707	633,150	2,249,056	11,339,665	23,782,836
Iowa.....	27,991,774	540,807	1,836,056	7,761,253	17,853,526
Kansas.....	15,367,193	393,452	894,642	2,892,238	10,209,761
Kentucky.....	39,793,901	947,426	4,887,893	7,512,991	26,445,601
Louisiana.....	84,155,473	853,552	2,818,126	21,075,756	59,408,044
Maine.....	5,697,834	71,156	281,329	1,444,297	3,901,052
Maryland.....	25,999,060	189,894	513,895	8,667,846	16,627,424
Massachusetts.....	47,399,702	1,464,350	4,236,523	16,708,649	24,987,181
Michigan.....	47,238,476	1,433,677	3,953,032	15,858,501	29,688,266
Minnesota.....	33,759,184	789,739	2,065,539	8,928,345	21,065,061
Mississippi.....	64,672,017	1,015,439	4,534,223	11,754,962	47,367,393
Missouri.....	70,055,274	1,479,000	5,335,238	18,884,877	44,856,049
Montana.....	8,294,468	159,890	550,005	2,317,451	5,267,212
Nebraska.....	19,778,017	379,738	1,457,143	4,290,031	13,651,105
Nevada.....	979,440	15,609	51,402	206,453	605,976
New Hampshire.....	4,308,629	123,341	338,963	1,312,119	2,533,706
New Jersey.....	44,569,950	610,152	2,209,375	16,072,571	26,686,953
New Mexico.....	11,582,963	234,434	604,899	3,087,454	7,716,186
New York.....	168,374,935	3,066,529	8,225,368	64,609,523	91,573,610
North Carolina.....	70,805,498	586,651	2,743,897	13,178,943	54,295,972
North Dakota.....	10,403,983	294,046	1,233,121	2,158,635	6,668,101
Ohio.....	71,423,297	1,569,264	6,472,511	21,139,502	42,252,920
Oklahoma.....	40,720,240	1,194,802	4,341,672	9,208,947	25,980,429
Oregon.....	16,992,567	397,548	900,654	5,802,874	9,891,491
Pennsylvania.....	166,877,608	2,954,941	8,495,079	50,110,742	105,316,844
Rhode Island.....	9,114,745	190,885	810,279	2,351,361	6,256,220
South Carolina.....	47,375,080	559,618	2,639,640	8,777,708	35,298,116
South Dakota.....	8,283,467	73,573	305,030	1,811,797	6,093,064
Tennessee.....	83,662,960	1,304,708	5,492,497	19,108,186	56,767,574
Texas.....	146,366,287	3,536,742	11,108,165	36,541,201	94,230,079
Utah.....	13,698,403	236,613	608,187	4,192,930	8,640,673
Vermont.....	5,608,830	81,209	284,961	977,137	2,265,423
Virginia.....	27,088,916	253,306	1,685,343	6,456,112	18,593,856
Washington.....	23,365,357	575,894	1,585,716	7,178,699	14,095,148
West Virginia.....	16,616,446	326,493	1,793,449	3,490,238	11,091,266
Wisconsin.....	29,355,006	693,853	2,737,311	8,220,298	17,703,513
Wyoming.....	4,263,540	68,955	253,954	1,049,298	2,861,323
District of Columbia.....	26,532,049	514,101	1,051,951	9,425,573	15,540,424
U. S. Possessions.....	23,040,741	108,439	600,356	3,978,441	18,355,455
Foreign countries.....	15,767,910	13,984	88,976	2,692,329	12,975,621



## FEDERAL PARTICIPATION IN EDUCATION

Table 6.—SUMMARY OF FEDERAL FUNDS ALLOTTED TO THE STATES FOR EDUCATION, FOR THE 1950-51 SCHOOL YEAR

State or Territory	Grand total	Funds administered by the FSA (table 3)	Funds administered by the UBDA (table 4)	Funds for the education of veterans (table 5)	Other Federal funds for education (chs. IV and VI)
1	2	3	4	5	6
<b>Total</b> .....	<b>\$2,550,642,512.85</b>	<b>\$171,719,947.24</b>	<b>\$161,682,175.29</b>	<b>\$2,179,215,751</b>	<b>\$97,940,689.71</b>
Alabama.....	81,395,559.66	2,904,300.19	5,681,687.47	72,809,572	0
Arizona.....	12,904,535.23	2,351,868.76	1,078,099.47	9,469,099	9,000.00
Arkansas.....	54,126,374.83	2,811,625.69	4,472,525.94	47,243,218	0
California.....	140,436,289.04	18,582,373.75	7,172,919.01	114,730,949	5,047.28
Colorado.....	29,847,006.14	1,551,945.50	1,509,880.68	26,784,210	1,500.00
Connecticut.....	17,315,894.48	1,715,829.14	1,163,191.34	14,437,954	0
Delaware.....	3,027,154.47	609,482.57	370,282.90	2,047,289	0
Florida.....	55,000,670.98	2,931,944.82	2,541,529.10	50,127,197	0
Georgia.....	82,581,195.92	5,872,844.07	5,520,761.81	71,174,581	13,009.04
Idaho.....	11,996,100.39	811,971.52	1,029,270.57	10,164,858	0
Illinois.....	101,503,244.25	7,456,108.72	5,270,520.53	88,776,590	0
Indiana.....	44,349,512.40	2,958,094.73	2,399,710.62	38,004,707	0
Iowa.....	33,152,988.44	2,373,753.64	2,787,400.20	27,991,774	0
Kansas.....	20,105,827.34	2,404,377.70	2,324,256.64	15,367,193	0
Kentucky.....	48,667,621.70	3,916,029.73	4,957,690.97	39,793,901	0
Louisiana.....	91,551,661.66	1,612,037.49	5,784,156.17	84,155,478	0
Maine.....	7,303,250.55	606,002.19	998,314.26	6,697,934	0
Maryland.....	31,242,964.63	3,650,484.96	1,593,449.67	25,999,060	0
Massachusetts.....	53,079,324.07	2,537,426.76	3,142,195.31	47,399,702	0
Michigan.....	58,762,343.44	6,027,419.86	5,446,447.55	47,288,476	0
Minnesota.....	38,536,699.02	1,494,763.69	3,232,731.33	33,769,194	0
Mississippi.....	71,508,523.88	2,112,208.27	4,719,298.61	64,673,017	0
Missouri.....	79,294,797.46	5,352,222.20	3,867,291.20	70,065,274	0
Montana.....	10,001,778.94	984,280.99	722,629.95	8,294,468	0
Nebraska.....	22,644,512.85	1,835,673.68	1,466,923.27	19,778,017	35,000.00
Nevada.....	2,258,269.25	959,949.94	318,979.41	979,440	0
New Hampshire.....	5,552,400.00	587,273.08	656,468.01	4,308,639	0
New Jersey.....	48,992,578.51	2,103,705.69	2,318,916.52	44,569,954	0
New Mexico.....	14,816,524.79	1,837,442.24	1,245,129.55	11,733,953	0
New York.....	182,428,328.71	6,376,568.60	7,676,680.21	168,374,885	0
North Carolina.....	81,517,999.89	3,720,241.06	6,932,226.41	70,805,499	0
North Dakota.....	11,920,942.87	483,234.62	1,022,144.44	10,409,963	0
Ohio.....	63,815,428.47	5,776,571.92	6,615,569.54	51,423,287	0
Oklahoma.....	49,788,430.37	5,167,643.79	3,899,686.49	40,720,859	0
Oregon.....	21,352,100.66	2,740,763.18	1,618,770.39	16,992,567	0
Pennsylvania.....	179,663,226.97	7,120,220.89	5,655,470.09	166,877,609	0
Rhode Island.....	10,647,329.01	957,849.13	574,726.86	9,114,745	0
South Carolina.....	55,386,577.85	3,589,604.73	4,521,928.17	47,275,050	0
South Dakota.....	10,024,966.55	553,408.56	668,084.99	8,283,467	0
Tennessee.....	91,462,548.19	2,890,872.27	5,578,716.92	82,992,960	0
Texas.....	164,256,001.22	9,655,246.22	3,225,067.56	149,265,257	0
Utah.....	16,575,420.18	1,619,822.60	1,257,162.26	13,998,408	0
Vermont.....	4,599,093.24	406,972.12	583,291.16	3,608,830	0
Virginia.....	36,809,789.43	5,679,767.27	4,041,576.10	27,068,618	0
Washington.....	34,296,404.20	6,646,808.50	2,246,228.70	25,399,357	0
West Virginia.....	21,510,814.20	2,022,222.20	2,571,026.10	16,916,446	0
Wisconsin.....	24,225,229.12	2,102,669.99	2,267,667.22	20,855,005	0
Wyoming.....	5,413,373.24	500,124.01	548,817.52	4,263,540	12,831.81
District of Columbia.....	20,896,763.41	888,694.41	257,684.00	20,532,049	2,770,495.00
National.....	73,296,806.53	5,220,700.00	299,947.00	0	67,666,239.53
Canal Zone.....	1,642,641.00	0	0	0	1,642,641.00
U. S. Possessions.....	37,633,725.89	5,127,768.55	6,999,022.03	23,040,741	2,496,187.00
Foreign countries.....	28,194,349.00	0	0	15,767,910	12,426,439.00
Unallotted.....	71,846.25	0	71,846.25	0	0



## GENERAL AND SPECIAL AIDS FOR EDUCATION

Federal grants for education made to the States beginning in 1802 were for the express purpose of establishing and supporting common schools. This kind of aid is usually regarded as *general* aid since it is to be used for the *general* program of public education and does not specify a particular service or some limited part of the educational program for which it must be used. Other types of Federal aid, including early grants to universities, to seminaries of learning, and to normal schools are considered to be *special* aids because of the special purposes described in the congressional enactments.<sup>1</sup>

Both classes of Federal aid were approved in early legislation, but in the years following those first grants, Congress has given much more attention to special aids than to assistance for the general program of education. Now, in the middle of the twentieth century, after years of experience with special aids, it appears that national attention is turning to general aids again. Evidence of this is to be found in the many bills which have been introduced in recent years, proposing Federal aid for the total program of education, to be used as directed by State and local boards of education.

This Federal trend in authorizing general and special aids for education is similar to the development in many State aid programs. Early State aids were *general* and were allocated to all school districts in proportion to census figures. They were intended to help with the establishment and operation of a total program of education without specifying certain preferred subjects or particular elements of the educational services. Later, *special* aids for well-defined and limited purposes were approved, and they increased in number. Some States had as many as 30 or 40 of these special aids to promote specific purposes or to support school functions which might otherwise be neglected. State legislatures designated certain items of the local school budgets to be assisted by the State money. Some of these special purposes are listed here to indicate the extent that State appropriations for education have offered assistance to local boards of education in planning school budgets.

<sup>1</sup>Kentelber, Ward W. Digest of Legislation Providing Federal Subsidies for Education (Office of Education Bulletin 1900, No. 8). Washington, U. S. Government Printing Office, 1900.



*Special Purposes for Which State Legislatures Appropriate Funds to Local School Districts*

Special areas of instruction	Special financing	Teacher sick leave
Adult education	Abandoned building aid	Teacher training
Agricultural courses	Additional aid	Capital outlay aids
Audio-visual aids	Board and lodging for pupils	Building repairs
Commercial subjects	Consolidation of schools	Capital outlay
Correspondence courses	Deficiencies in budgets	Lunchroom equipment
Extension education	Discretionary aid	Plant rehabilitation
Home economics	Emergency aid	Projection equipment
Industrial education	Equalizing aid	School busses
Normal training in high schools	Free textbooks	School garages
Physical education	Indebtedness	Education of specific groups
Pupil testing	Military camp grants	Army camp children
School libraries	Miscellaneous subsidies	Classes for the blind
Sight-saving classes	School health	Classes for the deaf
Tuition to agricultural schools	School lunches	Crippled children
Visual education	School surveys	Dependent children
Vocational education	Special projects	Federal wards
	Supplemental aid	Foster home children
	Term extension	High-school tuition
Specific schools and districts	Transportation of pupils	Home instruction
Area vocational schools	Professional services	Isolated pupils
Elementary schools	Adequate salary aid	Kindergartens
Evening schools	Attendance officers	Mentally handicapped
High schools	County school supervision	Nurseries
Junior high schools	Music supervision	Precocious pupils
New school districts	Normal institutes	Physically handicapped
One-teacher schools	Salaries of principals	Speech-defectives
Orphans' home schools	Supervisory principals	State wards
Special district aid	Supervision	Subnormal pupils
Summer schools	Supervisors of Negro schools	Transportation of handicapped
Standard rural schools	Teacher retirement	Tuition for orphans
Two-teacher schools	Teacher salaries	Vocational rehabilitation
Unorganized districts		

A reversal of this trend on appropriating special amounts for particular purposes has now been noted. Recently, State legislatures have been enacting foundation program laws which provide State funds for comprehensive programs of education without specifying amounts for certain items of the budgets. More and more, legislatures are depending upon the local boards of education to approve reasonably proportioned budgets. Under this trend toward a preference for general aids, the special aids in many States are declining in number and amount.

Federal funds for education allotted in the years following the early granting of lands were limited chiefly to those for education of college grade. Since 1917, however, funds have been provided regularly for vocational education at the secondary school level

and, after 1933, emergency funds were provided for various levels, including nursery, kindergarten, elementary, secondary, higher, and adult education. These Federal aids have been for special purposes which were well-defined in the congressional acts. The remainder of this bulletin is devoted to a presentation of the various aids for education allocated by the Federal Government during the 1950-51 and 1951-52 school years.



## Chapter II

# EDUCATIONAL PROGRAMS OF THE FEDERAL SECURITY AGENCY

**R**EOrganization PLAN No. 1 OF 1939 provided for the establishment of the Federal Security Agency. The objective of the plan, the President said, was to group under one administration those agencies of the Government whose major purpose was to promote social and economic security, educational opportunity, and the health of the citizens of the Nation. Among the agencies so grouped by that Plan and by Reorganization Plan No. 2 of 1939 were the Social Security Board, the U. S. Employment Service, the Office of Education, the Public Health Service, and the Federal functions of the American Printing House for the Blind.

Reorganization Plan No. 4 of 1940, effective June 30, transferred to the Agency the Food and Drug Administration, St. Elizabeths Hospital, Freedmen's Hospital, and the Federal functions relating to Howard University and the Columbia Institution for the Deaf. Other transfers, none of which directly affected the educational functions of the Agency, were made during the period from 1940 to 1948. The Federal Security Agency is a part of the Executive Branch of the Government and is classified as an independent agency.

### THE OFFICE OF EDUCATION

The Office of Education was established in 1867. Advancement of the cause of education was the purpose expressed by Congress in providing for its establishment and operation. Traditional methods employed by the Office in advancing education consist of: (1) publishing educational information and discussion; (2) establishing cooperative relationships with State, county, local, and private educational systems and agencies; (3) engaging in educational research; and (4) providing leadership, consultative, and clearinghouse services related to education in general, performed through national and State conferences, educational planning, publications, and public addresses.

Through the years, various acts of Congress and executive orders have extended the functions of the Office. Some operating programs have been added to the earlier functions which were chiefly informative and consultative. About three-fourths of the present personnel are employed on these operating programs.



### OPERATING PROGRAMS

Federal grants-in-aid for colleges of agriculture and mechanic arts extended the activities of the Office at the higher education level. Functions of the Federal Board for Vocational Education, created in 1917 by congressional enactment, were assigned to the Commissioner of Education in 1933. These, together with subsequent acts of Congress authorizing the Office of Education to allocate Federal funds to the States for vocational education, have widened the performance area of the Office through its relationships with colleges and trade and other vocational schools. These acts are discussed in detail later in this chapter.

During the economic depression period of the 1930's a considerable amount of social legislation was enacted. A part of this introduced other functions into the Office of Education. A further expansion of duties developed in the 1940's from the emergency wartime educational programs. On occasion, the Office was also asked to participate in wartime programs of other Federal agencies in a consultative capacity. Following World War II, the Surplus Property Utilization Program was initiated. It is another example of broadened Office of Education functions. As background for understanding the present status of the Office of Education, it can be said that the Act of 1867 established the Office and designated its primary functions. Subsequent congressional acts and executive orders have created service functions and strengthened the primary purposes formulated in the original legislation.

### FUNDS FOR OFFICE ADMINISTRATION

Federal appropriations to the Office of Education are used for a wide variety of purposes all of which help to promote the general cause of education. Funds are expended for administration, gathering statistics, conducting research, printing reports, consultation, distributing educational funds, and numerous other activities which bear directly upon the improvement of education.

In the war period, a significant part of the time and effort of the Office of Education staff was devoted to urgent problems associated with the war effort. Such wartime activities as the education of Food Production Workers, Student War Loans Program, School Transportation, and others were conducted as a means of establishing a proper relationship between the Nation's school systems and the war effort.

Funds appropriated to the Office of Education for administering its various programs from the 1942-43 school year through 1951-52 appear in table 7.

Appropriations were at a peak during the 1942-43 school year after the war training programs had been established and were



well underway. There was a slight decline and leveling off during the remaining years of the war. Thereafter, appropriations to the Office of Education for administration dropped considerably following the liquidation of wartime programs. In 1945-46 the appropriation amounted to only 63.2 percent of that for the peak year and in 1946-47, it was only 62.7 percent of the 1942-43 appropriation.

Not until the 1950-51 school year did the appropriation to the Office of Education equal the 1942-43 amount. This significant rise for the last 2 years shown in table 7 has been largely due to transfers to the Office of various programs of assistance to education in federally affected areas. A portion of the increase has been caused by the establishment of the school facilities survey approved by the Eighty-first Congress and described in detail in a subsequent section. Funds reported in table 7 do not include amounts for administration transferred from other departments of the Government for special programs and they do not include amounts allocated as aid to education.

Table 7.—FEDERAL FUNDS APPROPRIATED FOR THE ADMINISTRATION OF THE OFFICE OF EDUCATION, 1942-43 TO 1951-52

School year	Amount	Percent of 1942-43	School year	Amount	Percent of 1942-43
1	2	3	1	2	3
Total (10 years)	\$39,539,445	-----	1946-47	\$1,458,659	62.7
1942-43	2,326,420	100.0	1947-48	1,798,948	77.3
1943-44	2,310,730	99.3	1948-49	2,010,000	86.4
1944-45	2,081,100	87.3	1949-50	2,026,600	87.1
1945-46	1,469,633	63.2	1950-51	2,862,800	101.6
			1951-52	2,742,955	117.9

#### LAND AND MONEY GRANTS TO COLLEGES

President Lincoln signed the Morrill Act in 1862. This legislation encouraged the development of at least one college in each State that would be adapted to the educational needs of students desiring to engage in agriculture and in industry. The Act authorized grants to the States of 30,000 acres of land or the equivalent in scrip for each Representative and each Senator. The State was expected to contribute to the support of the college and to supply the campus and buildings. A provision of the law requires that the moneys derived from the sale of the land in each State shall constitute a perpetual and irreducible fund, and the income therefrom to be used for the support of its colleges of agriculture and mechanic arts.

*Additional appropriations.*—After the land-grant colleges had become established, with encouragement and financial assistance



from the Federal Government, the States found it difficult to support them adequately. Consequently, in 1890 a new law was enacted which provided for annual grants of funds from the Federal Government for the land-grant colleges then operating. Annual grants could also be made to any colleges that might thereafter be established in accordance with the law of 1862. The 1890 law provided for an appropriation of \$15,000 for the current year for each State or Territory, with an increase of \$1,000 each year over the preceding year for 10 years, after which the annual appropriation was to be \$25,000.

In 1907, the Federal Government again came to the assistance of colleges of agriculture and mechanic arts through the Nelson Amendment to the Second Morrill Act. This amendment authorized an appropriation of \$5,000 in addition to the \$25,000 for each State and Territory, with an increase of \$5,000 each year over the preceding year for a period of 4 years, after which the annual amount under the amendment would continue to be \$25,000. Thus the total amount under both acts for each State was \$50,000. Special acts have been passed extending the benefits of the amendment to the Territories of Alaska, Hawaii, and Puerto Rico.

Further annual increases of Federal assistance for colleges and universities of agriculture and mechanic arts have been provided by the Bankhead-Jones Act of 1935. It did not authorize continuing annual appropriations as the two preceding laws did, but it makes the appropriation contingent upon annual action by the Congress. This Act provides that \$980,000 may be appropriated annually for the States and Territories to be distributed as flat grants of \$20,000 each. In addition, the law provided for the appropriation of \$500,000 for the second year, \$1,000,000 for the third year, and \$1,500,000 for the fourth year. It also provided that the last of these amounts might be authorized by Congress for each succeeding year. The \$1,500,000 appropriation is allocated to these several States and Hawaii in the proportion which the total population of each is to the total population of the States and Hawaii for the preceding decennial census.

