

Therefore the concept of a university-based nuclear education and training program of the AEC gained impetus.

In 1955 the International School of Nuclear Science and Engineering was established on an unclassified basis to provide educational opportunities primarily for individuals of other nations; American enrollments were maintained at approximately 15 percent of the total. The classified ORSORT program at Oak Ridge was continued. The two programs gradually expanded to include university participation in the presentation of preparatory work leading to more specialized courses at these two AEC schools.

In the summer of 1956, the AEC initiated the first of a series of faculty institutes, starting with an engineering technology program at the Argonne and Brookhaven National Laboratories, designed to acquaint engineering school staff with the need for incorporating nuclear technology in curriculum offerings. From engineering the program broadened to include radiation biology for both high school and college faculty, then broadened still further to include the physical sciences and isotope technology, with the National Science Foundation cooperating to provide faculty stipends while the AEC supported operating costs. Initially the institute program, especially in engineering, was held at AEC sites. Today, as a result of the growing university capability developed through AEC educational support programs, colleges and universities present thirty-odd institutes, with AEC facilities operating in a few special areas.

In the fall of 1956, following congressional approval of education and training as an AEC responsibility needed to implement its research mission, the AEC announced the formation of a broad program of support for nuclear education at colleges and universities. At first this program emphasized the reactor and nuclear engineering curriculums of the AEC-supported schools at Argonne and Oak Ridge. Mechanisms to help develop such courses were established, such as grants for specialized nuclear equipment including very low-powered reactors for teaching purposes; loans of nuclear materials required for such facilities; summer institutes mentioned above; specialized fellowships including new predoctoral fellowships in nuclear science and engineering; and a small program for faculty research participation for training purposes.

These initial engineering-oriented activities were conducted within the Division of Reactor Development. Within a few years these activities were expended to include the life and physical sciences, and to provide support for both undergraduate and graduate curriculums in contrast to the earlier concentration on graduate level courses. The Divisions of Biology and Medicine, Isotopes Development, and International Affairs each administered programs in their specialized areas. Segments of the overall education program were constantly modified to reflect changes in the AEC's research and development activities as well as growing capabilities of the educational community resulting from the AEC support. For example, the ORSORT course for reactor engineers was succeeded by more specialized courses in Reactor Operations Supervision and Reactor Hazards Evaluation.