

(A) "UNDER CONTRACT" TRAINING

1. *Vocational Rehabilitation Act* of June 2, 1920, as amended, 29 U.S.C. 31 *et seq.*
2. *Manpower Development and Training Act of 1962*; as amended, 42 U.S.C. 2571; P. L. 89-792
3. *Indian Adult Vocational Education*; 25 U.S.C. 309, 452, 823(c)
4. *Economic Opportunity Act of 1964*; as amended, 42 U.S.C. 2701 *et seq.*; P. L. 89-794
5. *Government Employee's Training Program*; (P. L. 89-554) 5 U.S.C. 4101-4118
6. *Economic Development Administration* (P. L. 89-15) 42 U.S.C. 2583
7. *Veteran's Vocational Rehabilitation*, 38 U.S.C. 1501-1511
8. *Vocational Education Act of 1963*; P. L. 88-210; Sec. 8(1)
9. *Social Security Title II, Public Welfare Work Training Programs (AFDC)* P. L. 90-248

STUDENT FINANCIAL GRANTS, LOANS OR TAX BENEFITS

- *10. *Social Security Student Dependents*; P. L. 89-97; See Sec. 202 (d) (8) (C),
- *11. *F. E. O. A. Student Dependents*; P. L. 89-488; See Sec 10 (M).
- *12. *Railroad Retirement Student Dependents*; P.L. 89-700; See Sec. 5(1) (I).
- *13. *Student Dependency and Indemnity Compensation for Veterans Children*; 38 U.S.C. 104, 414(c).
- *14. *Civil Service Retirement Student Dependents*; P. L. 89-504; 5 U.S.C. 2251-2268; See Sec. 2251(j) and Sec. 2260, and P. L. 89-554; Sec. 8341.
- *15. *War Orphans Educational Assistance*; 38 U.S.C. 1701 *et seq.*
- *16. *Veterans Readjustment Benefits Act of 1966*; P. L. 89-358; See Sec. 1652 (c).
17. *Vocational Loans to Indians*; 25 U.S.C. 471.
18. *Vocational Loans to Eskimos*; 25 U.S.C. 479.
19. *National Vocational Student Loan Insurance*; P. L. 89-287.
20. *Income Tax Deduction for Student Dependents*; 26 U.S.C. 151(e) (4).

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THE JOB'S THE THING

Why do so many young high school graduates—more than has generally been suspected—pass up low-cost public education to go to proprietary schools?

Stanford Research Institute investigator Edward A. Podesta put this question to proprietary school students in a survey of vocational education planning in Santa Clara County, Calif., funded by OE's Cooperative Research Program.

"Here I don't have to bother with English composition, physical education, history or science," said a girl enrolled in secretarial training. "I spend all of my time on business courses, and after all, that's what I need for a job."

Time (course length and ease of enrollment), placement service, individual attention, and relaxed classroom atmosphere were other major reasons mentioned

Podesta explains: "Students begin classes when they want to and get to work much sooner than in public schools where they see courses added 'to drag out the time.' They feel the early paychecks compensate for high study costs."

Instructional programs were similar to those of public schools, Podesta found. Students felt, however, that proprietary school teachers were "closer to the job market, more aware of conditions, better able to help them find jobs."

[An excerpt from Final Report, Contract No. OE-5-85-068]

SUPPLY AND DEMAND FACTORS AFFECTING VOCATIONAL EDUCATION PLANNING

(A Methodological Study in Santa Clara County, Calif., October 1966, U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, Stanford Research Institute, Menlo Park, Calif., Pages 44-45.)

*Outright grants of money paid monthly direct to student.