

(f) With foreign governments or international organizations: The Bureau does not to any significant degree coordinate directly with foreign governments concerning education programs. However, under the aegis of other Federal agencies it cooperates actively with foreign governments and international agencies in exchanges of educational materials and in exchanges of views and experience relating to the education of underdeveloped peoples. The Bureau assists in the orientation of a good many foreign visitors.

(g) With nonprofit organizations or institutions (specify types): From time to time the Bureau is asked to make a recommendation concerning an application from a college to a foundation for funds for research in Indian education. The Bureau coordinates with nonprofit organizations which raise funds for scholarship aid.

Occasionally the Bureau contracts with a university or some other nonprofit organization for research or consultative services.

(h) With business enterprises (specify types): None ordinarily other than procurement of equipment, supplies, and materials.

(i) With others (specify): The Bureau must coordinate with many tribal governments on many matters affecting the education of Indian children.

8. *Laws and regulations*

(a) The Snyder Act of 1921 (42 Stat. 208; 25 U.S.C. 13) provided substantive law for appropriations covering the conduct of activities by the Bureau of Indian Affairs, including education. The scope and character of authorizations contained in this act were broadened by the Indian Reorganization Act of 1934 (48 Stat. 984; 25 U.S.C. 461).

(b) The Johnson-O'Malley Act of 1934, as amended (49 Stat. 1458; 25 U.S.C. 452) made it possible to contract with States and their subdivisions for education and other social services to Indians.

PART II. DATA BEARING ON ECONOMIC ASPECTS AND IMPACTS OF THE PROGRAM

9. *Economic effects*

(a) National studies reveal that the average high school graduate could expect to receive one-third more in lifetime earnings than an elementary school graduate, and a college graduate could expect to earn two-thirds more than an average high school graduate. In addition to the greater returns to the individual, investment in education is also measured by returns to the Government and society in the form of additional tax contributions, decreased burden upon society to support welfare and delinquent members, increased productivity, etc.

(b) Bureau high school programs emphasize learnings at the pre-vocational or preparatory level for continuation in higher education, since just a high school education is no longer sufficient to meet competition in the labor market and the needs of industry. Grants and other scholarship aids from Bureau and other sources are enabling Indian students to continue schooling beyond high school. Bureau school census reports show there are twice as many Indian students attending colleges and vocational schools above the high school level today as there were 10 years ago. Post high school vocational courses in three Bureau schools prepare students for employment or further training, with entrance salaries of some of the Haskell Institute graduates exceeding \$6,000 a year.