Amounts granted under all acts are presented in column 3 of table 3 for the 1950-51 school year. They include the Second Morrill Act (1890), \$25,000; Nelson Amendment (1907), \$25,000; uniform State grant from the Bankhead-Jones Act (1935), \$20,000, for each State but not for Alaska and Puerto Rico; making a total of \$70,000 for each State and Hawaii; and, in addition, the variable grants from the Bankhead-Jones Act (1935), which total \$1,500,000, apportioned to all States and Hawaii on the basis of population. Alaska and Puerto Rico do not participate in the variable grants.



Allocations by States for the 1950-51 school year are based upon the 1940 census and those for 1951-52, listed in table 8, are distributed on the basis of the 1950 census figures.

Table 8.—FEDERAL APPROPRIATIONS FOR INSTRUCTION AT LAND-GRANT COLLEGES, FOR THE 1951-52 SCHOOL YEAR

State or Territory	Variable grants	Total grants	State Territory	Variable grants	Total grants
1	2	3	1	2	3
<b>Total</b> .....	<b>\$1,500,000.00</b>	<b>\$1,500,000.00</b>	Nevada.....	81,806.63	871,806.63
Alabama <sup>1</sup> .....	80,537.03	100,537.03	New Hampshire.....	6,318.42	78,318.42
Arizona.....	7,476.18	77,476.18	New Jersey.....	48,226.30	118,226.30
Arkansas <sup>1</sup> .....	19,044.96	89,044.96	New Mexico.....	6,798.98	78,798.98
California.....	108,584.21	178,584.21	New York.....	147,912.44	217,912.44
Colorado.....	18,216.09	83,216.09	North Carolina <sup>1</sup> .....	40,812.61	110,812.61
Connecticut.....	30,020.08	90,020.08	North Dakota.....	6,180.09	76,180.09
Delaware <sup>1</sup> .....	3,172.80	73,172.80	Ohio.....	79,257.57	149,257.57
Florida <sup>1</sup> .....	27,640.27	97,640.27	Oklahoma <sup>1</sup> .....	22,274.86	92,274.86
Georgia <sup>1</sup> .....	94,355.32	104,355.32	Oregon.....	15,173.46	85,173.46
Idaho.....	8,870.91	78,870.91	Pennsylvania.....	104,704.41	174,704.41
Illinois.....	86,892.96	156,892.96	Rhode Island.....	7,898.16	77,898.16
Indiana.....	39,238.92	109,238.92	South Carolina <sup>1</sup> .....	21,114.67	91,114.67
Iowa.....	26,141.89	96,141.89	South Dakota.....	6,510.26	76,510.26
Kansas.....	19,002.95	89,002.95	Tennessee <sup>1</sup> .....	52,830.73	102,830.73
Kentucky <sup>1</sup> .....	29,870.72	99,870.72	Texas <sup>1</sup> .....	76,909.42	146,909.42
Louisiana <sup>1</sup> .....	26,764.68	96,764.68	Utah.....	6,870.53	76,870.53
Maine.....	9,113.74	79,113.74	Vermont.....	3,767.55	73,767.55
Maryland <sup>1</sup> .....	23,368.48	93,368.48	Virginia <sup>1</sup> .....	33,099.64	103,099.64
Massachusetts.....	46,781.95	116,781.95	Washington.....	23,727.15	93,727.15
Michigan.....	63,550.32	133,550.32	West Virginia <sup>1</sup> .....	20,002.85	90,002.85
Minnesota.....	29,746.50	99,746.50	Wisconsin.....	84,255.55	104,255.55
Mississippi <sup>1</sup> .....	21,731.92	91,731.92	Wyoming.....	2,897.66	72,897.66
Missouri.....	39,442.67	109,442.67	Alaska.....	0	60,000.00
Montana.....	5,894.72	75,894.72	Hawaii.....	4,984.81	74,984.81
Nebraska.....	13,220.29	83,220.29	Puerto Rico.....	0	60,000.00

<sup>1</sup> The Negro land-grant college in this State received a stipulated proportion of funds.

### SCHOOL ASSISTANCE FOR FEDERALLY AFFECTED AREAS

Varied activities of the United States Government, including efforts to provide armaments for defense, have affected millions of Americans during the past 15 years. Many have moved to new locations and have established homes nearer to these centers of Federal activity and employment. As they moved into new localities new demands were made for community facilities and services. The public-school systems in such localities were burdened by large numbers of additional children. Frequently, the local school districts did not have the financial resources to provide educational facilities and services for the increased school attendance.

Effects of Federal activities on communities and their schools had been recognized by the Congress for some time and resulted in the enactment in 1940 of Public Law 849, known as the Lanham Act, and in subsequent extensions of this law to assist federally affected school districts. This law and its amendments and extensions were in effect until 1950.

The enactment of Public Laws 874 and 815 by the Eighty-first



Congress marks the beginning of a new period in which the Federal Government has adopted a unified policy of financial assistance to local educational agencies overburdened by activities of the Federal Government. These laws provide Federal assistance for the maintenance and operation of schools, and for the construction of necessary school housing in federally affected areas. An inventory of existing school facilities and a survey of need for additional school facilities are also provided.

*Maintenance and operation.*—Public Law 874, approved September 30, 1950, authorized the Commissioner of Education to make contributions toward operating costs of schools overburdened with increased attendance as the result of Federal activities and deprived of local revenue because of the tax-exempt status of Federal properties. In order to qualify for financial assistance under this law the school districts must apply to the Commissioner of Education. Applications are submitted through the respective State departments of education where the advice and comment of State education officials may be obtained and, where the administration of the Federal program of assistance can be coordinated insofar as possible with State school programs.

The Act requires that a financial burden shall have been imposed by Federal activities, sets forth eligibility requirements for assistance, and defines the categories in which children residing in or attending schools in federally affected districts shall be grouped. It also stipulates the minimum number and the percent of children in each of the categories that constitute eligibility for entitlement.

A local contribution rate is determined for each applicant district. This rate is important in the allocation procedure since the Federal grants are associated with the local contribution toward current operating expenditures. In determining the rates, both the State and local educational agencies are consulted. A choice is given to the applicants to follow one of two procedures: If the applicant and the State educational agency agree that the average of all school districts in the State in the same legal classification as the applicant is sufficiently comparable to the applicant in legal authority, grade levels served, attendance, taxing authority, and fiscal resources, to serve as a basis for determining the fiscal requirements of the applicant, it is not necessary to submit data concerning individual comparable districts. Where the average of all school districts of the same legal classification is not sufficiently similar, the applicant and the State department of education are required to select five comparable districts and to submit fiscal and other data concerning such districts. Average local contribution rates for the 1950-51 school year were less than \$100 in 15 states, and above \$200 per pupil in 2 States.



For the school year ended June 30, 1951, the sum of \$29,080,788 was made available for the purposes of this Act by direct appropriation and by transfers from other departments and agencies. This amount included a supplemental appropriation of \$5,700,000 approved by Congress in November 1951. The transfer funds were received in accordance with the terms of the Act which provided that the Commissioner of Education was given the responsibility for administering the program and that the Act should supersede legislation that had previously authorized other Federal agencies to expend funds for similar services.

Under the terms of the Act, actual entitlements for the 1950-51 school year totaled \$30,181,666.23 and exceeded the funds available for the program by \$1,100,878.23. However, the Act stipulates that payments shall be prorated among all eligible districts when funds are not sufficient to pay the total of the entitlements. For the 1950-51 school year, only 96 percent of entitlements was paid to the school districts. Entitlements for the 1,183 eligible federally affected school districts are listed in column 3 of table 9. Amounts paid on the program for the 1950-51 school year are included in column 7 of the summary table 3.

*School construction*—In recognition of the needs for additional classrooms and for the replacement of obsolete school facilities throughout the Nation, Congress enacted Public Law 815 (81st Cong.) on September 23, 1950, and appropriated funds to assist with the school housing problems.

Title I of this Act was designated, *Surveys and State Plans for School Construction*. It authorized the appropriation of \$3,000,000 to assist the States in surveying the need for construction of additional facilities, to develop State plans for school construction programs, and to study the State and local financial resources that might be available to meet school facilities requirements. Further details concerning the operations under Title I are presented on pages 32 and 33.

Title II of Public Law 815, authorized the Commissioner of Education to provide financial assistance for the construction of school buildings in federally affected areas. Payments are authorized to be made to local educational agencies as specified in the Act where children live on Federal property, where parents are employed on Federal property, or where increased school attendance results from activities of the United States carried on either directly or through a contractor. The provisions of the Act are specific with respect to the minimum number and the percent of children in school in order to establish eligibility and the amount of Federal assistance to which the local school district is entitled.



**Table 9.—NUMBER OF ELIGIBLE DISTRICTS AND ENTITLEMENTS ALLOTTED FOR ASSISTANCE IN THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED AREAS, FOR THE 1950-51 SCHOOL YEAR**

State or Territory	Number of eligible districts	Entitlements <sup>1</sup>	State or Territory	Number of eligible districts	Entitlements <sup>1</sup>
1	2	3	1	2	3
<b>Total</b> .....	<b>1,183</b>	<b>\$30,181,086.23</b>	Nebraska.....	27	\$263,632.23
Alabama.....	19	413,197.61	Nevada.....	8	172,252.70
Arizona.....	9	327,970.00	New Hampshire.....	10	171,619.68
Arkansas.....	32	828,052.28	New Jersey.....	17	182,053.79
California.....	174	6,772,507.16	New Mexico.....	10	260,482.01
Colorado.....	29	646,641.10	New York.....	13	219,415.81
Connecticut.....	12	441,351.18	North Carolina.....	8	116,670.49
Delaware.....	1	155.17	North Dakota.....	2	1,797.15
Florida.....	8	497,091.14	Ohio.....	40	1,017,631.96
Georgia.....	31	2,341,528.82	Oklahoma.....	57	1,215,317.79
Idaho.....	11	190,996.17	Oregon.....	22	252,898.74
Illinois.....	45	913,204.47	Pennsylvania.....	80	393,975.71
Indiana.....	34	843,262.58	Rhode Island.....	9	257,106.83
Iowa.....	6	82,013.98	South Carolina.....	11	240,190.86
Kansas.....	26	967,954.27	South Dakota.....	13	104,207.87
Kentucky.....	39	385,510.22	Tennessee.....	19	216,510.14
Louisiana.....	0	0	Texas.....	129	2,111,269.47
Maine.....	15	131,666.56	Utah.....	7	464,208.68
Maryland.....	6	555,378.92	Vermont.....	2	18,442.66
Massachusetts.....	16	317,564.46	Virginia.....	22	1,905,430.99
Michigan.....	23	1,226,110.14	Washington.....	66	1,677,622.84
Minnesota.....	8	22,453.61	West Virginia.....	1	18,627.84
Mississippi.....	15	371,269.86	Wisconsin.....	4	70,984.74
Missouri.....	20	295,189.08	Wyoming.....	8	112,806.56
Montana.....	7	153,745.28	Alaska.....	6	165,620.28
			Hawaii.....	1	428,129.00

<sup>1</sup> Only 96 percent was paid because funds available were insufficient to pay in full.

<sup>2</sup> Includes one section 6 allotment for which the full \$73,000 was paid.

The amount of construction assistance to which a school district is entitled is determined by the number of eligible children in average daily attendance multiplied by a percent of the average cost per pupil of constructing complete school facilities within the State. For example, 95 percent of the average cost per pupil of constructing complete school facilities is allotted if the children live on Federal property and their parents are employed on Federal property, 70 percent if the children live on Federal property or if the parents are employed on Federal property, and 45 percent if the children are in the area because of Federal activity.

When the attendance increase is sufficient to entitle a local educational agency to receive payment under the Act, but is determined to be of temporary duration only, the Commissioner is required to provide such temporary facilities as are necessary to take care of the attendance or provide funds to make temporary facilities available.

Where State laws preclude the extension of the State's educational system to children living on Federal property or where it has been determined that no local district is able to provide free public education for such children, the Commissioner of Education



will make arrangements for constructing or otherwise providing school facilities. No construction in this category is approved by the Office of Education without supporting recommendations from the State and local educational agencies.

Congress appropriated the sum of \$74,500,000 and provided for contract authorization for an additional \$25,000,000 for Public Law 815 during the 1950-51 school year. Of the cash appropriation, however, \$3,000,000 was made available for Title I, the School Facilities Survey. The remaining portion of the appropriation, \$71,500,000 was for Title II. Additional funds amounting to about \$150,000 either have been transferred or are expected to be transferred to the Office of Education from other Federal agencies or departments, which funds had been appropriated for the construction of school facilities. Table 10 shows the amounts reserved for approved projects, as well as the payments State by State for the 1950-51 school year under Public Law 815, Title II.

An amount equal to 10 percent of the cost of the project is certified by the Commissioner of Education to the Secretary of the Treasury for payment to the school district upon approval of a construction project. Following approval of final plans and specifications, payment of the remainder of the Federal share is made in installments as follows: 30 percent as soon as the construction contract has been entered into and acceptable bonds furnished; 40 percent when the project is approximately half completed; and 20 percent, or the balance of the estimated Federal share, after completion of the project. Certifications pertaining to the completion of various stages of work are received from the Commissioner of Community Facilities Service.

The Act requires that, when the funds available for any fiscal year are not sufficient to pay in full the entitlements which all local educational agencies would otherwise receive, regulations shall be issued to prescribe the order in which certification of payments will be made. The order so prescribed is required to be based upon relative urgency of need. The entitlements of all eligible school districts aggregated \$286,965,712. It was evident that the available funds would not be sufficient to pay in full the entitlements of all the eligible districts under Section 202 of the Act. Regulations therefore were issued in accordance with the Act which required the application of a priority system and provided for allotments to school districts having the greatest relative urgency of need. The districts which were highest on the priority list received funds first.



Table 10.—NUMBER OF PROJECTS, FEDERAL FUNDS RESERVED, AND AMOUNTS PAID THROUGH DECEMBER 31, 1951, FOR ASSISTANCE IN THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED AREAS

State or Territory	Number of projects	Funds reserved	Amount paid
1	2	3	4
<b>Total</b> .....	<b>313</b>	<b>\$97,991,184.00</b>	<b>\$31,719,899.99</b>
Alabama.....	3	510,869.00	103,536.80
Arizona.....	18	4,337,357.00	1,131,327.30
Arkansas.....	8	1,357,863.00	345,000.90
California.....	25	11,240,839.00	3,412,374.60
Colorado.....	2	516,252.00	166,625.20
Connecticut.....	0	0	0
Delaware.....	0	0	0
Florida.....	4	1,676,650.00	638,325.00
Georgia.....	15	4,089,787.00	994,613.00
Idaho.....	3	480,279.00	278,107.90
Illinois.....	9	3,690,299.00	1,162,083.60
Indiana.....	3	1,124,111.00	360,282.20
Iowa.....	5	550,287.00	200,516.70
Kansas.....	11	1,193,359.00	522,484.70
Kentucky.....	12	2,621,311.00	1,230,619.00
Louisiana.....	3	709,494.00	141,294.60
Maine.....	0	0	0
Maryland.....	7	2,008,185.00	707,104.00
Massachusetts.....	1	644,000.00	323,000.00
Michigan.....	20	6,853,294.50	1,583,063.70
Minnesota.....	0	0	0
Mississippi.....	5	714,505.00	152,002.00
Missouri.....	9	2,050,865.00	695,864.50
Montana.....	0	0	0
Nebraska.....	3	721,917.00	207,071.70
Nevada.....	3	1,444,600.00	323,200.00
New Hampshire.....	0	0	0
New Jersey.....	2	505,479.00	50,547.90
New Mexico.....	7	2,418,205.00	1,142,153.80
New York.....	2	392,589.00	39,283.90
North Carolina.....	3	1,700,612.00	644,981.20
North Dakota.....	1	102,555.00	10,255.50
Ohio.....	8	4,011,968.00	882,805.90
Oklahoma.....	11	2,332,123.00	1,666,014.15
Oregon.....	2	147,044.00	45,091.10
Pennsylvania.....	4	1,112,598.00	281,314.30
Rhode Island.....	1	322,107.00	32,210.70
South Carolina.....	18	6,223,523.00	1,598,087.00
South Dakota.....	2	541,754.00	235,094.00
Tennessee.....	4	938,893.00	108,889.20
Texas.....	28	7,426,674.50	3,199,094.45
Utah.....	4	974,625.00	340,952.50
Vermont.....	0	0	0
Virginia.....	10	3,509,098.00	1,160,861.80
Washington.....	23	11,371,270.00	2,904,065.40
West Virginia.....	0	0	0
Wisconsin.....	0	0	0
Wyoming.....	0	0	0
Alaska.....	7	4,523,300.00	2,261,650.00
Puerto Rico.....	1	690,900.00	345,450.00



## SCHOOL FACILITIES SURVEY

In recent sessions, the attention of Congress has been directed toward the difficulties States and local communities are having in providing essential school housing for the children of the Nation. This critical situation has been developing during three recent periods: the depression years, the war years, and the postwar years.

In the 1930's, communities were unable under depression conditions to provide funds for new construction. The delinquent tax situation, the decline in taxable valuations, and the scarcity of funds for investment in school bonds greatly reduced the bonding power normally available to boards of education, and made it almost impossible for them to engage in essential construction.

In the war years, the diversion of materials needed by the war effort demanded the cooperation of all. Lumber, steel, and other building materials, as well as the supply of labor and transportation services, were diverted from peacetime activities and conserved for war production. In the spirit of cooperation the boards of education continued to tolerate unsatisfactory school housing and delayed construction programs.

Following the war, the schools were confronted with an inadequate supply of building materials and much higher prices. Any attempted construction was handicapped by both of these factors and the few boards that were able to proceed had to accept fewer classrooms than they actually needed.

The cumulative effects of these handicaps are now combined with additional demands for school housing brought about by population shifts, higher birth rates, and school-district reorganizations. All States have critical areas where the school construction requirements are much greater than the local community can meet. Present conditions call attention to the probability that methods of financing school construction used in the past need to be reconsidered. In many areas the local financial resources are not sufficient to provide adequate school housing. This total situation was recognized by the President in his 1950 budget message in which he urged that a special effort be made to gather the facts.

We know that a shortage of school buildings exists in many parts of the country as a result of wartime deferment of construction and the increase in the school-age population. We do not know the over-all extent of the shortage, the particular areas in which it exists, and whether State and local governments can alleviate it without special Federal aid for construction. In order to provide an adequate factual basis for further consideration of the problem, I ask the Congress to authorize a survey of educational building needs and the adequacy of State and local resources available to meet these needs.



In recognition of this housing situation in the Nation, the second session of the Eighty-first Congress authorized surveys of school facilities by enacting Public Law 815, and appropriated 3 million dollars for grants-in-aid to the States and Territories for this purpose. The Federal survey funds were allotted to the States on the basis of school-age population. In order to qualify for financial assistance, the States and Territories were requested to authorize a survey, to provide the Office of Education with certain basic school-building information which has been considered essential to describe the school-housing conditions and needs, and to provide State funds or services which at least match the amount of Federal school facilities survey funds.

The Office of Education is discharging its responsibilities with respect to Title I of Public Law 815 by allocating the funds to the State educational agencies and by coordinating the State and Territorial surveys. An important characteristic of this study is that the survey programs within the States and Territories are State surveys planned and conducted according to the judgment of the State school officials. Amounts allocated and distributed to the States and Territories since the survey funds became available are listed in table 11.

#### VOCATIONAL EDUCATION

Federal assistance for the development of agricultural and mechanic arts in colleges was approved by Congress in 1862, but it was not until 55 years later that similar aid was approved for secondary schools. In secondary education, Federal funds were appropriated for education of persons over 14 years of age who have entered upon or who are preparing to engage in employment in the fields of agriculture, home economics, or industry.

The first Federal funds for vocational education below college grade were authorized by the enactment of the Smith-Hughes Act of 1917. Additional funds were appropriated by the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936, and the George-Barden Act of 1946. The historical sequence of changes from Act to Act have been adequately traced in preceding issues of this publication. It is the purpose here to indicate the presently operating provisions for vocational education. These can be grouped under the Smith-Hughes and the George-Barden Acts.

