

lished with the following Federal Government agencies: Department of State, Agency for International Development, Peace Corps, National Science Foundation, National Institutes of Health.

(d) *With State governments or their instrumentalities.*—The program administrators respond to inquiries concerning this program which are received from various State education departments, which wish to consider possible implications of the program related to such items as program planning and evaluation, design of language programs, and its relevance to teacher training.

(e) *With nonprofit organizations or institutions.*—The institutions with which the Office of Education negotiates operational plans and administers contracts for the establishment of language and area centers, and for which language fellowship programs are approved, are public or private nonprofit institutions of higher education.

(f) *With others.*—

(1) An advisory committee for the national defense language development program, composed of eminent representatives from various professions, was established under the NDEA to advise on policy matters arising in the administration of the program.

(2) The various professional organizations and foundations maintain an active interest in this program and informal liaison has been achieved.

8. *Laws and regulations*

Title VI of the National Defense Education Act of 1958, enacted on September 2, 1958, as Public Law 85-864. See Compendium of Statutes, pages 181-182 for a copy of the title, as amended.

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

9. *Economic effects*

(a) *Personal income.*—Recipients of language fellowships and participants in language and area center programs have higher potential personal incomes than would be the case without this advanced and specialized training. This is true in government, business, and teaching; for not only does the person become a more valuable employee or teacher, but there is an expanding market for persons competent in these languages.

(b) *Worker placement and productivity.*—This program has a substantial effect on the job placement of its participants, for while the market for persons trained in languages is widely expanding, the supply is scarce. Trained personnel usually have a wider variety of positions open to them, and, due to their training, are highly qualified and productive workers.

(c) *Business or industrial organization and management.*—The effect on business is indicated by the fact that during the past year or two business has been taking an increasing and more active interest in persons with this kind of training. The long-term effects of the program on the development of American international trade are important and will provide the stimulus for new business enterprises or expansion of old ones.

(d) *Geographical differentials.*—Not every State and not even every area or region of the country has a center, but because of student mobility, particularly at the graduate level, every area of the country