*The Smith-Hughes Act.*—The purpose of the Federal enactments relating to this Act is to provide for Federal cooperation with the States in the promotion of vocational education in agriculture, trades and industries, including home economics, and the preparation of teachers of vocational subjects. Benefits of vocational



## FEDERAL FUNDS FOR EDUCATION

Table 11.—FEDERAL FUNDS ALLOTTED FOR THE STATE SCHOOL FACILITIES SURVEYS AND AMOUNTS DISTRIBUTED, FOR THE 1950-51 AND 1951-52 SCHOOL YEARS

State or Territory	Amounts allotted	Distributed to the States and Territories by March 15, 1953		
		1950-51	1951-52	Total
1	2	3	4	5
<b>Total</b> .....	<b>\$2,000,000</b>	<b>\$303,794</b>	<b>\$618,989</b>	<b>\$1,122,674</b>
Alabama.....	72,800	15,400	27,683	43,083
Arizona.....	15,900	2,979	5,943	8,922
Arkansas.....	47,600	10,807	12,948	23,755
California.....	171,080	7,000	84,448	91,448
Colorado.....	24,080	300	9,578	10,428
Connecticut.....				
Delaware.....	33,600	3,180	2,783	6,963
Florida.....	10,000	0	10,000	10,000
Georgia.....	46,760	7,500	32,447	40,947
Idaho.....	77,000	18,666	68,344	77,000
	12,600	0	0	0
Illinois.....				
Indiana.....	143,300	18,649	0	18,649
Iowa.....	74,480	7,556	45,689	53,239
Kansas.....	47,600	8,118	15,423	23,536
Kentucky.....	35,000	0	0	0
	67,480	10,000	25,000	35,000
Louisiana.....				
Maine.....	59,360	18,080	27,073	45,153
Maryland.....	18,480	771	9,076	9,847
Massachusetts.....	38,920	9,595	9,019	18,614
Michigan.....	79,800	0	0	0
	122,080	5,190	27,171	32,370
Minnesota.....				
Mississippi.....	56,280	0	28,140	28,140
Missouri.....	55,160	6,687	17,238	23,915
Montana.....	72,520	12,087	0	12,087
Nebraska.....	11,200	291	9,933	10,224
	24,640	0	0	0
Nevada.....				
New Hampshire.....	10,000	667	3,605	4,272
New Jersey.....	10,000	550	9,450	10,000
New Mexico.....	77,560	0	0	0
New York.....	14,840	3,710	11,130	14,840
	232,960	0	0	0
North Carolina.....				
North Dakota.....	93,520	14,968	24,458	38,826
Ohio.....	13,440	3,440	0	3,440
Oklahoma.....	142,520	20,643	0	20,643
Oregon.....	50,400	8,400	30,110	38,510
	28,000	3,000	10,000	13,000
Pennsylvania.....				
Rhode Island.....	195,160	0	199,094	199,094
South Carolina.....	12,600	0	10,760	10,760
South Dakota.....	53,080	0	0	0
Tennessee.....	13,160	2,475	8,242	10,717
	72,800	10,640	13,408	24,048
Texas.....				
Utah.....	166,800	21,881	24,326	46,217
Vermont.....	15,960	0	0	0
Virginia.....	10,000	1,524	6,276	7,800
Washington.....	66,520	0	0	0
	49,900	7,345	16,806	24,151
West Virginia.....				
Wisconsin.....	47,040	13,603	5,210	18,813
Wyoming.....	68,940	0	8,131	8,131
	10,000	0	0	0
District of Columbia.....				
	20,000	0	0	0
Alaska.....				
Hawaii.....	8,000	4,125	3,875	8,000
Puerto Rico.....	25,000	6,952	10,087	16,939
Virgin Islands.....	54,000	21,500	19,701	41,201
	5,000	521	367	888
Unallotted †.....	28,000	0	0	0

† Available only to District of Columbia and Territories.



education have been extended to all the States since 1918, Hawaii since 1925, and to Puerto Rico since 1932. Federal funds appropriated by this Act are used by the States for the salaries of teachers, supervisors, or directors of agricultural subjects and the salaries of teachers of trade, industrial, and home economics subjects in schools and classes of less-than-college grade, and for the training of teachers of vocational subjects.

The Smith-Hughes Act provides for continuing or permanent annual appropriations to be allotted to the States in the proportion which their population bears to the total population in the United States, not including outlying possessions, according to the latest decennial census. These appropriations include \$3,000,000 for salaries of teachers, supervisors, and directors of agricultural subjects, allotted to the States in the proportion which the rural population of each is to the total rural population in the United States; \$4,000,000 for salaries of teachers of trade, industry, and home economics subjects, allotted to the States in the proportion which the urban population of each is to the total urban population in the United States; and \$1,000,000 for training teachers of vocational subjects, allotted to the States in the proportion which the total population of each State bears to the total population of the United States. The act also provides a minimum allotment of \$10,000 annually to each State for each of the three purposes and appropriates additional sums of \$27,000, \$50,000, and \$90,000, respectively, or as much thereof as may be needed, to guarantee the minimums. The maximum sum of the appropriations available to the States annually is \$7,167,000.

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

Under the Smith-Hughes Act the States are required to match the expenditures from Federal funds with equal expenditures of State or local funds or both for the same specific purposes. The State legislatures are required to accept the provisions of the Act, to appoint the State Treasurer as custodian of the Federal appropriations, and to designate or create a State board for vocational education. The State board is required to prepare plans for vocational education to be submitted to the Office of Education showing how the Federal, State, and local funds for this program will be expended in the State. The State board is also required to prepare and submit an annual report showing how funds were used and what work was accomplished.



*The George-Barden Act.*—This Act authorizes annual appropriations for the further development of vocational education in the several States and Territories. These funds are made available for administration, supervision, teacher training, vocational guidance and instruction, and for establishing programs for apprentices, and the purchase or rent of equipment and supplies for vocational instruction. The Smith-Hughes funds may be used only for instruction and the maintenance of teacher training.

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

No special allocation for teacher training is provided in the 1946 law, but the funds may be used for teacher training as well as for various other items associated with the vocational education program in the Act, if they are incorporated in the approved "State plan."

In accordance with Public Law 462 (81st Cong.), approved March 18, 1950, the benefits of the Vocational Education Act of 1946 were extended to the Virgin Islands and \$40,000 was authorized to be appropriated for the fiscal year ended June 30, 1950.

Allotments of Federal funds made under the Smith-Hughes and George-Barden Acts since July 1, 1947, are presented in table 12 and the detailed amounts allotted to the States and Territories for the fiscal year 1952 are included in table 13. These were based upon census data for 1940 since the 1950 census figures were not available. The 1950 census figures will be used for the allocation of vocational education funds for the 1952-53 school year. All of these allocation figures were obtained from the Division of Vocational Education of the Office of Education. The Office can also supply further details concerning the amounts allocated under the several authorizations and the actual distribution dates.

The total amount that may be expended for these programs of vocational education which are encouraged and promoted by the Federal appropriations should be noted. Laws require dollar-for-dollar matching. This implies that at least \$26,273,383 of State and local funds will be expended in the 1951-52 school year on vocational programs that receive this amount of Federal assist-



ance. But as the State and local contributions usually exceed the amounts required for matching, the Division of Vocational Education has estimated that approximately 110 million dollars of State and local funds will be expended on the vocational education programs which are reimbursed in part from Federal funds. This will make a total expenditure of more than \$136,000,000 for all vocational education programs in the 1951-52 school year.

Table 12.—FEDERAL FUNDS ALLOTTED FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE, 1947-48 TO 1951-52

Vocational education	1947-48 to 1950-51 (per year)	1951-52
1	2	3
<b>Grand total</b> .....	<b>637,127,862.00</b>	<b>636,372,263.00</b>
<b>Smith-Hughes</b> <sup>1</sup>	<b>7,285,123.08</b>	<b>7,285,123.08</b>
Agriculture.....	3,058,452.99	3,058,452.99
Trade, industry, and home economics.....	5,111,913.15	5,111,913.15
Teacher training.....	1,114,755.89	1,114,755.89
<b>George-Barden</b>	<b>19,842,750.97</b>	<b>* 18,963,260.97</b>
Agriculture.....	6,899,084.53	6,899,084.53
Trade and industry.....	5,608,852.87	5,608,852.87
Home economics.....	5,555,323.88	5,555,323.88
Distributive occupations.....	1,794,490.69	890,999.60

<sup>1</sup> Includes appropriations to Hawaii and Puerto Rico under separate acts.

\* Includes \$40,000 for Virgin Islands not distributed by Division of Vocational Education.

Table 13.—FEDERAL FUNDS ALLOTTED FOR VOCATIONAL EDUCATION, FOR THE 1951-52 SCHOOL YEAR

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
<b>Total</b> .....	<b>636,372,263.00</b>	<b>Maine</b> .....	<b>\$190,289.93</b>	<b>Pennsylvania</b> .....	<b>\$1,496,268.10</b>
Alabama.....	709,963.90	Maryland.....	308,918.13	Rhode Island.....	181,574.47
Arizona.....	172,044.55	Massachusetts.....	534,964.93	South Carolina.....	490,379.81
Arkansas.....	536,154.79	Michigan.....	859,863.10	South Dakota.....	206,881.40
California.....	1,030,179.97	Minnesota.....	575,701.59	Tennessee.....	692,878.09
Colorado.....	221,005.88	Mississippi.....	625,916.45	Texas.....	1,260,904.90
Connecticut.....	278,270.63	Missouri.....	749,578.85	Utah.....	170,254.88
Delaware.....	166,000.00	Montana.....	173,228.08	Vermont.....	167,267.35
Florida.....	236,890.77	Nebraska.....	303,829.67	Virginia.....	608,790.36
Georgia.....	744,032.51	Nevada.....	165,000.00	Washington.....	322,507.03
Idaho.....	174,965.90	New Hampshire.....	167,425.44	West Virginia.....	424,526.36
Illinois.....	1,178,577.88	New Jersey.....	840,056.00	Wisconsin.....	610,829.89
Indiana.....	637,646.12	New Mexico.....	173,625.91	Wyoming.....	165,000.00
Iowa.....	558,156.84	New York.....	1,740,131.40	District of Columbia.....	135,000.00
Kansas.....	398,629.04	North Carolina.....	885,981.18	Alaska.....	125,000.00
Kentucky.....	694,497.01	North Dakota.....	214,684.82	Hawaii.....	165,000.00
Louisiana.....	531,737.01	Ohio.....	1,114,099.21	Puerto Rico.....	499,490.22
		Oklahoma.....	538,287.72	Virgin Islands.....	40,000.00
		Oregon.....	231,296.62		

**PROGRAMS AT EDUCATIONAL INSTITUTIONS**

Three educational institutions, the American Printing House for the Blind, the Columbia Institution for the Deaf, and Howard University, receive special congressional appropriations each year.



for their operation. These funds are administered by the Federal Security Agency, and reports of operations are made annually to the Administrator of the Agency. However, in operation these institutions are private corporations and the Federal appropriations should be considered as payments for services rendered.

#### AMERICAN PRINTING HOUSE FOR THE BLIND

This nonprofit institution sponsored by the Federal Government is located at Louisville, Ky. Its primary purpose is to supply printed materials for schools and classes for the blind throughout the States and Territories. The sponsorship of the Federal Government was established through the Act of 1879, "To Promote the Education of the Blind." This first act appropriated \$10,000 per year. In 1919 the appropriation was increased to \$50,000. Two other enactments in 1927 and 1937 increased annual appropriations to \$75,000 and \$125,000, respectively. The latter amount has been provided each year since 1937.

Under the fiscal supervision of the Federal Security Agency the institution provides the individual States with educational materials for their blind populations. In utilizing the Federal appropriation the American Printing House for the Blind expends it only in payment of production costs of books and apparatus for the education of the blind. Allotments of materials to the institutions for the education of the blind are then made on the basis of quotas determined in relation to the numbers of blind students. These State quotas for the 1950-51 school year for the allocation of printed materials and apparatus are listed in column 6 of table 3. Data for this table were obtained from the American Printing House for the Blind, Louisville, Ky.

Institutions for the blind in all States use materials to the extent of these quotas and they also order printed materials needed in addition to quantities that can be provided by the Federal appropriation. These additional materials are supplied to the educational institutions in the States at cost. The annual Federal grant of \$125,000 constitutes 12.9 percent of the total income of the American Printing House for the Blind.

#### COLUMBIA INSTITUTION FOR THE DEAF

This institution was established in 1857 by an Act of Congress. Seven years later, President Lincoln approved an Act authorizing the college to grant degrees in the liberal arts and sciences.

The institution is located in the District of Columbia and is operated primarily for the purpose of affording a higher education to deaf persons. It also serves by providing an educational program from kindergarten through preparation for college entrance for all those who are so deaf as to be unable to progress satis-



factorily in schools for hearing students. Educational services are planned under the administration of four departments. They include Kendall School, Gallaudet College, the Normal Department, and the Research Department.

*Kendall School.*—This school provides instruction in the elementary and secondary grades. It is operated chiefly for the benefit of white deaf children residing in the District of Columbia. These pupils are admitted without charge to the individuals on the basis of a contractual relationship with the board of education of the District of Columbia. Under other arrangements similar pupils from the States may also be admitted. The Kendall School is the center of activity for students enrolled in the Normal Department. Here the student teachers have opportunity to develop teaching methods and skills needed for their later teaching in schools for the deaf in the States and cities.

*Gallaudet College.*—This college is the only one in the world where deaf students may earn college degrees. The curriculum is similar to those of other American Colleges that offer 4 years of work leading to the Bachelor's degree. Many of the graduates go into the teaching profession and join the staffs of State and local schools for the deaf throughout the Nation.

*Normal Department.*—This department of the Institution was established in 1891 for the preparation of hearing young men and women who wish to teach the deaf. It also serves to increase opportunities for practice in speech and speech reading for all students of the Institution. Students of the Normal Department must be graduates of accredited colleges before they may be admitted for this training course. Graduates of this department teach in schools for the deaf in all parts of the country and many of them are in charge of special classes for the partially deaf children operated as a service of the public schools in many city and county school districts.

*Research Department.*—A Research Department was established in the Institution in 1937. It helps to foster a keen interest in the problems of the deaf and it has been meeting the needs for a central point where research work can be conducted leading toward the advancement of education for the deaf in the Nation. Research activities pertain to instructional methods, specialized equipment, pupil testing, and both teacher and pupil personnel practices.

The Columbia Institution for the Deaf has provided detailed figures regarding Federal funds appropriated for its operation. These are listed in table 14.



## FEDERAL FUNDS FOR EDUCATION

Table 14.—FEDERAL FUNDS APPROPRIATED TO THE COLUMBIA INSTITUTION FOR THE DEAF, 1942-43 TO 1951-52

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 yrs.)	\$2,734,796	1944-45	\$204,100	1948-49	\$320,600
1942-43	182,700	1945-46	226,605	1949-50	353,800
1943-44	181,500	1946-47	247,800	1950-51	368,300
		1947-48	259,500	1951-52	390,000

## HOWARD UNIVERSITY

This institution, established in 1867 and located in the District of Columbia, operates as an undergraduate college, a graduate school offering a master's degree, and eight professional schools, including Medicine, Dentistry, Pharmacy, Engineering and Architecture, Music, Social Work, Law, and Religion. The School of Medicine is associated with Freedmen's Hospital which adjoins the University campus. Federal funds may not be used for the School of Religion. Negroes constitute about 90 percent of the student body.

During the 1950-51 school year, the University enrolled approximately 5,200 students coming from 40 States, the District of Columbia, and 24 foreign countries. Students of the University are served by a faculty of 446 instructors of whom 138 are on a part-time basis. More than half of the approximately 17,000 graduates of this institution are teaching in the public schools.

Howard University, in recent years, has been engaged in a program of expansion. This is evident from the amounts appropriated for construction listed in table 15. Figures for this table were obtained from the University. They represent only the portions which are provided by the Federal Government. In addition to these amounts the University expends funds derived from endowments, gifts, student fees, and other sources as is customary in all universities. The total annual budget for current operation is approximately \$5,000,000.

Table 15.—FEDERAL FUNDS APPROPRIATED FOR HOWARD UNIVERSITY, 1942-43 TO 1951-52

School year	For operation	For construction	School year	For operation	For construction
1	2	3	1	2	3
Total (10 yrs.)	\$17,500,000	\$18,200,000	1946-47	\$1,657,494	\$1,377,920
1942-43	1,064,000	0	1947-48	2,045,400	8,095,755
1943-44	891,340	0	1948-49	2,350,000	2,771,450
1944-45	908,000	0	1949-50	2,400,200	6,942,300
1945-46	1,112,500	181,875	1950-51	2,500,000	100,000
			1951-52	2,475,000	900,000



## SURPLUS PROPERTY UTILIZATION

Surplus Federal property, suitable for further utilization by educational institutions continued to be available for donation to schools and colleges during the 1949-50 school year. Although the War Assets Administration's discount sales and donation programs and transfers by the Federal Works Administration to colleges, universities, and vocational schools under the Veterans Educational Facilities Program had been discontinued, the Office of Education continued to assist by allocating Federal surplus property for donation to tax-exempt educational institutions.

A suspension of donations by the Department of Defense for a period of several months accompanied the U.N. action in Korea. During this time the defense establishment was required to re-evaluate needs and re-survey the property to assure that only property having no further Federal utilization value would be transferred as surplus. As a result of this re-examination, the acquisition value of surplus property made available for transfer in the 1950-51 school year was only 41 percent of the corresponding value for the preceding year.

### SURPLUS PERSONAL PROPERTY

In September 1950, P. L. 152 (81st Cong) was amended by Public Law 754 to make public health institutions eligible to receive donation of surplus personal property, along with educational institutions. Following this amendment, the Surplus Property Utilization Program was transferred from the Office of Education to a newly created Surplus Property Utilization Division in the Office of the Federal Security Agency. Concurrent with this change, State agencies for the allocation of Surplus Property in the various States were reorganized so that these offices might serve the needs of public health institutions, including hospitals, clinics, and health centers, as well as educational institutions.

These changes have produced some shifts in the allocation of surplus property. The acquisition value of surplus donable property allocated to educational institutions, summarized in table 17, averaged about \$9,000,000 per month during the 1949-50 school year. Similar allocations to all institutions, for the following school year, dropped to an average of approximately \$4,000,000 per month, of which about 90 percent was donated for educational purposes. Since January 1951, the amount of surplus property available for transfer to educational and health institutions has been gradually increasing. In consideration of the rearmament program, it is anticipated that the average donations for the 1951-52 school year may be approximately \$5,000,000 per month, with



90 percent continuing to go to the educational institutions and 10 percent to health institutions.

More recently, the Agency has been engaged in cooperating with the Department of Defense and the National Production Authority in the recovery of personal property, including machine tools and production equipment formerly transferred to educational institutions. The recapture is in accordance with agreements made with the institutions at the time of transfer.

Figures pertaining to the donation of surplus personal property in 5 recent years are given in table 16. Detailed allocations for the 1949-50 school year are shown in table 17, and similar figures for 1950-51 are included in column 10 of the summary table 3. All of these data have been supplied by the Surplus Property Utilization Division of the Federal Security Agency.

Table 16.—ACQUISITION VALUE OF DONABLE PERSONAL PROPERTY ALLOTTED TO EDUCATIONAL INSTITUTIONS, 1946-47 TO 1950-51

School year	Acquisition value	Average amount per month	Estimated percent allotted to higher education
1	2	3	4
Total (5 years).....	\$639,113,996	\$8,295,314	49
1946-47.....	143,628,219	11,969,018	50
1947-48.....	145,261,269	12,105,105	50
1948-49.....	85,596,180	7,133,181	60
1949-50.....	110,306,652	9,192,220	40
1950-51.....	45,324,646	3,777,045	40

Table 17.—ACQUISITION VALUES AND ALLOCATIONS OF DONABLE PERSONAL PROPERTY MADE AVAILABLE TO EDUCATIONAL INSTITUTIONS, FOR THE 1949-50 SCHOOL YEAR

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$119,396,663	Louisiana.....	\$1,487,364	Oregon.....	\$2,305,948
Alabama.....	1,617,703	Maine.....	414,960	Pennsylvania.....	3,535,850
Arizona.....	1,268,614	Maryland.....	4,414,575	Rhode Island.....	451,928
Arkansas.....	1,344,174	Massachusetts.....	2,105,251	South Carolina.....	1,559,931
California.....	15,487,240	Michigan.....	2,543,390	South Dakota.....	240,791
Colorado.....	796,380	Minnesota.....	2,434,900	Tennessee.....	1,894,237
Connecticut.....	679,959	Mississippi.....	2,053,210	Texas.....	3,568,203
Delaware.....	471,041	Missouri.....	2,395,977	Utah.....	1,348,269
Florida.....	2,676,394	Montana.....	1,069,390	Vermont.....	157,990
Georgia.....	1,724,417	Nebraska.....	191,501	Virginia.....	3,260,300
Idaho.....	3,933,997	Nevada.....	255,190	Washington.....	5,753,748
Illinois.....	3,285,445	New Hampshire.....	217,398	West Virginia.....	1,850,657
Indiana.....	4,190,077	New Jersey.....	1,450,854	Wisconsin.....	2,297,195
Iowa.....	1,177,611	New Mexico.....	724,647	Wyoming.....	315,368
Kansas.....	799,480	New York.....	4,984,720	District of Columbia.....	927,348
Kentucky.....	2,124,302	North Carolina.....	1,749,653	Alaska.....	356,323
		North Dakota.....	236,231	Hawaii.....	841,060
		Ohio.....	5,951,427	Puerto Rico.....	276,788
		Oklahoma.....	3,295,579		



**SURPLUS REAL PROPERTY**

Similarly, another section of Public Law 152, Eighty-first Congress, approved in 1949 authorizes the sale or lease of real property to educational institutions if an important use can be shown. Such property may vary from single buildings or small parcels of land with or without improvements to large installations complete with buildings and all utilities. Occasionally, in addition to buildings, sewage disposal plants, electrical or water distribution systems, fencing, bleachers, heating plants, and other improvements may be purchased for removal from the site and for educational use.

Benefits which have accrued to the Government or which may accrue in the future are recognized in the determination of payments to be made for surplus real property. Such benefits, expressed as a percent of the fair value of the property, are termed, "public benefit allowances" and, when granted are amortized by educational institutions over a period of from 5 to 20 years.

In addition to disposing of surplus real property for school, classroom, or other educational purposes, the Surplus Property Utilization Division is responsible for the periodic approval of the program of utilization of transferred property; for the re-transfer of property to other educational claimants; for authorizing other disposals by a transferee; and for changing the terms, conditions, and limitations in a transfer instrument when conditions warrant.

In recent months, and in cooperation with the Department of Defense, the Office has recaptured real property having an original acquisition cost in excess of \$100,000,000. This is in accordance with agreements arranged with the educational institutions at the time of transfer. Such repossessed real property is for emergency use by the Department of Defense and possession will be returned to the educational institutions when the emergency is passed unless circumstances require that title also be taken by the Federal Government.

The total amount expended by the Federal Government in acquiring properties, which were later transferred to educational institutions through December 31, 1951, was \$586,143,798. Fair values at the time of transfer were considered to be \$104,184,189. Both of these figures are given in table 18. Detailed figures showing the amounts of real property transferred to educational institutions, State by State, are given in tables 19 and 20. All of the data reported here have been obtained from the Surplus Property Utilization Division of the Federal Security Agency.



## FEDERAL FUNDS FOR EDUCATION

Table 18.—FEDERAL SURPLUS REAL PROPERTY TRANSFERRED TO ALL EDUCATIONAL INSTITUTIONS, 1946-47 TO DECEMBER 31, 1951

School year	Number of acres transferred	Number of buildings transferred	Acquisition cost of transfers	Fair value of transfers
1	2	3	4	5
Total (5½ years).....	112,297	27,277	\$526,142,788	\$194,124,189
1946-47.....	50,939	7,201	222,102,180	37,092,575
1947-48.....	19,501	10,182	187,724,157	21,330,642
1948-49.....	31,223	6,528	114,417,084	29,402,958
1949-50.....	9,118	2,116	26,678,804	6,678,041
1950-51.....	518	968	6,782,619	1,468,470
1951-52 (½ year).....	998	282	8,439,304	1,210,503

Table 19.—ACQUISITION COST AND FAIR VALUE OF FEDERAL SURPLUS REAL PROPERTY ALLOTTED, FOR THE 1950-51 SCHOOL YEAR

State or Territory	Number of acres transferred	Number of buildings transferred	Acquisition cost of transfers	Fair value of transfers
1	2	3	4	5
Grand total.....	518	971	\$7,146,625	\$1,539,355
TRANSFERRED TO EDUCATIONAL INSTITUTIONS				
Total.....	518	968	6,782,619	1,468,470
Alabama.....	1	10	86,500	9,127
Arizona.....	0	145	89,892	17,985
Arkansas.....	0	6	15,191	1,554
California.....	0	73	79,787	21,306
Colorado.....	0	5	31,012	2,990
Florida.....	64	17	50,084	36,050
Georgia.....	1	9	39,444	3,364
Illinois.....	0	92	1,529,523	51,261
Indiana.....	0	7	20,400	5,950
Iowa.....	6	13	398,303	42,325
Kansas.....	1	0	4,300	5,375
Kentucky.....	0	18	100,187	4,977
Maryland.....	0	11	33,000	5,000
Massachusetts.....	0	4	20,140	1,400
Michigan.....	66	3	650,422	239,433
Mississippi.....	22	1	2,116	348
Missouri.....	256	82	2,042,218	744,772
Nebraska.....	15	0	3,750	3,802
New Jersey.....	39	1	2,962	5,190
New York.....	12	17	98,420	29,760
North Dakota.....	0	1	4,000	400
Oklahoma.....	1	65	241,399	108,478
Pennsylvania.....	0	12	95,328	2,300
Rhode Island.....	0	4	7,400	1,447
South Carolina.....	0	32	144,000	6,680
Tennessee.....	0	30	187,722	5,020
Texas.....	34	242	580,106	72,044
Virginia.....	0	13	27,500	3,250
Washington.....	0	23	14,250	2,050
Wyoming.....	0	5	11,000	4,910
District of Columbia.....	0	4	6,000	940
Alaska.....	0	11	92,302	2,720
Hawaii.....	0	6	68,000	20,000
TRANSFERRED TO HEALTH INSTITUTIONS				
Total.....	0	3	364,006	76,355

**Table 20.—ACQUISITION COST AND FAIR VALUE OF FEDERAL SURPLUS REAL PROPERTY ALLOTTED, FROM JULY 1 TO DECEMBER 31, 1951**

State or Territory	Number of acres transferred	Number of buildings transferred	Acquisition cost of transfers	Fair value of transfers
1	2	3	4	5
<b>Grand total</b> .....	<b>296</b>	<b>301</b>	<b>\$9,432,539</b>	<b>\$1,311,333</b>
<b>TRANSFERRED TO EDUCATIONAL INSTITUTIONS</b>				
<b>Total</b> .....	<b>296</b>	<b>303</b>	<b>8,439,394</b>	<b>1,310,533</b>
Arizona.....	0	16	126,335	6,376
Arkansas.....	0	4	6,949	2,080
California.....	10	0	57,539	32,250
Florida.....	85	8	24,912	2,745
Georgia.....	1	6	8,794	1,654
Illinois.....	0	3	27,401	1,140
Kentucky.....	0	2	20,990	875
Maine.....	73	3	15,530	7,170
Maryland.....	14	0	51,000	51,000
Michigan.....	11	4	165,574	6,694
Missouri.....	0	4	23,730	2,025
New Jersey.....	1	1	44,798	7,200
Oklahoma.....	0	22	87,900	4,487
Oregon.....	34	17	1,849,231	187,163
Pennsylvania.....	283	8	10,000	14,650
South Carolina.....	11	9	299,499	81,141
Texas.....	233	109	3,035,070	576,115
Utah.....	0	7	12,845	4,273
Vermont.....	0	1	10,555	5,000
Virginia.....	225	24	1,165,530	190,800
Washington.....	17	34	455,112	75,665
<b>TRANSFERRED TO HEALTH INSTITUTIONS</b>				
<b>Total</b> .....	<b>0</b>	<b>19</b>	<b>43,316</b>	<b>720</b>

### VOCATIONAL REHABILITATION

Federal funds, for the purpose of cooperating with the several States in the vocational rehabilitation of disabled persons and their return to civil employment, were provided for the first time under a law enacted in 1920. That law provided annual appropriations for 4 years. Similar laws of 1924, 1930, 1932, and 1935 continued the program. Under these laws the Federal appropriation was allotted among the States on the basis of population. In order to receive its share of the Federal funds each State was required to appropriate at least an equal amount of State money for this purpose.

The States actually operate the programs of vocational rehabilitation, while the Federal office establishes standards for operation, gives technical and consultative service, and certifies Federal grants for the State operations according to the distribution formula provided in the public law.

With the passage of the Vocational Rehabilitation Act Amendments of 1943, known as the Barden-LaFollette Act, not only was



the scope of the program expanded, but the method of financing was changed. The 1948 amendments required the Federal Security Administrator to reimburse the States for necessary expenditures in accordance with the approved "State plan" in the following proportions: 100 percent of the cost of services for war-disabled civilians; 100 percent of the costs of administration, guidance, and placement; and 50 percent of the cost of the other services enumerated in the Act. These other services are: Medical examinations, surgical and therapeutic treatments, hospitalization not exceeding 90 days, prosthetic appliances, transportation, occupational tools and licenses, vocational training, and maintenance. Medical and psychiatric examinations to determine eligibility for service and vocational guidance, training, and placement are available at no cost to the disabled. Medical treatment, transportation, maintenance, occupational tools, equipment, and training supplies are provided without cost where economic need of the individual has been established.

The 1948 enactment now in operation provides that, to be approvable, a State plan for vocational rehabilitation shall designate the State Board for Vocational Education as the sole agency for the administration, supervision, and control of the State plan, except where a State law authorizes some other agency to provide rehabilitation services for the adult blind. In such States the plan shall provide that the same agency shall administer that part of the State plan relating to the blind. In 36 States vocational rehabilitation for the blind is administered through such agencies for the blind.

Amounts made available to the States and Territories to assist them with the expense of operating the programs of vocational rehabilitation for the past 10 years are presented in table 21. Detailed figures showing the amounts by States and Territories for the 1950-51 school year are listed in column 5 of table 3. State-by-State allotments for the 1951-52 school year are shown in table 22. Other details on amounts for each of the various purposes and on distribution dates may be obtained from the Federal Security Agency, Office of Vocational Rehabilitation.

Table 21.—FEDERAL FUNDS ALLOTTED FOR VOCATIONAL REHABILITATION, 1942-43 TO 1951-52

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years)	\$127,647,971.48	1944-45	\$7,125,441.00	1948-49	\$18,697,993.46
1942-43	2,781,748.00	1945-46	10,003,074.00	1949-50	20,500,000.00
1943-44	4,051,551.00	1946-47	14,183,933.00	1950-51	21,102,288.00
		1947-48	17,706,843.00	1951-52	131,500,000.00

<sup>1</sup> Estimated by Office of Vocational Rehabilitation.

Table 22.—FEDERAL FUNDS ALLOTTED FOR VOCATIONAL REHABILITATION, FOR THE 1951-52 SCHOOL YEAR

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
<b>Total</b> .....	<b>\$21,500,000</b>	Louisiana.....	\$493,078	Oregon.....	\$274,306
Alabama.....	539,664	Maine.....	94,074	Pennsylvania.....	1,577,885
Arizona.....	102,946	Maryland.....	247,943	Rhode Island.....	107,645
Arkansas.....	341,508	Massachusetts.....	266,210	South Carolina.....	458,145
California.....	1,564,129	Michigan.....	963,926	South Dakota.....	83,682
Colorado.....	147,689	Minnesota.....	316,925	Tennessee.....	618,170
Connecticut.....	305,806	Mississippi.....	362,411	Texas.....	909,756
Delaware.....	167,506	Missouri.....	444,411	Utah.....	116,669
Florida.....	709,102	Montana.....	136,245	Vermont.....	84,114
Georgia.....	1,269,915	Nebraska.....	186,079	Virginia.....	462,446
Idaho.....	67,432	Nevada.....	25,858	Washington.....	515,562
Illinois.....	1,122,505	New Hampshire.....	57,578	West Virginia.....	474,131
Indiana.....	373,795	New Jersey.....	366,601	Wisconsin.....	487,278
Iowa.....	263,178	New Mexico.....	100,993	Wyoming.....	84,024
Kansas.....	240,069	New York.....	1,398,360	District of Columbia.....	183,000
Kentucky.....	143,644	North Carolina.....	774,187	Alaska.....	30,000
		North Dakota.....	85,500	Hawaii.....	146,291
		Ohio.....	455,778	Puerto Rico.....	266,929
		Oklahoma.....	487,422		



## Chapter III

# FUNDS ALLOTTED TO EDUCATIONAL INSTITUTIONS BY THE DEPARTMENT OF AGRICULTURE

**A**MERICAN AGRICULTURE has been continuously aware of the necessity of increasing production through sound farming practices. It is also aware that the increased production of agricultural products must be obtained without risk to the maintenance and improvement of productive resources for the years to come. The attainment of both of these objectives depends upon an adequate educational program. For this reason the Department of Agriculture has shown a significant interest in educational services throughout the years of its operation.

Five substantial activities associated with education are operated by the Department. Briefly they may be itemized as (1) Agricultural Experiment Stations, (2) Agricultural Extension Service, (3) Revenue from National Forests, (4) School Lunch Services, and (5) Technical Assistance to other Countries.

These educational projects require the allocation of more than \$160,000,000 annually. In addition, the Department conducts numerous other activities in the field of education. One of these, the United States Department of Agriculture Graduate School located in Washington, D. C., serves about 6,000 students. This school is almost entirely self-supporting and does not require the outlay of any significant amount of Federal money. The five programs in which large amounts of Federal money are allocated for educational programs are described briefly in the following sections.

### AGRICULTURAL EXPERIMENT STATIONS

Federal aid has been available for many years for the operation of agricultural experiment stations. These are operated chiefly as units of the land-grant colleges of agriculture and mechanic arts. Several congressional acts have provided the Federal funds. The earliest was approved in 1887 and the latest one in 1946. The first three enactments provided "flat grants" to the States. These were approved in 1887, 1906, and 1925, respectively. Additional Federal aid, in excess of the annual "flat grant" of \$90,000 per State (except Alaska) approved prior to 1935, has been allocated for the most part on a matching basis.



**FEDERAL GRANTS-IN-AID**

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

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

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

The benefits of the Hatch, (\$15,000) Adams, (\$15,000) and Purnell (\$60,000) Acts were extended to the Territory of Hawaii by the Hawaii Station Act of May 16, 1928. Similarly, the benefits of these three Acts were extended to Puerto Rico by the Puerto Rico Station Act of March 4, 1931. The Alaska Station Act of February 23, 1929, made the benefits of the Hatch Act available to Alaska and the Alaska Station Act of June 20, 1936, as amended by the Act of August 29, 1950, authorized full benefits of the Adams and Purnell Acts for Alaska. However, full amounts of Purnell funds have never been appropriated.

The fourth major law under which Federal Government funds are provided for State agricultural experiment stations was the



Bankhead-Jones Act of 1935. It authorized annual increases to 1940, in the amounts to be appropriated. In 1936, the first year the law was in operation, the total amount authorized for distribution to the States and Territories under the act was \$600,000. In 1937 it was \$1,200,000, and it continued to increase by \$600,000 each year for 3 more years, when the annual amount became fixed at \$3,000,000. However, appropriations have not equalled the authorizations in any year since 1938. They totaled \$2,863,708 in the 1951-52 school year.

Allocations to the States under the Bankhead-Jones Act of 1935 are in addition to the funds appropriated under the earlier laws. The allocations are contingent upon an annual appropriation authorization. Unlike the earlier acts, however, this one provides that most of the funds shall be allotted to each State and Territory in the same proportion that the rural population of each is to the total rural population of the entire 48 States and 3 Territories. Furthermore, it provided that no allotment or payment of funds shall be made to a given State or Territory in excess of the amount the area makes available from its own funds for experiment station work. Because of this apportionment plan, allotments under the Bankhead-Jones Act vary considerably among the States. For example, during the 1951-52 school year, Nevada received the smallest allotment, \$3,436, while Pennsylvania received the largest amount, \$155,318. The average allotment per State or Territory was \$56,151.

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

The enactment of 1946 also established an entirely new formula for allotment of funds to the State agricultural experiment stations. It provides that 20 percent of the amount appropriated in any year shall be distributed equally among the 48 States and 3 Territories; 26 percent shall be distributed on the basis of relative rural population; and 26 percent shall be distributed to each State and Territory in the same proportion that the farm population of each is to the total farm population of the entire 48 States and 3 Territories. All of the above 72 percent of appropriations must be matched in full by the States.



In any year 25 percent of the appropriation may be allotted on the basis of research proposals for regional research projects which must be cooperative between at least 2 State stations. Allotments under this 25 percent of the appropriation, known as Regional Research Fund, are based upon recommendations of a committee of 9 persons representing the State agricultural experiment stations. This fund is not distributed on the basis of any prescribed formula. The Regional Research Fund and the amounts for administration need not be matched. The remaining 3 percent of the appropriation in any year is available to the Office of Experiment Stations, Department of Agriculture, for administration.

The total appropriation under the 1946 amendment to the Bankhead-Jones Act for the 1951-52 school year was \$5,000,000 of which \$3,600,000, or 72 percent, was allotted by formula to the 48 States, Hawaii, Alaska, and Puerto Rico. Nevada and Texas were low and high with allotments under this appropriation of \$21,852 and \$174,973, respectively. The average allotment per State was \$70,588 for the 1951-52 school year.

Amounts allotted for State agricultural stations in accordance with the provisions of the 5 acts are presented for 5 recent years in table 23. Allotments to individual States for the 1950-51 school year are presented in column 3 of table 4, and those for the 1951-52 school year are listed in table 24. All of these figures have been obtained from the Office of Experiment Stations of the Department of Agriculture.

Amounts allotted to the State agricultural experiment stations for cooperative regional research, comprising 25 percent of the appropriation under the Bankhead-Jones Act of 1946, are not included in these tables. For the 1951-52 school year the Regional Research Fund amounted to \$1,250,000.

**Table 23.—FEDERAL FUNDS ALLOTTED TO AGRICULTURAL EXPERIMENT STATIONS, 1947-48 TO 1951-52<sup>1</sup>**

Authorization	1947-48	1948-49	1949-50	1950-51	1951-52
1	2	3	4	5	6
<b>Total</b> .....	<b>\$6,959,997.99</b>	<b>\$6,783,797.99</b>	<b>\$11,606,997.84</b>	<b>\$11,616,997.84</b>	<b>\$11,626,997.84</b>
Hatch Act, 1887.....	750,000.00	750,000.00	765,000.00	765,000.00	765,000.00
Adams Act, 1906.....	750,000.00	750,000.00	757,500.00	757,500.00	765,000.00
Furnell Act, 1925.....	3,000,000.00	3,000,000.00	3,020,000.00	3,080,000.00	3,085,000.00
Bankhead-Jones Act, 1936.....	2,661,395.00	2,863,708.00	2,863,708.00	2,863,708.00	2,863,708.00
Bankhead-Jones Act, 1946.....	1,789,599.99	2,339,999.99	3,509,999.84	3,509,999.84	3,509,999.84

<sup>1</sup> Table excludes amounts allotted from Regional Research Fund and from the Agricultural Marketing Act of 1946.



Table 24.—FEDERAL FUNDS ALLOTTED FOR AGRICULTURAL EXPERIMENT STATIONS, FOR THE 1951-52 SCHOOL YEAR<sup>1</sup>

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
<b>Total</b> .....	<b>\$11,828,797.84</b>				
Alabama.....	293,000.24	Maine.....	\$149,329.19	Oregon.....	\$171,729.49
Arizona.....	138,807.06	Maryland.....	173,094.63	Pennsylvania.....	374,493.84
Arkansas.....	251,169.33	Massachusetts.....	160,372.15	Rhode Island.....	119,478.73
California.....	287,464.62	Michigan.....	283,681.26	South Carolina.....	246,450.36
Colorado.....	156,926.16	Minnesota.....	246,815.37	South Dakota.....	158,861.08
Connecticut.....	146,868.76	Mississippi.....	263,697.43	Tennessee.....	290,661.13
Delaware.....	120,232.06	Missouri.....	260,908.01	Texas.....	415,435.01
Florida.....	192,460.06	Montana.....	142,678.90	Utah.....	131,960.93
Georgia.....	307,931.09	Nebraska.....	187,744.74	Vermont.....	122,448.00
Idaho.....	142,599.48	Nevada.....	115,287.86	Virginia.....	379,664.35
Illinois.....	294,670.08	New Hampshire.....	129,133.11	Washington.....	187,002.19
Indiana.....	258,921.13	New Jersey.....	163,165.97	West Virginia.....	227,787.85
Iowa.....	253,870.66	New Mexico.....	141,848.13	Wisconsin.....	252,729.13
Kansas.....	308,767.48	New York.....	297,840.06	Wyoming.....	128,665.00
Kentucky.....	297,974.43	North Carolina.....	375,806.92	Alaska.....	91,635.40
Louisiana.....	233,621.50	North Dakota.....	160,302.86	Hawaii.....	129,008.66
		Ohio.....	328,217.58	Puerto Rico.....	280,156.06
		Oklahoma.....	237,087.97		

<sup>1</sup> Similar figures for the 1950-51 school year are listed in table 23.

### AGRICULTURAL MARKETING ACT

The Agricultural Marketing Act of 1946 authorized appropriations for marketing research and service work. Since State agricultural experiment stations are specifically mentioned among the agencies authorized to obtain funds from this appropriation, a small percent of this appropriation has been allotted to State stations for marketing research. Unlike the funds provided by the preceding five acts, these funds are allotted on the basis of specific project proposals which must be approved by the department. The amounts allotted to State agricultural experiment stations were \$229,967 in the 1950-51 school year and \$241,600 for 1951-52.

### AGRICULTURAL EXTENSION SERVICE

This is a service that is provided cooperatively by the agricultural colleges and the United States Department of Agriculture. It was first approved through the provisions of the Smith-Lever Act of 1914 which became operative in 1915. At the present time the law provides for permanent or continuing annual appropriations of \$10,000 for each State and an additional \$4,100,000 for allotment to the 48 States in the proportion which the rural population of each State is to the total rural population of all the States. The allotments are made by the Secretary of Agriculture. States are required to provide amounts each year which are at least equal to the respective shares of the \$4,100,000. By special enactments, the three Territories of Alaska, Hawaii, and Puerto Rico, receive the benefits of this law. The total amount of funds involved is \$4,725,150.02.



**FURTHER DEVELOPMENT**

Under the Clarke-McNary Act, passed in 1924, and amended in 1949, an amount not to exceed \$500,000 may be appropriated annually to enable the Secretary of Agriculture to cooperate with "the land-grant colleges and universities of the various States or, in his discretion, with other suitable State agencies, to aid farmers through advice, education, demonstrations, and other similar means in establishing, renewing, protecting, and managing wood lots, shelter belts, windbreaks, and other valuable forest growth, and in harvesting, utilizing, and marketing the products thereof. Except for preliminary investigations, the amount expended by the Federal Government under this section, in cooperation with any State or other cooperating agency during any fiscal year, shall not exceed the amount expended by the State or other cooperating agency for the same purpose during the same fiscal year, and the Secretary of Agriculture is authorized to make expenditures on the certificate of the appropriate State official that the State expenditures, as provided for in this section, have been made." Funds totaling \$88,180 were allotted to 44 States and to Puerto Rico for this purpose for the 1951-52 school year. The average amount per State was \$1,960. Ten States received \$3,240 each.

A law was passed in 1928 "to provide for the further development of agricultural extension work between the agricultural colleges in the several states. . . ." This law, known as the Capper-Ketcham Act, authorizes an annual appropriation of \$980,000 to be made each year to pay the expenses of the cooperative extension work in agriculture and home economics and to be allotted in equal amounts to the 48 States and the Territory of Hawaii. Special laws extend the benefits of such aids to Alaska and Puerto Rico. In addition it provides that \$500,000 may be appropriated annually to be allotted, subject with certain exceptions, to the conditions and limitations, which apply to the additional amounts appropriated under the original Smith-Lever Act. In order to participate, each State is required to provide an amount each year that is at least equal to its share of the \$500,000. For the 1951-52 school year the 48 States, Alaska, Hawaii, and Puerto Rico were allotted \$1,581,828.

**ADDITIONAL COOPERATIVE EXTENSION**

In addition to appropriations already noted, other funds have been provided in the annual appropriation acts for the Department of Agriculture to broaden the benefits of cooperative extension work. One such fund is designated "Additional Cooperative Extension Work." Allotments are made to the States and the Territory



of Hawaii, and in such amounts as the Secretary may consider necessary. Since the approval of the Agriculture Organic Act of 1944, 24 States and the Territory of Hawaii have received annual allotments of such funds totaling \$555,000.

Funds for the further development of cooperative extension work in agriculture and home economics were authorized to be appropriated annually by the Bankhead-Jones Act of June 29, 1935. Beginning with \$8,000,000 for 1936, the law provided for an increase of \$1,000,000 each year until the amount was \$12,000,000. Accordingly, the amount was \$12,000,000 for each of the 2 years, covered by this report, plus \$408,000 for Puerto Rico and \$20,808 for Alaska by special enactment. Of the amount provided each year, \$980,000 is paid to the several States and the Territory of Hawaii in equal shares of \$20,000. The remainder is paid in the proportion that the farm population of each bears to the total farm population of the 48 States and Hawaii. The States and the Territory of Hawaii are not required to raise funds of their own to match those provided by the Federal Government for cooperative agricultural extension work under the Bankhead-Jones Act. However, the allotment of funds under this act to any State or Hawaii for extension work is made only if such State or Territory has complied with the provisions of other acts which do require that the Federal Government funds for agricultural extension work be matched by State or Territorial funds. The Act was extended to Alaska on October 27, 1949.

The Bankhead-Jones Act of 1935 was amended by an Act of June 6, 1945, known as the Bankhead-Flannagan Law, as follows:

In order to further develop the cooperative extension system . . . there are hereby authorized to be appropriated . . . (1) \$4,500,000 for the fiscal year ending June 30, 1946, and each subsequent fiscal year; (2) an additional \$4,000,000 for the fiscal year ending June 30, 1947, and each subsequent fiscal year; and (3) an additional \$4,000,000 for the fiscal year ending June 30, 1948, and each subsequent fiscal year.

Funds authorized by the Bankhead-Flannagan Law are allotted to the States and the Territory of Hawaii in the same manner as those authorized by the Bankhead-Jones Act of 1935. However, funds authorized by the former Act must be matched, whereas, those appropriated under the Bankhead-Jones Act, do not. The Act was extended to Puerto Rico and Alaska on October 26 and 27, 1949, respectively. Total amounts allotted under the law for the 1950-51 and 1951-52 school years were \$12,290,862 and \$12,322,364, respectively.

Data in table 25 indicate that total funds expended or allotted to the States under the various acts have increased gradually. In



1947-48 the total allotments to the States and Territories for cooperative extension work amounted to \$27,179,764. In 1951-52 total allotments amounted to \$32,057,930, an increase of \$4,878,166, or 18 percent, in the 5-year period. Increases and decreases in allotments under specific authorizations are evident in the tables.

Table 25.—FEDERAL FUNDS FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, 1947-48 TO 1951-52

Purpose	Expenditures				Allotments
	1947-48	1948-49	1949-50	1950-51	
1	2	3	4	5	6
<b>Total</b> .....	<b>\$27,179,764.74</b>	<b>\$29,657,394.59</b>	<b>\$31,697,162.75</b>	<b>\$23,141,221.66</b>	<b>\$32,057,930.01</b>
Smith-Lever (1914) Extension work	4,718,660.06	4,718,660.06	4,718,660.06	4,718,660.06	4,725,150.02
Clark-McNary (1924) Farm forestry	55,432.71	56,075.96	55,594.39	56,560.00	88,180.00
Capper-Ketchum (1928) Extension work	1,489,516.44	1,487,539.81	1,489,939.30	1,531,828.00	1,531,828.00
Bankhead-Jones Extension work (1935)	12,274,000.00	12,480,000.00	12,408,000.00	12,428,808.00	12,428,808.00
Further development (1945)	7,883,788.53	10,806,623.55	11,911,635.60	12,290,862.00	12,322,364.00
Research and Marketing (1946)	173,475.00	306,500.00	528,000.00	528,000.00	406,600.00
Norris-Duney (1937) Farm forestry	29,892.00	29,185.50	31,270.50	31,620.00	0
Additional Cooperative Extension (1940)	555,000.00	555,000.00	554,564.93	555,000.00	555,000.00

Table 26.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE EXTENSION WORK, FOR THE 1951-52 SCHOOL YEAR

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
<b>Total</b> .....	<b>\$32,057,930.01</b>	Louisiana.....	\$795,112.16	Oregon.....	\$350,813.12
Alabama.....	1,210,166.56	Maine.....	231,238.11	Pennsylvania.....	996,530.68
Arizona.....	188,237.45	Maryland.....	310,966.17	Rhode Island.....	75,569.96
Arkansas.....	995,427.78	Massachusetts.....	231,301.47	South Carolina.....	853,392.34
California.....	722,813.85	Michigan.....	887,682.36	South Dakota.....	411,243.50
Colorado.....	358,965.16	Minnesota.....	857,234.75	Tennessee.....	1,154,383.98
Connecticut.....	172,823.69	Mississippi.....	1,246,002.58	Texas.....	1,960,784.33
Delaware.....	101,062.89	Missouri.....	1,037,580.78	Utah.....	214,017.96
Florida.....	365,279.95	Montana.....	288,392.09	Vermont.....	168,690.99
Georgia.....	1,265,986.42	Nebraska.....	542,173.76	Virginia.....	938,042.59
Idaho.....	277,193.17	Nevada.....	117,733.88	Washington.....	415,241.91
Illinois.....	963,680.72	New Hampshire.....	131,673.17	West Virginia.....	562,093.87
Indiana.....	803,834.04	New Jersey.....	221,008.80	Wisconsin.....	851,298.68
Iowa.....	902,346.37	New Mexico.....	270,464.73	Wyoming.....	185,609.53
Kansas.....	641,100.09	New York.....	804,049.11	Alaska.....	56,100.00
Kentucky.....	1,160,172.73	North Carolina.....	1,516,782.83	Hawaii.....	187,426.48
		North Dakota.....	418,911.50	Puerto Rico.....	640,906.02
		Ohio.....	1,033,714.31	Unallotted.....	20,549.86
		Oklahoma.....	904,113.87		

Table 26 provides figures on the amounts granted to the States for cooperative extension work during the 1951-52 school year. More than one million dollars of Federal funds were expended



for the year in each of 9 different States. Similar figures for 1950-51 are given in column 4 of table 4.

Reports from the States and Territories indicate that matching funds and other funds to the extent of \$36,938,923.43 and \$42,914,920.01 for the 1948-49 and 1949-50 school years have been expended on these extension programs. All of these figures have been received from the Extension Service of the Department of Agriculture.

### REVENUE FROM NATIONAL FORESTS

Usually, the funds allocated to the States for educational purposes are appropriated by Congress from any general revenues that are available. But in at least one instance, an earmarked source is used and the amounts granted are definitely related to the amounts collected. In this manner, portions of the revenues from National Forests are transmitted to the States. These amounts are small in proportion to other funds used for public education, but in a few States they are significant and they are growing rapidly under the management of the Forest Service. This growth is evident from the figures in the accompanying tables.

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

Funds collected by the Forest Service in one school year are available for allocation to the States the following school year. Receipts from National Forests for the 1950-51 school year were gathered from 42 States, Alaska, and Puerto Rico in the amounts listed in table 29. These will be available for distribution to the same States and Territories during the 1951-52 school year.

Amounts for 3 States, California, Oregon, and Washington, constitute about 64 percent of the total for all States and Territories. Figures presented in the tables on revenues from National Forests have been obtained from the Forest Service of the United States Department of Agriculture. The Federal offices have no information regarding the apportionment of these funds between roads and schools, made by the various legislatures.

### ARIZONA AND NEW MEXICO

In considering revenue from national forests it should be noted that the enabling acts for Arizona and New Mexico provide that



**Table 27.—FEDERAL FUNDS COLLECTED FROM NATIONAL FOREST RENTALS AND AVAILABLE FOR DISTRIBUTION FOR ROADS AND SCHOOLS, FOR THE 1951-52 SCHOOL YEAR**

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
<b>Total</b> .....	<b>\$13,974,027.19</b>	Louisiana.....	\$102,408.46	Oregon.....	\$4,292,056.59
Alabama.....	99,329.50	Maine.....	3,397.44	Pennsylvania.....	22,971.88
Arizona.....	433,807.96	Michigan.....	128,044.29	South Carolina.....	151,091.62
Arkansas.....	538,272.82	Minnesota.....	110,636.63	South Dakota.....	91,306.91
California.....	2,345,065.97	Mississippi.....	308,558.22	Tennessee.....	51,011.26
Colorado.....	282,762.29	Missouri.....	36,309.14	Texas.....	320,516.25
Florida.....	82,086.08	Montana.....	329,849.59	Utah.....	148,490.26
Georgia.....	94,561.09	Nebraska.....	17,145.01	Vermont.....	39,961.44
Idaho.....	821,165.30	Nevada.....	45,842.87	Virginia.....	45,540.43
Illinois.....	18,227.19	New Hampshire.....	38,724.70	Washington.....	2,321,047.44
Indiana.....	2,202.64	New Mexico.....	198,328.06	West Virginia.....	33,761.92
Iowa.....	420.70	North Carolina.....	84,217.18	Wisconsin.....	91,485.54
Kentucky.....	31,930.32	North Dakota.....	39.67	Wyoming.....	141,693.72
		Ohio.....	3,896.66	Alaska.....	5,258.57
		Oklahoma.....	57,949.08	Puerto Rico.....	2,653.53

the title to the lands granted for their common schools, if situated within national forests, shall not be vested in the States until such lands are restored to the public domain. Consequently, any income from such school lands is received by the Federal Government rather than by these States. As a matter of justice the act then provides for the transfer of such receipts to the two States by the following provision:

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

Under this provision, Arizona and New Mexico have received the amounts listed in table 28, in recent years. Revenues from these school lands in national forests have increased by 88 percent in the past 4 years. These data were supplied by the U. S. Department of Agriculture, Forest Service. Amounts for Arizona and New Mexico are also included in the receipts from national forests listed in table 29. Collections for one year are available for distribution to the States during the following school year.

These revenues for Arizona and New Mexico are for school purposes but have not been included in the summary table 4. Distributions such as are reported in table 27 have not been included in the summary since definite information on the portions for schools are not available. It is understood, however, that a substantial amount of the \$13,974,027.19 was made available for school purposes by the respective legislatures, and that the remaining portions were used for the benefit of public roads.



**Table 28.—FEDERAL FUNDS FOR SCHOOLS PAID TO ARIZONA AND NEW MEXICO FROM INCOME ON SCHOOL LANDS SITUATED WITHIN THE NATIONAL FORESTS IN THESE STATES, 1942-43 TO 1951-52**

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
<b>Total (10 years)</b> .....	<b>\$500,654.01</b>	1944-45.....	\$38,476.35	1948-49.....	\$57,095.87
1942-43.....	22,833.69	1945-46.....	35,809.08	1949-50.....	60,775.25
1943-44.....	20,887.91	1946-47.....	39,334.57	1950-51.....	71,930.37
		1947-48.....	49,217.25	1951-52.....	107,293.67

**Table 29.—FEDERAL FUNDS FOR ROADS AND SCHOOLS PAID TO THE STATES FROM RECEIPTS FROM NATIONAL FORESTS, COLLECTED DURING THE PRECEDING SCHOOL YEARS, 1942-43 TO 1951-52<sup>1</sup>**

School year	Payments to States	School year	Payments to States	School year	Payments to States
1	2	1	2	1	2
<b>Total (10 years)</b> .....	<b>\$54,570,498.67</b>	1944-45.....	\$4,066,307.08	1948-49.....	\$6,040,549.95
1942-43.....	1,692,877.25	1945-46.....	4,149,662.43	1949-50.....	7,814,075.44
1943-44.....	2,502,543.35	1946-47.....	3,463,764.53	1950-51.....	8,434,827.49
		1947-48.....	4,624,570.29	1951-52.....	14,081,320.86

<sup>1</sup> These totals include revenues for Arizona and New Mexico, as well as amounts for other States listed in table 27.

## THE SCHOOL LUNCH PROGRAM

During the depression years, Federal assistance for school lunches was initiated as one method of providing an expanding market for agricultural commodities. It was started under the administration of Public Law 320 (74th Cong.) approved in 1935. The Act did not mention school lunches specifically, but Section 32 provided for an annual appropriation to the Secretary of Agriculture equal to 30 percent of the gross receipts from duties collected under customs laws, to be used for several purposes, one of which was "to encourage the domestic consumption of such commodities or products by diverting them by the payment of benefits or indemnities or by other means, from the normal channels of trade or commerce or by increasing their utilization through benefits, indemnities, donations, or by other means, among persons in low-income groups . . ."

One of the activities financed by Section 32 funds was the purchase of surplus food commodities and their donation to States for distribution to non-profit school lunch programs, charitable institutions, and families receiving welfare assistance.

### DISTRIBUTION OF COMMODITIES

The availability of surplus foods greatly stimulated the expansion of food services in the schools. As school feeding operations expanded, there was a steady increase in the value of surplus commodities donated to schools. During the 1941-42 school year,



school lunch programs received almost \$22,000,000 in assistance in the form of donated surplus foods, compared with less than \$250,000 in 1935-36, the first year for the operation of Section 32.

After 1942, increased wartime demands for food reduced the need for Government purchases to stabilize agricultural markets, and the supply of surplus foods available to schools declined. To offset this decrease in assistance, in March 1943, the Indemnity plan was established. This was a program of Federal cash assistance for school lunches. Since that time, the bulk of the Federal school lunch assistance has been in the form of cash payments, to be used by participating schools to make local purchases of food.

Assistance in the form of donated commodities has continued. In recent years, the amount of commodity assistance has increased markedly over the wartime level, reaching a record value of \$55,188,960 for the 1949-50 school year. Since 1946, the commodities donated to schools include those specifically purchased for school lunch use as well as those acquired by the Department of Agriculture under its price support and surplus removal programs.

From 1935 to 1951, the value of commodity assistance provided by the Federal Government totaled \$260,228,205. The values of commodities allotted to individual States for the 1950-51 school year are listed in column 6 of table 4.

#### SCHOOL MILK AND INDEMNITY PROGRAMS

The School Milk Program, established in 1940, was the first program of Federal cash assistance to school lunch projects. Under this program, the Federal Government as a means of removing surplus milk from the markets, reimbursed schools for a portion of the cost of milk served to children. A total of \$2,066,660 was paid to schools during the 1939-40, 1940-41, and 1941-42 school years.

In 1943, the Milk Program became a part of the Indemnity Plan, whereby the Department of Agriculture reimbursed schools for a portion of the cost of the food purchased from local suppliers. During the 7 years from 1939-40 to 1945-46, inclusive, a total of \$127,356,904 was allotted to schools under the combined School Milk Program and the Indemnity Plan. This is the total of 7 items in column 2 of table 30.

The School Milk Program, as well as the Indemnity Plan established in 1943, was financed by funds made available to the Department of Agriculture under Section 32, mentioned above.

#### NATIONAL SCHOOL LUNCH ACT

The Seventy-ninth Congress approved Public Law 396 known as the National School Lunch Act in June 1946 after 11 years of experience in assisting school lunch services. The express purpose



of the Act was "to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs."

According to the Act, apportionments of cash assistance of funds to each State educational agency are based upon the numbers of children from 5 to 17 years of age and upon variations in the per capita income. The use of "per capita income" accomplishes some equalization by allocating proportionately larger amounts of Federal money to the financially weaker States and the Act provides for a lower State and local matching rate in States having lower than the average per capita income. The Act requires that funds for school lunches be disbursed in each State by the State educational agency. An exception to this requirement is noted for funds allocated to the school lunch programs in private schools where State laws or court decisions do not permit the State office to make payments to private schools.

Funds allotted in accordance with the provisions of the National School Lunch Act for the past 5 years total \$315,147,156. This is the total of the last 5 items in column 2 of table 30.

In addition to authorizing the distribution of funds, the National School Lunch Act provides for the purchase and distribution of foods to schools. This distribution includes surplus foods acquired under price support and surplus removal operations, as well as foods purchased specifically for the school lunch program under authority of section 6 of the Act. The total value of all commodities distributed to the schools, under this combined authorization, for the five school years from 1946-47 to 1950-51, inclusive, is \$181,966,055, itemized in column 3 of table 30.

Federal assistance to the School Lunch Program has contributed greatly to the development of high standards for food services in schools, aimed at maximum contributions to the education, health, and welfare of children. With the exception of the program for education of veterans in the secondary schools, funds made available under the National School Lunch Act represent the largest Federal grant being allocated for any feature of the educational program.

Details regarding Federal assistance to the school lunch services in addition to those given in tables 4 and 30, can be obtained from the United States Department of Agriculture.



**Table 30.—FEDERAL FUNDS ALLOTTED, AND ESTIMATED VALUE OF COMMODITIES DISTRIBUTED, FOR THE SCHOOL LUNCH PROGRAM, 1935-36 TO 1950-51**

School year	Federal funds allotted	Value of surplus and National School Lunch Act commodities	Total value of Federal assistance
1	2	3	4
<b>Total (16 years)</b> .....	<b>\$442,504,090</b>	<b>\$399,239,295</b>	<b>\$762,732,385</b>
1935-36.....	0	244,114	244,114
1936-37.....	0	171,004	171,004
1937-38.....	0	575,204	575,204
1938-39.....	0	1,325,000	1,325,000
<b>School Milk Program</b>			
1939-40.....	755	3,961,875	3,962,631
1940-41.....	592,103	13,118,908	13,711,011
1941-42.....	1,473,801	21,858,957	23,332,758
<b>Indemnity Plan</b>			
1942-43.....	5,801,573	17,563,000	23,364,573
1943-44.....	26,585,420	7,814,149	34,399,569
1944-45.....	41,613,080	5,796,284	47,409,464
1945-46.....	51,290,171	5,833,555	57,123,726
<b>National School Lunch Act</b>			
1946-47.....	160,571,481	8,047,748	77,619,229
1947-48.....	53,999,056	32,778,890	86,767,946
1948-49.....	58,772,227	36,024,794	94,797,021
1949-50.....	64,539,392	55,138,960	119,728,352
1950-51.....	68,275,000	49,925,663	118,200,663

<sup>1</sup> Includes \$9,696,587 allotted to the States for the purchase of equipment for school lunch programs.

## TECHNICAL ASSISTANCE IN AGRICULTURE

The Department of Agriculture cooperates with the Department of State on the Nation's policy of assisting other areas of the world to develop their resources. Most of the underdeveloped countries are farming areas and would be able to improve their economic status through agricultural development. For many years the Department has engaged in a program of exchanging agricultural scientists, technicians, and information for mutual benefit.

These activities are expanding. During 1950 the Department continued its cooperative efforts with the Latin American countries and broadened its activities to include the Middle East and Far East. In these programs funds were provided to help train agriculturists from foreign countries by arranging for them to visit American schools and agricultural research institutions. This program of sharing agricultural information constitutes an important contribution to the peace and progress of the world.

No figures are given here to indicate the amount of Federal funds expended in sharing agricultural information with the peoples of other lands. Amounts are included in the budgets of the several Divisions of the Federal Department and would be difficult to separate from expenditures for administration.



## Chapter IV

### EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF THE INTERIOR

**E**DUCATIONAL SERVICES for thousands of children and adults are provided by funds administered by the Department of the Interior. These services are for the Indians residing in 25 States, for natives of Alaska and the Pribilof Islands, and for school children in the Virgin Islands. Educational services have also been provided for other groups, such as the children of National Park employees and the dependents of employees working near reclamation and other projects of the Department of the Interior.

#### EDUCATION OF INDIANS AND NATIVES

All public and private inquiries into the status of Indians in the United States agree on the necessity of increasing educational services. The School Census Report of the Bureau of Indian Affairs for 1950, shows that 18,341 Indian children are completely without school facilities. Probably one of the worst situations with regard to education is to be found on the Navajo Reservation in the States of Arizona and New Mexico where half of the school-age population, or about 13,014 children, do not attend school.

Educational programs are arranged in 25 States for a total of approximately 77,175 Indian children. School census figures indicate that 36,090 are attending public schools near their homes, 8,428 are in mission boarding schools and private schools, and 32,657 are enrolled in Federal boarding and day schools.

Many Indian children attending public schools live on non-taxable Indian lands in districts with limited resources. The Federal Government assists these school districts financially, through contracts with the State departments of education. During the last few years, contracts have been arranged with 14 States. In 1950, the number of Indian children provided education in public schools under these contracts was 23,192. Federal expenditures for the education of Indians in recent years are shown in table 31. These figures have been obtained from the Department of Interior.

#### EDUCATION IN ALASKA AND THE VIRGIN ISLANDS

It is estimated that there are 10,500 Indian children of school age in Alaska of whom 3,700 are in Territorial public schools,

4,161 are in three Federal boarding and 93 day schools, about 600 are in private and mission schools, and about 2,000 are without local school facilities.

Amounts expended for education in Alaska and the Virgin Islands are listed in tables 32 and 33, respectively.

**Table 31.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF INDIANS IN THE UNITED STATES, 1941-42 TO 1950-51**

School year	Current expenditure	For construction	Total
1	2	3	4
<b>Total (10 years)</b> .....	<b>\$118,076,067</b>	<b>\$15,320,611</b>	<b>\$133,396,678</b>
1941-42.....	9,260,630	558,500	9,809,130
1942-43.....	9,151,095	18,000	9,169,095
1943-44.....	9,440,850	0	9,440,850
1944-45.....	9,389,560	0	9,389,560
1945-46.....	10,008,718	0	10,008,718
1946-47.....	11,751,000	1,299,577	13,050,577
1947-48.....	11,423,700	362,000	11,785,700
1948-49.....	13,277,241	4,918,000	18,195,241
1949-50.....	16,814,981	3,047,775	19,862,756
1950-51.....	19,573,292	5,116,759	24,690,051

**Table 32.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF NATIVES IN ALASKA, 1942-43 TO 1950-51**

School year	Amount	School year	Amount
1	2	1	2
<b>Total (9 years)</b> .....	<b>\$12,949,539</b>	1946-47.....	\$1,459,485
1942-43.....	1,129,990	1947-48.....	1,433,482
1943-44.....	1,238,800	1948-49.....	1,474,738
1944-45.....	1,444,250	1949-50.....	1,929,940
1945-46.....	1,411,307	1950-51.....	2,427,587

**Table 33.—FEDERAL FUNDS ALLOTTED FOR EDUCATION IN THE VIRGIN ISLANDS, 1942-43 TO 1951-52**

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
<b>Total (10 years)</b>	<b>\$118,073</b>	1944-45.....	\$14,030	1948-49.....	\$10,598
1942-43.....	9,640	1945-46.....	11,025	1949-50.....	11,826
1943-44.....	10,060	1946-47.....	14,271	1950-51.....	12,250
		1947-48.....	11,967	1951-52.....	12,406

**EDUCATION IN THE PRIBILOF ISLANDS**

The Pribilof Islands, located in the Bering Sea, approximately 250 miles north of Dutch Harbor, Alaska, constitute a special Government reservation set aside by Congress in 1869 for the protection of the Alaska fur seals and for other purposes. Under the



Act of February 26, 1944, as amended, the Government is responsible for the health, education, and general welfare of the Aleut native resident population of approximately 550.

Only two of the Islands in the Pribilof group are inhabited, St. Paul Island and St. George Island. The educational program for these two small communities is administered directly by the Fish and Wildlife Service, with the technical advice of the Territorial Department of Education for Alaska. Under the terms of an agreement concluded between the two agencies on September 7, 1948, the school program for the Pribilof Islands has been closely integrated with the program for the Territory as a whole. Four teachers are employed by the Service in the St. Paul Island school and two teachers operate the smaller school on the neighboring Island of St. George. All Aleut residents on the Pribilof Islands reservation between the ages of 5 and 16 are required to attend the elementary schools maintained on each of the two inhabited Islands. A ninth grade was added to the school on St. Paul Island beginning with the school year of 1951-52 as the first step in the establishment of a high-school program on the Islands. About 80 Aleut children are enrolled in the school on St. Paul Island and about 40 in the smaller school on St. George Island. From time to time children of Federal civilian personnel stationed on the Islands also attend the schools.

Funds allotted for the school program on the islands for the school years 1950-51 and 1951-52 totaled \$26,400 for each year.

### EDUCATION FOR CHILDREN OF NATIONAL PARK EMPLOYEES

An Act approved June 4, 1948, authorizes the use of revenues received from visitors to Yellowstone National Park for providing educational facilities to pupils who are dependents of personnel engaged in the administration, operation, and maintenance of that Park. Revenues received from Park visitors in amounts sufficient to cover the educational expenses are made available for expenditure in a Special Fund Appropriation account from which reimbursements are made to the local school board at Park headquarters and school boards in surrounding communities on a pro rata per pupil basis for tuition and transportation costs.

The Act of 1948 provides that, if in the opinion of the Secretary of the Interior, educational facilities are inadequate, the Secretary at his discretion, may enter into cooperative agreements with State or local agencies (a) for the operation of school facilities;



(b) for the construction and expansion of local facilities at Federal expense; and (c) for contribution by the Federal Government, on an equitable basis satisfactory to the Secretary, to cover the increased cost to local agencies for providing the educational services required. A new high school was constructed in Gardiner, Mont., during 1951 which will serve the children of employees at Yellowstone National Park. The Federal Government's contribution toward the cost of the new school, under authority of Section 2 of the above cited Act, will amount to approximately \$54,000.

Total expenditures for the children of employees at Yellowstone National Park, in recent years, are given in table 34.

Table 34.—FEDERAL FUNDS ALLOTTED FOR EDUCATION OF CHILDREN OF EMPLOYEES OF YELLOWSTONE NATIONAL PARK, 1948-49 TO 1951-52

School year	Current expenditure	For construction	Total
1	2	3	4
Total (4 years).....	\$63,199.83	\$54,000.00	\$117,199.83
1948-49.....	13,250.55	0	13,250.55
1949-50.....	15,654.70	0	15,654.70
1950-51.....	15,601.58	0	15,601.58
1951-52.....	18,608.00	54,000.00	72,608.00

### REVENUE FROM GRAZING LANDS

Under the terms of a 1934 law, 50 percent of the receipts from each of the national grazing districts is paid to the State in which the grazing land is located. This money may be used as the State legislature prescribes for the benefit of the subdivisions having such grazing lands within their areas.

In addition, 25 percent of the receipts from each grazing district located on Indian land, ceded to the United States for disposition under the public-land laws is paid to the State in which such land is located. These payments are for the benefit of county schools and county roads of the respective counties.

Table 35 lists the amounts paid to the States by the Bureau of Land Management from receipts from grazing lands over the past 10 years. Specific amounts paid to individual States during the 1949-50 and 1950-51 school years are presented in table 36. The Bureau of Land Management of the Department of the Interior, which supplied these data has no information on the proportions of these payments that are used by the States and counties for public schools. These figures have not been included in table 4 since the funds may be used by the States for either roads or schools.



## FEDERAL FUNDS FOR EDUCATION

Table 35.—FEDERAL PAYMENTS FROM RECEIPTS FOR LEASING GRAZING LANDS, 1941-42 TO 1950-51

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years).....	\$4,071,006.36	1943-44.....	\$507,755.60	1947-48.....	\$250,964.41
1941-42.....	549,252.41	1944-45.....	498,044.96	1948-49.....	185,211.35
1942-43.....	490,333.15	1945-46.....	480,079.29	1949-50.....	297,985.70
		1946-47.....	517,118.63	1950-51.....	288,345.86

Table 36.—FEDERAL PAYMENTS FROM RECEIPTS FOR LEASING GRAZING LANDS, FOR THE 1949-50 AND 1950-51 SCHOOL YEARS

State or Territory	1949-50	1950-51	State or Territory	1949-50	1950-51
1	2	3	1	2	3
Total.....	\$397,864.79	\$388,365.45	Nebraska.....	\$637.58	\$432.46
Arizona.....	23,998.09	21,726.92	Nevada.....	18,929.96	27,092.56
Arkansas.....	22.40	22.40	New Mexico.....	18,429.54	23,560.60
California.....	18,787.32	24,468.41	North Dakota.....	1,058.04	837.61
Colorado.....	16,215.77	16,905.79	Oklahoma.....	142.89	148.57
Idaho.....	17,219.65	20,197.17	Oregon.....	11,371.06	17,441.77
Kansas.....	29.65	18.51	South Dakota.....	5,046.77	3,582.56
Louisiana.....	1.00	0	Utah.....	18,029.13	19,609.09
Minnesota.....	4.27	4.27	Washington.....	4,796.28	6,028.66
Montana.....	48,587.93	28,872.36	Wyoming.....	94,648.37	67,435.57

## REVENUE FROM MINERAL LANDS

Federally owned lands in several States and Territories are rich in mineral deposits. In 1920, Congress enacted a law providing that 37½ percent of the receipts from rentals, royalties, and bonuses from mineral lands in the public domain be paid to the States. The provision affects only those States in which such mineral lands are located. Funds paid to the States under this law may be used for the construction and maintenance of roads or for the support of public schools or other public educational institutions as the legislatures of the respective States may direct.

Under this legislation, payments to the States and Territories have amounted to more than 69 million dollars during the past 10 years. Federal payments to the States for each of these school years are shown in table 37.

Amounts paid to each of 22 States and Alaska for the 1949-50 and 1950-51 school years are listed in table 38. The Bureau of Land Management has no information regarding the portions of funds allocated to roads and schools by the respective legislatures.

Figures for the 1950-51 school year have not been included in table 4 since the funds are not exclusively for education.

Table 37.—FEDERAL PAYMENTS FROM RECEIPTS FOR LEASING MINERAL LANDS, 1941-42 TO 1950-51

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
<b>Total (10 years)</b>	<b>\$89,312,437.96</b>	1943-44	\$4,310,006.49	1947-48	\$9,539,517.66
		1944-45	3,029,152.04	1948-49	11,330,647.13
1941-42	2,742,980.78	1945-46	4,046,280.58	1949-50	10,569,004.04
1942-43	2,853,162.06	1946-47	5,984,135.04	1950-51	13,908,542.14

Table 38.—FEDERAL PAYMENTS FROM RECEIPTS FOR LEASING MINERAL LANDS, FOR THE 1949-50 AND 1950-51 SCHOOL YEARS

State or Territory	1949-50	1950-51	State or Territory	1949-50	1950-51
1	2	3	1	2	3
<b>Total</b>	<b>\$16,569,664.64</b>	<b>\$13,908,542.14</b>	Montana	\$471,388.57	\$492,620.57
Alabama	98.72	329.19	Nebraska	2,470.69	2,337.42
Arizona	11,352.47	31,872.08	Nevada	180,012.90	245,969.14
Arkansas	207.94	45.00	New Mexico	1,650,301.13	2,360,486.97
California	2,937,647.26	3,209,646.33	North Dakota	12,353.85	47,198.72
Colorado	1,567,448.33	1,900,657.45	Oklahoma	28,442.41	32,546.59
Idaho	35,883.17	44,230.99	Oregon	841.77	3,354.72
Illinois	0	22.50	South Dakota	20,975.40	22,076.76
Kansas	16,919.99	52,823.43	Utah	319,383.54	580,468.83
Louisiana	8,633.57	9,253.02	Washington	1,250.65	1,013.75
Michigan	843.81	1,302.04	Wyoming	3,300,536.17	4,866,720.61
Mississippi	633.68	1,095.38	Alaska	1,380.00	2,568.75

### SCHOOL ASSISTANCE AT FEDERAL RECLAMATION PROJECTS

The construction of Federal reclamation projects has required the presence of many workers and their families at points which are remote from public-school facilities or at places where the larger numbers of pupils would burden local educational services. Congress recognized this situation in its enactment of June 29, 1948 (80th Cong.) known as Public Law 835. This law authorized the Secretary of the Interior to make such provision as may be deemed necessary and in the public interest for the education of dependents of persons employed on the actual construction of Federal reclamation projects. Appropriate action is taken when it is found that by reason of such construction activity an undue burden is or will be cast upon the facilities of the public-school district serving the area in which the construction is being undertaken. Assistance under cooperative arrangements may include contributions toward the cost of educational services required, payments for the operation of Government facilities by the school district, or allotments for the expansion of local facilities.

The Act of May 14, 1948, referred to as Public Law 528, authorized for the fiscal years 1948, 1949, 1950, and 1951, payments not to exceed \$65 per semester per pupil to the Boulder City School



District, as reimbursement for the actual cost of instructing pupils who are dependents of any employees of the United States living in the immediate vicinity of Boulder City, Nev.

Total amounts made available by the Department of the Interior for educational services are reported in table 39 and amounts for educational facilities are given in table 40. These are reported for the 1948-49, 1949-50, and 1950-51 school years. Data were obtained from the Bureau of Reclamation of the Department of the Interior.

Congress has arranged that any further obligations of this kind will be met through the operations of Public Laws 815 and 874 (81st Cong.). Federal assistance for educational services in federally affected areas provided under Public Laws 815 and 874 are reported in this bulletin on pages 26 to 31.

**Table 39.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF DEPENDENTS OF PERSONS EMPLOYED AT RECLAMATION PROJECTS, FOR THE 1948-49, 1949-50, AND 1950-51 SCHOOL YEARS**

State	1948-49	1949-50	1950-51	Total for 3 years
1	2	3	4	5
<b>Total</b> .....	<b>\$124,512.89</b>	<b>\$139,463.09</b>	<b>\$39,739.03</b>	<b>\$304,536.10</b>
Arizona.....	0	0	9,000.00	9,000.00
California.....	0	2,336.88	2,341.17	4,678.06
Colorado.....	9,925.20	5,881.60	1,500.00	17,306.80
Idaho.....	0	3,954.18	13,009.04	16,963.22
Kansas.....	5,897.88	0	0	5,897.88
Montana.....	0	6,627.08	0	6,627.08
Nebraska.....	15,887.12	20,826.50	0	36,713.62
Nevada.....	0	52,219.64	0	52,219.64
Washington.....	103,603.79	85,335.21	0	188,939.00
Wyoming.....	0	2,302.00	3,888.81	6,190.81

**Table 40.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL FACILITIES FOR THE EDUCATION OF DEPENDENTS OF PERSONS EMPLOYED AT RECLAMATION PROJECTS, FOR THE 1948-49, 1949-50, AND 1950-51 SCHOOL YEARS**

State	1948-49	1949-50	1950-51	Total for 3 years
1	2	3	4	5
<b>Total</b> .....	<b>\$1,221,962.00</b>	<b>\$124,623.17</b>	<b>\$55,973.11</b>	<b>\$1,402,558.28</b>
California.....	0	33,500.00	2,705.11	36,205.11
Montana.....	0	0	7,567.00	7,567.00
Nebraska.....	0	5,794.25	35,000.00	40,794.25
Washington.....	1,221,962.00	96,237.92	0	1,328,200.92
Wyoming.....	0	0	10,000.00	10,000.00

## Chapter V

# EDUCATIONAL PROGRAMS OF THE VETERANS ADMINISTRATION

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**A**FTER WORLD WAR II, the Federal Government was concerned about the restoration of the citizen soldier to his former civilian status. To assist with this re-orientation and to compensate the men and women for the wartime interference with their educational programs, many services were provided by the Veterans Administration. Especially important were those pertaining to the further education and the vocational rehabilitation of the veterans. Other services provided by the Veterans Administration include programs of compensation, pensions, loan guarantees, life insurance, death benefits, and medical care.

### BASIC LEGISLATION FOR REHABILITATION AND EDUCATION

The basic Acts upon which the vocational rehabilitation and education and training programs rest are: (a) Public Law 16, Seventy-eighth Congress, as amended; and, (b) Public Law 346, Seventy-eighth Congress, as amended.

Under Public Law 16, as amended, the Veterans Administration prescribes, provides, and supervises a program of vocational rehabilitation for disabled World War II veterans. Its purpose is to restore employability lost by virtue of a handicap due to service-incurred disability for which wartime rates of compensation are payable. The program covers each step in the rehabilitation process from the veteran's initial application through various courses in the educational preparation, and provides assistance for his placement in suitable employment.

Under the Servicemen's Readjustment Act of 1944, Public Law 346, as amended, the Veterans Administration provides a program of education and training which makes it possible for an eligible veteran to pursue a course of his own choice in any approved school or job-training establishment which will accept him, provided that such course was initiated by July 25, 1951, or a date 4 years subsequent to the veteran's discharge from the military service, whichever is the later.

### RECENT LEGISLATION

The following laws affecting education and training under the Servicemen's Readjustment Act and vocational rehabilitation



under the Vocational Rehabilitation Act were enacted by the Congress during fiscal year 1951.

Public Law 610, Eighty-first Congress, July 13, 1950, amends Veterans Regulation No. 1 (a) as follows: (1) defines the terms "customary cost of tuition" or "customary charges" as "customary tuition charges"; (2) establishes a minimum of 30 clock-hours of attendance for a full-time course in schools below college level offering trade or technical courses which include shop practice as an integral part thereof; (3) provides that over-payments of subsistence allowance to veterans will constitute a liability of the school when caused by willful or negligent failure by the school to promptly notify the Veterans Administration of unauthorized or excessive absences from the course or discontinuance or interruption of the course; (4) prescribes certain conditions under which veterans may be denied a change of course or additional education or training; (5) restricts the pursuit of courses avocational or recreational in character; (6) defines a nonprofit school and prescribes conditions under which a school may elect to be subject to the nonresident tuition rates; (7) provides conditions under which a profit school may secure and retain approval to train veterans when it has fewer than 25 students, or one-fourth of the students enrolled, whichever is larger, paying their own way.

Public Law 894, Eighty-first Congress, as amended, extends to veterans who serve in the active military, naval, or air service on or after June 27, 1950, and prior to such date as shall be determined by Presidential proclamation or concurrent resolution of the Congress, the benefits of Public Law 16 needed to overcome the handicap of a disability incurred or aggravated by such service for which compensation is payable or would be payable but for retirement pay.

### TRAINING FACILITIES AND CONTRACTS

The vocational rehabilitation of disabled veterans under Public Law 16 and the education and training of veterans under Public Law 346, administered by the Veterans Administration, are conducted through approved universities and colleges. These include professional and technological schools, private and public trade and vocational schools, business schools, secondary schools, Federal, State, and municipal agencies, and business and industrial establishments.

No training facilities or educational institutions have been established by the Veterans Administration. Instead, it has followed the policy of using existing facilities which have been determined qualified and equipped to train veterans. Under Public Law 346, the appropriate approving agencies of the various States



determine the adequacy of schools and training establishments and notify the Veterans Administration regional offices of such approvals. The Veterans Administration regional offices determine the adequacy of all facilities utilized for the vocational rehabilitation of disabled veterans under Public Law 16 and may approve additional facilities under Public Law 346, when necessary.

Although the Administrator has the authority under Public Law 346 to approve educational facilities, he has exercised this authority only in a few instances concerning job-training establishments. Under Public Law 610, the Administrator is required to disapprove a course in any institution, other than public or other tax-supported institutions, which has been in operation for a period of less than one year immediately prior to August 24, 1949, or any new course in an institution other than a public or tax-supported institution which has been in operation more than one year, where such course completely departs from the whole character of the instruction previously given. Public Law 610 further provides that, should any State approval agency certify that a new or existing institution is essential to meet the training needs of veterans in its State, the Administrator, at his discretion, may approve such an institution notwithstanding the above-stated restrictions. The Administrator has, on some occasions, exercised this approval authority.

At the end of June 1951, a total of 82,000 approved job-training establishments had veterans in training under Public Laws 16 and 346, and 16,000 approved educational institutions had veterans enrolled.

The Veterans Administration had 9,800 contracts in force or in process on June 30, 1951, for the payment of tuition, fees, books, supplies, and equipment for veterans pursuing courses in educational institutions. In addition, there were 146 contracts in force with institutions offering instruction by correspondence, of which 73 were with colleges and universities and 73 with trade and industrial, business, and professional schools.

Relative to institutional on-farm training of veterans, as provided under Public Law 377, Eightieth Congress, contracts have been negotiated with 37 individual States and the Territories of Hawaii and Puerto Rico. The contract with the Territory of Puerto Rico included the program in the Virgin Islands. These contracts provided that the State or Territory administer the program uniformly for each school. Individual contracts have been negotiated with 1,279 schools for institutional on-farm training of veterans. In each instance, the veteran's farm, or the farm



on which he is employed, is utilized as an integral part of his supervised course of instruction.

Contracts have also been negotiated with the Office of Indian Affairs for training at the Pima Indian Agency, Cherokee Indian Agency, and the Uintah Indian School.

In addition to the above, the Veterans Administration reimbursed 44 States, Puerto Rico, and Hawaii under contracts negotiated pursuant to authority contained in Public Law 679, Seventy-ninth Congress, for expenses incurred by them in connection with the inspection, approval, and supervision of on-the-job-training establishments under Public Law 346. Pursuant to authority contained in Public Law 610, the Veterans Administration has reimbursed 35 States and Puerto Rico under contracts for expenses incurred in connection with the inspection, approval, and supervision of profit schools training veterans under Public Law 346.

### COUNSELING AND VOCATIONAL GUIDANCE

The Veterans Administration continued to provide counseling services to veterans through individual interviews and the application of approved techniques in vocational guidance and applied psychology. Priority was given to disabled veteran-applicants for vocational rehabilitation under Public Law 16, but counseling services were also provided under Public Law 346 to veterans who requested educational or vocational guidance and to veterans for whom such services were required in connection with their requests for a change of course. The purpose of the counseling services was to assist veterans in exploring their interests, aptitudes, and abilities, in determining what occupations may be most suitable for them, and in choosing courses of education or training to prepare them for employment in such occupations.

Although the policy of the Veterans Administration to provide guidance services at decentralized locations near veterans' homes remained unchanged, the gradual decline in the number of veterans requiring counseling services made it necessary to reduce from 444 in July 1950, to 313 in June 1951, the number of locations at which such services were provided.

Counseling services were provided to 204,000 veterans during the 1950-51 school year, as compared to 431,000 in 1949-50, and 392,000 in 1948-49. These were all veterans of World War II, except 41 veterans who became eligible for benefits by reason of Public Law 894, approved December 28, 1950, making eligible primarily those whose disabilities were related to the Korean conflict. Of the 82,000 disabled veterans who were counseled under Public Law 16, more than 66 percent were provided counseling services by Veterans Administration personnel, mostly at regional



offices, and almost 84 percent at guidance centers. Of the 122,000 veterans counseled under Public Law 346, the services were provided by Veterans Administration personnel in 25 percent of the cases, and 75 percent were counseled at guidance centers.

### NUMBERS IN TRAINING

Figures pertaining to the education of veterans are now available for eight school years. The largest number of veterans taking training during the 1950-51 school year was reached on November 30, 1950, when 1,870,000 veterans were enrolled. This was 66.7 percent of the all-time high of 2,802,000 veterans reported at the end of December 1947.

The number of veterans associated with various levels and programs of education is discussed in the annual reports of the Administration of Veterans Affairs. These reports show that about 50 percent of the veterans have been taking courses under the combined programs of Public Law 16 and Public Law 346. Table 41 indicates the type of training pursued by the veterans over the past 6 years. The data reveal that higher education accounted for 41 percent of the veterans in training over the past 5 years. Similarly, 29 percent were enrolled in courses below college grade, 19 percent were in on-job training courses and 11 percent were taking training on the farm. All figures have been supplied by the Veterans Administration.

On January 2, 1951, when President Truman delivered his Budget Message to the Congress he offered the following comment regarding the veterans' education program:

Expenditures for education and training of World War II veterans are estimated at 626 million dollars in the fiscal year 1953, a decline of 860 million dollars from the revised estimates for the current fiscal year. The 1953 expenditures will provide for an average enrollment of 491,000 in school, job, and farm training courses. The reduction from an average enrollment of over one million in the current fiscal year reflects the fact that July 25, 1951, was the deadline for initiation of training under the program. By the end of the fiscal year 1953, approximately 7,800,000 veterans—about half of all the veterans of World War II—will have received education and training at a cost to the Government of 14.3 billion dollars. This investment is already proving to be of great benefit to the veterans and the Nation.

### SUBSISTENCE AND EDUCATION

A summary of figures pertaining to the education and training programs of the Veterans Administration for the entire period these services have been provided, is given in table 42. Allowances for subsistence, together with figures showing the amounts expended for education, are given. The figures indicate that the



subsistence allowances constitute the major portion of the total cost. Under Public Law 16, an average of 79.9 percent has been expended for subsistence of veterans and their families, while under Public Law 346, 70.1 percent is for subsistence. The remaining portions are for tuition, equipment, supplies, and materials. Table 43 provides detailed figures pertaining to the veterans education program, State by State, for the 1950-51 school year.

**Table 41.—AVERAGE NUMBER OF VETERANS ENROLLED IN VARIOUS EDUCATIONAL PROGRAMS OFFERED BY THE VETERANS ADMINISTRATION IN THE 5 MONTHS FROM OCTOBER THROUGH MARCH, 1945-46 TO 1950-51**

Type of training	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51
1	2	3	4	5	6	7
<b>Total</b> .....	<b>283,775</b>	<b>2,372,177</b>	<b>2,718,996</b>	<b>2,499,929</b>	<b>2,405,197</b>	<b>1,765,988</b>
Higher education.....	209,313	1,095,975	1,180,350	1,024,924	851,290	558,523
Below college grade.....	77,126	467,648	685,758	709,216	895,818	728,086
On-farm training.....	13,294	102,004	228,077	304,989	346,860	312,398
On-job training.....	84,042	707,550	624,818	459,900	311,229	166,981

**Table 42.—NUMBER OF VETERANS IN TRAINING AND EXPENDITURES FOR VOCATIONAL REHABILITATION AND FOR EDUCATION AND TRAINING, 1943-44 TO 1950-51**

School year	Vocational rehabilitation (Public Law 16)			Education and training (Public Law 346)		
	Average number of veterans in training	Amount for tuition, equipment, supplies, and materials	% Amount of subsistence allowance	Average number of veterans in training	Amount for tuition, equipment, supplies, and materials	Amount of subsistence allowance
1	2	3	4	5	6	7
<b>Percent Total</b> .....		<b>29.1</b>	<b>79.9</b>		<b>29.9</b>	<b>70.1</b>
<b>Total</b> .....		<b>\$379,893,493</b>	<b>\$1,112,939,145</b>		<b>\$3,655,768,861</b>	<b>\$8,563,407,182</b>
1943-44 .....	922	97,480	566,668	0	0	0
1944-45 .....	9,464	1,302,027	7,046,348	11,956	1,702,821	7,802,860
1945-46 .....	44,678	7,093,906	37,993,447	376,750	32,113,444	317,905,345
1946-47 .....	174,465	30,005,602	190,941,044	1,883,551	567,938,944	1,550,796,114
1947-48 .....	237,382	68,013,236	265,298,234	2,213,382	872,756,131	1,628,907,830
1948-49 .....	217,740	73,002,526	262,190,010	2,054,616	834,379,091	1,865,804,493
1949-50 .....	167,809	58,676,346	213,616,520	1,990,413	766,616,410	1,829,111,963
1950-51 .....	99,872	41,702,280	135,172,874	1,552,040	580,262,020	1,363,078,577

Table 43.—EXPENDITURES FOR VOCATIONAL REHABILITATION AND FOR EDUCATION AND TRAINING OF WORLD WAR II VETERANS, FOR THE 1950-51 SCHOOL YEAR

State or Territory	Vocational rehabilitation (Public Law 16)			Education and training (Public Law 346)		
	Average number of veterans in training	Amount for tuition, equipment, supplies, and materials	Amount of subsistence allowance	Average number of veterans in training	Amount for tuition, equipment, supplies, and materials	Amount of subsistence allowance
1	2	3	4	5	6	7
<b>Percent Total</b>	<b>99.872</b>	<b>23.6</b> <b>\$41,792,289</b>	<b>76.4</b> <b>\$124,172,874</b>	<b>1,552,049</b>	<b>29.9</b> <b>\$599,262,629</b>	<b>70.1</b> <b>\$1,263,078,577</b>
Alabama	3,048	1,184,620	4,072,733	48,898	14,355,518	53,249,401
Arizona	547	243,902	730,915	6,507	2,645,324	5,848,968
Arkansas	2,854	981,353	4,045,897	33,044	9,169,577	33,145,886
California	5,442	2,877,370	7,382,659	90,245	35,963,415	68,502,505
Colorado	1,474	730,750	1,990,031	17,334	7,875,863	16,187,666
Connecticut	983	326,412	1,295,164	13,899	4,359,718	8,456,660
Delaware	80	25,902	110,009	2,210	581,442	1,329,935
Florida	1,926	1,096,841	2,603,203	33,318	13,601,432	32,825,711
Georgia	3,924	1,151,656	5,382,346	55,455	12,293,009	52,347,570
Idaho	744	220,074	1,015,816	6,930	2,809,493	6,109,475
Illinois	2,348	1,583,874	3,303,021	67,556	32,495,231	51,394,434
Indiana	1,769	683,150	2,249,056	32,702	11,339,665	23,732,836
Iowa	1,397	540,807	1,836,086	19,123	7,761,353	17,853,528
Kansas	1,257	380,452	894,642	13,355	3,882,338	10,209,761
Kentucky	3,539	947,426	4,887,883	25,726	7,612,991	26,446,601
Louisiana	2,077	853,552	2,818,126	48,923	21,075,756	59,408,044
Maine	222	71,156	281,329	5,579	1,444,297	3,901,052
Maryland	538	189,894	513,896	23,868	8,667,846	16,627,424
Massachusetts	3,088	1,464,350	4,239,522	35,566	16,708,649	24,987,181
Michigan	3,141	1,438,677	3,953,032	41,533	15,868,501	26,038,266
Minnesota	2,616	789,739	2,955,539	27,190	8,928,845	21,085,061
Mississippi	3,247	1,015,439	4,534,223	41,338	11,754,962	47,367,393
Missouri	3,740	1,479,060	5,335,288	43,840	18,884,877	44,356,049
Montana	424	159,800	550,005	6,145	2,317,451	5,267,212
Nebraska	1,115	379,738	1,457,143	13,993	4,290,031	13,651,105
Nevada	37	15,609	51,402	974	306,453	605,976
New Hampshire	243	123,841	338,963	3,443	1,312,119	2,533,706
New Jersey	1,760	610,153	2,200,375	41,384	16,072,571	25,686,858
New Mexico	430	224,434	604,889	7,793	3,037,454	7,716,186
New York	6,171	3,966,329	8,225,363	140,218	64,609,583	91,573,610
North Carolina	1,914	586,681	2,743,897	51,323	18,178,948	54,295,972
North Dakota	559	294,046	1,283,181	4,300	2,158,635	6,668,101
Ohio	4,948	1,558,364	6,472,511	62,806	21,139,502	42,252,920
Oklahoma	3,967	1,194,802	4,341,672	27,210	9,208,947	25,980,429
Oregon	687	397,548	900,654	11,837	5,802,874	9,891,491
Pennsylvania	6,301	2,954,941	8,495,079	127,367	50,110,742	105,316,844
Rhode Island	441	196,885	810,279	6,832	2,851,361	5,256,220
South Carolina	1,980	559,616	2,639,640	33,565	8,777,708	35,298,116
South Dakota	220	73,576	305,030	5,925	3,811,797	6,093,064
Tennessee	3,881	1,304,703	5,492,497	49,241	19,108,186	56,787,574
Texas	7,916	3,886,742	11,108,165	93,213	36,541,301	94,830,079
Utah	480	250,613	608,187	9,342	4,192,930	8,640,678
Vermont	211	81,309	284,961	2,771	977,137	2,265,423
Virginia	1,277	353,306	1,685,342	20,982	6,456,112	18,593,856
Washington	1,185	575,894	1,585,716	17,246	7,178,599	14,025,148
West Virginia	1,379	326,493	1,798,449	14,074	3,490,238	11,001,266
Wisconsin	2,039	693,883	2,737,311	22,202	8,220,298	17,703,513
Wyoming	208	68,956	283,964	3,203	1,049,298	2,861,323
District of Columbia	533	514,101	1,051,951	15,091	9,425,573	15,540,424
Foreign countries	50	13,984	85,976	10,930	2,692,329	12,975,621
U. S. Possessions	415	106,489	600,356	15,441	3,978,441	18,355,455



## Chapter VI

# EDUCATIONAL PROGRAMS OF OTHER FEDERAL OFFICES

**M**ANY FEDERAL OFFICES in addition to the Federal Security Agency, the Department of Agriculture, Department of the Interior, and the Veterans Administration presented in preceding chapters, have educational interests and expend funds for educational programs. These activities vary from small amounts used for in-service training of employees to large appropriations used in providing educational services for thousands of students. Programs serve children in schools for regular and for specialized instruction, adults who are seeking to improve their occupational status, and people of other countries who participate in educational programs for the improvement of world relationships. A comprehensive view of the Federal expenditures for education was given in tables 1 and 2 of Chapter I.

In this chapter are presented descriptions and data pertaining to Federal funds for educational purposes administered by 8 agencies of the Federal Government. Amounts for education by these offices are difficult to separate from other parts of their budgets. Consequently, the figures are incomplete and in some instances have not been given.

### ATOMIC ENERGY COMMISSION

In table 2 it was apparent that the Atomic Energy Commission expends significant amounts of money for contract research. Contracts are arranged with individual universities, with groups of universities and with industrial establishments for research and also for research training or fellowship programs. The Commission's Divisions of Research and of Biology and Medicine are responsible for the development and supervision of research in the physical, biological, and medical sciences, Atomic Energy Commission installations and outside organizations.

#### CONTRACT RESEARCH

The Atomic Energy Commission contracts for unclassified research in the physical sciences in university and college laboratories, currently at an annual rate of about 11.5 million dollars, and in the biological and medical sciences currently at an annual rate of about 5.8 million dollars. These contracts are generally for



two kinds of research: (1) Research to solve a particular problem, such as one dealing with reactor design or isotope separation, and (2) Basic research undertaken to add to the general fund of knowledge applicable to atomic energy development. On such assignments the Commission seeks the services of specific scientists and usually pays the full costs.

A procedure has been adopted for submitting proposals to the Atomic Energy Commission for research under the management of universities and colleges which have capable scientists who desire to expand, continue, or initiate a research program. Approvals of proposals are given if projects are of interest in the development of atomic energy and provided they meet other criteria set by the Commission.

A proposal to the Commission for the mutual support of a research project is studied by Commission scientists who consider many factors before making a decision that the work should be supported by Commission funds. Such factors are: (1) Scientific achievements already made by the institution and scientist concerned, and the probability of continued research performance; (2) importance of the proposed project to atomic energy development; (3) general need of the AEC for more persons trained in a particular field of study; and (4) extent of participation of the institution in the work to be undertaken.

#### FELLOWSHIP PROGRAM

Through the 1951-52 academic year, 1,060 fellowships have been awarded at a total cost of approximately \$4,250,000. This program was started in 1948.

Since the National Science Foundation is sponsoring a broad fellowship program beginning with the 1952-53 school year, the Atomic Energy Commission has determined to offer only a limited number of fellowship awards in the specialized fields of radiological physics and industrial medicine. As a means of providing an orderly termination of the earlier and more substantial program, renewals of present fellowships in the physical and biological sciences will be offered.

#### OPERATION OF PUBLIC SCHOOLS

In addition to the educational activities of the Atomic Energy Commission described here, the Commission also operates or arranges for the operation of public education programs for children residing near places where large numbers of people are engaged in atomic energy developments. Figures on these expenditures for operations or for contracted educational services have not been secured for this report.



## CANAL ZONE

A system of public schools is provided in the Canal Zone. Instruction is offered for children from kindergarten to the 12th grade in elementary and secondary schools. It also operates an apprentice school to provide training in the skilled trades and the Canal Zone Junior College at Balboa Heights. About 170 students are enrolled in the college which provides instruction in the 13th and 14th grades.

The entire cost of the educational services is paid by the Canal Zone Government from funds appropriated by Congress. However, the Panama Canal Company, under the provisions of Public Law 841, approved September 26, 1950, is required to reimburse the United States Treasury as nearly as possible for the net costs of the Canal Zone Government, including public education.

Funds to reimburse the Treasury are obtained from tolls and from license fees and other payments made to the Panama Canal Company by the various commercial activities. These funds have been sufficient to reimburse to the Treasury the full cost of the Canal Zone Government, including public education. Consequently it would be proper to indicate that the expenditures listed in table 44 come from the Panama Canal project rather than from Federal taxation. Figures have been obtained from the Panama Canal Company.

Table 44.—FEDERAL FUNDS ALLOTTED FOR EDUCATION IN THE CANAL ZONE, 1942-43 TO 1951-52

School year	Elementary and secondary		Apprentice school	Junior college	Total for education
	Average daily attendance	Total cost of program			
1	2	3	4	5	6
Total (10 years).....		\$10,884,848	\$83,756	\$674,049	\$11,642,653
1942-43.....	5,415	612,831	10,869	45,678	669,078
1943-44.....	5,770	635,992	11,083	46,285	693,290
1944-45.....	5,881	650,536	908	42,398	693,902
1945-46.....	5,756	746,567	0	44,939	791,506
1946-47.....	6,974	1,002,874	6,655	64,219	1,073,748
1947-48.....	6,855	1,058,018	7,456	77,107	1,142,581
1948-49.....	8,206	1,350,691	8,974	92,798	1,452,463
1949-50.....	8,317	1,525,936	12,319	92,785	1,631,040
1950-51.....	8,374	1,538,808	12,408	91,430	1,642,641
1951-52.....	9,100	1,762,800	13,874	76,430	1,853,404

## DEPARTMENT OF COMMERCE

A variety of educational interests are appagent among the offices of the Department of Commerce. Programs receiving substantial attention include those related to weather, aviation, international relationships, small business, the merchant marine, and graduate study in the physical sciences. Expenditures for some



of these educational programs are not separable from those for the total service of the bureaus and consequently they are given here for only two programs.

The Department of Commerce maintains essential services to the Nation through its program of studying and reporting on weather. In this connection, funds are provided for in-service training of employees, for sending selected employees to the colleges and universities for special training in meteorology, and for contracts with certain universities to conduct research in meteorology. The Department of Commerce has also assisted with the training of Philippine Government employees in meteorology.

#### AVIATION EDUCATION

The Office of Aviation Training of the Department has developed a cooperative program of aviation education for the public schools, vocational schools, and institutions of higher learning. These services are provided at the request of State and local school authorities. In the program, conferences with school authorities are held, addresses are given, and prepared materials for instruction are supplied. In a similar manner the Department has been requested to provide assistance in aviation education to the Army Air Force, Navy, and other Federal agencies. The purpose of the Department in offering aviation education is to develop air-age interests in the young people of the Nation.

*Training of foreign nationals.*—The Department has also cooperated on a program of training Inter-American aviation personnel. This is done as a part of the program for "Cooperation with other American Republics," sponsored by the Department of State. The selection and training of aviation personnel from the Republic of the Philippines is another educational service provided by the Department of Commerce.

#### EXTENSION SERVICE FOR SMALL BUSINESS

The Department has had a cordial relationship with university schools of business and bureaus of business research in the several States. Through these agencies an extension service of providing information and instructional materials on the establishment and operation of small businesses has been provided by the Office of Small Business. Counseling for "small business" proprietors is one of the services provided in local communities throughout the Nation.

Using funds transferred from the Department of State, the Department of Commerce provides subsistence and tuition for technicians included in the Inter-American Exchange of Persons program. Other funds transferred from the Department of State have been used in the rehabilitation of Philippine schools.



**MARITIME ADMINISTRATION**

The President's Reorganization Plan No. 21 created the Maritime Administration in the Department of Commerce and abolished the former United States Maritime Commission on May 24, 1950. This administration operates the United States Maritime Service, a merchant marine cadet-officer training program and, in addition, supervises State marine and civilian nautical schools.

*Federal schools.*—There are 3 federally operated merchant marine schools for the training and upgrading of officers and seaman for the merchant fleet. The United States Maritime Service Institute enrolls about 9,000 men and offers to them correspondence and extension courses for licensed and unlicensed personnel of the merchant marine. In addition, an average of about 900 cadet midshipmen are in training at the United States Merchant Marine Academies.

*State Marine Schools.*—As nearly as 1874 the Secretary of the Navy was authorized to furnish, if requested by a State governor, a fully equipped vessel for use by colleges. The State Marine School Act of 1911 promoted nautical education by authorizing Federal aid "to be used for the benefit of any nautical school, and any school or college having a nautical branch" in any of 11 seaport cities named in the Act. Navy personnel could be furnished for supervision or instruction in the schools and Federal funds were appropriated. The Act required that the Federal funds be matched by a State or municipality, but the Federal money could not exceed \$25,000 for any one school per year. Later legislation increased this \$25,000 limitation to not to exceed \$50,000 per school year, conditioned on the admittance to training of cadets from out-of-State.

In 1941 the supervision of these schools, which are known as State Maritime Academies, was transferred from the Navy to the United States Maritime Commission. Four States have such academies at the present time—California, Maine, Massachusetts, and New York. Pennsylvania closed its academy several years ago.

A summary of the expenditures for the education of merchant marine personnel during the past 10 years is presented in table 45. These figures show all costs of education including training obtained through correspondence courses. They were supplied by the U. S. Department of Commerce, Maritime Administration.

**NATIONAL BUREAU OF STANDARDS GRADUATE SCHOOL**

This Graduate School is the oldest of the several advanced educational programs sponsored by governmental agencies to provide educational opportunities primarily for employees. It was established in 1908. The School provides educational services in the



TABLE 45.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF MERCHANT MARINE PERSONNEL, 1942-43 TO 1951-52

School year	Total	Federal Merchant Marine Schools	State Maritime Academies	Training of unlicensed merchant marine personnel	Upgrading of licensed and unlicensed merchant marine personnel
1	2	3	4	5	6
<b>Total (10 years)</b>	<b>\$373,777,396</b>	<b>989,341,796</b>	<b>612,851,618</b>	<b>6121,762,547</b>	<b>\$78,728,966</b>
1942-43	69,924,836	16,163,018	1,961,702	40,300,383	11,499,236
1943-44	62,434,921	8,832,858	1,818,587	32,152,020	19,631,456
1944-45	64,399,352	9,326,656	1,574,755	29,190,715	24,307,226
1945-46	85,487,274	6,563,714	1,684,459	15,779,513	11,559,588
1946-47	10,112,081	4,163,899	1,143,696	1,222,920	3,861,561
1947-48	7,254,418	3,162,160	978,289	1,169,669	954,276
1948-49	7,654,991	3,517,809	1,117,491	1,117,084	1,902,607
1949-50	6,755,004	3,288,518	1,053,492	767,257	1,645,737
1950-51	5,292,414	2,745,847	1,018,548	37,161	1,490,858
1951-52	4,462,500	2,577,250	700,000	36,800	1,148,450

Bureau's zone of scientific responsibility—the physical sciences. Experts from the Bureau's staff are readily available as instructors and laboratory facilities are available for demonstration or student use. All classes are held after the working day.

The Graduate School of the National Bureau of Standards is not a degree-granting institution, but course work toward a degree is transferred through the registrar of the university concerned. The growth of extension activity in American universities and the increasing emphasis on science have brought about a gradual change in the school, in that many of the courses which are given at the National Bureau of Standards are sponsored by some recognized university in which the students register and receive residence credit, as well as academic credit. The selection of the course and the instructor is made jointly by the National Bureau of Standards Graduate School and the university concerned.

More than 150 doctor of philosophy degrees have been obtained by students who have used either course or dissertational work done at the National Bureau of Standards as a partial fulfillment of the requirements. The School is a non-profit organization with courses planned and administered by the Educational Committee composed of senior staff members who serve without reimbursement other than regular salary. A tuition charge of \$8.00 per semester hour for courses is used to reimburse professors for after-hours instruction. Approximately 500 students are enrolled each academic year. The National Bureau of Standards provides classroom and laboratory space, library facilities, and instructional material, but no appropriated funds are specifically spent for the administration of the educational program and the operation expenses are paid from the student fees.



## FEDERAL FUNDS FOR EDUCATION

## DEPARTMENT OF DEFENSE

Modern defense of a nation requires the training of military personnel. This preparation for possible participation in war activities is a major function of the Department of Defense. An analysis of the purposes for which expenditures are made would indicate that a portion of the necessary expenditures could be regarded as Federal funds for education.

Federal funds expended in giving basic or specialized military training to all recruits are not reported here. However, portions expended in providing academic training of personnel at civilian schools and service academies have been summarized and are presented in table 46, for recent years. These funds are expended to improve the effectiveness of military personnel and a significant portion of such training continues to be useful to discharges in later occupational pursuits.

In addition to these programs in the civilian schools and service academies the Department of Defense expends large amounts for research and development. Total figures for these research programs in all Federal agencies are given in table 2. However, no detailed figures are presented in this section because of the difficulties of separating these items from the total Defense budget.

Table 46.—FEDERAL FUNDS ALLOTTED FOR ACADEMIC TRAINING OF MILITARY PERSONNEL AT CIVILIAN SCHOOLS AND SERVICE ACADEMIES, 1946-47 TO 1951-52<sup>1</sup>

School year	U. S. Military Academy	U. S. Naval Academy	Academic training of military personnel at civilian institutions <sup>2</sup>	College and graduate training of Naval Reserve personnel
1	2	3	4	5
Total (6 years).....	\$20,247,783	\$22,544,323	\$16,462,667	\$20,267,681
1946-47.....	4,567,200	4,480,000	2,412,691	3,499,750
1947-48.....	4,233,467	4,500,000	2,827,270	3,636,600
1948-49.....	4,875,300	5,559,192	2,453,353	2,942,747
1949-50.....	5,041,806	5,492,200	2,216,538	3,409,064
1950-51.....	5,418,941	6,424,340	2,948,991	3,775,509
1951-52.....	6,111,066	7,090,600	3,543,821	3,624,000

<sup>1</sup> Figures do not include military pay and allowances.

<sup>2</sup> Does not include fees paid to universities under research and development contracts.

## DEPARTMENT OF JUSTICE

Education for citizenship is a program in which the Department has shown interest through the years. Small amounts of Federal money expended on this activity yield impressive results. The citizenship education program is conducted by the Immigration and Naturalization Service. Funds are used largely to employ personnel for the operation of the service and to prepare citizenship



education materials for use by citizenship classes arranged in the various cities. In addition, the Immigration and Naturalization Service expends small amounts for the training of border patrol and special agents.

Other functions of the Department of Justice, operated through the Bureau of Prisons, are the extensive educational and vocational training programs in the 30 Federal penal and correctional institutions. For these important services, general and academic education is provided at Government expense from funds appropriated by Congress to the Bureau of Prisons. Due to the nature of the program, however, and due to the conditions under which courses are taken by the men and women, it would be difficult to itemize amounts to give an accounting of funds expended for education alone.

Reasonable acceptance of the general and academic educational programs is acknowledged by the fact that there were 617 class groups with an average attendance of 9,645 during the 1950-51 school year. Of these classes, 231 of them provided instruction below the fifth-grade level. This is strong evidence on the need for this type of work.

About 75 percent of the students take courses ranging from the fifth grade through the secondary school. This work is planned so that the inmates may secure elementary and secondary school diplomas upon satisfactory completion of the work at the respective levels. About 3,000 of those attending completed their courses, and 266 had attained sufficient credits to receive either grade-school certificates or highschool diplomas. Others take work through correspondence courses in areas of instruction which are not offered by the penal institutions.

Many of the inmates of the Federal penal institutions are more interested in vocational work than regular academic study and for this group the Federal Prisons Industries, Inc., provides important educational services. This body is an incorporation of activities which makes it possible for the inmates of the Federal penal institution to find an outlet for the products which they manufacture or produce in their prison work activities. It is also of interest to note that this program is financed with income from the operation of the shops managed in conjunction with the schools. Some of the Activities of the vocational training program are commercial work; construction; trades; farming; cooking and baking; airplane repair; auto maintenance; typewriter repair; machine, tool, and die making; radio and television repair and service; drafting; and a whole range of others from which interested personnel may choose and profit. Statistical details relating to the program of vocational education include these figures.



*Vocational and General Education in Federal Penal Institutions for the 1950-51  
School Year*

Number of training courses offered.....	599
Number of participants enrolled.....	11,653
Number completing unit of training.....	6,796
Certificates issued by State, county, and city vocational boards.....	1,560
Number placed in jobs on release.....	1,250
Expenditure for vocational education.....	\$389,098
Cost per student for the completed course, including placement.....	\$57.25

## DEPARTMENT OF STATE

A program of international educational exchange has been developed by the Department of State in cooperation with the Office of Education and other agencies of the Federal Government. The purpose of the exchange program, in the words of the authorizing congressional legislation is "to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries." A part of this program provides opportunities for Americans to pursue educational activities abroad and for foreign nationals to undertake similar projects in the United States.

The educational exchange is essentially international in character with specific foreign policy objectives. Improvement of international relations is the primary purpose. Progress is achieved through the use of personnel and facilities of educational institutions, both in the United States and abroad. Fundamentally, it is an outstanding example of democracy in action. Through education, the exchange fosters the free interchange of thought and experiences by students, teachers, lecturers, and leaders, as they engage in study and exchange information at the various schools, colleges, and universities, in many countries. Education is again recognized as the most essential tool for the preservation of democracy.

Activities in the field of exchange of persons are of two general types: the administration or supervision of programs providing financial grants-in-aid for exchanges, and nonfinancial services designed to foster desirable exchanges sponsored by American and foreign organizations and institutions, international agencies and foreign governments.

The principal programs under which financial grants-in-aid are awarded to students, teachers, lecturers, research scholars, leaders and specialists are conducted under the authority of the Smith-Mundt Act (P. L. 402, 80th Cong.) and the Fulbright Act (P. L. 584, 79th Cong.). Many of the grants under these two programs are made in combination with each other, or with those obtained from other sources. Other grants are provided under the Con-



vention for the Promotion of Inter-American Cultural Relations, special programs with Germany and Austria, the Chinese Emergency Aid Program, and a special program for educational exchange with Finland.

During the 1950-51 school year, 7,158 persons received grants-in-aid for exchanges between the United States and 70 foreign countries. Of these, 5,630 were invited to the United States for study, teaching, observation, or research; to see for themselves how American democracy functions; and to provide advanced preparation in special educational fields to assure that improved instruction, standards, and techniques, will be used in many subject matter fields abroad. A total of 1,528 Americans received grants-in-aid to undertake similar activities abroad through which they carried the truth about America to foreign lands. Tables 47 and 48 indicate the number of these exchanges with each major geographical area and a breakdown of costs under the various program authorizations.

The Educational Exchange Service of the Department of State assisted 464 organizations, including educational institutions, private businesses, other Governmental agencies in the United States and abroad, and the United Nations, through whose programs approximately 4,800 persons were exchanged. Types of assistance ranged from the designation of exchange-visitor programs, thereby encouraging the admission of foreign nationals desiring to visit the United States for educational purposes, to actual aid in selecting, placing and orienting persons brought to this country, and providing advice and counsel to groups and individuals in the planning of programs.

The exchange program is conducted in cooperation with public and private agencies, including the Office of Education. Services performed by these agencies, under contract of working-fund agreements, include assistance in disseminating information about exchange opportunities, receiving, reviewing and recommending applicants, as well as providing placement and counseling services.

Table 47.—NUMBERS OF PARTICIPANTS FROM OTHER COUNTRIES ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, FOR THE 1950-51 SCHOOL YEAR

World area	Students	Teachers	Lecturers and scholars	Leaders	Total
1	2	3	4	5	6
<b>Total</b> .....	<b>2,665</b>	<b>513</b>	<b>468</b>	<b>2,625</b>	<b>5,630</b>
Other American Republics.....	146	37	7	116	306
Europe.....	2,148	578	309	1,527	4,302
Near East and Africa.....	376	89	83	370	667
Far East.....	115	58	10	112	295



Table 48.—NUMBERS OF PARTICIPANTS FROM THE UNITED STATES ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, FOR THE 1950-51 SCHOOL YEAR

World area	Students	Teachers	Lecturers and scholars	Leaders	Total
1	2	3	4	5	6
<b>Total</b> .....	721	216	344	237	1,538
Other American Republics.....	16	0	29	12	57
Europe.....	649	153	213	208	1,223
Near East and Africa.....	48	49	82	10	189
Far East.....	8	14	30	7	59

Table 49.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATIONAL EXCHANGE PROGRAMS, FOR THE 1950-51 SCHOOL YEAR

Program	Amount	Program	Amount
1	2	1	2
<b>Total</b> .....	\$32,426,429	Austrian.....	\$386,796
Fulbright.....	1 6,081,625	Chinese.....	3,228,901
Smith-Mundt.....	1 5,939,745	Finnish.....	288,902
		German.....	6,500,470

<sup>1</sup> Foreign currency United States dollar equivalent.

<sup>2</sup> Includes \$171,000 aid to American-sponsored schools.

#### TECHNICAL ASSISTANCE PROGRAM

The Institute of Inter-American Affairs has important responsibilities related to education in other countries. This is a plan under which the relatively well-developed nations of the world are assisting the less-advanced countries to improve their economic and cultural situation. Improvements in school systems, agriculture, health, industry, mining, and communications are accomplished through education and consequently it is reasonable to consider portions of expenditures for the technical assistance program as Federal expenditures for education. These expenditures are for the purpose of promoting improved international relationships.

In the under-developed countries illiteracy ranges from 40 to 90 percent. Efforts to assist these nations are directed toward the reduction of this illiteracy and toward the promotion of a type of education bearing directly on economic and social advance. Programs of mass education for adults have been established and school systems are being improved. There are elementary, secondary, and vocational schools which offer all the literacy subjects as well as trades, agriculture, and other vocations. The Institute of Inter-American Affairs has been operating the technical-assistance program since 1943 and the impetus added by Point IV is developing the functions of the Office into an important force for improving world relationships. Federal appropriations for recent years are given in table 50.



Table 50.—FEDERAL FUNDS FOR COOPERATIVE EDUCATIONAL PROGRAMS IN OTHER AMERICAN REPUBLICS, 1948-49 TO 1951-52

Cooperating country	Cost to the United States for technicians, administration, and program				Cost to the cooperating country, 1951-52
	1948-49	1949-50	1950-51	1951-52 <sup>1</sup>	
1	2	3	4	5	6
<b>Total</b> .....	<b>\$533,410</b>	<b>\$714,000</b>	<b>\$1,205,833</b>	<b>\$2,196,965</b>	<b>\$1,674,000</b>
Bolivia.....	75,000	89,000	119,749	241,190	50,000
Brasil.....	54,000	167,000	226,850	466,065	775,000
Dominican Republic.....	0	0	119,113	164,100	75,000
Ecuador.....	83,819	106,000	118,929	242,110	60,000
Honduras.....	0	0	42,929	139,540	60,000
Nicaragua.....	0	0	67,867	151,650	53,000
Panama.....	61,000	80,600	151,628	211,610	225,000
Paraguay.....	78,624	86,000	131,710	193,200	40,000
Peru.....	180,967	186,000	227,157	299,500	336,600
Regional.....	0	0	0	88,000	0

<sup>1</sup> These are budgeted figures for the 1951-52 school year. Actual expenditures will run substantially lower, especially in Brasil. Programs in the Dominican Republic, Honduras, and Nicaragua were initiated late in the 1951-52 school year.

## DEPARTMENT OF THE TREASURY

Congress has given the Treasury Department responsibility for the administration of certain educational features which are closely associated with the regular operating programs. These include educational programs to promote the habit of saving, to give the public skills in the recognition of counterfeit money, and to provide specialized in-service training for customs inspectors and law-enforcement officers. Expenditures for these educational services can scarcely be segregated and reported in tabular form. They are parts of budgets for operating divisions within the Treasury Department.

One program on which specific amounts can be reported as the cost of education pertains to the educational services for Coast Guard personnel. These educational services are provided through the operation of the Coast Guard Academy and through the payment of tuition for individuals who are assigned to take academic training at specific institutions of higher education. Amounts expended for these educational services are presented in table 51. Data were obtained from the Treasury Department.

## DISTRICT OF COLUMBIA

As in other large cities, the public board of education for the District of Columbia operates a complete program of public education. This probably should be regarded as essentially a local program rather than a Federal activity in education since it is supported chiefly by local taxes. However, the Federal Government does provide some funds for its operation. This Federal



Table 51.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF COAST GUARD PERSONNEL, 1942-43 TO 1951-52

School year	Coast Guard Academy	Tuition for Coast Guard personnel	School year	Coast Guard Academy	Tuition for Coast Guard personnel
1	2	3	1	2	3
Total (10 years)	\$19,543,833	\$228,479	1946-47	\$1,530,918	\$17,938
1942-43	(?)	9,654	1947-48	1,602,558	18,962
1943-44	2,839,970	14,000	1948-49	1,951,929	31,428
1944-45	2,965,583	15,000	1949-50	2,014,047	32,200
1945-46	2,651,827	10,288	1950-51	1,768,000	32,000
			1951-52	2,219,000	47,000

1 Not available.

contribution is not made directly to the Board of Education, but is appropriated to the government of the District of Columbia. It applies to the total district budget without specifying that a certain amount is for public education. For the past 5 years this Federal contribution has averaged 11.5 percent of the total budget for the District government, including education.

In the District of Columbia the educational services operated by the Board of Education include elementary, junior high, senior high, and vocational high schools operating on a segregated basis for white and Negro children. In addition, two institutions for higher education are provided. Wilson's Teachers College is for white students who are preparing to teach in the public schools and Miner Teachers College is for the preparation of Negro teachers. Figures are not reported separately for these institutions, since they are operated as integral parts of the city system of public schools under the direct control of the Board of Education. Expenditures reported for the public schools in the District of Columbia include expenditures for these two colleges.

Annual expenditures for public education provided by the public board of education in the District of Columbia are presented in table 52. For the past 5 years it may be assumed that approximately 11.5 percent of these funds were derived from the Federal treasury and that 88.5 percent came from local tax revenues in the District of Columbia. In the school year 1950-51, however, Federal funds amounted to only 9.53 percent of the total appropriations to the government of the District of Columbia, and so it may be assumed that 9.53 percent of the educational expenditures, or \$2,697,000, were derived from the Federal treasury. Local revenues are derived chiefly from the property tax and a personal income tax. Data for table 52 were obtained from the Department of Business Administration for the public schools of the District of Columbia.



*National Training School for Girls.*—Within the District of Columbia is located the National Training School for Girls which offers a controlled environment for the custody and care of delinquent girls generally between the ages of 14 and 18 years. The annual budget for the school is included as a part of the budget for the Board of Public Welfare of the District of Columbia government. It may be assumed that the Federal Government provides an average of 11.5 percent of these funds as it has provided in recent years for the expenses of government in the District. Data relating to the operating expenses for the National Training School for Girls have been obtained from the Board of Public Welfare and they are presented in table 53.

*National Training School for Boys.*—This school, located in the District of Columbia, is a correctional institution operated by the Department of Justice. Expenditures for this school would include amounts for maintenance and subsistence as well as instruction.

Figures for these educational programs in the Department of Justice are somewhat difficult to separate from the normal operating budgets and consequently are not presented here in detail.

Table 52.—EXPENDITURES FOR PUBLIC EDUCATION IN THE DISTRICT OF COLUMBIA, 1941-42 TO 1950-51

School year	For current expense	For capital outlay	Total expense
1	2	3	4
Total (10 years).....	\$167,614,126	\$37,937,963	\$195,551,289
1941-42.....	11,684,206	1,409,803	13,094,009
1942-43.....	12,281,654	642,123	12,923,777
1943-44.....	12,849,601	250,392	13,099,993
1944-45.....	13,093,823	526,916	13,620,739
1945-46.....	14,240,697	298,152	14,538,849
1946-47.....	16,864,582	1,104,324	17,968,856
1947-48.....	19,430,176	9,155,048	28,585,224
1948-49.....	21,594,647	3,574,345	25,168,992
1949-50.....	22,320,252	5,982,149	28,302,401
1950-51.....	23,254,638	4,993,630	28,248,468

Table 53.—FEDERAL FUNDS ALLOTTED BY THE DISTRICT OF COLUMBIA FOR THE NATIONAL TRAINING SCHOOL FOR GIRLS, 1944-45 TO 1951-52

School year	Operating expense	School year	Operating expense
1	2	1	2
Total (8 years).....	\$524,986	1947-48.....	\$55,987
1944-45.....	57,165	1948-49.....	62,939
1945-46.....	52,063	1949-50.....	69,956
1946-47.....	74,272	1950-51.....	73,495
		1951-52.....	78,359



## SUMMARY

Reports prepared by the Hoover Commission and the Legislative Reference Service of the Library of Congress have given reliable evidence concerning the extent that Federal funds are granted for educational activities. They revealed that almost all of the departments, agencies, and offices have educational programs which are in addition to routine in-service training of employees.

In this issue of Federal Funds for Education an effort has been made to include as complete a coverage as can be obtained by moderate inquiries. Some programs are omitted because portions of appropriations expended for education can scarcely be separated from funds for other purposes or because the agency considered it inappropriate to present the detailed information.

Recent bulletins in this series show a considerable amount of activity in education by Federal agencies. Some of the programs reported are increasing rapidly, while others are declining or being eliminated altogether. Bills presented in Congress indicate that many members are in favor of establishing new programs of Federal assistance for education. Some of them also raise questions concerning the placement of the educational functions. Most of the Federal funds for education have been administered by educational divisions and sections in the several departments, agencies, and offices, but recent enactments have indicated that Congress is interested in centering more of the educational programs and appropriations in the Office of Education.



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